MOUNTAIN VISTA HIGH SCHOOL
SELF-STUDY REPORT

1901 Clinton Street

Madera, California 93638

Madera Unified School District

April 26th – April 29th, 2015

WASC/CDE Focus on Learning Accreditation Manual, 2014 Edition

TABLE OF CONTENTS

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:

Due the size of Mountain Vista High School, the school worked as a whole group to conduct the self-study. The school used its late start staff development time as well as reduced day scheduled in the fall of 2014 to do the bulk of the work for the self-study. During reduced day schedules, all staff members were encouraged to participate in self-study activities. Classified staff members as well as certificated staff members were involved in the self-study process.

The self-study process began in the spring of 2014 with the school's revision and mission statement. Staff also used the data gathered during the Single Plan for Student Achievement planning process to begin identifying critical learner needs and growth areas. As the spring progressed and the staff prepared for the impending move to the school's new location, the focus of the staff's attention shifted to what aspects of the school's program would be possible to maintain given staff cutbacks and limitations of the new campus. The rest of the self-study was conducted over the course of the fall of 2014. By the winter break the staff had examined all areas of chapter 4, cited evidence, collected work samples, and identified areas of growth. The prioritized areas of growth and action plan where developed in the early part of the spring semester 2015.

Mountain Vista used different forums to collect input from a variety of stakeholders. Input to Mountain Vista's process of improvement was gathered at School Site Council meetings, Local Control Accountability Plan Meetings, during a school board presentation pertaining to Career Technical Education, and during meetings with district level staff and the school leadership. The Local Control Accountability Planning process has been especially helpful in providing input to the MVHS continuous improvement process because of its emphasis on gathering stakeholder input in a series of meetings targeting specific school types (alternative education) and at School Site Council Meetings. Parents, students, and community representatives have been present to provide input about the needs of the students at Mountain Vista at the Local Control Accountability Plan meetings.

The action plan that MVHS has developed is largely reliant upon existing resources and therefore can be implemented with the stewardship of the school's administration and the dedication of its staff. Developing a Career Technical Education program for the students of MHVS will, however, take district support and resources. The school's principal and leadership at district office have been working together to move forward the implementation of a career technical program at MVHS.

3

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

A. Prepare a student/community profile. Include data and findings for the following:

Mountain Vista High School is a continuation high school in Madera Unified School District. Madera is located in the central valley with a population of about 64,000 people. Madera's economy is largely agriculturally based, however, there are manufacturing plants that provide employment as well. The United States Census reports that 76% of the town's population is Hispanic/Latino. In addition to this, the census also reports that the city Madera has 27% of its population living below the poverty line.

The Madera Unified School District currently has two large comprehensive high schools, Madera High School with an enrollment of approximately 2,000 students and Madera South High School with and an enrollment of approximately 2,800 students. In addition to the comprehensive high schools, Madera Unified School District has one independent study program, Furman High School, that has an enrollment of approximately 160 students. Mountain Vista High School serves the secondary students from grades 10 -12 who have not been successful in the comprehensive high school setting, but are better served by a daily program rather than an independent study model. In the spring of 2015, Madera Unified opened a court-day school that will serve students on suspended-expulsion orders as well as students who have been referred through the Student Attendance Review Board (SARB).

To understand Mountain Vista High School as it is today, it is important to understand the school's history. Mountain Vista High School was originally established in 1996-1997 as Madera Unified School District's only continuation high school. The enrollment grew from 175 in the 1996-1997 school year to 258 in 2004-2005 school year. Due to the increasing need for alternative placements for students struggling at the comprehensive high schools, a second continuation high school was established. From 2005-2009, Mountain Vista took student referrals from Madera South High School and Ripperdan High School took student referrals from Madera High School. When the state budget crisis hit Madera Unified in the 2009-2010 school year, the two continuation schools were combined at one site, thus establishing Eastin-Arcola High School.

For the 2010-2011 school year, Eastin-Arcola High School was established as a new school with a new CDE number. The school underwent its initial WASC accreditation visit as a new school in the fall of 2011. As a result of local funding formula planning, the Madera Unified School District's Board adopted a plan during the 2013-2014 school year to reduce class sizes in the k-8 grades. This plan included reopening the Eastin-Arcola site for the 2014-2015 school year as an elementary school. In order to make room for the K-8 program at Eastin-Arcola, the district decided to move the continuation program back to the Mountain Vista High School. This move required the downsizing of the school's enrollment capacity from 250 to about 180. In addition, three full-time teachers and one full-time intervention specialist were lost. Eastin-Arcola High

School was scheduled to complete its first full self-study in the spring of 2015. This self-study now reflects the new name and location as well as the programmatic changes caused by the move.

