

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR**

Calistoga JR/SR High School

**1608 Lake Street
Calistoga, CA 94515**

Calistoga Joint Unified School District

March 11 - 14, 2018

Visiting Committee Members

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Preface

- **Comment on the school’s self-study process with respect to the expected outcomes of the self-study.**
 1. **The involvement and collaboration of all staff and other stakeholders to support student achievement**
 2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards (*note the selected schoolwide learner outcomes examined by the school*)**
 3. **The gathering and analyzing of data about students and student achievement**
 4. **The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria**
 5. **The alignment of a long-range action plan to the school’s areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.**

- **Include a copy of the school’s schoolwide learner outcomes.**
 1. In February 2015 the former principal and staff worked through the Action Plan using the 2012 Self-Study and that Visiting Committee’s Recommendations. Staff divided in focus group teams interpreted, analyzed and evaluated their program’s progress in the following areas: 1. Professional Development Plan. 2. Standards- aligned Pacing Guides and Benchmark Exams. 3. Closing the Achievement Gap and Implementing an English Learner Coordinator. 4. Incorporating Technology into the Classrooms and 5. Classroom Walkthroughs. The mid-cycle report was created from this work; the results of which were shared with the leadership team and School Site Council. It was during this time in which the former principal transitioned on and current Principal Wycoff stepped into the role.
 2. In October 2016 the staff engaged in Professional Development with a focus of supporting and understanding the WASC Self-Study process with a highlight on the inclusion and collective approach within the performance of the self-study with a close examination of the interconnectedness and interdependence of the different focus areas.
 3. Between October 2016 and January 2017 the self-study coordinator continued to add to the existing data on demographics and achievement; updating staff along the way.
 4. In February 2017 staff worked to answer the essential question: “If we were about to set the agenda for our school community for the next two to three years, what information would we want to have and understand before making that important decision?” Within this process staff adopted the “Cage Buster” problem solving philosophy, using the “problem solving template”. During this time the existing ESLRs were used to generate suggestions for the Schoolwide Learner Outcomes, keeping a focus over what the results of the SLOs would look like and how they would be assessed. The results of the suggestions were reviewed by leadership and turned into the new SLOs, which are the same as the former ESLRs with one exception. WASC was not discussed again until August 2017, when staff met in their Focus Groups, which were determined through

survey process; each group was provided a template and they began writing responses to the indicators and prompts. Meeting monthly in the time beyond August 2017 through the Winter Break.

5. On November 20th, Focus Groups presented their work to a broader audience, including District Office personnel, students, parents and Board of Education Trustees. In January 2018 Principal Wycoff and the Leadership Team met to review all of the data assembled since the 2012 Full Self-Study, with a goal of identifying key trends and changes that could help to narrow the current critical learner needs; findings, concerns and critical areas for growth were prioritized and written into the Action Plan.

Calistoga JR/SR High School Student Learner Outcomes -

1. Professional Development Plan
2. Continue to develop and implement Common Core Curriculum schoolwide.
3. Continue to work toward eliminating the achievement gap and bring all students to College and Career ready.
4. Continue to support an English Learner Support system grades 7-12.
5. Promote a positive school culture promoting a cohesive community, student engagement, academic excellence and student gratitude/empathy.

Chapter I: Progress Report (2 pages)

Since the last self-study:

- **Comments on the school's major changes and follow-up process.**
- **Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.**

A change of administration has taken place in the time since the 2012 WASC Self-Study, transitioning from one principal who served for seven months to an interim principal who simultaneously served as vice-principal. After which the district office swapped administration between the elementary school and the junior/senior high school, with the hire of a new vice-principal, all of which impacted school culture. In the summer of 2015 Calistoga JR/SR High School (CJSHS) was separated, dividing the middle school from the high school, with the former principal going with the middle school and the vice-principal stepping into the role of principal of the high school. After two years in the configuration the principal of the middle school moved on to another district and the two schools were once more combined, also in the summer of 2017 a new superintendent was hired for the district.

In 2015 CJSHS adopted READ 180, an intervention program, designed to build reading comprehension and academic vocabulary with writing skills for struggling students, student are assigned to READ 180 based off of their Lexile levels. Also in 2015 CJSHS began to build more of a career technical focus with the inclusion of Culinary 1 and 2, Biotechnology, Chemistry of Alternative Energy, Physics of Alternative Energy, Introduction to Construction and La Promesa (Future Educators). CJSHS has also added to the offerings of Advanced Placement courses by including Chemistry and Spanish Language.

Limited staff turnover has helped support stability on campus since the self-study mid-term; along with support by outside agencies provides scaffolding and services for students: Community Schools Manager, Youth & Family Program Specialist, Youth Diversion Coordinator, Menits Mental Health Therapists, ACE (After Class Enrichment) Program. Community Schools Manager aligns the needs of the classroom with the needs of the greater community through the engagement of students in critical analysis of their environment, empowering families, supporting teachers and engaging community partners. Youth & Family Program Specialist coordinates the CLARO & CLARA youth mentoring groups for students grades 7-12, along with the coordination of the college mentoring programs and parent education opportunities. Youth Diversion Coordinator works alongside Calistoga law enforcement and school officials by overseeing and coordinating each case in the Juvenile Diversion Program to minimize the number of youths going through the court system. Menits Mental Health provides counseling to the middle and high school students who are struggling with depression, violence and family conflicts that are causing emotional, behavioral and academic problems. ACE Program is funded through Napa County and addresses the educational, social and safety needs of students through a community collaborative that provides academic support and enrichment activities which bridge the school day and out of school hours by offering homework help, small group tutoring, college and career mentoring, team sports, group games and physical activities, along with arts and crafts and science projects.

Beginning with the 2017-2018 school year release time was given to a teacher so that the duties of the English Learner Coordinator could be fulfilled; the responsibilities include coordinating the ELPAC, monitoring and redesignating EL students and holding intervention meetings to create the English Language Acquisition Plan (ELAP). To create the ELAP a multidisciplinary team collaborates, who meets yearly, with an EL student and their family members to review language acquisition, academic/social progress and how the school can support the student's academic, social and personal goals. The primary focus of the ELAP is on the students identified as levels 1 and 2 under the ELPAC; the goals of the ELAP and the team to 1. Ensure steady academic progress and language acquisition, 2. Decrease risks of academic failure and 3. Strengthen parent/guardian participation and engagement to students' academic development. Two part-time bilingual aides have been hired to assist with the ELAP and the EL students in their core classes.

