LAGUNA HIGH SCHOOL
SELF-STUDY REPORT

445 Taft Street

Sebastopol, CA 95472

West Sonoma County Union High School District

February 22, 2016

ACS WASC/CDE Focus on Learning Accreditation Manual,
2015 Edition

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Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:
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**
3. **The analysis of data about students and student achievement**
4. **The assessment of the entire school program and its impact on student learning in relation to the 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 capacity to implement and monitor the accomplishment of the plan.**

The entire Laguna High School staff began the self-study process during the spring semester of the 14/15 school year. Due to the fact that 60% of the LHS staff retired, as did the district superintendent, at the end of the 14/15 school year, the majority of the self-study was completed during the fall semester of the 15/16 school year in order to reflect the input from the new staff members and new district leadership.

Several weekly staff meetings and an entire district staff development day were used as part of the self-study process. The process was discussed with the district administration and was written into the annual goals of the site administration. Meetings with a variety of community members who are active in the LHS community were also used to gain input.

As the process progressed, a holistic review of all of Laguna's programs and services were analyzed and discussed. The school vision and the ESLERS were reviewed and discussed as was their relevance to our ongoing program changes and needs.

Student data from state and site based assessments and school climate data from the California Healthy Kids Survey were analyzed and discussed and used as tools to drive discussions regarding school program effectiveness and needs. All subgroups were discussed and incorporated into the discussions, as were the programs which serve them.

As an outcome of the process, the school has developed an action plan which addresses what our self-study has found to be important areas to focus on. We look forward to sharing our self-study with the visiting WASC team members in order to gain their input and valuable ideas which will assist us in guiding our program into the future. We anticipate using this self-study as a living document which will allow us to continuously evaluate and modify our program throughout the future years.

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

Prepare a student/community profile. Include data and findings for the following:
- **Demographic data, including the refined schoolwide learner outcomes**
- **Disaggregated and interpreted student outcome data**
- **Perception data summaries, if any.**

The Community

Western Sonoma County has a population of approximately 40,000 and stretches from Sebastopol to Fort Ross and from Santa Rosa to the Coast. The major town in the community is Sebastopol with a population of approximately 8000. Several smaller towns stretch along the Russian River, from nearby Forestville to Jenner, which lies at the intersection of the Russian River and the Pacific Ocean.

The Sebastopol community is socially, culturally, and economically diverse. Residents in the Sebastopol/Santa Rosa areas tend to have above average income and work in professional or technical jobs as well as in agriculture. Politically, families span the range from conservative to those who practice alternative life styles.

Although Sonoma County residents tend to earn middle to high level incomes, there is a growing percentage of low income and poverty in the area, especially in the Russian River communities. The area is primarily rural, with agricultural being the major industry. It is quickly changing from an apple-growing region to grapes and wine production, and an increasing number of farm workers have settled in the area to work the vineyards. This regional transformation has resulted in a significant change to both the school and county's demographics.

THE DISTRICT

Laguna High School is part of the West Sonoma County Union High School District (WSCUHSD). It consists of two traditional high schools, Analy and El Molino, as well as several small alternative schools: Russian River Ramparts (Independent Study); a District Opportunity Program, (Analy campus) and an Independent Study Program at Analy. The combined student population of all these schools is approximately 2,100.

Students in the WSCUHSD have consistently scored above the state and national average on standardized tests. This has resulted in an average of two hundred or more families requesting inter-district transfers from neighboring school districts. In addition to the inter-district transfer

requests, we have ten elementary school districts serving as our partnership schools. The District has a long history of academic success and is considered to be one of the "best" in the county. It is also known for its strong athletic programs within the traditional high schools, and also for the strong alternative athletic program - the North Bay Athletic Alternative Association (N.B.A.A.A.) conference. Additionally, the District excels in its fine arts and music programs, and is continually thankful for the plethora of supportive community service organizations.

LAGUNA HIGH SCHOOL

Laguna High School is part of the West Sonoma County Union High School District, (WSCUHSD) and is located in Sebastopol, California. The WSCUHSD is considered a very high achieving district with API's typically at or near 800 for the two traditional high schools. The District's total enrollment averages around 2,100 students and includes two traditional high schools, one continuation high school, a community day school, and an independent study program (Russian River Ramparts).

The graduation requirements for Laguna students total 230 credits and match the traditional high schools within the District. This credit requirement is one of the highest in the State and may be one of the reasons why Laguna High School has been selected as a five-time recipient of the Model Continuation High School Award.

Laguna programs support both academic and career education. We also have a strong therapeutic component and an extremely committed staff that meets weekly to discuss student progress and needs. In May of 2010, we received a 6-year WASC accreditation. The visiting committee was so impressed and their report so positive, that the 3-year review did not necessitate a follow up visit and required only a written progress report.

While we provide many services to students, comprehensive core academic programs and opportunities are the main focus. With the class size ratio of 17:1, students receive individual attention as needed and also form strong personal relationships with their teachers. Classes are taught in the traditional style with the teacher being the facilitator of all learning. Common instructional practices include: lecture, individual and group projects, role-playing and research projects. Students who are achieving below grade level in math, reading and/or language arts are supported by Math and Eng. Support classes and by the Read Naturally and Study Island programs.

In our efforts to close the Achievement Gap, the staff meets every Thursday to discuss each identified student. Discussions for each student include attendance, productivity, abilities and possible interventions and strategies to assist them in achieving proficient standards. This year we will also be hiring a 5.5 hr/day EL bi-lingual aide who will work with our EL population, as well as our whole student body, to improve academic progress.

We have had a strong commitment to formalized assessments and have used them to drive the curriculum. Prior to the state testing changes over to the CAASPP test, we used the CAHSEE and STAR-Science test data regularly. We currently are in transition to using the CAASPP testing data and are still using the CELDT and the last given CAHSEE data as typical accountability measures. We have a daily Silent Sustained Reading program (SSR), which has been highly successful. We value SSR as an important component of our program which promotes reading and builds reading skills. Our special education program is extremely affective and valued. Our RSP teacher has a strong background in reading/language arts as well as mathematics, and provides all resource students the support they need to ensure success. Through extensive district and community support, counseling services are available to students on a daily basis. We currently have (3 days) of drug/alcohol counseling, (4 days) group/individual therapeutic counseling, (4 days) crisis counseling, and (1 day) of career counseling. As a staff, we believe the above programs provide exceptional academic, social, emotional and career support to all students.

Laguna's vision statement states: "Our vision is to create an educational environment which provides an enrichment process for students and staff, one which nurtures the ever changing needs of each individual. In this sensitive, supportive, responsive environment, self-esteem flourishes, positive attitudes are reinforced, team work is the norm and community involvement is valued and appreciated." In living up to the vision statement, Laguna has a highly dedicated staff, committed to the well-being of each student. Practically non-existent staff turnover attests to this commitment.

We believe that our student, staff, and stakeholder involvement is imperative to a successful program. We offer leadership opportunities for involvement to our students through our student government program and board of trustee representative program. We also offer students opportunities to be involved in afterschool activities like "Culinary Boot-camp", the "Makers Project", as well as athletics. Our staff is involved through our weekly staff meetings and professional development activities. The philosophy of our school is one of site based decision making – staff is very involved in all major decisions regarding the school and its programs. Our stakeholders are involved in our programs as well. We work closely with the local Rotary club in our Student of the Month program. Students' of the month speak at monthly rotary events. We also work with community garden clubs who help with gardening and garden development. Our school garden produce has been certified and will be purchased by our district's food service department and used in school lunches this year. We are also providing produce for a "Slow

Foods" community banquet which will fundraise for our garden. We also have community members working with our school to develop a "Makers Program" this year. These are all great examples of the involvement of our school community.

Student Study Teams are developed on an as-needed bases. We are a small school which allows us to continuously review and discuss all students on a regular bases. Parents are always involved when concerns are brought up regarding their student. Our weekly staff meetings always begin with a "Student Concerns" item. During this portion of the meeting, we address many students and their individual needs or concerns. This method seems to be an effective way to keep the communication open between teachers and staff at Laguna. It also allows the administration an opportunity to prioritize student/parent/teacher meetings.

Our district has a consistent method in which students are referred to Laguna. Students can volunteer to enroll or they can be involuntarily enrolled. If a student has a serious disciplinary, truancy, or loss of credit issue, they may be referred involuntarily. If a student and their parents wish them to attend in order to make up credits, or for any other reason, they may be referred voluntarily. At this time, we do not accept inter-district referrals unless they have been on an inter-district at a district school immediately prior to applying. Most referrals from our district school occur at the quarter, however, in certain cases they may be referred during any given time during a quarter. Students returning to the comprehensive district high schools may do so, if qualified, at the semester.

Maximum number of credits a student can earn:

Per quarter: 16.25+   Per semester: 32.5+   Per year: 65+

The numbers above represent a student's credit from class work only, without extra credit options.

1. Methods students may use to earn credits:
   - Attend the six classes and complete student work as required by teachers.
   - Daily participation in the Silent Sustained Reading program.
   - Stay after school and complete extra credit work with individual teachers.
   - Participate in work experience.
   - Attend ROP or elective courses at the traditional high school.
   - Attend after school make up classes at the traditional high school.
   - Enroll and attend courses at the local community college.

- Community service work.
- Complete extra credit packets at home.
- Attend summer school.
- Enroll in our full-time Independent Study Program.
- Enroll in our part-time (20 days maximum) Independent Study Program.
- During an extended illness – enroll in our Home Hospital Program.
- If pregnant, or the parent of a child, enroll in our Independent Study Program for parents.

2. Assessment processes:
- Teacher developed rubrics (in conjunction with traditional school teachers) for art, English projects, computer skills and various core classes.
- Mastery based assessments in all classes. Working towards requiring a 70% mastery level in order to earn credit or a passing grade. With computerized programs such as Study Island or the Read Naturally program, a student may progress when individual competencies are met.
- Teacher made tests and quizzes. Individualized teacher assessments for in-class work, projects or presentations.

3. Homework policies, length of classes, transferable credits and instructional deliveries.
- Students are allowed to take home packets of work in the amount of .5 credits per packet, and/or students may stay after school and work in the classroom with individual teachers. These are two ways a student can earn credits above 32.5 per quarter.
- Classes are 38 minutes each, with the 20 minutes daily for SSR. (Silent Sustained Reading)
- All credits are transferable to the traditional schools.
- All classes are taught via directed teaching using lecture, projects, labs, class discussions and presentations based on the Common Core standards for the teaching profession.

Laguna's Staff

Name	Title	Credential	Total Years of Service in Education	Years of Service With District
Credentialed				

Kent Cromwell	Administrator	Clear Administrative Services and Clear Single Subject Health Science	16	8
De Persiis Vona, G.	English Teacher	Single Subject English Single Subject Social Sciences	8	8
Finch, Kim	Counselor/Career Ed & Dev. Reading Teacher	Ryan Voc Ed/Business Ed. and PPS	23	23
Horner, Laurie	Social Sciences Teacher	Single Subject Social Sciences	23	23
Maloney, Joe	PE & Science Teacher	Single Subject Biological Sciences, Authorized Subject Industrial Arts	10	9
Myers, Bruce	Math & RSP Teacher	Sp. Ed. Level II Mild/ Moderate	18	1
Sands, Margaret	Art Teacher	Single Subject Art Credential	1	1
Classified				
Mark Johnson	Outreach Therapist	N/A	19	11
Bruce Light	Grounds/Custodian I	N/A	12	12
Amy Miller	Career Center Coordinator	N/A	1	1
Kimberly Nyberg	Secretary II	N/A	9	6
Mayra Onofre	Bilingual Paraeducator	N/A	2	2

Laguna's Student Body

2010-11

Grade Level	American Indian or Alaskan Native	Viet-namese	Hispanic or Latino	African American not Hispanic	White, not Hispanic	Multiple or no response	Totals
10	1		3		10	1	15
11			7		21	2	30
12		1	12	3	32		48
Totals	1	1	22	3	63	3	93

2011-12

Grade Level	American Indian or Alaskan Native	Viet-namese	Hispanic or Latino	African American not Hispanic	White, not Hispanic	Multiple or no response	Totals
10	1		1		16	1	19
11	1		5	1	18	1	26
12			11		33	1	45
Totals	2		17	1	67	3	90

2012-13

Grade Level	American Indian or Alaskan Native	Viet-namese	Hispanic or Latino	African American not Hispanic	White, not Hispanic	Multiple or no response	Totals
10	1		2	1	8	2	14
11	1	1	3		30	2	37
12	2		13		28	1	44
Totals	4	1	18	1	66	4	94

2013-14

Grade Level	American Indian or Alaskan Native	Viet-namese	Hispanic or Latino	African American not Hispanic	White, not Hispanic	Multiple or no response	Totals
10					14		14
11	1		6		14	1	22
12	1	2	10	1	35	2	51
Totals	2	2	16	1	63	3	87

2014-15

Grade Level	American Indian or Alaskan Native	Viet-namese	Hispanic or Latino	African American not Hispanic	White, not Hispanic	Multiple or no response	Totals

10	1		1		7	1	10
11		1	2		22		25
12	1	1	6	2	24	1	35
Totals	2	2	9	2	53	2	70

2015-16

Grade Level	American Indian or Alaskan Native	Hawaiian/ Pacific Islander	Hispanic or Latino	African American not Hispanic	White, not Hispanic	Multiple or no response	Totals
10			3		10	1	14
11		1	9	2	24	1	37
12	2	1	9		28		40
Totals	2	2	21	2	62	2	91

Free and Reduced Lunch

Year	Free	Reduced	Total
2014-2015	45%	11%	56%
2013-2014	48%	7%	55%
2012-2013	50%	3%	53%
2011-2012	48%	5%	53%
2010-2011	46%	2%	48%

STAR Test Results

2013 STAR Test Results		
Grades	TENTH	ELEVENTH

Total Enrolled	15	38
ENGLISH/L.A.		
Students Tested/%	13/87%	34/90%
Results	A=8% P=8% B=54% BB=8% F=23%	A=3% P=18% B=33% BB=33% F=12%
ALGEBRA I		
Students Tested/%	8/53%	18/47%
Results	A=*% P=*% B=*% BB=*% F=*%	A=0% P=11% B=17% BB=67% F=6%
WORLD HISTORY		
Students Tested/%	13/87%	0
Results	A=0% P=8% B=15% BB=23% F=54%	
U.S. HISTORY		
Students Tested/%	0	33/87%
Results		A=0% P=13% B=55% BB=3% F=29%
LIFE SCI.		
Students Tested/%	13/87%	0
Results	A=8% P=15% B=38% BB=15% F=23%	
EARTH SCIENCES		
Students Tested/%	13/87%	20/53%
Results	A=8% P=0% B=23% BB=15% F=54%	A=0% P=15% B=65% BB=5% F=15%