Regardless of the school's location, the school's purpose has remained constant. Mountain Vista is a place for students who are not successful in a traditional high school setting to reconnect to school and start work on credit recovery. The reasons for this lack of success at the comprehensive schools are varied. Some students do engage in behaviors that negatively impact their learning. A small percentage of the Mountain Vista's student population committed expellable offenses at the comprehensive high school sites and were sent to Mountain Vista on suspended orders. The majority of students, however, are referred to Mountain Vista because they have failed classes and are behind in graduation credits.

To meet the needs of students behind in credits, Mountain Vista High School runs a variable credit program. Students earn credits every three-week term. At the end of each term, if a student is passing a course with 65% or better they will earn 1 credit in that class. This credit earning system allows students the possibility of 6 credits per class per semester. 1.5 additional credits can be earned for performance task completion. This allows students to earn up to 45 credits per semester within a regular day program. Students are also able to recovery credits through Cyber High online credit recovery. This program is run both within the school day and as a part of the school's After School Program.

In anticipation of the move to a new location and WASC visit, the staff revised and updated the school's vision and mission in the spring of 2014. These statements were then presented to the school community for input in the fall of 2014.

Vision

Mountain Vista will be a safe, efficient, consistent environment with clear expectations that are supported by accountability. Our school will inspire students to reconnect with the educational process with learning and teaching that support vocational and academic areas in order to prepare students for life beyond high school.

Mission

Our school works to instill in its students a sense of pride that inspires them to have confidence in their ability to be successful in school and in life. At Mountain Vista, the school community makes decisions and collectively holds each other accountable. We strive to provide students with the skills and tools necessary to achieve all they are capable of in an environment where both staff and students feel safe and supported by the district.

In addition to rewriting the vision and mission statements, the school's expected learner outcomes were revised to reflect both our belief in teaching aspects of positive behavior and the importance of 21st century skills. The acronym ROAR is used for the school's Positive Behavior Interventions and Supports motto. The aspects of this motto are Respect, Organization, Awareness, and Responsibility. The staff was collaborating on connecting these attributes to both 21st century skills and the learning experiences happening in classrooms.

Schoolwide Learner Outcomes

RESPECT- Respect self, others, property and environment. Mountain Vista students will show respect with effective communication in a variety of academic and work place settings.

ORGANIZATION– Organize time, obligations, and goal attainment through preparation and planning. Mountain Vista students will show organization by using inventive thinking to solve problems in both academic and career settings.

AWARENESS- Aware of how our decisions and actions impact others and influence our ability to meet goals and expectations. Mountain Vista students will show awareness through their digital literacy and use of technology as a learning tool.

RESPONSIBILITY –Responsibility for all obligations including our obligation to live up to our potential. Mountain Vista students will show responsibility by exhibiting high productivity.

Over the years, the student support systems have changed with the size of the school's enrollment and the allocation of federal and state money.   While at Eastin-Arcola High School, the size of enrollment and accompanying allocation allowed the school to have a full time intervention specialist. This person was in charge of monitoring students for both academic and behavioral intervention. With the reduction of enrollment that has occurred this school year, and the Local Funding Formula changes in categorical budget allotments, Mountain Vista High School no longer has the allocation of categorical funds that would support this position. For the 2013-2014 school year, Eastin-Arcola High School was allocated $114,000 in Title 1 and EIA/LEP funds. For the 2014-2015 school year, the school was allocated just over $39,000. Without the ability to fund the intervention specialist position, this leaves the school's single administrator and counselor in charge of monitoring students for Response to Intervention.

Using the Local Funding Formula for the 2014-2015 school year, Madera Unified School District has funded one full-time principal, one full time counselor, a curriculum and instruction coach that is shared with one other school, a school psychologist one day a week and a nurse one day a week. The school has nine full time regular education teachers, two full time special education teachers, a cal-safe parent teen day care, two school safety officers, an administrative

assistant, a full-time custodian, and a secretary. In addition to these staff members, the Madera Unified School District has agreement with Kingsview Behavioral Health to provide on campus drug counseling through a program called Project Success.