The addition of a College and Career Center to the remodeled library, facilitated the addition of the College and Career Coordinator whose duty is to prepare students for postsecondary education and career opportunities, connecting students with internships, community service, and work experience. Additional clubs are now operating on campus which provide service opportunities and are designed to keep students on campus during lunch; Interact (sponsored by the local Rotary), "S" Club (sponsored by the Soroptimist), Guitar Club, Engineering Club, Photography Club, Gay Straight Alliance Club and Chess Club.

Individual Education Plans are supported with classified and certificated staff who push into mainstream academic classes in addition to their Academic Support classes. There has also been an increase of the number of A-G classes offered, along with the three CTE Pathways: Building and Construction Trades, Energy and Industry, and Health Science and Medical Technology. The pathways are in the development stage with only one currently operating a capstone in Building and Construction Trades Pathway.

1. Professional Development Plan

In the past the district office designed and organized the staff development for CJSHS with little to no input from certificated staff. In the Spring of 2017 the certificated staff has the opportunity to lead on their priority of Professional Development, they selected the following: developing grade level and subject level planning time; advisory; building community on campus; online curriculum; technology tools; Illuminate Training; review schoolwide AVID EL Strategies; motivation through inquiry based instruction; and aligned assessments for end of unit, quarter, etc. In the 2017-2018 school year Calistoga Joint Unified School District entered into a new contract with Illuminate Ed; the focus is to use the system to analyze and provide data to staff to improve teaching and learning objectives. Some training was provided to staff in August of 2017 and the first round of data was provided in November of 2017. Plans for future meetings include more technology training and tools, highlighting the use of technology within the classroom. A grant has been endowed to the school to assist in the support of PD, most of this funding has gone to release time for collaboration, smaller amounts have been utilized for targeted time to examine the methods for eliminating the achievement gap and for some staff to attend AVID conferences and for CTE to meet and develop a district wide CTE plan.

2. Develop and use Common Core State Standards aligned pacing guides and benchmark exams for all core areas.

Calistoga Jr/Sr High School has developed pacing guides to meet the Common Core State Standards. Math and English teachers were given release time to align their curriculum and adjust pacing guides. Each staff member uses different methods of benchmark exams in their classrooms; the goal is for staff to constantly assess students, so curriculum adjustments are aligned with student needs. Checking for understanding are ongoing throughout all lessons.

3. Continue to eliminate achievement gap and implement and English Learner Coordinator

Fostering a schoolwide focus of fostering a culture of high expectations for all students is a priority. The growth and development of the AVID program on campus is a method to achieving this goal. Two years ago the entire staff engaged in a two-day AVID professional development focused on EL strategies; and is now ongoing with strategic planning through the AVID Committee. The creation and implementation of the English Learner Coordinator position made it possible to have a release period for the ELD teacher to take on this role; the responsibilities of which are to support EL students and parents, as well as all staff. Through reflection CJSHS staff as examined lessons and analyzed data to support the closing of the achievement gap.

4. Incorporate More Technology into the Classroom

Project-based learning is a central focus when it comes to the curriculum; there is an ongoing need to train new staff members in this methodology and strategy. The CAD lab was upgraded this year with new hardware and hardwired computers, this is a schoolwide focus not supported by the district, as they have abandoned the technology replacement plan. Through various grants CTE teachers have purchased new technology. Chromebooks and Chromebook carts are in most

classrooms. Also online technology tools such as: Google Classroom, Turnitin.com and NewsELA are used throughout campus. There are areas which require addressing: all classrooms need to have equal access to technology.

Chapter II: Student/Community Profile (2 pages)

Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:

- **Brief description of the students and community served by the school.**
- **School's analysis of student achievement data (e.g., AYP, API, AP, college SAT, graduation rates, and program improvement status).**
- **Other pertinent data (e.g., attendance rates, size of EL/LEP population, teacher credentialing, class size, dropout rates, programs for students).**
- **Appropriateness of identified critical learner needs and their linkage to schoolwide learner outcomes.**

Note: Show data in chart format and comment. Include sections of the profile that show student achievement findings and interpretations.

- **Comment on significant findings revealed by the profile and/or pertinent data that were not included in the profile.**

Calistoga Jr/Sr High School is a small comprehensive rural school of 361 students grades 7 - 12, located in the town of Calistoga at the Northern end of Napa Valley. First opened in September of 1915, the high school and the middle school merged originally in 1968, at that time total enrollment was 234. The community of Calistoga is sustained through a mixture of agriculture (vineyards) and tourism, with the school district serving as the largest local employer, all of which contributes to the diverse mix of student population deriving from a wide mix of socio-economic settings, everything from affluent homes to impoverished apartments, 69% of students receive free/reduced lunch. The student population is steady, with the high number of multilingual students regarded as an asset, the EL population has reduced in recent years and currently is 17%. With only one feeder elementary school it is common for students to attend school together from Kindergarten through High School graduation, which supports a strong community culture; many business owners and town officials are CJSHS graduates, families in the area are multigenerational Wildcats. Calistoga the town has a population of 5,500 with a large percentage being retirees, growth is slow due to high real estate prices and tightly controlled water and sewer resources; large chains and franchises are banned within town limits.

Within the last six years a bond has funded a new gym, multipurpose room, band/choir room, two special education classrooms, remodeled library, woodshop, college and career center, student store and weightroom. Advance Placement offerings include English (Literature and Composition, and Language and Composition), Math (Calculus and/or Statistics), Social Studies (World History), World Language (Spanish Language), Science (Chemistry), Art (Studio Art). New courses in AP and CTE have been added in the past three years, two courses are articulated with local colleges: La Promesa students (those with an interest in the teaching profession) are eligible to earn three semester units from Sonoma State University, whereas Biotechnology students students can earn three semester units from Solano Community College. Advisory, a class which meets two days a week, Wednesdays when students read for pleasure and Thursday students are able to make up exams, quizzes, and homework, plus the opportunity to hear

presentations from outside organizations and staff members. Each certificated staff member holds an advisory class, keeping class sizes small and supporting student/staff relationships.