2012 STAR Test Results		
Grades	TENTH	ELEVENTH
Total Enrolled	30	36

ENGLISH/L.A.		
Students Tested/%	23/77%	30/83%
Results	A=4% P=13% B=39% BB=35% F=9%	A=10% P=13% B=37% BB=7% F=33%
ALGEBRA I		
Students Tested/%	18/60%	11/30%
Results	A=0% P=0% B=17% BB=72% F=11%	A=0% P=9% B=27% BB=36% F=27%
WORLD HISTORY		
Students Tested/%	20/67%	3/8%
Results	A=5% P=0% B=20% BB=30% F=45%	A=*% P=*% B=*% BB=*% F=*%
U.S. HISTORY		
Students Tested/%	0	27/75%
Results		A=0% P=15% B=44% BB=4% F=37%
LIFE SCI.		
Students Tested/%	22/73%	0
Results	A=5% P=23% B=18% BB=41% F=14%	
BIOLOGY		
Students Tested/%	20/67%	21/58%
Results	A=0% P=5% B=30% BB=30% F=35%	A=5% P=14% B=33% BB=0% F=48%

2011 STAR Test Results		
Grades	TENTH	ELEVENTH
Total Enrolled	24	39
ENGLISH/L.A.		

Students Tested/%	22/92%	37/95%
Results	A=5% P=0% B=41% BB=27% F=27%	A=3% P=5% B=19% BB=30% F=43%
ALGEBRA I		
Students Tested/%	17/71%	16/41%
Results	A=0% P=0% B=24% BB=53% F=24%	A=0% P=0% B=25% BB=31% F=44%
WORLD HISTORY		
Students Tested/%	19/79%	0
Results	A=0% P=5% B=16% BB=11% F=68%	
U.S. HISTORY		
Students Tested/%	0	33/85%
Results		A=6% P=6% B=21% BB=27% F=39%
LIFE SCI.		
Students Tested/%	19/79%	0
Results	A=0% P=26% B=26% BB=26% F=21%	
BIOLOGY		
Students Tested/%	17/71%	19/49%
Results	A=0% P=12% B=29% BB=41% F=18%	A=0% P=11% B=11% BB=42% F=37%

ANNUAL PERFORMANCE INDEX (API) RESULTS

2012 API BASE	2013 API GROWTH	2012-2013 GROWTH
590	599	9

2011 API BASE	2012 API GROWTH	2011-2012 GROWTH

515	584	69

2010 API BASE	2011 API GROWTH	2010-2011 GROWTH
561	559	-2

California High School Exit Exam: English Language Arts

	2015			2014			2013		
	Number Tested	Number Passed	Percent Passed	Number Tested	Number Passed	Percent Passed	Number Tested	Number Passed	Percent Passed
Students Tested	16	7	44	14	11	79	13	8	62
10th Grade	16	7	44	14	11	79	13	8	62
11th Grade									
12th Grade									
Male	8	0	0	8	0	0	9	0	0
Female	8	0	0	6	0	0	4	0	0
Hispanic	2	0	0	1	0	0	2	0	0
White	10	0	0	13	11	85	10	0	0
English Only	15	7	47	13	11	85	11	7	64
English Learners	1	0	0	1	0	0	1	0	0

Econ. Disad.	7	0	0	10	0	0	11	6	55
Non-Econ. Disad.	9	0	0	4	0	0	2	0	0
Spec. Education	3	0	0	4	0	0	1	0	0

California High School Exit Exam:
Mathematics

	2015			2014			2013		
	Number Tested	Number Passed	Percent Passed	Number Tested	Number Passed	Percent Passed	Number Tested	Number Passed	Percent Passed
Students Tested	18	11	61	12	7	58	14	7	7
10th Grade	18	11	61	12	7	58	14	7	7
11th Grade									
12th Grade									
Male	10	0	0	6	0	0	10	0	0
Female	8	0	0	6	0	0	4	0	0
Hispanic	2	0	0	1	0	0	2	0	0
White	11	7	64	11	7	64	11	6	55
English Only	16	10	63	11	7	64	12	6	50
English Learners	1	0	0	1	0	0	1	0	0
Econ. Disad.	8	0	0	8	0	0	12	5	42
Non-Econ. Disad.	9	0	0	4	0	0	2	0	0
Spec. Education	3	0	0	3	0	0	1	0	0

2014/15 CAASPP Results

2014/15 CAASPP 11th grade results ELA

Sum of Count	Column Labels

Row Labels	11	Grand Total
1-Standard Not Met	6	6
2-Standard Nearly Met	5	5
3-Standard Met	3	3
Grand Total	**14**	**14**

2014/15 CAASPP 11th grade results- (EAP) ELA

Sum of Count	Column Labels	
Row Labels	11	Grand Total
Conditionally Ready	3	3
Not Ready	19	19
(blank)	15	15
Grand Total	**37**	**37**

2014/15 CAASPP 11th grade results Math

Sum of Count	Column Labels	
Row Labels	11	Grand Total
1-Standard Not Met	13	13
2-Standard Nearly Met	3	3
Grand Total	**16**	**16**

2014/15 CAASPP 11th grade results- (EAP) Math

Sum of Count	Column Labels	
Row Labels	11	Grand Total
Not Ready	20	20
(blank)	17	17
Grand Total	**37**	**37**

California English Language Development Test

CELDT

Overall Student   Number of Students/% of Students

Performance Level   At Each Overall Performance Level

Academic Year	2014-2015	2013-2014	2012-2013
Number Tested	3	3	3
Advanced			1/33%
Early Advanced	2/50%	1/33%	1/33%
Intermediate	1/50%	1/33%	
Early Intermediate		1/33%	1/33%
Beginning			

Graduation Rates for Total Population

Year	Drop-outs Grade 12	Graduates	Graduation Rate
2014	17	32	65
2013	10	28	74
2012	11	29	73
2011	16	37	70

Graduation Rates by Ethnicity

Year	American Indian or American Native	Hispanic or Latinos	African American Not Hispanic	White Not Hispanic	Multiple Response	Total
2013-2014		9	1	20	2	32

2013-2012	7			19	2	28
2012-2011		5		22	2	29

Chapter II: Progress Report

Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas for follow-up* from the last full self-study and all intervening visits.

The following school wide critical areas of follow-up were recommended by the last visiting team during their visit. The Action Plan shown beneath these recommended areas is how our school addressed those issues.

Schoolwide Critical Areas for Follow-Up (list numerically)

1. It is recommended that there is a system for collecting and disaggregating data for staff, parents, and students to analyze, interpret and utilize in order to increase standards based instruction.

   The Laguna High School Staff is in the process of working with the district in developing strategies that will be used in regards to transitioning from the use of STAR and CAHSEE data to the new CAASPP data. During the 15/16 school year, the county office has assisted us by translating the data from the state into usable data for the sites to review. LHS staff will be reviewing this data and discussing how to use it in regards to driving instruction.

   All assessment data from the state is currently mailed home to parents for their review. The results are also printed in the newspapers for community review.

   The staff will be working on using the above data as well as other data like the CELDT test scores and informal assessment data to guide instruction.

| 3. Incorporate a system for collecting and disaggregating data for staff, parents, and students to analyze, interpret and utilize in order to increase standards based instruction.

(WASC identified Critical Area of Follow up) | Administration and Staff | Dependent upon money from the District to fund a Data Base capable of the task. | Once the system is in place, compare yearly summative and formative test scores. | TBD upon District finances. | Administrative Council Meetings.

Staff meetings.

Parent communications.

Site Council

Board Meetings. |
|---|---|---|---|---|---|

2. It is recommended that there is an increase in the participation of all stakeholders, including parents, students, and staff, in the development and implementation of the ESLR's, Mission statement and Vision statement. These stakeholders can increase their involvement in the overall educational process for their children.

Laguna provides opportunities for meetings with all parents regularly. In addition, at the student intake meeting, parents are encouraged to stay actively involved in their child's education. An open door policy is emphasized. This view is reinforced whenever contact is made with the parent, either by phone or in person. Every parent is given a personal call by a staff member inviting them to attend our "Back-to-School BBQ" where a barbeque, classroom tours, and informal meetings with staff can occur. A volunteer form is given to every parent indicating the various ways parents can participate and contribute to the school. Parents are welcome at school functions and often attend sports events, student of the month Rotary breakfasts, and fundraising activities.

| 3. Incorporate a system for collecting and disaggregating data for staff, parents, and students to analyze, interpret and utilize in order to increase standards based instruction.

(WASC identified Critical Area of Follow up) | Administration and Staff | Dependent upon money from the District to fund a Data Base capable of the task. | Once the system is in place, compare yearly summative and formative test scores. | TBD upon District finances. | Administrative Council Meetings.

Staff meetings.

Parent communications.

Site Council

Board Meetings. |
|---|---|---|---|---|---|

3. It is recommended that the LHS staff create a uniform writing model with a standardized rubric, which will develop academic vocabulary and strengthen the students' proficiency in writing for post-graduation success.

By collaborating with the two comprehensive high schools in our district and using CAHSEE curriculum, Laguna teachers researched and developed a uniform writing model with a standardized rubric that was used for a period of time. After implementation of the process the staff found that, due to the continuous inflow and outflow of students at various and random times throughout the quarter, the tracking of students and delivery of the pre and post tests was extremely difficult. No solution to the issue was found and the process was discontinued.

Our current new staff has been discussing the process and is considering options that may work better for our program.

4. Create a uniform writing model with a standardized rubric, to help develop academic vocabulary and strengthen the students' proficiency in writing for post graduation success. **(WASC identified Critical Area of Follow Up)**	Administration, Counselor and English Teachers	Conferences. State adopted writing models. Teacher collaboration. District schools input and agreements.	Pre-Post writing assessments using adopted rubrics. ELA STAR Scores. Teacher Assessments.	School year 2014 and on-going.	School Board: • School Site Plan • SARC • State CAHSEE website. Parents/Students/ Community: • Report Cards • CAHSEE home reports • CST home reports • Conferences • Individual Learning Plans • Surveys • School Website Staff: • Staff meetings • Analysis of data • Student progress • Report cards • Surveys

4. It is recommended that LHS develop a math CAHSEE prep class and an English CAHSEE prep class for students.

   Due to the elimination of the CAHSEE, Laguna staff is transitioning from the CAHSEE prep class over to something that will take its' place. Prior to their elimination, we used the CAHSEE and STAR-Science test data regularly. We currently are in transition to using the CAASPP testing data in their places. We are considering looking into the option of a GED or CHSPE prep class which would serve a similar role as the CAHSEE prep class. This would not only assist the population of students who are looking into those options, but also be offered to students who need math and English support. We have also added a remedial reading class to our schedule and resource support classes are currently open to students with low math and English skills.

Create an English Prep Class. **(WASC identified Critical Area of Follow up)**	District allocation/ approval of section. Administration assignment to a teacher.	Use existing number of sections to add prep class.	Verify class within the master schedule.	School year 2014 and on-going.	Board and District approval of the Master Schedule.
4. Add a Common Core Math prep class to the master schedule. **(WASC identified Critical Area of Follow up)**	District allocation/ approval of the section. Administration assigns to a teacher	Use existing number of sections to add prep class.	Verify class within the master schedule.	School year 2014 and on-going.	Board and district approval of the Master Schedule.

5. It is recommended that LHS provides an increase in the number of opportunities for students to become involved in school wide decisions.

One of the strongest opportunities for students to become involved in school-wide decision making and district level decision making is through our student representative who sits on our District School Board of Education. One of the jobs of the student rep is to compile student body concerns and bring them to the attention of site and district level administration. This healthy relationship and process has, this year alone, brought new basketball court striping and a new drinking fountain to Laguna High School. Laguna is also fortunate to have a new club on campus – the Project Success club. This club is very active in our school community and has been responsible for many school events that students showed an interest in.

Laguna High School also gives the Healthy Kids Survey to our students every two years. This student feedback data is used by the administration to direct school programs and services.

4. Include students in the development of the Common Core based curriculum and other school-wide decisions **(WASC identified Critical Area of Follow up)**	Administration and Staff	Student Council. Site Council. Leadership Class Both in-school and after school meetings with all interested students.	Students will sign documentation about curricular options and school goals.	School year 2014 and on-going.	School Board Meetings. Administrative Council Meetings. Site Council Meetings. School Newsletters.

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

Provide an overall summary from the analysis of the profile data
- **Based on past progress and current data, explain the implications of the data with respect to student performance**
- **Select two to three critical learner needs based on the data, noting the correlated schoolwide learner outcomes**
- **List important questions that have been raised by the analysis of the student performance, demographic, and perception data to be used by Home and Focus Groups in their study.**

Historically, Laguna has relied on informal evaluations of its program based upon observations, classroom performance, student, parent, and community feedback, shared perceptions, and some review of standardized tests results. The staff meets formally every Thursday (and regularly informally at lunch) and reviews the progress of the most at-risk students, aspects of the program that are not appearing to be as effective as desired, curriculum, instructional practices, extra-curricular activities, community relations, staff morale, etc. Our counselor reviews academic progress each quarter with every student, giving them written feedback on their progress toward graduation. The principal meets regularly with the superintendent to discuss school progress and areas needing greater focus and attention.   This process has produced continual school and program improvements, and we are honored to be recognized as a Model Continuation High School recipient multiple times. As of April, 2010, we were honored as a six year WASC accreditation school.

Although we are in the transition between STAR and Smarter Balanced Assessments for the Common Core we are still using data driven process to include review, analysis, and decision making based upon the formalized assessments available to the staff: STAR- Science, Smarter Balanced Assessment will be used when we begin to receive data, CAHSEE, CELDT and ASAM. We are also in the process of developing rubrics for the evaluation of student work in core classes. In mathematics, we hold students accountable to achieving 70% accuracy in any lesson before they can move forward, thus assuring positive student achievement.

Our transfer policies are another area of growth promoting overall school effectiveness. Historically, students were allowed to transfer into Laguna at any time, during any quarter of the school year. This caused many problems with instructional practices, curricular standards, informal and formal assessments and classroom continuity. After collaboration between site teachers and district administration, a policy was adopted allowing voluntary transfers into Laguna to occur only at the beginning of each quarter. Since over 85% of students attend Laguna on a voluntary basis, we feel this new policy will greatly strengthen our overall program.

We understand there are many components in achieving an exemplary school. Combining our successful teaching practices along with transitioning into the Common Core and the use of formalized assessments, rubrics, competency based assessments, and the adoption of quarterly

transfer policies, we strive to provide a continually growing comprehensive and effective program.