Certificated Staff Qualifications and Experience Chart

Staff Member	Position	NCLB-Highly Qualified Status per Subject	Number of Years of Service MUSD
Pam Alcott	Chemistry , Geometry Integrated Math, Algebra II	-Highly Qualified in both Math and Science	26
Aimee Anderson	Principal	-Administrative Services Credential	17
Juan Avitia	Civics/ Economics Careers/ Criminal Justice	-Highly Qualified in Social Science -Juris Doctor	14
Mary Jorgensen	English Credit Recovery Collaboration Civics	VPSS Civics/Econ/English	8
Randal kincade	Earth Science/ Biology	-Highly Qualified Math / Science	28
Jose Rolando Lopez	Counselor	Pupil Services Credential	10
Jennifer Malsom	Algebra I, Integrated Math, Credit Recovery	-Highly Qualified in math and Science	13
Jeremy Martin	English , PE	-Highly Qualified in English	9
Carey Mendiboure	English, ELD	-VPSS English	8
Sabrina Montoya	Reading Lab Collaboration Math	VPSS Math Lindamood Bell Trained	6

Suzanne Rice	US History / World History	-Highly Qualified Social Science	12
Staff Member	**Position**	**NCLB-Highly Qualified Status per Subject**	**Number of Years of Service MUSD**
Ken Sickels	Civics/ Econ / Art	-Highly Qualified in Social Science and Art.	9
William Scott	English , PE	-Highly Qualified in English -Waiting for alternative verification course in Social Science.	8

Enrollment Data

Enrollment by Grade

School Year	10th Graders	11th Graders	12th Graders	Total Enrollment
2010-2011	37	94	127	258
2011-2012	34	91	98	223
2012-2013	60	94	81	235
2013-2014	36	104	100	240
2014-2015	9	69	99	177

(http://dq.cde.ca.gov/dataquest/)

Student enrollment fluctuates throughout the year due to high student mobility. Students are eligible to return to the comprehensive high school sites at the conclusion of either the fall or spring semester. In addition to the movement of students back to comprehensive sites, enrollment space is created by students graduating, as well as by students choosing to attend other alternative programs in the area. Prior to the beginning of the fall semester and into the first 3-4 weeks of school, Mountain Vista enrolls many of its referrals from the comprehensive sites. It is at this time, that the school prioritizes sophomore enrollment. It is a goal of Mountain Vista to help students that are behind as early in their high school career as possible so that they have the option of returning a comprehensive high school and graduating with their class. It is typical for Mountain Vista to have a waiting list during the spring semester of the school year.

Enrollment by Ethnicity

School Year	Hispanic Latino	American Indian	Asian	Pacific Islander	African American	White	Total
2010-2011	227	2	0	1	4	21	258
2011-2012	196	0	0	0	11	15	223
2012-2013	208	0	1	1	7	15	235
2013-2014	217	0	1	7	7	14	240
2014-2015	160	4	0	0	5	8	177

(http://dq.cde.ca.gov/dataquest/)

The population served with this staff has been largely made up of Hispanic/Latino students. This is also true of district wide enrollment demographics. A comparison of school to district demographics show that for Mountain Vista the percentage of Hispanic/Latino students has been 89-90%, while the district wide percentage of Hispanic/Latino students as been 87-88%.

Percentage of Students that Qualify for Free and Reduced Lunch

School Year	Percentage of Free and Reduced Lunch Rates for Mountain Vista High	Percentage of Free and Reduced Lunch Rates for Madera Unified
10-11	93%	82%
11-12	96%	84%
12-13	89%	86%
13-14	95%	82%
14-15	91%	89%

(http://dq.cde.ca.gov/dataquest/)

In addition to serving a predominately Hispanic/Latino population, Mountain Vista High School has also maintained a high percentage of students that qualify for Free and Reduced Lunch. While in 2012-2013 there was only a 3% difference in the number of students that qualified for free and reduced lunch at the school level compared to the district percentage of students qualifying for free and reduced lunch, the other years indicate that that Mountain Vista's percentage of Free and Reduced Lunch students is as much 13% higher than district levels.

Enrollment by Gender

School Year	Total # of Students	# of Boys	Percentage of Boys	# of girls	Percentage of Girls
2010-2011	258	149	58%	109	42%
2011-2012	223	138	62%	85	38%
2012-2013	235	148	63%	91	37%
2013-2014	240	149	62%	91	38%
2014-2015	177	107	60%	70	40%

(http://dq.cde.ca.gov/dataquest/)

Gender data that dates back before the establishment of Eastin-Arcola High School, indicates that there has been a small increase in percentage of boys that are enrolled in continuation programs in Madera Unified School District. In the 2009-2010 school year, 55% of the two continuation schools combined populations were male students. For the past three years, this percentage has been at about 62%.