The Mission statement for Calistoga Jr/Sr High School is “Close the achievement gap by preparing all students for college and career readiness and success in a global society”. The Schoolwide Learner Outcomes: **C** - Communication: sharing ideas clearly; Collaboration: working together cooperatively; Critical Thinking: higher level reasoning and problem solving. **A** - Achievement: realizing personal and academic goals; Attitude: developing a positive approach to life and learning; Aspiration: embracing choices that lead to greatness. **T** - Truth: honesty in words and actions; Technology: using technology to support learning and success; Tenacity - the relentless pursuit of goals and dreams. **S** - Success: seeing dreams become reality; Scholarship: the evolution of a life long learner; Service: contributing to the welfare of the global community. The Schoolwide Learner Outcomes are the driving force behind CJSHS’s efforts to close the achievement gap between their students who are socioeconomically disadvantaged versus those who are not, as well as the gap that persists between students sub-populations of student with disabilities, white, and English Learners.

CJSHS is in the early stages of data analysis, as a Basic Aid District, they are and were not dependent upon Title 1 funds and Average Daily Attendance is no fiscal consequence; the acquirement of Illuminate as a data system is in the infancy stages, training in data analysis is needed at all levels, as reported in the leadership team meeting. 69% of CJSHS students are socio-economically disadvantaged, they have an average attendance rate of 97.2%. The number of students in AP classes for the past six years has held fairly steady from 43 in 2012, peaking in 2016 at 59 and has fallen in 2017 to 42, enrolled in the program. The pass rate for students taking the AP exam is 50% with the majority of the success coming from the AP Spanish program, as stated in their report, for the year of 2017 specifically, “while grades are relatively high in more of our AP classes, the average AP score is low in comparison, suggesting a disconnect between rigor experienced in the classroom and on the test.” (40). The percentage of students completing A-G has decreased from a high of 63% in 2014 and is down to 31% in 2017.

Other nationally normed tests such as the ACT where in 2016 47% of CJSHS’s upperclassmen took the exam 30% of those students scored higher than 21. On the SAT in 2016 60% of upperclassmen took the exam, with an average scores are as follows: verbal 456; math 454; and writing 445. The majority of students taking the ACT and SAT and complete the A-G requirements derive from the AVID senior class.

Twenty-three teachers make of the certificated staff of CJSHS, one school psychologist/SPED director, one principal, one vice principal, three paraprofessionals, two clerical staff, seven program support staff and six custodial and maintenance staff, two-thirds of all staff are female. Of the twenty-three certificated staff members, 10 have Master’s Degree, all are fall under the highly qualified classification, with an average of 18 years in education and 13 years in the Calistoga Joint Unified School District.

Chapter III: Quality of the School's Program

Based on the school's self-study and visiting committee findings, for each criterion in the following categories:

- A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
- B. Standards-Based Student Learning: Curriculum
- C. Standards-Based Student Learning: Instruction
- D. Standards-based Student Learning: Assessment and Accountability
- E. School Culture and Support for Student Personal and Academic Growth
 - Summarize an analysis of what currently exists and its impact on student learning
 - Highlight the areas of strength (if any)
 - Highlight the key issues (if any)
 - List important evidence about student learning from the self-study and the visit that supports these strengths and key issues.

Note: When writing the analytical summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the *ACS WASC/CDE Accreditation Status Determination Worksheet*).

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

A1. Vision and Purpose Criterion

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

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

Online Programs: iNACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Vision – Mission – Schoolwide Learner Outcomes – Profile: 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.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the District LCAP.

Calistoga Junior/Senior High School has an established mission statement that reads, "The mission of Calistoga Jr/Sr High School is to close the achievement gap by preparing all students

for college and career readiness and success in a global society.” Stakeholder involvement at CJSHS has been a work in progress. From interviews with staff, CJSHS is improving communication and is working with the new superintendent to include all stakeholders (staff, students, parents, and community members) to refine LCAP goals, to clarify measurable school actions, and to establish clear systems and protocols for district and site procedures. At this time there is no evidence to demonstrate stakeholder understanding of the school and district’s mission, vision and LCAP.

A2. Governance Criterion

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

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

To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Local Control and Accountability Plan?

Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Governing Board and District Administration: The district policies and procedures are clear regarding the specific duties of the governing board and district administration in their relationship to the school and staff.

Understanding the Role of Governing Board: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

Governing Board and Stakeholder Involvement: Parents, community members, staff, and students are engaged in the governance of the school.

Board’s Evaluation/Monitoring Procedures: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

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

The Calistoga Joint Unified School District has board policies and procedures regarding specific duties of the governing board and district administration. A new superintendent was hired at the start of the 2018-19 school year. Staff reports that the change in leadership has provided a positive direction for aligning the district and school mission. A student representative from CJSHS is invited to attend monthly school board meetings and parents and community members are encouraged to attend. The district maintains board policies online through Gamut.org that are accessible to the public. The complaint procedure is available through the district office and school office but is not available from the district website as the current website is being updated and improved.

A3. Leadership: Continuous Planning and Monitoring Criterion

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

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

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Broad-Based and Collaborative: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

Single School Plan for Student Achievement Correlated to Student Learning: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

Staff Actions/Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

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

The school has worked diligently this year to gather data from parent and student surveys to determine areas of growth and concern. While staff report that the former district administration collected little input from parents, community, staff and/or students on the development of their current LCAP, the staff is confident that the new superintendent will work with all stakeholders to refine the LCAP to address student need.

CJSHS does not have a Single Plan for Student Achievement. They do have an Action Plan report that addresses the school needs and have worked collaboratively as a team to develop the actions necessary to achieve the goals. As reported from staff interviews, the goals in the Action Plan were determined through staff surveys and from discussions during collaboration time.

CJSHS has an AVID site/district plan for grades 7-12. The plan has been collaboratively

developed with the staff and AVID site coordinator. The AVID site plan is currently aligned to the Action Plan.

The CJSHS staff is clearly committed to their students and fully support student learning. The school leadership team works collaboratively with the site administration to determine school priorities.

At this time internal communication at CJSHS is reported by staff to require attention. Clear structures and systems for planning and resolving differences are not evident at present. While the staff uses email for communication, communication in regards to a long-term vision and future planning is reported by staff to be inconsistent.

A4. Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

Staff Assignment and Preparation: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

Defining and Understanding Practices/Relationships: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Support of Professional Development/Learning and Measurable Effect on Student Learning: 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.