Due to the transition from the STAR tests to the Smarter Balanced assessments, gathering and utilizing the assessment data from the STAR tests was difficult - due to the fact that it does not reflect the Common Core State Standards. Our staff used the STAR data minimally and began to focus on implementing the Common Core State Standards and piloting the Smarter Balance Assessment test during the 13/14 school year and implementing the CAASPP test during the 14/15 school year.

The primary data that we used during the 13/14 school year was the CAHSEE data, and the CELDT data. In regards to the CAHSEE, our students are doing well, with 79% of them passing the English section by the eleventh grade and 92% by the twelfth. We implemented a CAHSEE prep class for our students whose scores reflected a need for extra assistance during the 13/14 school year - and we continued to offer this during the 14/15 school year. One of our proudest moments was when we received the CAHSEE results this August and saw that one of our struggling EL seniors, who would not graduate if he didn't pass both tests and who we placed in the CAHSEE prep class, had passed both ELA and Math for the first time! Use of data works! Due to the fact that the CAHSEE has been eliminated by the state this year, we no longer offer the CAHSEE prep class.

We began providing assistance during the 14/15 school year by adding a 5.5 hr/day E.L. Aide. This position was written into the district LCAP. This staff member is working with our EL population to enrich their language development.

Our staff is committed to continuing to implement changes and improvements in our program in order to significantly improve our students' social, emotional, and academic growth. This year we are also using results from the 2013/14 Healthy Kids Survey to guide our counseling program.

In addition to State Tests, CAHSEE, CELDT and ASAM assessments, the staff and administration use the following data to evaluate student achievement and the effectiveness of the overall program and individual instructional practices.

- **Teacher developed rubrics and tests:** All teachers have personalized quizzes, tests and assignments to measure student achievement. The teachers create these assessments using Common Core standards. They also use information gained in conferences, by collaborating with other district teachers, and via Professional Development workshops.
- **Read Naturally instructional and assessment program for reading remediation.** Students who are reading below grade level are scheduled into our *Read Naturally* class. This has been a very effective reading remediation program.

- **Study Island instructional and assessment program for remediation in all core subjects.** This program is used to remediate students in all core subjects. As an on-line tool, students can log in from home and promote through grade levels. Students can also submit passing scores for credit.
- **Armed Forces Vocational Aptitude Battery (ASVAB) for individual students when interested:** Each year we offer students the opportunity to take the ASVAB. Students who participate share and review their scores with the school counselor, staff and administration.

One of Laguna's most powerful tools is the use of data is the weekly Thursday meeting. Every Thursday the faculty meets, with the school counselors, the school therapists and the principal, to review the progress of each student. For the students who are identified as having achieved or having made significant progress, they are recognized by award or verbal recognition. For those students who are identified as struggling, an intervention plan is developed and implemented, with a review of that student's progress occurring at the next Thursday meeting. Student's attendance patterns, mood, physical appearance, IEP (if applicable) and social interactions are also discussed and factored into the overall picture. One of our school therapists attends the meeting and identifies the students who might need some type of counseling intervention, which is then added to the overall improvement plan. In these Thursday meetings, we discuss and evaluate the needs of the whole child. By meeting weekly, the monitoring is continuous, with academic or personal support provided as quickly as needed. Should other schools adopt this practice, they would be able to implement both academic and personal interventions in a timelier manner and ensure the progress of every student.

Laguna High School is blessed with a dedicated staff, a small student population and a strong commitment from the district and community. These factors provide an intimate, supportive setting for students and staff to excel. We truly believe that we have all the components necessary to be the highest performing continuation high school in the area, and are dedicated in making that a reality. Laguna continuously uses a variety of different forms of data and assessments in order to improve our program. We have used CAHSEE data in multiple ways such as creation of CAHSEE prep class, reading class for low level readers, math and Algebra class assignments. Teachers also use the data to design lessons which target specific students. Laguna uses CELDT test data to determine placement of our EL students in our reading class. We also used CELDT data to work with the district in order to fund a 5.5 hr/day EL Aide at Laguna for the 14/15 school year and beyond. We are currently using the Healthy Kids Survey data that was collected during the 13/14 school year to implement counseling programs which will address multiple areas of need—drug and alcohol counseling, crisis counseling, therapeutic counseling, etc. We use attendance data to reward students who have achieved attendance goals. Not only is there a quarterly awards ceremony, but there are monthly 90% attendance parties and raffles for students who achieve 90% attendance for that month. We use classroom grading data to reward students for good grades at our quarterly awards ceremony.

Overall, the Laguna High School program is designed to promote improvement in all aspects of a student's education. We believe that by continuously evaluating all areas of our program, we will be able to enhance and modify our program to address our students' ever-changing needs.

Critical Learner Needs

The following critical learner needs have been identified based on data:

- Improve student achievement in mathematics.

- Improve literacy and writing skills across the curriculum.

- Implement a process to utilize CAASPP testing data to drive program needs.

- Develop GED and CHSPE prep classes.

Important Questions

The analysis of student performance, demographic, and perception data raised the following important questions.

- What is the best way that we use CAASPP testing data to drive instruction when it only focuses on 11th grade students?

- What type of support classes in ELA and mathematics will best serve our population and how do we measure their effectiveness?

- How do we improve student achievement in ELA and mathematics on standardized test scores as a demonstration of their learning?

- How does staff use assessments to inform and modify instruction?

- What are the critical areas of professional development that are needed to help meet the needs of our students?

Chapter IV: Self-Study Findings

For each criterion, respond to the indicators and related prompts for each criterion and note the supporting evidence. Refer to the areas to analyze and examine in determining the degree to which the criterion is being met.

For each category, provide: (1) a summary of the degree to which the criteria are being met and include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs; (2) the identification of strengths; and (3) the identification of prioritized growth areas.

➔ **Note: The five criteria categories are:**

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

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

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

- **Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)**

- **Focused programs such as IB Diploma Program, college- and career-readiness programs, school/college partnerships, AVID, and independent study programs.**

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

A1. Vision and Purpose Criterion

The school has 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. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

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

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

Findings	Supporting Evidence

Findings	Supporting Evidence

The Laguna High School Vision Statement states: Our vision is to create an educational environment which provides an enrichment process for students and staff, one which nurtures the ever-changing needs of each individual. In this sensitive, supportive, responsive environment, self-esteem flourishes, positive attitudes are reinforced, team-work is the norm and community involvement is valued and appreciated.

The ESLER's prepare graduating or departing students to be:

A. Academically capable individuals who demonstrate:

1. A strong academic foundation

2. The ability to think analytically and critically

3. Effective listening and communication skills

4. Goal setting and task completion skills

5. The motivation to become life-long learners

B. Socially appropriate and responsible citizens who:

1. Treat others with respect and sensitivity

2. Have an awareness of and appreciation for cultural diversity

3. Are aware of personal strengths and weaknesses

4. Are involved in productive employment

5. Participate collaboratively in the community

6. Possess problem solving and decision making skills

7. Practice a healthy lifestyle

The school vision and ESLER's are reviewed by the staff annually, and development of the two are monitored and adjusted when community and staff feel it necessary. The staff believes in whole student development, and uses a variety of teaching techniques wherein the needs of the students are being met by the staff in their individual styles. Directed teaching takes place in all classes, and group projects, project based learning, and hands-on learning approaches are emphasized. Our ESLER's and Visions are tailored to the needs of at risk students. Many of our students have struggled in the traditional setting, and require a more individualized approach to reach their graduation goals. Teachers meet with students regularly, and our small class size allows for more one on one contact. The District LCAP takes into consideration the needs of our students, and is written in accordance to serve our students best. We design

Vision Statement and ESLER's posted in classrooms

Classroom Observations

Staff Meeting Agendas

LCAP

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

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

Prompt: *Evaluate the effectiveness of the processes.*

Findings	Supporting Evidence
The school has a close relationships with multiple community agencies and businesses, like the Rotary, Lions Club, local police department, and many small businesses which our students are employed by or volunteer for. Many members of the community work with students on our campus completing projects. Many also contribute grants to fund projects, like the Wildlife Restoration Project, Water Catchment System Project, the woodshop projects, art projects, Literary Magazine, and science projects. These members also help to guide our vision and refine our ESLER's. School site councils are difficult because of our migratory population, however, we do believe that they are an important part of the school community process.	**Teens Work Program** **Rain Water Catchment Systems** **Wildlife Restoration Project** **Rotary Grants** **Project Success Club** **Site Council**

Understanding of Vision, Mission, and Schoolwide Learner Outcomes

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

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

Findings	Supporting Evidence
Community members are welcome on our campus and they participate with our students and our staff regularly on multiple projects. Their ideas are considered regularly in the development of our program. School site council is involved in program decisions as well. Teachers meet regularly in staff meetings and communicate ideas that have been brought to them by parents and community members. Community support is greatly appreciated and depended on for the maintenance and development of our programs.	**Staff Meeting Agendas** **Variety of Projects Around Campus** **Guest Speakers** **Site Council**

Regular Review and Revision

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

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

Findings	Supporting Evidence
Our vision and our ESLER's are continuously monitored and analyzed to ensure they match the needs of our students. In order to do this, we use staff meetings, parent feedback, and community member feedback. The teacher led LCAP committee works with the District Office to create district LCAP goals for all sites including Laguna. Through this holistic collaboration, we evaluate our strengths and focus on areas of needed growth.	**LCAP Committee** **Staff Meetings** **Parent Feedback** **Healthy Kids Survey** **Community Member Feedback**

A2. Governance Criterion

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

Indicators with Prompts

Governing Board

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

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

Findings	Supporting Evidence
All board meeting policies are stated on the District Website, which all staff has access to. All board meetings are posted on line and at each school site three days prior to the meeting. The administrator attends all board meetings and reports out to the board on the happenings of our site. The administrator also communicates the feedback from the board meetings at staff meetings, to the Laguna staff. Laguna has a student board representative who also reports out to the board at monthly meetings, and brings back board meeting information to the student population.	**Board Meeting Agendas** **District Website** **Monthly Board Meeting Minutes** **Student Board Rep** **Posted Agendas**

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

Indicator: The governing board's policies and district-wide improvement plans are directly connected to the school's vision, mission, and schoolwide learner outcomes.

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

Findings	Supporting Evidence
The governing board's policies and bylaws align with the school's purpose. The LCAP was written by district administration and all site's goals and visions were considered upon development of the design of the plan. Policies were implemented and funding was allocated for specific needs that address our school's student population. The district is expanding the collaboration between all sites in the development of the LCAP by implementing a district, teacher led LCAP committee to provide specific feedback for areas of need at all sites, including Laguna. This committee will assist in bringing awareness of our site needs to the district level.	**LCAP** **LCAP Teacher Committee Agendas and Minutes** **Board Meeting Agendas and Minutes**

Governing Board's Involvement in the Review and Refinement

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

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

Findings	Supporting Evidence
The governing board is addressed by the Superintendent and school site administrator regarding LCAP policies. The administrator reports out to the board monthly, as does the student board rep, regarding our activities and programs, which are all aligned with our ESLER's and Vision Statement. Board Members are approachable and visit the campus, as well as attending school activities such as Holiday Dinner, Graduation, and our school barbeques. Their input is considered and appreciated in the development of school goals, missions, and ESLER's.	**Board Meeting Agendas** **Relationship with Board Members** **LCAP Committee**

Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence

Understanding the Role of the Governing Board

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

Prompt: *Evaluate the ways the school community and parents are informed as to how they can participate in the school's governance including their role in the determination of the district LCAP.*

Findings	Supporting Evidence
The Superintendent reaches out to community members via mail, e-mail, and both the district and school websites in regards to meetings which pertain to the development of the LCAP. All parents and community members are welcome to attend and give feedback at these meetings. As the LCAP is being developed, the Superintendent reaches out to the community by reporting updates at board meetings and informing parents and community members of how they can participate in LCAP development. The school website is used for outreach to parents, as are mailings in order to promote parent input and feedback.	**District Website** **School Website** **District and School Mailings** **LCAP Committee Reports** **Board Meeting Minutes**

Professional Staff and Governing Board

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

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

Findings	Supporting Evidence
The Board of Trustees meets annually and writes goals for each year. The Superintendent, and all administrators, do as well. The Board of Trustees Goals are written on each board meetings agenda, which goes out to the community and staff. The Superintendent's goals are stated clearly at each administrative meeting. All goals are evaluated throughout the year continuously, and these goals are conveyed to all district staff through district wide meetings.	**Staff Development Day Agenda** **ADCO and DEAL Meeting Agendas** **Board Meeting Agendas**

Board's Evaluation/Monitoring Procedures

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

Prompt: *Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities.*

Findings	Supporting Evidence
The Superintendent and the Board of Trustees are continuously developing and evaluating District goals, and monitoring progress towards those goals. Development of the LCAP is monitored closely at Board Meetings by the governing board. The Superintendent and the Board use the state priorities as guidelines for development in this process. The School Board and District Office works closely with the Teacher's Union to analyze the fiscal health in regards to programs at all school sites.	**LCAP** **Board meeting Agendas** **State Priority Guidelines** **District Informal Meeting Minutes**

Complaint and Conflict Resolution Procedures

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

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

Findings	Supporting Evidence
There is a formal complaint and conflict resolution process for our District that is aligned through all school sites. Complaints can be filed through the District Office. The process by which complaints can be filed can be found on the District website, as well as by contacting the District Office or school sites. The process is effective and is designed so that formal complaints can be avoided through preliminary meetings and conversations. Very few complaints make it past the initial meetings portion of the process.	**District Website** **Uniform Complaint Policy**

A3. Leadership: Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Indicators with Prompts

Broad-Based and Collaborative

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

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

Findings	Supporting Evidence
At the District level, focus groups representing stakeholders from the parent community, business community, student body and the district staff are all involved in the development of the LCAP plan. On the school level, multiple voices are involved in the planning process, including site council, community feedback, staff discussion during staff meetings, and a student representative who speaks for the student body. The weekly staff meetings and open district communication support collaboration, and our staff is small enough that it acts as leadership team. Data is used when making program changes and when planning new programs, including CAHSEE results, and CELDT test scores. All student's transcripts are continuously reviewed by counselors, teachers, and administrators alike and all programs are developed around the needs of our students.	**LCAP Focus Group Committees** **Staff Meeting Agendas** **Board Meeting Agendas** **Student Board Rep Reports**