Enrollment by Language Proficiency

School Year	Total # of Students	EL Learners	RFEP	IFEP/ English Only	Reclassified During School Year
2010-2011	258	110 (43%)	69 (28%)	79 (31%)	35 (32%)
2011-2012	223	74 (33%)	93 (42%)	56 (25%)	30 (41%)
2012-2013	235	62 (26%)	100 (43%)	73 (31%)	26 (42%)
2013-2014	240	75 (31%)	97 (40%)	68 (28%)	21 (28%)
2014-2015	177	48 (27%)	77 (44%)	52 (29%)	TBD

(http://dq.cde.ca.gov/dataquest/)

For the most part, English Learners that score below an overall CELDT level of Intermediate are kept at the comprehensive high school sites. These students are offered a comprehensive ELD program that involves multiple ELD courses targeted at reading, speaking, and writing. At Mountain Vista High School, English Language Learners are either enrolled in only one course of ELD IV that targets oral and written language development or in Reading Lab. There is a larger percentage of English Language Learners represented in the school's enrollment when compared to both of the district's comprehensive sites.

Comparison of Percentage of EL Learners to Comprehensive Sites

School Year	Madera High Percent of EL Learners	Madera South High Percent of EL Learners	Mountain Vista High (Eastin) Percent of EL Learners
2010-2011	14%	21%	43%
2011-2012	12%	18%	33%
2012-2013	10%	16%	26%
2013-2014	10%	17%	31%
2014-2015	08%	15%	27%

(http://dq.cde.ca.gov/dataquest/)

Enrollment of Special Education Students

| School Year	10th	11th	12th	Percentage of Total Enrollment
2011-2012	2	12	8	22/223 10%
2012-2013	3	2	6	11/235 5%
2013-2014	3	8	3	14/240 6%
2014-2015	0	6	9	15/177 8%

Mountain Vista High School has always had programs to support students that are under an IEP. Students that have an IEP that are enrolled at other sites and wish to transfer have to have a change of placement IEP. Mountain Vista representatives attend this meeting to explain the program and ensure that the proper level of services can be provided if the student were to transfer. Currently, Mountain Vista provides Special Education course for English classes and Reading Lab. The needs of special education students in math classes are met through a collaboration model or through support of a paraprofessional. Collaboration and support for students on IEPs is also offered in social science and science courses.