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

Teachers are hired based on credential qualifications. CJSHS is a combined junior/senior high school so oftentimes teachers are required to teach more than one class in their field of study. New teachers are enrolled in the Napa/Sonoma County Teacher Induction Program and they are paired with an on-site support provider. According to the school's SARC all teachers are appropriately placed within their credentialing parameters.

The staff reports that defining and understanding district systems and structures has been unclear. With the start of a new superintendent, the majority of staff report that greater clarity is now

being provided.

The school staff have participated in AVID, Illuminate, Read 180, and AP training. A professional development goal has been developed within the school's Action Plan.

Current evaluation procedures for the certificated staff are being reviewed through contract negotiations. Staff reports that they plan to review the current evaluation practices to improve the process and outcomes.

A5. Resources Criterion

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

Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Allocation Decisions and Their Impact: There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

Practices: 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.

Facilities: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

Instructional Materials and Equipment: 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.

Well-Qualified Staff: 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 and career.

Long-Range Planning: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

The staff reports little to no input into the development of the district's LCAP and the budget outlined in the LCAP. Staff reports that the current superintendent is working with staff districtwide to create avenues for all stakeholders to provide input and give feedback on the LCAP and district priorities. An annual audit of all district financials is conducted each year by an external agency. The school facilities are neat, orderly, and functional. The school added a new gymnasium and student union five years ago from the acquisition of a school bond passed

by the community.

Policies and procedures for acquiring and maintaining materials and equipment have revolved around the district purchase order process. Staff report that changes in the district office have improved this process.

The district is fortunate to have fiscal resources available to hire, attract and retain a quality staff.

Unfortunately, the school staff report little to no knowledge of the contents of the district's LCAP and have little understanding as to whether the school's action plan is aligned to the district LCAP. With the start of the new superintendent, the staff is assured that communication regarding LCAP input and alignment of site goals to district goals is forthcoming.

A6. Resources Criterion [Charter Schools only]

To what extent has the charter school's governing authority and the school leadership executed responsible resource planning for the future?

Has the school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

Is the school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Long-range Financial (and Other Resources) Plan and Stakeholder Involvement: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

Regular Accounting and External Audit Procedures: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

Processes for Implementation of Financial Practices: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

Budgeting Process — Transparency: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

Adequate Compensation, Staffing, Reserves: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

Marketing Strategies: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

Informing the Public and Appropriate Authorities: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

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

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- New leadership at the district level has inspired optimism among staff for greater communication, a shared vision, and clarification of systems.

- School staff is committed to student learning, community involvement, and shared collaboration.
- The district is financially sound, community-funded, and maintains community partnerships that support student need.

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- The district's LCAP has little to no stakeholder involvement in the development of the goals and three-year vision.
- School staff has little to no knowledge of the goals and actions outlined in the district's LCAP.
- The school's action plan and district LCAP are not closely aligned.
- Staff report that a clear focus and vision for the school is not evident.
- Systems and procedures for school operations and management require greater definition and clarity.
- Accessing fiscal resources requires greater communication and clarity.
- The school does not maintain a Single Plan for Student Achievement.

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

- As a Basic Aid district, with a 14% reserve, Calistoga Joint Unified has proven itself to be fiscally sound.
- Staff interviews during the Self-Study visit support the lack of communication, development and knowledge of the district's LCAP goals.
- The lack of specificity in Category A of the Self-Study demonstrates a disconnect between the district office and school site.
- The absence of a Single Plan for Student Achievement is evident.

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

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

To what extent through standards-based learning (what is taught and how it is taught), are these accomplished?

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Current Educational Research and Thinking: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

Academic and College- and Career-Readiness Standards for Each Area: The school has defined academic and college- and career-readiness standards for each subject area, course, and/or program.

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

Integration among Disciplines: There is integration and alignment 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.

Articulation and Follow-up Studies: The school articulates regularly with feeder schools, 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.

The Self Study reports that the school focuses on 21st Century Skills, student learning objectives, and real-world problem solving skills. State testing instruments are used to measure student progress. IlluminateEd software has been recently purchased and implemented to track student progress and achievement. Development of two (2) science CTE pathways and one (1) industrial arts CTE pathway are in development and in the process of being implemented. APEX and Cyber High programs are being utilized for credit recovery. Some teachers are utilizing Khan Academy and Aleks. Edmentum has been implemented to accommodate students with interests outside of the courses currently offered in a classroom setting.

Interviews with focus group indicated that many teachers are in the middle of transitioning to new curriculum and many teachers are using and developing their own methods of assessment. Math Inventory and Mathematics Diagnostics Testing Project are used. LEXA Reading is used for reading assessment. Next Generation Science Standards have recently been released and instructors are transitioning their assessments accordingly. SBAC and CAASPP are being used. IlluminateEd has been purchased and implemented, and two trainings have been held with teachers.

Teachers indicate that standards are communicated to students in the form of objectives in most classes and reinforced in AVID. 11th/12th grade English teacher includes standard references with assignments. Standards are used in the writing of goals in IEPs. Science notebooks include

objectives. One teacher was observed with an objective posted on the board to students and students were interacting with the objective.

When students are not meeting standards teachers indicated that they will reteach and/or provide after school tutoring. Some students are assigned support/retention classes. The high school has two retention classes and the junior high has one class. The school also offers bilingual aids, library services, Student Success Teams (SSTs), and ACE (After Class Enrichment or American Conservation Experience) through Americorp which offers after school tutoring and job skills training.

The Advisory program provides opportunity for students to check grades as a prevention measure. Counselor and Career Technician present and review “a-g” requirements and graduation requirements annually in Advisory program.

Science interactive notebooks were observed. Science teacher modeled the expectation of the science notebooks and drew attention to the objective within the notes. The process of developing higher level questions was observed.

The Self Study indicated that “all courses teach materials that have been aligned with California State Standards”, that the district is using IlluminateEd to assist with standard alignment, and that all CTE pathways and courses are “a-g” approved.

College-readiness is a clear priority at CJSHS. Discussions regarding Career-Readiness are taking place. Some courses are implementing career oriented subjects. Consumer Math focuses on personal finance. The Special Education department reports conducting a research project called “How free am I?” in which students research their opportunities for careers. Evidence of real world and career references was observed in Economics with a focus on entrepreneurship and business models.

CJSHS conducts a STEM/Career Day that includes Hands-On Activities.

The CTE Pathways include 27 Industry Partners for the Health Science and Medical Technology (HSMT) Pathway and the Energy and Industry (EI) Pathway. Currently the HSMT and the EI Pathways do not have an identified capstone.