School Plan Correlated to Student Learning

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

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

Findings	Supporting Evidence
Laguna High School is transitioning into the use of Common Core standards and implementing the Common Core curriculum into our program. We are supported by the District in that they provide funding for Common Core Lead teachers, who train at various district and county level Common Core professional development activities. The Common Core strategies that are learned are then brought back the departments and staff, and are disseminated for implementation by all teachers. Overtime, the CAASPP results will be analyzed and used to assist in program development. Unfortunately, the CAHSEE is no longer being implemented, so we will no longer be able to use that data to drive program changes. CAASPP data is only tested at the 11th grade level currently, which currently leaves little state testing data available to use to drive curriculum. The counselor, and career counselor are implementing college and career Common Core standards into their curriculum. Laguna offers a career readiness class, and multiple programs, such as the environmental science program, which emphasize career readiness skills in the curriculum. The college counselor works with students in regards to college preparation skills, assists them in goal setting, and monitors them regularly.	**CAASPP Results** **CAHSEE Results** **Career Counselor Caseloads** **Career Development Class** **Environmental Science Class** **Common Core LEAD Teacher**

Correlation of All Resources to the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP

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

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

Findings	Supporting Evidence
As the Laguna High School Single Plan for Student Achievement is developed, as well as the LCAP at the District level, resources are targeted towards areas of need. Programs like Read Naturally, and Study Island are funded due to perceived needs of our student body and the data that reflects those needs. Text book adoptions are funded. Programs like practical construction, and environmental science are funded, as is the needed staff to support those programs.	**LCAP** **Single Plan** **Master Schedule** **Read Naturally Program** **Study Island Program**

Staff Actions/Accountability to Support Learning

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

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

Findings	Supporting Evidence
During weekly staff meetings, student's successes and concerns are discussed regularly, as are their academic needs and progress. Transcripts are reviewed regularly by teachers, counselors, and administrators. The staff is small, which allows us to be very involved in all aspects of the program. Evaluation and discussion of student issues and concerns, as well as schoolwide programs, are continuously addressed, both formally in staff meetings, as well as informally through teacher discussions and administrator discussions. The school holds parent meetings and creates student study teams when needed to address issues that may occur with students. We hold IEP's for all special education students and all staff reviews these IEP's. CELDT test scores are distributed to staff. English Language Learner students are monitored and tested annually. Career Surveys are given to students through the college and career counselor. The Naviance college and career program will be implemented this year and has been written into the LCAP.	**IEP Meetings** **CELDT Scores** **CHASEE Test Results** **Staff Meeting Agendas** **Naviance Program**

Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence

Evaluation of Existing Processes

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

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

Findings	Supporting Evidence
Leadership and staff work closely in a supportive environment, and concerns of departments are discussed in a whole staff meeting setting. Program development is driven by site based decision making which incorporates leadership and staff review of student progress. Due to the fact that we are small school, there is a continuous feedback loop and open communication. The culture of the school is one of communication, and openness, and the review of processes is continuous.	**Weekly Staff Meeting** **Campus Climate and Culture** **Program Development**

Internal Communication and Planning

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

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

Findings	Supporting Evidence
Laguna High School uses site based decision making techniques which allows for all opinions to be heard and considered during the decision making process. Regular weekly staff meetings create ideal communication opportunities. The culture of our school is one of valuing opinions and trusting each other. We believe in open communication, which is welcomed and supported by all staff members. Ideas are frequently and freely expressed and discussed, and the staff believes in working through issues together and supporting all parties involved.	**Climate and Culture** **Staff Meeting Agendas** **Open Communication and Decision Making Process**

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators with Prompts

Qualifications and Preparation of Staff

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

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

Findings	Supporting Evidence
Teachers are assigned assignments according to district and state standards, and these assignments are based on areas of credentials that they hold as well as areas of expertise. Assignment of teachers is in compliance with state and federal guidelines. The District Office closely monitors teacher's assignments and works with sites to make sure all teachers are assigned appropriately. At alternative education sites, teachers assigned outside of their credential areas voluntarily accept assignments, and are not forced to take assignments.	**District Policies** **State and federal policies** **Teacher Credentials** **Master Schedule**

Staff Assignment and Preparation

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

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

Findings	Supporting Evidence
Trainings are offered within the District and through the County Office of Education. Teacher mentors are available. All new teachers go through the BTSA program, required by the district. New teachers are assigned a teacher partner to help with any challenges or questions that might arise in the classroom. Open staff meetings, where staff thoroughly discuss the program and student concerns, keep communication open and allow for new teachers to learn from more seasoned teachers on site.	**BTSA Program** **Teacher Partners and Mentors** **County Office Training Calendar** **Staff Meetings** **District Teacher Development Days**

Defining and Understanding Practices/Relationships

Indicator: 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.

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

Findings	Supporting Evidence
Our site uses a staff inclusive site-based decision making approach. Weekly staff meetings cover all aspects of the program throughout the year. Staff and administration work closely together to guide program and make adjustments and improvements where needed. District goals and guidelines are discussed in staff meetings. There are multiple opportunities to address needed clarification on district or site policies during prep periods and weekly staff meetings. The District and Teachers Union work closely together to understand and modify the teacher contract on a year to year basis.	**Staff Meeting Agendas** **Teacher Contract** **Prep Period Schedules** **Staff Interviews**

Support of Professional Development

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

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

Findings	Supporting Evidence
Funding for professional development is available and written into the district LCAP. Laguna High also receives additional professional development grant funding from community members. Professional development is strongly supported and valued by administration and staff. District provides professional development annually during teacher In Service Days. County office provides multiple relevant profession development opportunities, and the Teachers Union offers scholarships for teachers to attend CTA conferences.	**LCAP** **County Office Professional Development Calendar** **District Calendar In Service Days** **In Service Day Agendas** **CTA Conferences**

Supervision and Evaluation

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

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

Findings	Supporting Evidence
The school follows district supervision and evaluation procedures that are agreed upon though negotiations between the Teacher's Union and district representatives. Evaluation procedure and supervision are effective and discussed between the District and the Teachers Union annually. Teachers are regularly evaluated and these evaluations are discussed between administration and teachers and used to guide classroom effectiveness. Laguna High's philosophy regarding evaluation and supervision is one which promotes growth and teacher effectiveness, and is not used as a punitive tool.	**Evaluation Supervision Section of Teacher's Contract** **Regular Teacher Evaluations** **Teacher Evaluation Forms**

Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence

Measurable Effect of Professional Development

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

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

Findings	Supporting Evidence
Professional development opportunities are shared at staff meetings by the attendees. The effects of the professional development that has been implemented within the classroom is discussed by all staff during staff meetings. Laguna High School believes professional development has a positive effect on teachers and students, and we believe in sharing classroom activities regularly during weekly staff meetings and informal discussion during the common prep periods. Determining the effectiveness of professional development is largely measured through staff meeting discussions, and informal discussions with administration. Staff focuses and aspires to promote student engagement, and utilizes professional development as a tool to remain connected and dynamic in the classroom.	**Common Core Coach in English and Math** **District Funded Common Core Coach Stipend** **Staff Meetings** **Formal and Informal Discussions**

A5. Resources Criterion

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

Indicators with Prompts

Allocation Decisions

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

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

Findings	Supporting Evidence
When being developed by the Superintendent and district administration, the district LCAP takes into consideration the Vision, Mission, and ESLER's of Laguna High School. The needs of the students are identified through administrative level discussions, the teacher LCAP committee, parent sub-group committees, and committees which involve other community members. The resources from the LCAP help to promote enrichment for students and teachers on a holistic level for our site. Resources are distributed equally amongst teaching staff. These resources allow students opportunities such as the Study Island Program, school athletics programs, Common Core text book purchases, and multiple other areas found to be critical to student learning.	**LCAP Committees** **Equal Distribution of Resources** **School Budget** **Study Island Program** **Athletics Program** **Common Core Text Books**

Practices

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

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

Findings	Supporting Evidence
Annual meetings are held between administration at Laguna High School and the District Office regarding budget allocation and areas of student need. All annual auditing and accounting occurs through the District Office and our school business officer. We are small school site. There aren't many funding strands other than what comes to us through the District Office, therefor the majority of the oversite for the handling of funds comes from the District Office.	**Audits** **Accounting Practices** **School Budget Manager** **District Office Budget Manager**

Facilities

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

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

Findings	Supporting Evidence
Our facilities are well kept, maintained, and relatively new. The District prioritizes facility upkeep as does the site. The Director of Facilities and Operations at the District Office works closely with our site to assure all facility needs are being met and repairs are being made. Student programs which involve parents and community members—like our school garden, our wildlife restoration project, our water catchment systems, and our solar energy program—are all examples of buy-in from our students and community and establish a positive view of our campus as well as promoting a pleasant place for our students go to school. In addition, Laguna has a custodian five hours per day, and has access to district maintenance personnel regularly when needed.	**Custodian** **Clean and well Maintained Facilities** **School garden** **Solar Energy Program** **Wildlife Restoration** **Water Catchment**

Instructional Materials and Equipment

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

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

Findings	Supporting Evidence
The District office allocated Common Core technology money during the 2014-2015 school year, which the school used to purchase all new computers for our computer lab. These computers allowed us to be in compliance with the CAASPP testing requirement. The older computers from the computer lab, still in good working order, were then distributed to classrooms. Most classroom have 6-8 computers available, and all students have access to the school computer lab. The District Office also allocated funding which allowed our site to adopt new Math and Language Arts Common Core text books. The next adoption will be Science. The District provided a CUE Technology inventory assessment during the fall semester of the 2015-16 school year. This thorough assessment will be used at the district level to determine the focus of technology needs for all schools in the district including Laguna High School.	**Computer Lab** **ELA Text Books** **Math Text Books** **Classroom Computers** **CUE Program Evaluation**

Well-Qualified Staff

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

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

Findings	Supporting Evidence
The BTSA program is available for all new teachers. Funding is allocated for staffing and professional development, a guidance counselor position, and a college career counselor. The guidance and college career counselor assist students in preparation for the Santa Rosa Junior College, and variety of job placements. They are currently working on putting together a college faire. Our guidance counselor is currently 60%. Because the needs of our students are so individualized, a fulltime counselor would enhance our program. In the past, there was funding available for a fulltime guidance counselor, but due to budget cuts in 2008, that position was cut and has yet to be reestablished. Due to the Common Core focus on college and career readiness, the school guidance counselor position is even more critical and valued than ever before, and we hope to add a fulltime counselor in the near future.	**College and Career Guidance Counselor** **SRJC Visits and College Faire**

Long-Range Planning

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

Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
There is alignment of annual goals for the site, District, and Board. The site-based goals are taken into consideration for the long range plan of the District. The District provides funding sources for text book adoptions, and resource allocation for our site is written into the LCAP. This supports student achievement on multiple levels by providing funding for program implementation to address specific areas of need for our students. Programs such as our Career Readiness class, and the gardening programs, are examples of how alignment of long-term goals has effected successful student outcomes. The District is interested in furthering its support by allocating funding for Farm to Table Programs, Makers Classes, and other career oriented programs for our students in the future.	**Board Goals** **District Goals** **School Goals** **Text Book Adoption** **LCAP**

A6.   Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators with Prompts

Long-range Financial (and other Resources) Plan

Indicator: The school regularly reviews its long-range plan (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.

Prompt: *Evaluate the effectiveness of how the school regularly reviews its long-range plan.*

Findings	Supporting Evidence

Regular Accounting and External Audit Procedures

Indicator: The school has defined regular accounting and external audit procedures.

Prompt: *To what extent does the school have defined regular accounting and external audit procedures? Comment on the effectiveness of the procedures to determine if they meet they meet the generally accepted principles of accounting and audit procedures.*

Findings	Supporting Evidence

Budgeting Process — Transparency

Indicator: The school develops and monitors its annual budgeting process to ensure transparency.

Prompt: *Comment on the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency.*

Findings	Supporting Evidence

Adequate Compensation, Staffing, Reserves

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

Prompt: *To what extent does the school's governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves?*

Findings	Supporting Evidence

Marketing Strategies

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

Prompt: *Evaluate the effectiveness of the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

Findings	Supporting Evidence

Stakeholder Involvement

Indicator: All stakeholders are involved in future planning, including addressing long-range capital needs.

Prompt: *To what extent are all stakeholders involved in future planning, including addressing long-range capital needs? How effective are the processes to involve all stakeholders?*

Findings	Supporting Evidence

Informing the Public and Appropriate Authorities

Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

Prompt: *Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings	Supporting Evidence

Adequacy of Reserve Funds

Indicator: The school ensures the adequacy of reserve funds to ensure the financial stability of the school.

Prompt: *How does the school ensure the adequacy of reserve funds to ensure the financial stability of the school? Comment on whether the allocation of resources is sufficient to address the schoolwide learner outcomes and the critical learner needs of students.*

Findings	Supporting Evidence

Decisions — Schoolwide Learning Results

Indicator: The school bases resource allocation decisions in relationship to the schoolwide learner outcomes and the critical learner needs of the students.

Prompt: *To what extent does the school base its resource allocation decisions in relationship to the schoolwide learner outcomes and the critical learner needs of the students?*

Findings	Supporting Evidence

A7. Resources Criterion [Charter Schools only]

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

Indicators with Prompts

Written and Adopted Policies/Procedures

Indicator: The school has written adopted fiscal policies and procedures for internal controls.

Prompt: *Comment on the effectiveness of the school's process for developing, reviewing, revising, and adopting written fiscal policies and procedures for internal controls.*

Findings	Supporting Evidence

Annual Financial Audit

Indicator: The school has an annual independent financial audit that employs generally accepted accounting principles, including a listing of audit exceptions and deficiencies which the school has resolved to the satisfaction of the charter-granting agency. There are written policies on the scope and responsibilities related to an independent financial audit. The school sends the audit reports to the authorizing agency and other government entities as required by law.

Prompt: *Examine how the school ensures accountability and determine the effectiveness of these policies and procedures.*

Findings	Supporting Evidence

Compliance of Personnel

Indicator: Personnel follow the fiscal policies and procedures.

Prompt: *Evaluate the effectiveness of the accountability measures to ensure that personnel follow the fiscal policies and procedures.*

Findings	Supporting Evidence

Processes for Implementation of Financial Practices

Indicator: The school has processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; 4) the policies and procedures for the use of credit cards and other lines of credit.

Prompt: *Evaluate the effectiveness of the school's processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.*

Findings	Supporting Evidence

Contracts — Accounting

Indicator: The school has a contracting process for services, equipment, and materials and accounts for all contracts of $75,000 or more and their purposes.

Prompt: *Explain the effectiveness of this process.*

Findings	Supporting Evidence

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary:

Laguna High School has a clear Vision Statement as well as school ESLER's that are reviewed annually and tailored to meet the needs of our at risk student population. The LCAP is tailored towards our specific needs in a process that involves all stakeholders in our Mission and Learner Outcomes. Our close relationship with community agencies and local businesses ensures that our students benefit from enrichment programs through donated grant money, as well as community members working directly with our students both on and off campus. We monitor our Vision and Mission, as well as out ESLER's via staff meetings, through the LCAP committees, as well as though other holistic forms of collaboration. Communication is facilitated through regular board meetings where our Student Representative reports our needs and accomplishments to the Board, and then reports back to staff and student body when needed. The Governing Board's policies connect with the school Vision, Mission, and ESLER's.