Performance Data

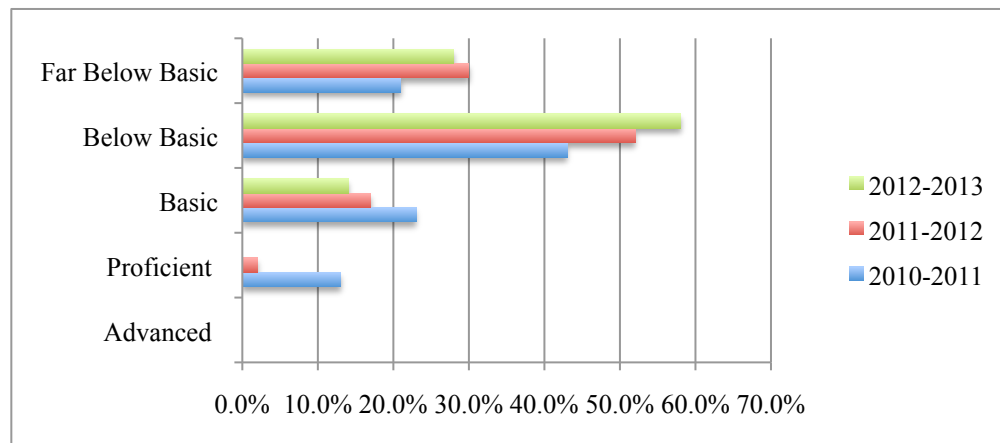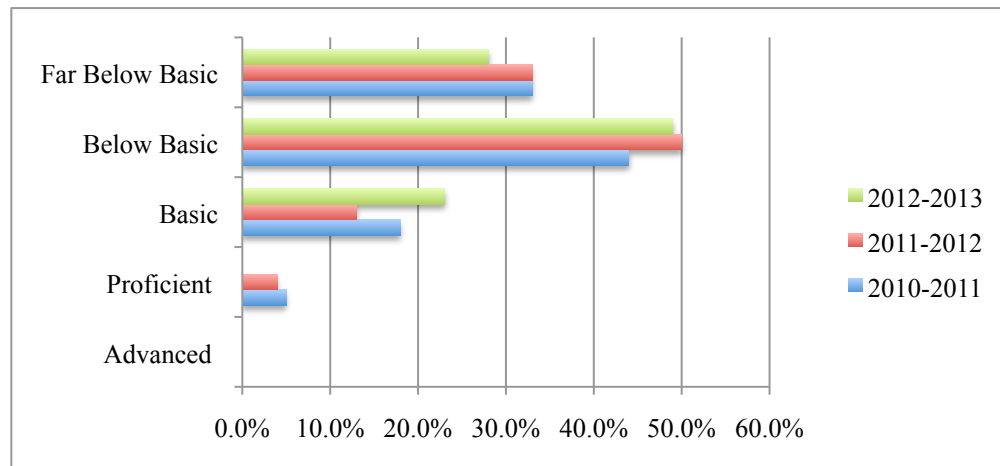### California Standards Test 10th Grade ELA
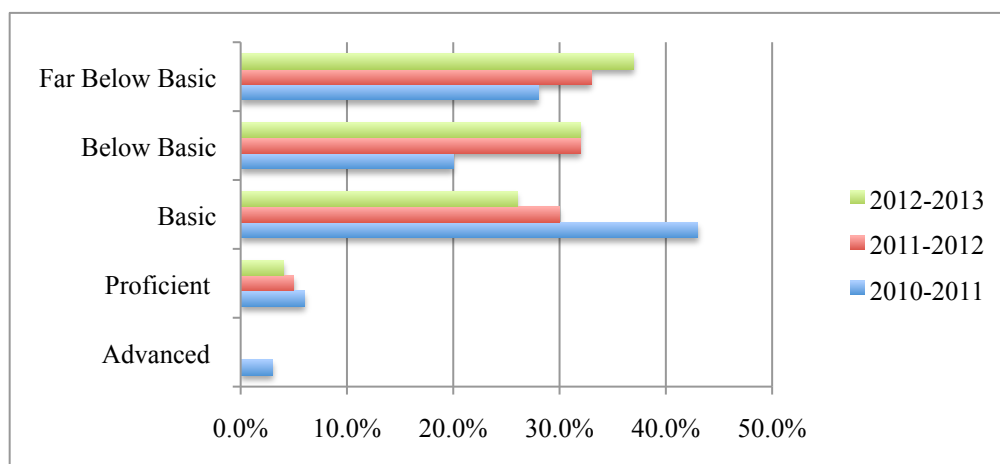
California Standards Test ELA – 11th Grade
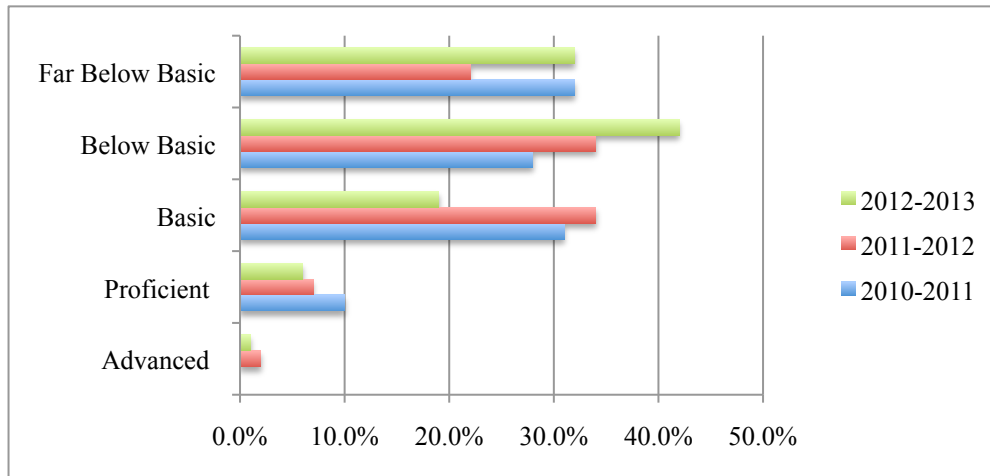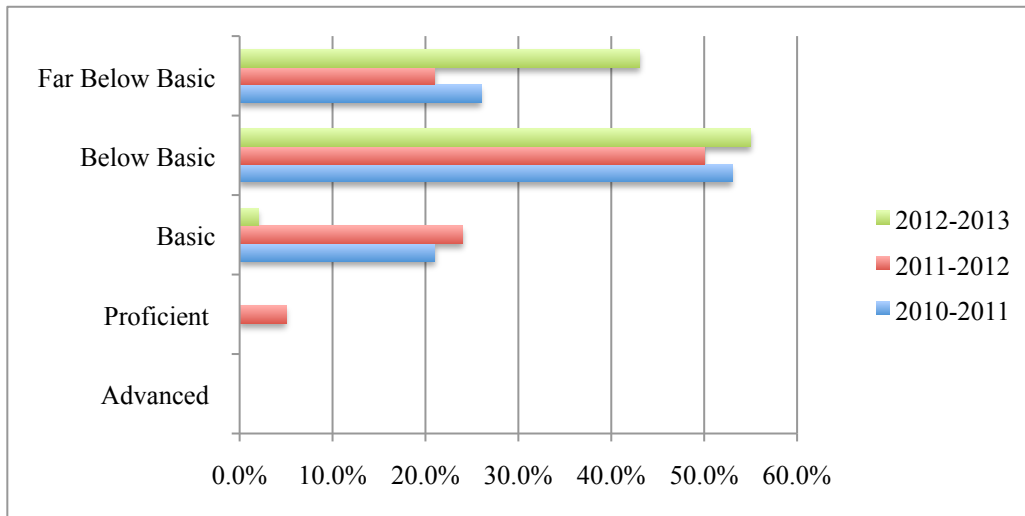