There are 5 identified Industry Partners for the Building and Construction Trades (BCT) Pathway. The BCT Pathway currently includes a capstone class called “Introduction to Construction” where students have completed a “Tiny House” which the school is in the process of selling.

CJSHS 11th/12th grade English classes conduct a project called Genius Hour in which students select a subject to study or a project to invest in. At the end of the project the students conduct a TED Talk style presentation. This is a requirement encouraging students in lifelong learning habits.

CJSHS has an open communication with the local elementary K-6 feeder school. Assessment scores are shared and used for appropriate placement. Communication has also been established with Napa Valley College, Solano Community College, Santa Rosa Junior College and California State University, Sonoma. There is one articulation agreement with Solano Community College for students to acquire 4 lab units for the Biotechnology class. It is unclear as to whether dual enrollment opportunities have not been implemented at this time.

The Self Study reports along with staff interviews, students have opportunities each year of high school to attend field trips to visit multiple college campuses. It was shared through interviews that this year, due to budget cuts, these campus visits were provided to AVID students.

While no structured method has been established to track alumni in the past, many alumni return to the school to see favorite staff and administration. Most of this has occurred with the Special Education program. Administration uses CALPADS Clearinghouse for one alumni tracking purpose.

B2. Access to Curriculum Criterion

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

Online Programs: iNACOL Standard H: Equity and Access: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

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

Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

The Self Study reports that in 2018 the board passed a new graduation requirement that all students take three (3) years of Science including Biology, Chemistry and Physics. These courses are being developed as a hybrid CTE Pathway. Two other Pathways are in the process of development and refinement.

APEX and CyberHigh are utilized for credit recovery. Aleks and Khan Academy are used when independent students have a need for remediation. Edmentum has been implemented and 15 students grades 9-12 for CTE credit in Computer Programming, Entrepreneurship, Health Science, Principles of Business/Marketing/Finance, along with Psychology and World Geography.

In an Economics class students were observed interacting with textbooks, worksheets, Google Docs and in collaboration with other students. In a 9th/10th English class students were observed using Google Slides. Previous assignments were displayed on the walls showing students writing

samples in creative and reflective assignments. In 11th/12th grade English students were observed in a lesson that tied in previous literature reading with two (2) current event articles, in a collaborative setting. In a math class students were observed utilizing Cornell Notes, Google Docs, personal notes, and 2 students were “working ahead” in the curriculum.

Parents are involved through the English Learner Advisory Committee (ELAC) when child care and meals are provided but attendance is still unreliable often due to parent work schedules. Staff and administration recognize a need for a more effective approach. Counselor meets with all students in May to review course requests for the coming year, but parents are not present at this meeting. Parents are responsive when called for Student Success Team interventions, IEP’s, 504’s and English Language Acquisition Plan.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum (if any):

- Dedicated College and Career Center Coordinator
- AP College Board and UC “a-g” courses approved.
- Variety of elective opportunities

Key issues for Standards-Based Student Learning: Curriculum (if any):

- Community relevant CTE Pathways need further reflection and clarity, as well as development with Capstones and Certifications for the complete definition of a Pathway according to the California Department of Education
- Parent collaboration in student course selection need further nurturing.
- The development of a long term learning plan for the student is absent from the experience thus far.

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

- The Ad hoc student group reported an open and inviting College and Career Center with a helpful and supportive coordinator.
- The master schedule demonstrates a variety of AP options and UC “a-g” courses available to students.
- Currently the developing pathways are without Capstones courses, or opportunities for student certification.
- In Focus Group Meetings and Interviews the counselor the lack of direct parent involvement in course selections was evident.
- Students are currently not involved in a long term learning plan.

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Challenging and Relevant Learning Experiences Criterion

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Results of Student Observations and Examining Work: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

Student Understanding of Performance Levels: The students understand the standards/expected performance levels for each area of study.

Differentiation of Instruction: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

CJSHS Self Study sites that many of the teachers utilize AVID techniques for coursework, students participate in Genius Hour promoting self-directed learning and culminates in the students conducting TED Talks, and evidence of student work includes art and woodshop projects, science notes, CLEVER write-ups and more. Student work was observed in most classrooms.

Students work in pairs and collaborative groups of 4 or 5 in many classes; daily collaboration occurs with “elbow buddies”, peer review of work occurs in many classes as well as group data comparisons.

The Self Study and teacher interviews state that most classes have daily agendas, with weekly, monthly and/or quarterly goals that are aligned to standards and expectations. One teacher was observed using an objective on the board and having students interact with it.

Teachers are conscious of the Student Learning Outcomes within the lessons and claim that purpose and reason for the lessons that are related to the SLOs, however teachers stated that direct and overt connection to students within lessons are an area of growth.

Technology is utilized in every classroom using Google Classroom, Google Apps, curriculum specific applications, video/projection, teacher websites, audio books, digital portfolios, industry specific technology (3D printers, laser engravers, etc.), assessment tools, and more.

Teachers are implementing formative assessment tools such as TAPPLE, IlluminateEd, observation of labs, quick writes from previous days, exit tickets, group chat, concepts and progress statements, rubrics, random call, formal and informal writing, multiple choice, essays and more.

Teachers are able to differentiate instruction by adjusting assignment requirements. Audio books with tools to slow down or speed up as needed are used, it has been reported that English Learners utilize this strategy.

Staff indicates that they see consistent improvement in student achievement when observing individual students, but that in evaluating data there is still an evident and persisting achievement gap that needs to be bridged. Data in Read 180 shows improvement in student literacy. Art and Woodshop classes observe student achievement and contribute the successful motivation to the ability of the students to choose variants within project parameters.

C2. Student Engagement Criterion

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

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

Teachers as Coaches: Teachers facilitate learning as coaches to engage all students.

Examination of Student Work: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

Students use technology to support their learning.

Students use a variety of materials and resources beyond the textbook.

Real World Experiences: All students have access to and are engaged in career preparation activities.

The Self Study reports that teachers are using Google Classroom, Google Apps, multimedia, curriculum based software to promote engagement with the curriculum. This was supported by teacher validation, and observed and evident in classrooms visited.

The Self Study and teachers verified that teachers facilitate learning as coaches to engage all students. Students interviewed felt strongly that teachers were available to support them when they need help. It was evident that students know that they can go to teachers for assistance and a majority of students interviewed take advantage of that resource.