Our school community and parents are informed about how they can participate in all forms of school governance, including creation of the LCAP, through various methods of outreach, including Board Meetings and the school and District websites. The LCAP focus groups ensure full collaboration of all stakeholders, and gathered data is used when making program changes to benefit our students and overall health and productivity of our school. The transition into Common Core is being supported by the District as well as through private funding, and Laguna now has an up to date computer lab to facilitate Common Core testing, and college and career preparation for both college and work. We are able to offer career readiness classes, as well as provide students with one on one help with college and resume/job applications. Through careful planning and examination, our LCAP resources are targeted to areas of need, and our small and dedicated staff allows for full participation in all aspects of school programing. All students are tracked with a combination of staff diligence, through counseling services, IEP's, CELDT testing, and most recently, the introduction of the Naviance program.

At Laguna, we practice open communication, as well as site based decision making. Our staff is well qualified, and all new staff is matched with a teaching partner to ensure a smooth transition into our program. There is funding for professional development worked into the LCAP, which allows for staff to pursue trainings that enrich our curriculum and our student experience. The staff aspires to promote student engagement, using professional development as a tool—and staff success is monitored via the District supervision and evaluation procedures. With our well-maintained, and up to date facilities, we are able to offer our students a safe and welcoming

environment where their social, emotional, and academic needs are met through both the vigorous dedication of the Laguna staff and the continual support and commitment of our District and Community.

Prioritize the strengths and areas of growth for Category A.

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

LCAP Committees

Equal Distribution of Resources

School Budget

Study Island Program

Athletics Program

Common Core Text Books

Common Core Coach in English and Math

District Funded Common Core Coach Stipend

Staff Meetings

Formal and Informal Discussions

Clean and well Maintained Facilities

Evaluation Supervision Section of Teacher's Contract

Regular Teacher Evaluations

District and School Website

Collaborative Environment

Regular Evaluation of School Vision, Mission, and ESLER's

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

Full Time Counselor

School Budget

More Electives

Full Time Staff

Training for Study Island

Category B: Standards-based Student Learning: Curriculum

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

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

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

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

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

Indicators with Prompts

Current Educational Research and Thinking

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

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

Findings	Supporting Evidence
Teachers at Laguna High School have access to current Common Core Curriculum, and use current instructional tools and materials in order to tailor and make adjustments to curriculum in order to meet student need. We have a 21st Century Learning Coach in both English and Math, and these teachers seek outside training, and are available to all staff for consolation on Common Core issues and questions. Our science teacher is current and in alignment with the New Generation Science Standards, and meets with the science teachers from other schools to discuss and compare curriculum. Staff development is available for Common Core and technology classes at SCOE. Staff has taken workshops on technology in the classroom, and the district hired CUE to come into all of our classroom and assess our technology use and needs.	**Common Core Workshops** **21st Century Learning Coach in English and Math** **Current Text Books** **New Generation Science Standards** **Adaptive Curriculum**

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

Indicator: The school has defined academic standards and college- and career readiness standards

for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC "a-g" requirements.

Prompt: *Evaluate to what extent there are defined academic standards and college- and career readiness standards for each subject area, course, and/or program that meet state or national/ international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. Examine the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.*

Findings	Supporting Evidence
Our academic standards are geared towards preparing students for high school graduation, Junior College certificate programs, and AA degrees. Career readiness is imbedded in the school culture and curriculum, and much emphasis is put on preparing students for life after high school. Teachers are familiar with College and Career Readiness Standards, and apply them in their lessons. Students are provided with individualized plans for their particular learning track and interests regarding career or college. All students are counseled regularly by teachers and academic counselor.	**Common Core Curriculum** **Common Core Text Books** **Classes Designed to Target Employment and Career Opportunities** **Sonoma West Articles on Watershed Education Program**

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

Findings	Supporting Evidence

Congruence

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

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

Findings	Supporting Evidence
Lessons at Laguna High School are designed to accentuate relevance between curriculum and the real world. There is consistent collaboration amongst teaching staff and administration regarding lesson design and there is correlation between what happens in the classroom and our schoolwide learner outcomes. Teachers involve a variety of speakers from programs in the community to discuss college and career readiness. External programs are in place, such as Farms, Leadership, Teens Work, and Culinary Bootcamp which provide career readiness skills and are coordinated with lessons taught within the classroom.	**Collaboration Amongst Staff** **Correlation Between Classroom Work and Schoolwide Learner Outcomes** **Speakers** **External Elective Programs**

Student Work — Engagement in Learning

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

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

Findings	Supporting Evidence
Student work is evaluated by teachers, and individual student progress is discussed in weekly staff meetings. Students use standards based text books, and classroom projects demonstrate common core standards. Teachers keep student portfolios in order to track student progress and to use as evidence of student engagement and learning. Due to our diverse learners, as well as combined age groups, teachers must differentiate instruction for all learners—grade level appropriate instruction is provided in our mixed grade classes. Teachers use a variety of techniques to engage students in classroom work, and continually discuss student progress, with students and with each other, in order to assess student learning. Staff focuses on how well we are meeting the needs of the individual student against the backdrop of our goals as an entire school community.	**Power Point Projects** **Student Presentations** **Student Portfolios** **Lesson Plans** **Standards Based Text Books** **Differentiated Instruction**

Integration Among Disciplines

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

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

Findings	Supporting Evidence
The common prep period at Laguna allows for collaboration between teachers, and teachers regularly create cross curricular lessons. For instance, the math and science teacher are working together to create construction based math that will be used in vocational application in the outdoor education program on campus; the English teacher and Special Education teacher will collaborate on writing projects in order to meet the needs of RSP students enrolled in more than one English class; and the Art teacher works with the Science teacher for cross curricular projects in anatomy and environmental science. All outsourced curriculum is integrated into the classroom through hands on relationships between the classroom teachers and the presenters.	**Common Prep Period** **Cross Curricular Lesson Plans** **Staff Meetings** **Classwork** **Curriculum Sharing**

Curricular Development, Evaluation, and Revisions

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

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

Findings	Supporting Evidence
Teachers at Laguna High School work to align curriculum with Common Core Standards. In addition, students are often involved in lesson plan development and curriculum effectiveness, and play a large role in determining the direction of their studies. Community members also participate in lesson plan development as they contribute both materials, and hands on participation in various aspects of our program. District wide department meetings provide a source of collaboration, and academic counselor works directly with counselors from our traditional high school programs, and district text book adoption procedures are followed. Staff meet regularly as a group and with individual students to monitor student success and graduation rates.	**Rotary Club Participation I Router Lesson, Garden Lessons, and Literary Magazine** **Rain Water Catchment Project** **Wildlife Restoration Project** **District Wide Meetings** **Staff Meetings**

Policies — Rigorous, Relevant, Coherent Curriculum

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

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

Findings	Supporting Evidence
Community member input is incorporated into lesson plan development. At Laguna High School there are weekly staff meetings, as well as multiple opportunities for lesson plan collaboration between staff members. Teachers engage in regular discussion of current class availability and how classes can be changed to best meet student need. A question we often ask is, "Is this working? How can we make it better?" In this way, all classes are evaluated for relevance to school ESLER's and Mission Statement. Teachers evaluate their curriculum daily for appropriate levels of rigor. Our students who plan to return to the traditional high school must be prepared for reentry, and all staff take this responsibility very seriously.	**Staff Meetings** **Common Prep Period** **Classroom Lesson Plans** **Community Member Involvement** **Project Displays to Community Funding Sources**

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

Findings	Supporting Evidence

Articulation and Follow-up Studies

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

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

Findings	Supporting Evidence
The academic counselor at Laguna communicates with the feeder schools and local Junior College, as well as local adult school programs. In addition, the Junior College provided progress reports for Laguna students who attend JC classes. We are currently working with the Junior College in order to post JC classes on our district site, and hope to include the Laguna website in the future. One obstacle we face is that our students routinely test low in English and Math, which pushes them into the remedial classes at the Junior College.	**Student Transcripts** **Junior College Reports** **Scholarship Requests** **Transfer Requests Back to Comprehensive Site**
Students who return to the traditional high schools are monitored for progress and success so that they do not slip into the cracks if they are not passing their classes. Graduating seniors have they future plans printed in the local paper, and we track students success at the JC as they use, or fail to use, the many scholarships we grant to graduating seniors. Though we come from a small community, and many graduates return to visit and check in years after graduating, we would like to add a more formal means of keeping up with students and their success stories once they graduate from Laguna.	

B2. Access to Curriculum Criterion

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.

Indicators with Prompts

Variety of Programs — Full Range of Choices

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

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

Findings	Supporting Evidence
Most Laguna students who pursue college, attend the Junior College. While they are still at Laguna, the JC, our academic counselor, and our career counselor assist student in the application process as well as with acquiring financial aid. In the past, representatives from the Junior College have also come to Laguna to help facilitate this process. Local businesses regularly employ our students and graduates, and work with them to provide job preparation and readiness for the workforce. In addition, the Naviance program is being rolled out and will help track career and academic future plans of our students.	**Naviance** **Financial Aid Assistance** **Career Counseling** **Student Employment** **Student Resumes**

Accessibility of All Students to Curriculum

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

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

Findings	Supporting Evidence
All students have individualized course schedules according to their specific academic needs, and teachers employ current Common Core standards in their lesson plans. For students who need an alternative program, Independent Study, both short and long term, are an integral part of our program. We also have an Opportunity Program, which provides a smaller, self-contained environment for students who need more one on one attention. We have a bilingual EL aid, as well as Special Education classes. Students have access to a variety of different options in order to recover credit outside of their regular school day.	**Extra Credit Program** **Student Schedules** **Bilingual Aid** **Opportunity Program** **Independent Study Contracts**

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

Findings	Supporting Evidence

Student-Parent-Staff Collaboration

Indicator: 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.)

Prompt: *Evaluate to what extent 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.*

Findings	Supporting Evidence
All students and their parents meet with administration upon enrollment to discuss their individual learning plan. In addition, many parents meet with the academic counselor to further design a plan for their individual student. Parents are encouraged to communicate with staff and school via phone, e-mails, and in person. We have multiple other ways to encourage communication regarding student goals, including our Laguna student Board representative who attend and participate in monthly board meetings. Families are invited to attend functions at our school, such as the Back to School BBQ and the Holiday Dinner. All staff at Laguna are accessible to parents for meetings, and the universal prep period more easily accommodates parent contact.	**Family Functions** **Universal Prep Period** **Intake Meetins** **Counselor Meetings** **IEP Meetings** **School Web Site**

Monitoring/Changing Student Plans

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

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

Findings	Supporting Evidence
Teachers, administrator, and the academic counselor constantly evaluate individual student schedules and tailor them to fit student needs. Because our students face many obstacles when it comes to succeeding in school, student learning plans often change to fit their needs and the academic counselor meets with students every day to help tailor classes and schedules accordingly. Due to cuts in sections and staffing, we are not able to offer as many options as we have in the past—a reality that can make appropriate scheduling difficult when it comes to meeting the varied needs of our students.	**Individualized Class Schedules** **Weekly Staff Meetings** **Master Schedule** **Staff Collaboration** **One on One Meetings with Students**

Post High School Transitions

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

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

Findings	Supporting Evidence
Laguna students are encouraged, and provided with one on one assistance, in seeking post high school opportunities through college, vocational training, work, the military, or other post-secondary options. Our long standing relationship with the Santa Rosa Junior College, the military and local businesses are crucial to the post-secondary transitional success of our students. Programs like Teens Work, and our Career Counseling help prepare students for transitioning into the college and work force. In addition, we provide our graduates with multiple financial scholarships to help them with their classes should they choose to pursue their education at the Junior College. Students can also attend classes at the JC while still attending Laguna, as a way of growing accustomed to the rigors of college level classes while still being supported by the Laguna staff.	**Academic Skills Department at the JC** **Concurrent Enrollment at the JC** **TPP Program for Special Education Students** **Tech School Presentation** **Business Speakers** **College and Military Speakers**

B3.   Preparation for Career and College Criterion

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

Indicators with Prompts

Real World Applications — Curriculum

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

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

Findings	Supporting Evidence
The Laguna curriculum meets Common Core guidelines, and students are held to the same standard of credits needed to graduate as the comprehensive high school. This allows the opportunity for students to transfer back to the comprehensive high school should they wish to do so. Students have access to classes at the Junior College while enrolled at Laguna, which gives them a taste of college and all it has to offer, while simultaneously providing them the opportunity to make up credits. Our elective programs are designed to both provide students with work place skills, as well as providing them with knowledge of a trade. Students can concurrently enroll in classes at the comprehensive high school, as well, which broadens the type of elective they can take.	**Student Schedules** **Master Schedule** **Graduation Data** **Transcripts** **Grad Status Reports** **Elective Program**

Meeting Graduation Requirements

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

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

Findings	Supporting Evidence
All teachers meet with students regularly to ensure the credit recovery process is being accurately followed. Laguna has the same requirements at the traditional high school, which allows for reintegration into the traditional program. Every teacher is aware and involved in individual student learning plans and credit recovery plans. Support classes are offered for students who are not on track academically, and credit recovery packets are an essential component of the Laguna program. At this point in time, more sections are needed to meet the specific and varied needs of Laguna graduates.	**Master Schedule** **Graduation Data** **Credit Recovery Plans** **Students Schedules** **Graduation Requirements**

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary:

At Laguna High School one of the strongest aspects to our program is our consistent dedication to meeting the needs of our students. Our student population comes to us with such a wide array of needs—both in terms of their at-risk status, and their disparate and dire credit recovery situations—that we must work constantly to ensure our programs are meeting the needs of our student population. All students are in mixed grade classes, many have IEP's, and we work continuously to accommodate our EL population. All teachers must tailor and make adjustments to their curriculum, while remaining informed and educated in current changes involving Common Core curriculum and the consistent need to integrate technology use into the classroom. Teachers attend workshops, share knowledge during weekly staff meetings, and staff development days, and meet for all District wide trainings in order to stay current.