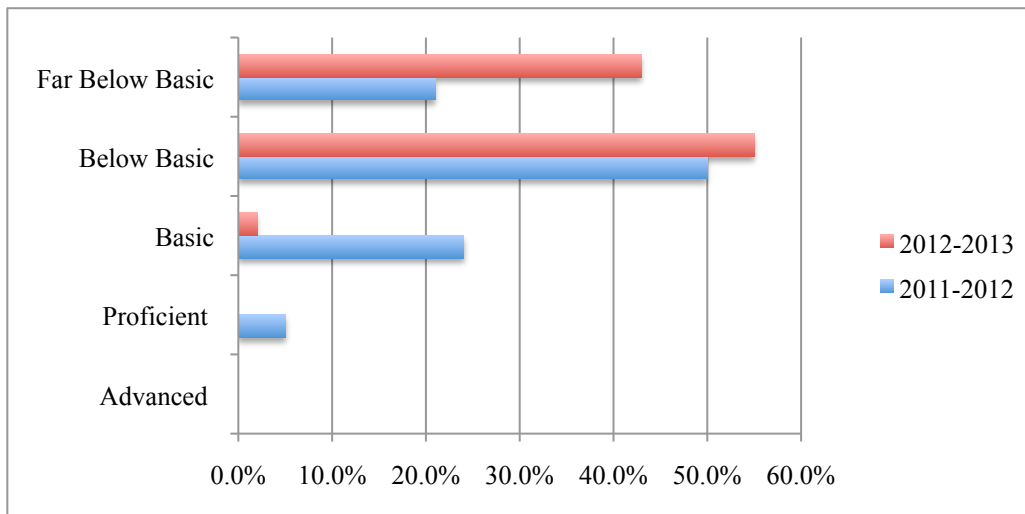## California Standards Test - Algebra I

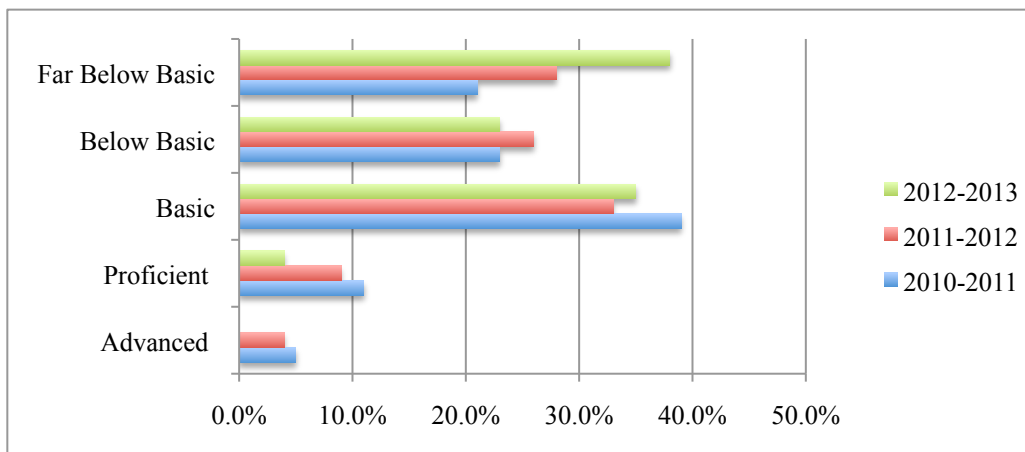## California Standards Test Integrated Math