Self Study, interviews with teachers and students, and observations support use of technology in subject matter content areas to promote learning. Students were observed using textbooks, workbooks, notebooks, computers, and current event articles.

Primary intervention programs include Student Success Teams, demerit system, detentions, APEX and Cyber High are used for credit recovery, Edmentum is used to accommodate CTE and other elective units for student who may have alternative interests or restricted schedules.

While Naviance is a program that is available to CJSHS for use with career exploration, its use has been limited.

Real world projects and procedures were observed in the CTE and art classrooms. Of the students polled in the Ad hoc committee, a few were able to identify the use of current events in classrooms and were able to connect lesson activity to relevant to life situations. There is a disconnect in students identifying relevance to life outside of high school.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction (if any):

- Qualified, caring, passionate teachers and support staff
- AVID strategies are reinforced through ongoing professional development
- Technology access is one to one
- Classrooms are equipped with current audio/video equipment including short-throw projectors, document cameras, audio enhancement tools, and Google Classroom with Google Apps.

Key issues for Standards-Based Student Learning: Instruction (if any):

- A schoolwide movement of common instructional strategies sustained by staff in a cross-curricular manner would generate measurable improvements.
- Connecting the SLOs to lessons and supporting students in making overt student connections to the purpose of the lessons.

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

- Staff interviews
- Classroom observations by the visiting team
- Self Study Report

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

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Professionally Acceptable Assessment Process: The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data.

Monitoring and Reporting Student Progress: The school informs and creates understanding through effective processes in order 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.

Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

IlluminateEd has been a recent acquisition for the district allowing for quicker data process with timely, and often immediate, information on student skills and mastery of concepts. There has been two half-day trainings from and about IlluminateEd, with more training requested when meeting with the different focus groups. Nationally normed exams (AP, PreSAT, SAT, ACT) are a part of the data collection for CJSHS, the AVID program requires students to take one of the college entrance exams as well as maintain an enrollment for a minimum of one AP course. A reflection of the AP scores and the correspondence with the grades students earned in the courses were also examined; the findings demonstrates results which are disconnected. CJSHS defines their benchmarks as the Math and Reading Inventory, students take the MDTP (math exam) and have their reading lexile level assessed at the beginning of the school year, again in January, with plans to retest once more in the spring, to determine the growth of student skills. CJSHS has no formal systems or protocols in place for data analysis to evaluate the efficacy of programs.

Through Focus Group Meetings teachers spoke to the CAASPP data which was reviewed during a professional development day at the beginning of the school year, comparing the results with that of student grades and summative exams. Meetings, such as ELAC, leadership teams and certificated staff are different avenues for the dissemination of assessment data. Some academic achievements are celebrated throughout the community such as the publishing of the names of the honor roll students in the local newspaper, as well as the annual graduation rates. There is a bulletin outside of the College and Career Center which displays the names of students and their college acceptances. The Aeries Portal is accessible through the school's web-page, keeping parents and students up-to-date on student's grades status; for EL students data regarding their language level are also found on Aeries. "At risk" students are identified by the school's counselor using Aeries, Student Success Teams are held to support struggling students, according to the meeting with the classified staff, teachers, parents and students can call SSTs; on average two to three SSTs are held each week. Students who have SSTs also get a follow up

meeting four to six weeks after the original SST.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

To what extent do teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning?

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

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Appropriate Assessment Strategies: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

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

Student Feedback: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

The visiting committee witnessed in classroom visits teachers utilizing a myriad of strategies, both collaborative and individual in nature, of formative assessment: collaborative/individual projects, first draft essays, peer editing, socratic discussions, exit tickets, warm-ups, journals, art critiques, physical fitness tests, graphic organizers and quickwrites. In the focus group meetings teachers reported the use of summative assessments including presentations, labs, exams, formal essays, art shows and performance tasks.

The Special Education department writes measurable goals for students with IEPs and 504s, where student growth is monitored quarterly and re-examined on an annual basis; some of the goals may include use of transitions within writing, increasing reading comprehension through lexile reading levels and/or master of specific mathematical concepts. The reading lexile testing is a determining factor for the Read180 intervention enrollment. Students who demonstrate sustained progress and growth from one reading lexile testing to the next have the potential to exit the Read180 course.

In the Assessment and Accountability Focus Group Meeting, teachers reported adjusting the pacing of student work based off of informal checking for understandings, such as exit tickets, thumbs up/thumbs down. Reteaching and review is also determined using these methods and strategies. In the Student Ad hoc group many reported a blend of assessments managed through technology use, as well as traditional pencil and paper assessments. Students report they regularly check their grades through the Aeries portal, as well as using a portion of their Advisory for support in areas of academic need.

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

School Assessment and Monitoring Process: 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.

Curriculum-Embedded Assessments: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process. The school periodically assesses its curriculum and instruction review and evaluation processes. The school employs security systems that maintain the integrity of the assessment process.

As reported to the Visiting Committee in the Focus Group Meetings a presentation of the CAASPP scores and a discussion of data took place at the beginning of the school year with the certificated staff. During ELAC meetings the distribution of CAASPP scores are presented to parents and community members. Grades are distributed at the end of each semester, quarter and for progress reports and student CAASPP test scores are also distributed through the mail.

As stated in a Focus Group Meeting with the Visiting Committee CJSHS does not have formalized systems or protocols to examine the efficacy of programs for students. Professional Development time is used to data review and examination, however data application is not yet used to make program changes.

State testing is managed and proctored by certificated staff and trained paraprofessionals. Test documents are handled by certificated staff only and stored in a locked cupboard. As stated in the school's self study "Academic integrity is encouraged in classrooms by the use of classroom expectations, developed by students themselves ... through an emphasis on task/concept mastery ... teachers foster the motivation to develop understanding rather than just earning a grade on a test." (95).

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

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):

- The addition and implementation of IlluminateEd provides staff with an additional tool to assess student learning.
- Interventions of Read180, SSTs, ELAP

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):

- Communication in greater detail with both students and parents regarding student achievement and areas of concern.
- Data should be shared and discussed schoolwide to determine if students are meeting the academic standards.
- Expansion of the multiple measures to analyze overall needs and not solely interventions.
- Addressing spiral review and reteaching throughout the year to help students master the standards.
- More training and education is needed for Common Core and statewide assessments for teachers, students and parents.
- Schoolwide systems and protocols for data analysis need to be implemented.
- Accountability for administering and analyzing assessment and assessment data is not evident.