While our focus is always on ensuring every student meets their goal of graduation, we also prepare students for post-secondary education by working closely with the local Junior College and by meeting regularly with each student to provide them with individualized plans for their particular post-graduation track. Students are encouraged to take classes at the JC while enrolled at Laguna High School, and also have the opportunity to take classes at the traditional high school in order to work not only on credit recovery, but to keep their options open should they wish to return to the traditional high school and reintegrate into the programs there. We offer a variety of classes and extracurricular programs that are geared towards employment and career opportunities, and Laguna has a good relationship with the stakeholders in our community who support our programs through instructional planning, financial assistance, and hands on interaction with students both during and after school hours. Teachers collaborate often, something that is facilitated by our common prep time, in order to create classes and curriculum that span academic subjects and allow students to make connections between what they are learning in the classroom and real world applications. Teachers use a variety of tools to evaluate student success—including student portfolios, and individual learning plans—and students and their needs are discussed at weekly staff meetings. Students who appear to be falling behind are addressed and plans and options are discussed—including, but not limited to, counselor intervention, parent teacher meetings, class schedule changes, and one on one meetings with the principal.

Because we live in a small community, it is not difficult to keep up with students after graduation. The local paper prints the future plans of all graduates, and students often come to

check in with staff, as well as to collect scholarship money for their classes at the Junior College. Students who return to the traditional high school are closely monitored to ensure success, and they are always welcome to return to Laguna should they be struggling or falling behind in their classes. Our counseling department assists students in all aspects of registration and financial aid planning, for students ready to attend the Junior College. We also work closely with local businesses who employ our students before and after graduation, and work with our students to provide job preparation. The Naviance program is currently being rolled out, and this will be an important tool in helping us to track career readiness and the future plans of all of our students. Every student who enrolls at Laguna meets one on one with administration and our academic counselor, in order to create their individualized learning plan—the first step in what is to be a close and family oriented approach to learning that will follow our students throughout their time with us while giving them the type of extra support they need to be successful both inside and outside of the classroom.

Prioritize the strengths and areas of growth for Category B.

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

Staff Familiar with Common Core Curriculum
Classes Designed to Target Employment and Career Opportunities
Thorough Attention to Tracking Student Progress
Individualized Learning Plans
Curriculum Sharing and Co-creating Amongst Staff
Rotary Club Participation and Stakeholder Involvement in a Variety of School Projects
Common Prep Period for All Teachers
Credit Make-up Program and Recovery Plans
Independent Study Contracts
Intake Meetings
Weekly Staff Meetings
Elective Program
Parent Involvement

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

More Sections to Allow for Scheduling Options

Increase Part-Time Teachers to Full-Time Status

Need to Address Low Literacy Skills in Reading, Writing, Math, and Across Curriculum

Infuse Vocational Education into the Curriculum to Prepare Students for Post-Secondary Options

Train Staff and Students to Use Google Docs

Filter for Internet

Category C: Standards-based Student Learning: Instruction

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

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

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

C1. Challenging and Relevant Learning Experiences Criterion

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

Indicators with Prompts

Results of Student Observations and Examining Work

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

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

Findings	Supporting Evidence
The small class size at Laguna allows for more individual contact with each student. Teachers are able to build relationships with students, and come to understand the needs and capabilities of each student they work with. We have updated text books, and teachers use variety of strategies to assess and monitor student progress and understanding. Teachers keep portfolios of student work, and students meet with our career education coordinator who helps them build resumes and practice their interviewing skills. Each student is provided with a personal schedule that is tailored to their graduation needs, and these needs are continuously monitored by teachers and the school counselor. Teachers use a variety of online strategies including Study Island, and the Virtual Business and Financial Literacy Program. Students are involved in collaborative activities both inside and outside of the classroom that teach both responsibility and skills for college and career readiness.	**Common Core Aligned Text Books** **Career Education Program** **Writing, Art, Science, and Math Student Portfolios** **CA Career Zone**

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

Findings	Supporting Evidence

Student Understanding of Learning Expectations

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

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

Findings	Supporting Evidence
Teachers have clear expectations and work with students on a one to one basis to check for understanding. Teachers give examples of past work in order to clearly demonstrate their expectations. Teachers discuss what standards must be met in order to graduate, as well as explaining the expected performance levels to all EL students.	**Chapter expectations stated on board** **Common Core Standards posted in classrooms**

Differentiation of Instruction

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

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

Findings	Supporting Evidence
At Laguna, all instruction is differentiated based on student need. All of our classes have combined grade levels, which necessitates the tailoring of assignments to different grade levels and expectations, as well as the ever present need to modify assignments for EL and Special Needs students. Teachers show historical films and documentaries for non-readers, individualize projects based on student interests, and students have the opportunity to work inside and outside of the classroom and to demonstrate their knowledge through varied modalities. Students have access to online tools for additional study, and all classes are taught based on multiple levels of understanding and varied skill sets.	**Individualized Projects/Power Points** **Read Naturally Program** **Integrated Math Program** **Project Based English Program**

C2. Student Engagement Criterion

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

Indicators with Prompts

Current Knowledge

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

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

Findings	Supporting Evidence
At Laguna we have multiple computers available for use in all classrooms, as well as a computer lab available for use that was updated in 2015. Teachers have access to workshops at the Sonoma County Office of Education in order to keep abreast of changing practices in the field. A site tech coordinator is available to work with staff on technology questions and issues. The County Office of Education offers monthly newsletters to keep science teachers current on state opportunities for training. Recent "In Service" days have included workshops trainings regarding 21st Century Learning Skills, for all staff. Teachers use technology as a part of their classroom instruction by requiring online research, showing CNN Current Events, and using Study Island and other online learning opportunities.	**Computer Lab** **Computers in Classrooms** **SCOE Workshops in Common Core and Technology** **Study Island**

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

Findings	Supporting Evidence

Teachers as Coaches

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

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

Findings	Supporting Evidence
Teachers at Laguna work one on one with every student at the school to check in on their graduations goals and credit needs. Teachers provide opportunities for students to make up missed work, and for credit recovery. Teachers engage with students on a personal level, that shows that they care and that the students are always their first priority. Student expectations are high, but vary from student to student, as teachers strive to "encourage" rather than "discourage". The school provides a formal quarterly review of student progress, as well as informal meetings with teachers and councilor for consistent credit review. Regular attendance is a constant challenge, and so at Laguna we closely monitor attendance, and hold a monthly attendance reward party, as well as a student of the week and month program, and "most improved" that includes an award ceremony. Each student is seen and heard for where they are, and where they would like to be.	**Regular Credit Reviews** **Quarterly Formal Reviews** **Attendance Rewards Program** **Student of the Month Program** **Student of the Week Program** **Most Improved**

Examination of Student Work

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

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

Findings	Supporting Evidence
The key to student's success in the classroom is to activate their curiosity and imagination so that they begin to engage with the work and knowledge on a deeper level. Teachers help students meet classroom goals by scaffolding their materials, keeping student portfolios that track learning over time, and by assigning presentations as well as peer evaluated assignments. Strategies are used to stimulate inquiry such as outdoor education, hands on and relevant lessons, speakers and community members in college and career areas, and a focus on current events to spark discussion and increase engagement. Students attend field trips outside of school hours (i.e. Youth Speaks Poetry Slams) and work with the Farms Program as well as Teens Work, connecting students with employment opportunities. Laguna strives to meet students where they are, and grow from there.	**Teens Work** **Farms Program** **Student Portfolios** **Student Presentations/Power Points** **Field Trips** **Voice of Democracy Speech Competition** **Overcoming Obstacles Scholarship**

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

Findings	Supporting Evidence

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

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

Findings	Supporting Evidence
Teachers collect student work and keep portfolios, notebooks, and files of student work which follow the students as long as they stay at Laguna. Extra credit work is offered, monitored, and filed. Teachers design lessons to address reasoning and problem solving skills, and the collection of student work reflects this. Teachers design projects that include student debate, and expect students to give presentations with visual aids to accompany their research.	**Student Portfolios** **Literary Magazine** **Project Displays in Classrooms** **Essays**

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

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

Findings	Supporting Evidence
Students give presentations that utilize Power Point, as well as Word Processing. Study Island and Read Naturally track student success, and are available for student use. Student essays and presentations utilize Internet research on a regular basis.	**Power Points** **Essays** **Study Island** **Read Naturally** **Poster Presentations**

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

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

Findings	Supporting Evidence
Students at Laguna utilize the Internet to research topics of interest for essays and presentations, as well as exposure to the Virtual Business Literacy Program. The Air Quality Management District provides materials for the science program, connecting students leaning to practical applications in the real world. Teaching Tolerance resources are available, through films and curriculum. Community members work with students providing contact with real world artists, gardeners, and construction crews. Students perform practical, hands-on learning tasks in the school garden. They are taught a variety of practical skills in the classroom, from how to write a thank-you letter, to check-book balancing, filling out a job application, conduct an interview, and improve credit scores.	**Teaching Tolerance** **Air Quality Management Curriculum** **Community member involvement** **Virtual Business Literacy Program** **Portfolios**

Real World Experiences

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

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

Findings	Supporting Evidence
Students have access to the school website which includes career information. Our Teens Work Program takes students out into the community to make connections and interact with the business community. Students have access to the Culinary/Farms Program, as well as the Ceres Culinary Program where students learn cooking and gardening skills. Students can earn credit for job shadowing as well as for various volunteer opportunities. The District Office provides access to Naviance for all students through the Career Center.	**Teens Work** **Ceres Culinary Program** **Culinary/Farm Program** **Naviance** **Virtual Business Literacy Program**

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

Findings	Supporting Evidence

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary:

At Laguna High School students are provided with engaging curriculum that challenges them to work to the best of their abilities, while simultaneously meeting their individual needs. Small class size, and consistent communication with students, ensure that students are aware of standards and expectations, and allows for them to engage and flourish in the learning environment of each classroom and the school as a whole. Students have access to computers, and assignments are designed to utilize technology while also employing more traditional tactics of instruction—including but not limited to student portfolios, written projects, Literary Magazine, and hands on explorations in science via the outdoor education program.

The students at Laguna are in combined grade classes, so all teachers specialize in differentiated instruction—able to meet the needs of a diverse group of learners, ELL students, and students with a wide range of learning abilities and needs. Teachers utilize a variety of strategies to stimulate inquiry both inside and outside of the classroom, with a consistent emphasis on student engagement and provide lessons and tools that are applicable not just in the classroom but in real world applications. Multiple programs are available that connect students with the community, with outdoor projects, and with a variety of classroom modalities of learning and presenting materials. Students are expected to think, reason, and problem solve, and teachers encourage all students to reach for their full academic potential. Multiple experiences are provided, through various school programs that allow students to engage with the classwork as well as the world around them. Text books are up to date and used to provide a learning environment that meets current standards and expectations. Through programs like Teens Work and the Farms Program, students experience real world involvement, gaining confidence as they move towards their goal of graduation.

Prioritize the strengths and areas of growth for Category C.

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

Updated text books

Common Core alignment

Appropriate use and availability of technology

Multiple programs connecting students with real world applications and the community

Positive incentive programs in place

Multiple forms of student assessment and tracking of student progress

Consistent differentiated instruction for all students

Holistic approach to meetings needs of individual students

Individualized instruction and graduation plans for each student

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

Infuse Career Education into all courses.

Staff training needed in Study Island.

Students need access to advance courses and career elective at the comprehensive High School in the afternoon—Geometry, Auto, College Prep English, Math.

More job-ready electives needed.

Increase funding for Special Education/Aide.

Need for GED/CHSPE class.

Strengthening the reading and writing ability of all students.

More parent involvement.

Common Core staff development.

Pre/Post testing in English and Math.

College to career classes.

Increase technology funding and support.

Opportunities for professional development.

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

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

- **Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)**

- **Focused programs such as IB Diploma Program, college- and career-readiness programs, school/college partnerships, AVID, and independent study programs.**

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

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

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

Indicators with Prompts

Professionally Acceptable Assessment Process

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

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

Findings	Supporting Evidence
Teachers and Counselor use Aeries to analyze and work with students on their varied credit needs. Teachers keep and use hardcopies of student grades and progress reports, as well as accessing transcripts on Aeries to assess student's performance. CAHSEE and CAASPP scores are used to inform on student performance. Teachers, Counselor, and Administration hold a formal weekly meeting to discuss student progress and performance—as well as informal meetings through the week. Parent meetings are arranged when needed, and teachers, counselors, and administration contact parents regularly via e-mail and, when needed, complete individual weekly progress reports. In addition, a program is currently in place to gather data on student job readiness.	**Aeries** **CAHSEE and CAASPP Scores** **Weekly Staff Meetings** **Parent Outreach** **Weekly Progress Reports** **Quarterly Report Cards** **Progress Reports Sent Home**

Monitoring and Reporting Student Progress

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

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

Findings	Supporting Evidence
Laguna uses CAASPP state-wide testing to assess performance and guide instruction. At Board Meetings, student data, records of discipline, and attendance are regularly reviewed and discussed. Families receive progress reports, quarterly report cards—as well as weekly progress reports, when needed to support parent/student/school communication. Teachers send "Good News" postcards to families when students are achieving to a high standard.	**Board Meetings** **CAASPP Results** **Good News Postcards** **Student of the Week** **Student of the Month** **Website** **Naviance** **Back to School BBQ** **Local Paper**
Students are also encouraged via the Student of the Week and Student of the Month club, which is supported by the Sunrise Rotary Club. Student of the month winners are invited to a Rotary meeting and given an award. As CAASPP data becomes available, this data will be analyzed to inform instruction.	
The school ESLERS and Vision Statement are posted on our website, as well as in every classroom—and are reviewed and monitored by our site council. On the Laguna website, students and parents can also find a Career Link. The District Office is currently transitioning from KUDER to NAVIANCE, which students can access and share with their parents. Students are provided with career and academic counselors who work with them on college readiness.	
We hold a Back to School Barbeque to inform parents on academic standards and expectations. The local newspaper prints the CAASPP results, and the results are also sent home to families. The local paper also publishes the names of all students graduating, along with their plans for the future.	