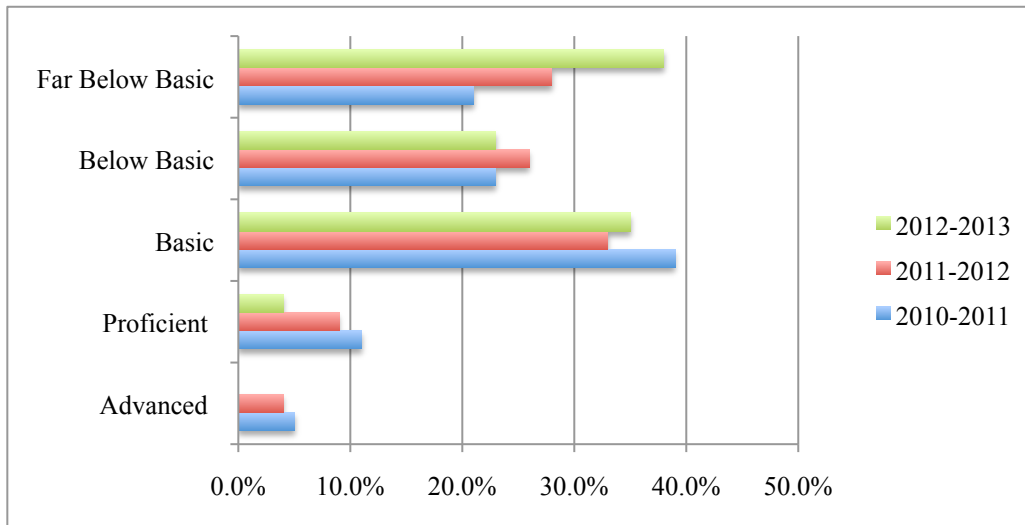## California Standards Test – Geometry

California Standards Tests – Algebra II

California Standards Tests – World History

California Standards Tests – US History

California Standards Tests – Biology
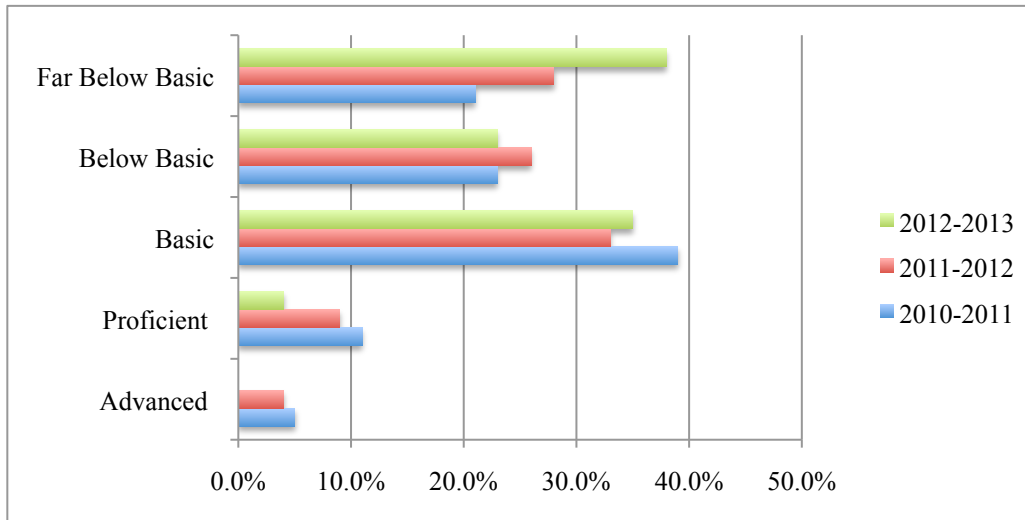
API

School Year	API	Number of Participants	Growth	Growth Target Met?
2010-2011	577	72	NA	NA
2011-2012	576	83	(-1)	No
2012-2013	522	111	-59	No

(http://dq.cde.ca.gov/dataquest/)

Mountain Vista has struggled to meet API goals. Student apathy for the California Standards Tests has been high and efforts to provide incentives for effort on the exams have not resulted in reducing the number of students that do not put a full effort into these exams. As a result of student apathy, the staff's belief in the validity of these exams as measure of student proficiency has eroded.

AYP –With AMOs

School Year	Participation ELA & Math	Valid Scores	ELA Prof.	ELA Target	Math Prof.	Math Target	Grad Rate	API Met?
2010-2011	yes	21	33.3%	66.7%	14.3%	66.1%	NA	No
2011-2012	yes	60	18.2%	77.8%	23.8%	77.4%	NA	No
2012-2013	yes	47	19.6%	88.9%	21.7%	88.7%	yes	No

(http://dq.cde.ca.gov/dataquest/)

Mountain Vista High School has focused on trying to improve both ELA and Math proficiency rates demonstrated by a score of 380 or better on the California High School Exit Exam. For 3 years, the school targeted 10th graders with a semester long advisory program that emphasized connection to school, study skills, as well as CAHSEE test taking strategies.