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

- Focus Group Meetings
- Interviews
- Self-Study Report

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

E1. Parent and Community Engagement Criterion

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

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Regular Parent Involvement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning/teaching process, including parents of non-English speaking, special needs, and online students.

Use of Community Resources: 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.

The consistent form of parent involvement that exists at CJSHS is monthly ELAC meetings. The ELAC meetings consists of the high school administrators, ELD Coordinator, parents, and students. The meetings allow for many spanish speaking parents to attend and share their educational concerns. After a discussion that was held by the visiting committee with ELAC parents; they stated that the participation rate is very low and wish that there were more in attendance. The Family Center that resides on campus runs a Latino Family Literacy Project with a high school focus that began two years ago and continues to grow. The center is open daily for students that need social and emotional support. The center offers a mentoring program for students. After speaking with students, they are fully aware of the programs that the center offers.

Bilingual student volunteers assist in translating to Spanish-speaking parents at all after-school events. Both office secretaries and several of the staff understand Spanish and are able to communicate with parents when needed. AVID students earn community service hours for this task.

Parents and students have full access to the Aeries portal. After speaking with students, they actively use this tool to help monitor their grades.

According to the students, parents, and staff there is no longer a functioning site council. However, parents and community members are regularly encouraged to be involved for all school-wide events. CJSHS communicates to their community in many different ways including: a large marquee in front of the school, school newsletter, flyers, and all-calls (both in english and spanish). The College and Career Center has Facebook, Twitter, and and Instagram pages. The students state they are unaware that these sites exists.

The community of Calistoga provides many resources to benefit the students of CJSHS. Local

businesses provide venues for students to display their creative work and donations are made to support school-wide projects. The art department holds an annual gallery walk where students have the opportunity to both display and sell their art. The art department has their own Instagram account which student artwork is continuously published. Local restaurants allow patrons to donate a portion of their meal price to various school programs. Puerto Vallarta, a local restaurant, provides lunch for seniors the week of graduation. Businesses have offered training sites for special education students. Boys and girls soccer teams have access to local fields. The Calistoga Rotary and Soroptimist offer students to apply for scholarships. Local donors award approximately \$80,000 per year in scholarships as well as host the scholarship dinner.

Students from the culinary class help put on the annual Soroptimist International — Thanksgiving lunch for senior citizens. They help prepare food for 100 guests and volunteers.

Community members are involved in the Calistoga Education Foundation. This group helps raise money for the enrichment of curriculum. Music and sports booster clubs are run by parents. The clubs raise money for the music program and sports programs.

Parents are involved in the planning of graduation events along with sober grad night.

E2. School Environment Criterion

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

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

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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

Atmosphere of Trust, Respect, and Professionalism: The school has an atmosphere of trust, respect, and professionalism.

According to the staff and students, they stated that they feel safe at school. Students have access to counseling, mental health services, and mentoring. The school counselor serves as a liaison and makes referrals to community partners and agencies. Up Valley Family Center is located on-campus and supports the students and families. They offer social services for students and parents. The Family Center helps in the following way: Facilitates a mentoring program, Drug and Alcohol Awareness, Diversion Program with the Police Department, Parent classes, and individual therapy.

The ACE after-school program provides students with academic support and a safe environment for students to socialize. The program is open to all 7-12 grades students with a supper program provided.

Student work and school-wide information is displayed both inside classrooms and in display boxes around campus. For example, outside the Career Center a display board includes all the colleges to which each senior has been accepted. The art classroom is full of creativity with art work completely covering the walls and ceiling.

The facilities and grounds are maintained by the custodial and maintenance personnel. The students and staff care about their campus by keeping it clean and clear of trash.

E3. Personal and Academic Support Criterion

To what extent do all students receive appropriate academic support and intervention to help ensure school, college, and career success?

To what extent do students with special talents and/or needs access to a system of personal support services, activities, and opportunities at the school, and how are they enhanced by business, industry, and the community?

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Adequate Personalized Support: The school has available and adequate services to support student's personal needs.

Support and Intervention Strategies Used for Student Growth/Development: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

Support Services – Interventions and Student Learning: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

Equitable Support to Enable All Students Access to a Rigorous Curriculum: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

Co-Curricular Activities: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

The school counselor maintains an open-door policy to support academic and social/emotional needs. In addition, the College and Career Center provides students with opportunities to discuss academic, college, and career plans. In order to meet the needs of all learners, intervention classes have been added to the master schedule. Read 180 and Strategic Math provide additional

support. Each student's lexile level is tracked at the beginning of the year to help determine course placement. All new English Language Learners are assessed within one month of their enrollment for appropriate placement. Student Success Teams are held weekly and revisited every six weeks. The team helps identify areas of need and/or interventions needed.

One-third of the students are enrolled in AVID. This is an elective class and offered to all 7-12 grades.

Summer school is offered to students for credit recovery. During this time students have the opportunity to retake a course or make-up deficient credits.

Special Education follows the push-in model where all students attend academic classes with general education students.

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

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):

The visiting committee can validate the following areas:

- All students have access to curriculum and pockets of students have access to rigor and academic resources to support them.
- Community organizations and clubs such as Rotary and Soroptimist, Calistoga Education Foundation, athletic and music boosters are all actively providing support to students.
- Student work and Local businesses allow students to showcase student work and donate services and goods to the school.
- The UpValley Family Center, the after-school ACE program, and AVID are essential parts of the student support services.
- Parents and community members are regularly and encouraged to be involved with school activities through Back to School Night, Open House, and ELAC.
- The College and Career Center is a resource for students and parents to seek information for postsecondary plans and explore financial resources.

Key issues for School Culture and Support for Student Personal and Academic Growth (if any):

- Communication among staff and stakeholders requires consistent and ongoing attention to ensure inclusivity.
- The district and school site web pages, including the Daily Bulletin in both English and Spanish should be regularly updated and available.

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

- Classroom visitations
- Staff Interviews
- Monthly School Newsletter
- Daily Bulletin read over loud speaker

Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up

Synthesize schoolwide areas of strengths and list numerically. Be sure that these can be documented by other sections of the report.