Parent/Community and Student Achievement

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

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

Findings	Supporting Evidence
Parents have access to teacher meetings as well as access to information on the school website, Aeries, and intensive academic counseling support. Academic counselor sends home letters at the end of the first semester to notify parents of senior graduation progress, and students are provided with regular graduation reports and guidance maps for their reference. Due to the nature of our program, with students enrolling at a variety of different placements in their academic career, it is difficult to longitudinally work with students—and so individualized attention is a requirement for student success.	**Teacher Meetings** **School Website** **Aeries** **Counseling Support** **Graduation Reports**

Monitoring of Student Growth

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

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

Findings	Supporting Evidence
Teachers and staff utilize a variety of tools to monitor student progress, including regular progress reports, quarterly report cards, and updated credit lists. All staff attend weekly meetings to discuss student progress, and teachers use their individual classroom assessments and observations as ways of tracking student progress.	**Progress Reports** **Quarterly Report Cards** **Credit Lists** **Classroom Assessments** **Grad Status List**

Basis for Determination of Performance Levels

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

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

Findings	Supporting Evidence
Teachers use a variety of different assessment methods in order to obtain learning results from all students. Student's individual academic levels are closely monitored by all teachers. Discussion on both assessment methods and alternative methods are common at staff meetings. Special Education goals and plans are reviewed by all teachers, as well as other pertinent background information on individual students. Staff utilize Aeries and transcripts to determine performance levels.	**Teacher Assessments** **Close Monitoring** **Staff Discussion** **Special Education Goals** **Aeries and Transcripts**

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

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

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

Findings	Supporting Evidence

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

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

Indicators with Prompts

Appropriate Assessment Strategies

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

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

Findings	Supporting Evidence
Teachers keep portfolios on all students, and student work is assessed regularly to make sure that students are progressing and in appropriate classroom placements. Due to smaller class size, teachers are better able to check for students understanding and monitor individual student projects. All teachers have access to assessment data, and Laguna is transitioning into using CAASSP teaching data in order to guide the program and assist teachers in guiding their instruction.	**Student Portfolios** **Assessment Data** **CAASSP Results** **Security Testing Mandates are Followed**
Laguna follows security testing mandates required by the state. Testing materials are kept in a locked and secured area, and only the testing coordinators have access to the materials. Students are not permitted to use phones during testing and teachers do not have access to testing materials.	

Demonstration of Student Achievement

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

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

Findings	Supporting Evidence
Teachers design lessons which address the academic standards, college and career readiness standards, and school wide learner outcomes, as well as modifications for students with IEPs. Lessons are implemented and assessed regularly by all teachers. In addition, students have opportunities to research college and career programs.	**Lesson Plans** **Assessment Data** **IEPs** **CELDT Testing**

Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence

Curriculum-Embedded Assessments

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

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

Findings	Supporting Evidence
CELDT data is provided to all teachers, and ELL students are tested once per year. New textbooks in math and English are aligned with Common Core Standards. All teachers are informed by assessments not only in their own classes, but the classes of all staff, and frequent meetings are held so that teachers can share their findings. New and more challenging IEP goals are regularly reviewed, monitored, and adjusted.	**Classroom Observations** **Classroom Assessments** **Pre and Post Tests in Math and English**

Student Feedback

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

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

Findings	Supporting Evidence
Teachers have close relationships with their students and hold frequent and consistent meetings with students to check for student progress and understanding. The school counselor and Principal meet with individual students on a regular basis to discuss the holistic school program. Laguna has a rigorous counseling program in place which includes the Project Success Club, therapists and school counselors, as well as a career counselor. Information is shared among the staff and counselors at weekly staff meetings.	**Close Relationships** **Regular Check-ins** **Holistic School Program** **Project Success** **Career Counseling** **Staff Meetings**

Modification of the Learning/Teaching Process

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

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

Findings	Supporting Evidence
Teachers use student data in the classroom to devise individual learning plans, and to modify instruction to meet student needs and understanding. Staff hold regular reviews of the D and F list, and low performers are evaluated and their needs met through a variety of support systems and interventions. Students who are excelling can take classes at the JC or at the traditional high school. Teachers work to tailor projects and assignments to student aptitudes and learning styles.	**Individual Learning Plans** **D and F List Monitoring** **JC and Traditional High School Classes** **Tailored Assignments** **Grad Status List**

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

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Indicators with Prompts

Assessment and Monitoring Process

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

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

Findings	Supporting Evidence
The District office and School Board supports the goals of the staff at Laguna High School. School progress is continuously conveyed through board meetings and district level meetings with administration. Students receive constant feedback from their teachers on their status and progress towards their goals. All stakeholders are presented with feedback from the school at a variety of times throughout the year. Rotary involvement is incredibly helpful for enriching the school program. Community grants help enrich classrooms and programs, and motivate students to achieve their goals. Our Student of the Year, Overcoming Obstacles, Student of the Week and Year, and Spirit of Laguna awards all are clear demonstrators of stakeholder involvement in Laguna High School students and programs.	**Board Meetings** **District Office Meetings** **Rotary Involvement** **Community Grants** **Award Programs**

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

Findings	Supporting Evidence

Schoolwide Modifications Based on Assessment Results

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

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

Findings	Supporting Evidence
Staff has attended Common Core trainings, and is transitioning into the use of CAASSP testing data to guide instruction. Funds have been added to support professional development opportunities. LCAP money has allowed us to provide our students with Study Island as an online learning opportunity, as well as providing for professional development, and enabling the technology updates needed to implement the CAASSP testing. The Healthy Kids Survey Data helped determine the need for more individualized crisis/therapists availability for students. A low level reading class was also developed based on a need indicated by gathered data. All low level English and math students have access to a resource teacher.	**Common Core Trainings** **Professional Development** **LCAP Fund Distribution** **Study Island** **Technology Updates** **Healthy Kid Survey Data** **Crisis/Therapist Availability** **Low Level Reading, English, and Math**

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary:

Laguna High School utilizes a varied and rigorous approach to assessment that both drives instruction and helps to provide a school climate that both nurtures the whole student while ensuring that student expectations are consistently high. Through a combination of sources, including, but not limited to, Aeries, weekly and quarterly progress reports, and weekly staff meeting—student progress is assessed and tracked in a thorough and consistent manner. At Laguna, no student slips through the cracks. Parents are regularly contacted, and have access to teacher meetings, as well as meetings with the school Principal and counselor whenever needed. Parents are kept informed of their student's progress. Student growth is tracked during regular staff meetings and individual student check-ins with the counselor.

Stakeholders are kept informed at monthly board meetings, through our quarterly newsletter, and through our Student of the Week and Month program that connects students with community members. Parents and community members can access the school ESLERS and Vision Statement on the school website, as well as in classrooms. Parents are kept involved and informed through graduation reports, teacher meetings, and the school website, and student progress is tracked in staff meetings as well as through individual teacher observations and assessment in the classroom. Small class size allows for close monitoring of student learning and progress, and teachers keep portfolios of student work as well as designing lesson plans that both meet standards and are differentiated to meet the needs of our diverse learners. CELDT data is collected yearly and dispersed to all teachers. New textbooks are available in English and Math, and individual student IEP goals are shared with all teachers.

Laguna's rigorous counseling program offers daily support for students, and teachers review D and F lists in order to stay abreast of struggling students and their needs. For higher achieving students, classes are available at the Junior College as well as the traditional high school. Through stakeholder involvement, District and Board support, and Rotary Club commitment, students are offered an array of programs that enrich their learning environment and ensure the school is functioning at its peak level of performance. As we transition to Common Core, money from LCAP has been provided for staff development, and the school is working towards using the new CAASSP data to guide current and future instruction.

Prioritize the strengths and areas of growth for Category D.

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

Consistent communication with parents

Multiple forms of assessment and tracking of student progress

Community involvement and communication with stakeholders ensures stability of school programs

Staff development

Thorough classroom assessments and observations, and communication amongst all staff

Close relationships between students and staff which increases student commitment to their own learning

Outstanding therapeutic counseling opportunities

Regular tracking and communication of student progress by counselor

Weekly staff meetings

Additional help for students with learning difficulties

CELDT testing and support of all ELL students

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

More funding needed. In the past year, Laguna High School has lost multiple classroom sections. Computer Applications, Health, Geography, and a CAHSEE/GED class are no longer offered.

One section of English and one section of Science have been lost.

Learn how to use the new CAASP test results to improve student learning.

More technical support for teachers/staff.

More assessment tools.

Use of CAASPP data consistently.

Community tutors.

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

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

- **Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)**

- **Focused programs such as IB Diploma Program, college- and career-readiness programs, school/college partnerships, AVID, and independent study programs.**

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

E1. Parent and Community Engagement Criterion

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

Indicators with Prompts

Regular Parent Involvement

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

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

Findings	Supporting Evidence
Laguna has many programs that involve the help and involvement of parents and community. Students participate annually in the Voice of Democracy speech contest and attend an award ceremony with family members and members of the community. All student with IEP's meet regularly with parents and their case manager. Our bi-lingual aid makes home phone calls to families and helps in classrooms as student support. The District Office holds a DELAC meeting for all parents of EL students.	**IEP Case Manager** **Voice of Democracy** **DELAC** **Holiday dinner** **Family BBQ** **Teens Work** **Site Council** **Project Success** **Farms Program** **Community Grants**
Laguna holds a parent barbeque once a year, as well as an annual Holiday dinner that includes members of the community. Laguna hosts community speakers throughout the year, and Teens Work brings students out into the business community. Laguna has a Site Council that includes parents, teachers, students, and administration that meets to discuss school programs. Project Success organizes events on campus and offers support for students in need of substance abuse counseling. The Farms program takes students to visit agricultural sites, and teachers regularly write grants to help fund projects and programs in their classrooms.	

Use of Community Resources

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

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

Findings	Supporting Evidence
Laguna has an outstanding relationship with multiple community members and organizations. We are currently receiving, in a five year grant cycle, over $23,000 in counseling grants, student enrichment grants, and staff development grants. Thousands of dollars of labor, materials, and funds have been donated to the Gardening Program, and community members regularly donate clothing and toiletries for student use. Students attend fieldtrips through Teens Work, and strong connections have been built and are being nurtured with local businesses. Through Teens Work, community members provide donations and food for positive attendance parties for students. In addition, food banks donate food for Project Success. The health curriculum includes a series of speakers from the community throughout the year. Local business members work on projects both with and for our students and have provided resources such as the CNC machine. The Habitat Restoration Project and school garden are supported by local business members who come and work with students on site to teach them skills as well as providing outside funding for projects.	**Community Grants** **Gardening Program** **Community Donations** **Teens Work Fieldtrips** **Attendance Parties** **Community Speakers** **Habitat Restoration Project**

E2. School Environment Criterion

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

Indicators with Prompts

Safe, Clean, and Orderly Environment

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

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

Findings	Supporting Evidence
a) Multiple staff members and counselors have been trained in the Restorative Resources program, which support student's emotional safety on campus. Resources are in place for daily access to crisis counseling, therapists, academic counselors, attendance counselors, and drug and alcohol counselors.	**Restorative Resources** **Daily Access to Counselors** **Well Designed and Maintained Campus** **Full-Time Custodian** **Organized Classrooms** **School Site Safety Plan** **Safety Drills** **Safety Trainings** **Appropriate Use of Technology Form**
The Laguna campus is a newer campus, the buildings are well maintained by a full-time custodian. The small size and design on the campus is designed specifically with student safety in mind. Teacher classrooms are well maintained and organized.	
b) The School Site Safety Plan is reviewed regularly. Safety training with RESIG (insurance company) was provided to all staff and administration in fall of 2015. Regular safety drills are performed throughout the year. Head of Maintenance and Site Operations provides safety trainings when needed. Students sign an "appropriate use of technology" form in their enrollment packet.	

High Expectations/Concern for Students

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

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

Findings	Supporting Evidence
The culture of the staff is geared towards creating a safe environment for all students as a top priority. Small class sizes allow for more individualized attention to student needs. At weekly staff meetings, staff discuss obstacles to learning, and how to better serve each student and to create a positive learning environment. Classroom and school policies are in place, as well as individual teacher expectations, and all are visible in the classroom. In addition, multiple opportunities are available to meet the specific counseling needs of each student.	**Staff Culture** **Small Class Sizes** **Weekly Staff Meetings** **Classroom and School Policies Posted** **Counseling Opportunities**

Atmosphere of Trust, Respect, and Professionalism

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

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

Findings	Supporting Evidence
Laguna regularly administers the CA Healthy Kids Survey in order to keep a finger on the pulse of school climate. The results from that report display student's perceptions of the trust, respect, and professionalism, as well as the consistently high regard they feel for Laguna High School. Our staff values trust, respect, and professionalism which is modeled by all, both inside and outside of the classroom. The student's commitment to Laguna is evident. We have both a low turnover rate, and good staff retention.	**Healthy Kids Survey** **Low Turnover Rate** **Staff Retention**

E3. Personal and Academic Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Indicators with Prompts

Adequate Personalized Support

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

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

Findings	Supporting Evidence
Students have access to all of our counseling services, which are extensive, as well as to a school nurse. Academic, therapeutic, attendance, drug and alcohol, and crisis counseling are available daily. Laguna refers students to CAPE during times of student crisis, and provide students and parents with a reference guide identifying all services, including medical, available in the local community. In addition, our academic counselor provides individual credit recovery plans for each student.	**Extensive Counseling Services** **School Nurse** **CAPE** **Reference Guide** **Individual Credit Recovery Plans**

Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence

Direct Connections

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

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

Findings	Supporting Evidence
Staff and Administration at Laguna have noticed climate and cultural improvement due to counseling services. Access to support services help students in a variety of ways—to assist students in becoming more academically motivated, having better attendance, achieving better social and emotional stability, and achieving an over healthier outlook, both physically and emotionally. Individual improved attendance, grades, and the Healthy Kids Survey all demonstrate a connection between school wide learning outcomes and student achievement.	**Climate and Culture Improvement** **Support Services** **Attendance** **Grades** **Healthy Kids Survey**

Support and Intervention Strategies Used for Student Growth/Development

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

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

Findings	Supporting Evidence
During weekly staff meetings, staff addresses individualized and holistic strategies to address concerns regarding student performance. Students meet with academic counselor and teachers to discuss graduation and academic goals, as well as with college and career counselors. When needed, students have access to independent study and opportunity programs. Students can also take classes at the junior college, and the neighboring high school in order to earn credit and expand their academic opportunities. All students are provided with an individualized plan that enables them to return to the traditional high school if so desired. Laguna maintains the same graduation requirement and credit requirements as the district high schools—this allows for concurrent class enrollment and transfers. Those students with health issues have access to the Home and Hospital program.	**Staff Meetings** **Academic Counselor** **College and Career Counseling** **Independent Study** **Junior College** **Mainstream High School** **Congruent Graduation Requirements** **Home and Hospital**

Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence

Support Services and Learning

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

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

Findings	Supporting Evidence
Staff is provided with a D and F list in order to track student progress, and weekly staff meetings focus on under-performing students. Graduation status reports are given regularly. CAHSEE test results will be used to inform instruction. Interventions include placement in a remedial class or reading program, or with an appropriate counselor. Students are encouraged to attend the academic skills lab at the junior college, as well as to utilize Study Island, and Kahn Academy. Regular parent contact is utilized when needed, and progress reports are used by all teachers in order to track and identify student growth and achievement.	**D and F List** **Staff Meetings** **Graduation Status Reports** **CAHSEE results** **Remedial Classes** **Reading program** **Study Island** **Kahn Academy** **Parent Contact**

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

Findings	Supporting Evidence

Equitable Support to Enable All Students Access to a Rigorous Curriculum

Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the availability of additional support such as extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the

traditional school day).

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

Findings	Supporting Evidence
Students at Laguna have many opportunities to access an expanded curriculum. Students can attend the Junior College, and can take additional classes at the traditional high school. They can do online learning through Study Island, and summer school is available for credit make-up via both regular and independent study. Motivated students can graduate early if they combine extra credit work with outside classes. All students can work on extra credit that is tailored to their needs.	**Junior College** **Traditional High School** **Study Island** **Summer School** **Extra Credit**

Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes along with an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

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

Findings	Supporting Evidence
Students have access to Teens Work, Farms, Culinary Bootcamp, Project Success, Ceres cooking project, classes at the Junior College, and classes at Analy High School. Laguna has an athletic program, and native plants restoration project. All of this provides the students with educational opportunities that link into the curriculum of the classroom and attainment of the school ESLERS. Students have shown interest and are excited about participating in these programs and is demonstrated by the number of students who access them.	**Teens Work** **Farms** **Culinary Bootcamps** **Project Success** **Ceres Cooking Project** **Junior College Classes** **Analy High School Classes** **Athletic Program** **Native Plants Restoration Project** **Student Involvement**

Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary:

At Laguna High School we refer to ourselves as the "Laguna Family". This speaks to our genuine commitment to providing our students not just with an academic education, but with the social and emotional support they need to thrive both inside and outside of school. We have many components to our program that encourage family involvement, as well as nurturing connections between our school and the community at large. To this end, we have a bi-lingual aid who makes contact with our Spanish speaking families, a parent BBQ, a Holiday dinner that includes members of the business community, and the Teens Work program. Our local community is instrumental in funding and enriching many of our school programs through grants and donations to our gardening program, our extensive counseling program, Teens Work fieldtrips, our monthly attendance party, and our Habitat Restoration Project. Laguna works tirelessly to provide a safe, clean, and well organized environment for all students with an inviting and well maintained campus, and teachers trained in disaster preparedness.

Above all, the staff works to provide an environment of caring and high expectations—encouraged by our small class size, weekly staff meeting, and clearly stated classroom expectations and school policies. Our counseling support for students is extensive, with onsite counselors available every day of the week. However, our focus is on the whole student, and so there is always an emphasis not just on student emotional stability, but also the academic standards needed to provide college and career readiness. The academic needs of students are met through an individualized and holistic approach that accommodates all types and levels of learners. The academic counselor and teachers discuss graduation plans with students on an individual basis, and our Independent Study program, as well as classes at the Junior College and the traditional high school, allow for a more personalized approach to each student's education. Struggling students are identified through examining D and F lists as well as weekly staff meetings, and students and teachers are provided with graduation reports that, along with regular parent contact, ensuring that no student falls through the cracks. Along with the regular school day, students have access to a number of programs that provide well rounded exposure to a variety of activities including Teens Work, Farms, Culinary Bootcamp, Ceres Cooking project, and Project Success. Though our student population is at risk, and their individual needs extensive, Laguna is committed to providing every student with the education they deserve.

Prioritize the strengths and areas of growth for Category E.

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

Well maintained campus

Extensive counseling program

Multiple curricular and co-curricular opportunities

Regular involvement of the community with our programs through celebratory activities on campus as well as grant and award programs

Individualized graduation plans

Bi-lingual aid

Strong academic expectation combined with individualized learning plans that meet student need

Class availability at the Junior College and traditional high school

Early identification of struggling students

Remedial classes as well as extra credit available to help students meet graduation goals

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

Reinstate full-time Academic Counselor position. This position was cut after last WASC visit.

Accessible adult education options.

Work experience options through Junior College.

Attendance improvement.

Increase number of opportunities for students to become involved in school-wide decisions.

Continue to nourish relationships with parents and community.

Reduce amount of profanity used on campus.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- **Develop consistent plan to use the new CAASP test results to improve student learning.**
- **Common Core staff development and implementation into program.**
- **Increase number of opportunities for students to become involved in school-wide decisions.**
- **Continue to nourish relationships with parents and community.**
- **Need for GED/CHSPE class.**
- **Strengthening the reading and writing ability of all students.**
- **More Sections to Allow for Scheduling Options**
- **Increase Part-Time Teachers to Full-Time Status**
- **Need to Address Low Literacy Skills in Reading, Writing, Math, and Across Curriculum**
- **Infuse Vocational Education into the Curriculum to Prepare Students for Post-Secondary Options.**

Chapter V: Schoolwide Action Plan

A. **Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**

B. **State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.**

C. **Describe the school's follow-up process, ensuring an ongoing improvement process.**

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all stakeholders to implementing the various sections of the schoolwide action plan.

Goal 1: Common Core Curriculum Alignment

Rationale: To develop an appropriately challenging curriculum, which enhances and supports our Vision, ESLR's, and Academic Standards.

ESLR's: The implementation of these plans will impact ESLR's A1, A2, A3, A4, A5.

TASK	PERSON(S) RESPONSIBLE	RESOURCES	MEANS TO ASSESS IMPROVEMET	TIMELINE	METHODS TO REPORT
1. Teacher training in Common Core Standards	Administration and Staff	Common Core Curriculum Trainings from County Office of Ed. District in-service opportunities Site in-service opportunities Weekly staff meetings Peer support	Newly adopted Common Core Textbooks Administrative classroom observations Peer observations Staff surveys Student surveys	School year 2015 and on-going	Administrative Council meetings Staff meetings Parent communication Site Council Board meetings

2. Work on Common Core based lesson plans/unit plans.	Staff	Analy High School curriculum and instructional practices and observations Staff meetings to share, discuss work and results Common Core Sample lesson plans Use of local assessments	Administrative observations Peer observations Lesson plan review	School year 2015 and on-going	Administrative Council meetings Staff meetings. District Staff Development workshops Site Staff Development workshops Site Council
3. Acquire Common Core Curriculum for non-core classes (electives)	Administration and staff	CA. Department of Education. SCOE	Same as above	Same as above	Same as above
4. Include students in the development of the Common Core based curriculum and other school-wide decisions	Administration and Staff	Student Council Site Council Leadership Class Both in-school and after school meetings with all interested students.	Students will sign documentation about curricular options and school goals.	School year 2015 and on-going	School Board Meetings. Administrative Council Meetings. Site Council Meetings. School Newsletters.
5 Increase the participation of all stakeholders, in the development of the ESLR's, Mission Statement and Vision Statement. **(WASC identified Critical Area of Follow up)**	Administration and Staff	Back to School BBQ. Newsletters Phone calls and personalized letters to parents Site Council Student Council	Parents and students will sign documentation about curricular options and school goals, Mission Statements, ESLR's and the Vision Statement	School year 2015 and on-going	School Board Meetings Administrative Council Meetings

Goal 2: Improve Student Overall Achievement in English/Language Arts Reading.

      <u>**Rationale:**</u>   On formal and informal reading assessments (STAR, CST's, CAHSEE and Classroom Criteria), Laguna High School students are in general functioning in the below basic or far below basic ranges on their CST's. Through observations of student performance and evaluation of student work in all classes, we find that our students tend to be reluctant and/or non-readers. ELA and Reading are a priority now, especially as we transition from the demands of the NCLB (requiring that all students be proficient by 2014) and the high school exit exam, to the expectations of Common Core.

 <u>**ESLR's:**</u> The implementation of these plans will impact ESLR's A1, A2, A3, A4, A5. and S3, S4, S6 and   S7.

TASK	PERSON(S) RESPONSIBLE	RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT

1. To implement a school-wide reading plan that will include strategic reading in academic content areas, general and academic vocabulary, and leisure reading to increase comprehension and retention.	Administration English teachers RSP teacher Title 1 teachers SSR teachers	Informal assessment data Master Schedule alignment Formal Assessment: • Read Naturally • Skills Tutor • Study Island • STAR Reading	Formal and informal assessments: • STAR • CASHEE • CELDT • API and AYP growth targets • Student work samples • ASAM credit completion rates and graduation rates • School researched assessment programs	School year 2015 and on-going	School Board: • School Site Plan • SARC • State CAHSEE website. Parents/Students/ Community: • Report cards • CAHSEE home reports • CST home reports • Conferences • Individual Learning Plans • Surveys • School Website Staff: • Staff meetings • Analysis of data • Student progress • Report cards • Surveys
2. Be able to read at grade level and test at basic or better on state tests	Administration, English teachers, RSP teacher, Title 1 teachers and SSR teachers.	All formal and informal assessment programs. (Those listed in task #1)	Formal and informal assessments.: • CAASPP • CAHSEE • ASAM • Research-based reading programs	School year 2015 and on-going	Same as above
3. Create life-long readers	Administration and all staff	Daily SSR time. Classroom and Analy libraries. Book donations from the community.	Informal discussions and observations with students. Teacher assessment of student interest. Student surveys. Number of books read and reported on per year.	School year 2015 and on-going	Student surveys. Parent surveys. Staff meetings.

| 4. Create a uniform writing model with a standardized rubric, to help develop academic vocabulary and strengthen the students' proficiency in writing for post graduation success. **(WASC identified Critical Area of Follow Up)** | Administration, Counselor and English Teachers | Conferences.

State adopted writing models.

Teacher collaboration.

District schools input and agreements. | Pre-Post writing assessments using adopted rubrics.

ELA STAR Scores.

Teacher Assessments. | School year 2015 and on-going | School Board:
• School Site Plan
• SARC
• State CAHSEE website.
Parents/Students/
Community:
• Report Cards
• CAHSEE home reports
• CST home reports
• Conferences
• Individual Learning Plans
• Surveys
• School Website
Staff:
• Staff meetings
• Analysis of data
• Student progress
• Report cards
• Surveys |
| Create an English Prep Class. **(WASC identified Critical Area of Follow up)** | District allocation/ approval of section.

Administration assignment to a teacher. | Use existing number of sections to add prep class. | Verify class within the master schedule. | School year 2015 and on-going | Board and District approval of the Master Schedule. |

Goal 3: Improve Student Overall Achievement in Algebra

Rationale: On formal and informal mathematics assessments (STAR, CST's, CAHSEE and Classroom Criteria), Laguna High School students are in general in the below basic or far below basic ranges on the CST's. Through observations of student performance and evaluation of student work in all classes, we find that our students tend to be below or far below basic. Mathematics/Algebra is a priority now especially with the demands of the NCLB (requiring that all students be proficient by 2014) and the high school exit exam.

ESLRs: The implementation of these plans will impact ESLR's A1, A2, A3, A4 and A5.

TASK	PERSON(S) RESPONSIBLE	RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT

1. For every incoming student who requires math credit, assess their level of competency using a formal, research based assessment tool.	Counselor Math teacher	Existing formal and informal assessment tools Standardized teacher in-take exam	Study Island Assessment program Teacher quarterly exams CST Scores CAHSEE Score Student work samples ASAM credit completion rates and graduation rate Analysis of pre-post data	School year 2015 and on-going	Assessment results updated and shared between the math teacher/ school counselor/student/ parent and staff Updated Individual learning plan Report cards Classroom test scores CAHSEE socres CST scores
Formalize instruction to address each individuals assessment scores	Administration in collaboration with the school counselor and the math teacher	Standardized text Existing formal and informal assessment tools Alignment of curriculum and instructional practices to standards	Same as task # 1	School year 2015 and on-going	Same as task # 1

3. At the end of each quarter, and the conclusion of the course, assess each student's math level to measure growth, grade level and academic need	Administration in collaboration with the school counselor and the math teacher	Staff informal standardized tests School researched-based formal assessment	Same as task # 1	School year 2015 and on-going	**School Board:** • School Site Plan • SARC • State CAHSEE website. Parents/Students/ **Community:** • Report cards • CAHSEE home reports • CST home reports • Conferences • Individual Learning Plans • Surveys • School Website **Staff:** • Staff meetings • Analysis of data • Student progress • Report cards • Surveys
4. Add a Common Core Math prep class to the master schedule. **(WASC identified Critical Area of Follow up)**	District allocation/ approval of the section. Administration assigns to a teacher	Use existing number of sections to add prep class.	Verify class within the master schedule.	School year 2015 and on-going	Board and district approval of the Master Schedule.

Goal 4: Develop formative and summative assessments for LHS core curriculums that are aligned with the Common Core standards.

Rationale: There is a need for common measurable assessments to evaluate student achievement in all content areas and Common Core standards.

 ESLR's: The implementation of these plans will impact ESLR's A1, A2, A3, A4, A5, and S3, S4, S6, S7.

TASK	PERSON(S) RESPONSIBLE	RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT
1. Standardization of formative assessments in all content areas to improve daily instruction via instructor knowledge of student standards mastery.	Administration All Staff District	LCAP funds SCOE BTSA forms and processes "New" teacher evaluation tool	Administrative observation and evaluation Peer observation Staff surveys and feedback	School year 2015-16 and on-going	Administrative Council School Board reports Staff meetings Staff surveys Student surveys

2. Standardization of summative assessments in all content areas to assess student mastery of content standards.	Administration All Staff	LCAP funds Community Grants	Researched based assessment programs: • Read Naturally • Star Reading • Skill Tutor • Study Island Teacher generated assessments at the end of each quarter/ semester.	School year 2015-16 and on-going.	School Board: • School Site Plan • SARC • State CAHSEE website. • ASAM data Parents/Students/ Community: • Report cards • CAHSEE home reports • Conferences • Individual Learning Plans • Surveys • School Website Staff: • Staff meetings • Analysis of data • Student progress • Report cards • Surveys
3. Incorporate a system for collecting and disaggregating data for staff, parents, and students to analyze, interpret and utilize in order to increase standards based instruction. **(WASC identified Critical Area of Follow up)**	Administration and Staff	Dependent upon money from the District to fund a Data Base capable of the task.	Once the system is in place, compare yearly summative and formative test scores.	TBD upon District finances.	Administrative Council Meetings Staff meetings Parent communication. Site Council Board Meetings

Appendices:

A. **Timeline of self-study process**
B. **Results of student questionnaire/interviews**
C. **Results of parent/community questionnaire/interviews**
D. **Master schedule**
E. **Approved AP course list**
F. **UC a–g approved course list**
G. **Additional details of school programs, e.g., online instruction, college and career, academies, IB, AVID**
H. **School Quality Snapshot (see cde.ca.gov)**
I. **School accountability report card (SARC)**
J. **CBEDS school information form**
K. **Graduation requirements**
L. **Any pertinent additional data (or have it on exhibit during the visit)**
M. **Budgetary information, including budget pages from the school's action plan, i.e., the Single Plan for Student Achievement**
N. **Glossary of terms unique to the school.**