Schoolwide Areas of Strength (list numerically)

1. Qualified and caring committed staff
2. The general school culture is positive among students and staff
3. Students feel safe and supported
4. Community support and resources are abundant and plentiful
5. Eager and willing staff ready for next steps

Synthesize schoolwide critical areas for follow-up and list numerically. Be sure that these can be documented by other sections of the report.

- **Ensure that all Critical Areas have a “who,” “what,” and a “why” in relation to the impact on student learning**
- **Confirm areas already identified by the school in the action plan sections**
- **Confirm areas to be strengthened within the already identified areas**
- **Identify any additional areas to be added to the action plan that have been identified by the visiting committee. This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.**

Schoolwide Critical Areas for Follow-Up

(list numerically; Include who, what, why, and the impact on student learning)

The visiting committee concurs with the school’s identified critical areas for follow-up that are outlined in the schoolwide action plan. These are summarized below:

1. Develop and sustain a data analysis system to review and evaluate current practices.
2. Develop and use Common Core Standards-aligned curriculum, pacing guides, instructional strategies, rubrics, benchmarks, and assessments for all core areas and execute an accountability model to ensure implementation.

In addition, the visiting committee has identified critical areas for follow-up that need to be addressed:

(Note: Show the relationship to what the school has already identified, if possible.)

1. Schoolwide systems and protocols for data analysis need to be implemented.
2. Embracing the WASC process as a live document with a cyclical pattern of self reflection with refined and aligned School Site goals aligning the Single Plan for Student Achievement (SPSA) with the district LCAP.
3. Establish clear communication systems that involve all stakeholders.
4. Establish a data driven centralized focus to be outlined in a SPSA.
5. Review current programs to ensure alignment with CDE requirement/expectations and align with LCAP and SPSA to meet the CDE’s definition of a prepared student.

Chapter V: Ongoing School Improvement (1–2 pages)

- Include a brief summary of the schoolwide action plan
- Comments on the following school improvement issues:
 - Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up
 - Do the action plan sections address the critical areas for follow-up?
 - Will the action plan steps enhance student learning?
 - Is there sufficient commitment to the action plan, schoolwide and systemwide?
 - Is the action plan a “user-friendly” schoolwide action plan that has integrated all major school initiatives (e.g., *II/USP*, *technology plan*, *staff development plan*)?
 - Is the action plan feasible within existing resources? Existing factors that will support school improvement
 - Impediments to improvement that the school will need to overcome
 - Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.

CJSHS Schoolwide Action Plan has five school wide goals all written in January 2018.

1.) Professional Development Plan, developed by the Leadership Team, with a five step process.

Timeline begins Spring 2018 finishing in Spring 2019 with an ongoing yearly review. Evidence of effectiveness are as follows: Questionnaire or survey is completed by all staff who participated; questionnaires/surveys are also slated to determine effectiveness of each Professional Development. Administration will finalize resources and planning for the 2018-2019 school Professional Development Plan; The last staff meeting of the year staff will engage in a reflection regarding the effectiveness of the Professional Development Plan and its implementation; Staff will have lessons and evidence of student work, which reflect reading, writing and mathematics across the curriculum. Formative and summative assessment results, staff will analyze the data to determine if the professional development goals were met.

2.) Continue to develop and implement Common Core Curriculum schoolwide, developed by the Leadership team has a ten step process.

The timeline for each step begins in Spring 2018 and continues through Spring 2019 with the intention of being an ongoing process. The six areas of evidence for effectiveness include: pacing guides for all core content areas; standards aligned benchmarks including writing assessments for all core content areas; student work, essays, presentations, assessment data; common schoolwide writing and presentations rubrics; evidence of common instructional strategies in grades 7-12; improvement on CAASPP results in ELA & Math.

3.) Continue to work towards eliminating the achievement gap and bring all students to College and Career ready, developed by the Leadership team has a ten step process.

Timeline begins in the Spring of 2019 and continues through the following school year. Evidence of effectiveness will be the following: accessible data for teachers; agendas/minutes regarding data discussion; observations and shared discussions around common instructional strategies/approaches; agendas/minutes for teacher release time; survey of staff and evidence of student work demonstrating use of tools; assessment plan that is clear and accessible to staff; documentation of AVID strategies used schoolwide; agendas/minutes around schoolwide

strategies; AVID meeting notes/minutes; teachers who attend trainings will share relevant findings at staff meetings.

4.) Continue to support an English Learner Support system grades 7-12, developed by the Leadership team with a nine step process.

Timeline begins in Spring 2018 and continues through the following school year. Evidence of effectiveness are as follows: improvement in student performance both in the classroom and on State Standardized Test Scores among EL student population; Decrease the average number of years a student is classified as EL; Implementation of an EL summer school program; continue funding of bilingual paraprofessionals within targeted classrooms; funding of bilingual support staff member in library after school; continue funding for EL Coordinator; invites and ELAP meetings.

5.) Promote a positive school culture promoting a cohesive community, student engagement, academic excellence and student gratitude/empathy, developed by the Leadership team with a four step process.

Timeline begins Spring 2018 through Spring 2019 with an ongoing yearly review. Evidence of effectiveness are as follows: Successful Challenge Day; School Culture Plan; improved results on the Healthy Kids Survey; improved student Grade Point Averages; Challenge day reflections; Staff/Student surveys with improved survey results: Meeting agendas/minutes to discuss School Culture Plan and Implementation process; Schoolwide Positive Behavior Support System; Decreased Discipline; Planned Advisory activities.

The Action Plan addressed the schools identified Critical Areas for follow up, which carryover from the WASC Midterm review in 2015. Some changes have occurred in the Action Plan through the update of language, such as the adoption of Common Core in favor of a State Standards reference in Goal 2. The small modification of “implement an EL Coordinator” to “continue to fund EL Coordinator” was made in the three year span. The success of incorporation of technology into the classroom has become a strength of CJSHS. The concept of Classroom Walk through process has been abandoned by the school. The necessary repeats of goals in place for such a long time span suggest a lack of commitment by stakeholders in the site Action Plan.

The Action Plan is multifaceted and layered, each step ranging from four to ten steps create an mission that could split the focus of the school, thus limiting their traction and success in any one area. The Action steps move towards some of the goals continued from the past six years, with areas for measures of success to be viewed in a subjective manner, such as site created and generated surveys. The stagnation of the Action Plan as reflected in the WASC process suggests the monitoring process for follow up of the Action Plan is not a systemic process for Calistoga, concerted effort will need to be made in order to change past practices.