CAHSEE 10th Grade Results

School Year	ELA Testers	ELA Passed	ELA Prof.	Math Tested	Math Passed	Math Prof.
2010-2011	66	45 (68%)	30%	65	35 (54%)	29%
2011-2012	58	60 (60%)	17%	57	38 (61%)	25%
2012-2013	73	44 (60%)	22%	73	37 (51%)	19%
2013-2014 *	51	25 (49%)	6%	51	29 (57%)	12%

* Does not include data from May administration.

Despite the efforts of the targeted CAHSEE instruction in the advisory course, both the CAHSEE pass rates and proficiency rates for 10th grade students have dropped. The following charts showing 11th and 12th grade pass rates, indicate that students struggle most attempting to pass the ELA portion of the CAHSEE exam.

CAHSEE Results Grades 11-12 (October and March Tests)

School Year	ELA Testers	ELA Passed	Math Tested	Math Passed
2010-2011	73	38 (52%)	66	55 (83%)
2011-2012	57	23 (40%)	52	41 (81%)
2012-2013	42	21 (50%)	36	30 (83%)
2013-2014	63	33 (52%)	60	52 (87%)

While the data on 11th and 12th grade CAHSEE pass rates indicate that students are able to pass the math test in subsequent attempts after their first attempt in their sophomore year, the pass rates for 11th and 12th graders on the ELA portion of the test indicate that students continue to struggle with the ELA portion of the test into the second semester of their junior and on into their senior year.

Students have not been kept from getting their diploma based on failure to pass the math portion of the test, but students have been kept from receiving their diploma due to failure to pass the ELA portion of the test. For both the 2013-2014 and the 2011-2012 school year, there was one student that met all other graduation requirements, but did not pass the ELA portion of the CAHSEE.   For the 2012-2013 school year, there were no students that met all requirements except the CAHSEE. There is no data available for the 2010-2011 school year.

10th Grade CAHSEE ELA Results by Language Proficiency

School Year	Grade 10 ELs Tested	Passed	Grade 10 EO/RFEP Tested	Passed
2010 - 2011	30	16 (53%)	32	26 (81%)
2011 - 2012	25	11 (44%)	29	22 (76%)
2012 - 2013	29	9 (31%)	42	33 (79%)
2013 - 2014	26	9 (35%)	25	16 (64%)

CAHSEE pass rates by Language Proficiency for 10th graders indicate that English Language Learners are not passing the ELA portion of the test at the same rates as English Only students and students that have been reclassified as Fluent English students.

California English Language Development Test (CELDT) Results

School Year	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Tested
2011-2012	0	7 (7%)	30 (33%)	47 (52%)	7 (7%)	91
2012-2013	1 (2%)	0	34 (54%)	24 (38%)	4 (6%)	63
2014-2015	0	2 (3%)	23 (35%)	38 (58%)	3 (5%)	66

The increased achievement of English Language Learners is targeted focus of Madera Unified School district. The school level supports the conclusion that English Language Learners at Mountain Vista High School need to have focused attention to improve learning outcomes.   The data indicates that achievement in English Language Arts by this population is a particular area of concern.

Mountain Vista High School did meet AMAO -1 for English Language Learners for the 2013-2014 School year.   71.2% of English Language Learners improved their CELDT score by one proficiency level, which exceeded the set goal of 59%. The school also met the overall proficiency targets for students in the country over 5 years. 55.4% of English Language Learners were classified as proficient, which exceeded the goal of 49%. This data indicates that students are making progress in demonstrating their English Language proficiency.

Chapter II: Progress Report

Critical Areas for Follow-Up (Identified by Initial Visit)

    1) The school's leadership team needs to continue to work with all staff in development of a clear policy for discipline and attendance that is enforceable and consistently utilized.

Progress Since Visit

This area continued to be area of struggle through the 2013-2014 school year. While the school began to work on establishing itself as a Positive Behaviors Intervention and Support School, the staff felt a lack of support in terms of administration providing consistent consequences for behaviors that negatively impact learning. The administration attempted to use the PBIS model and the SWIS (School Wide Information System) data system to make objective decisions about how to target negative behaviors and provide students with a full-tiered Response to Intervention Behavior model. While in some areas, this system has been successful, the emphasis on SWIS data to drive discipline decisions led to a lack of immediate response to day-to-day classroom disruptions that left teachers feeling like students were free to say and do as they please without consequence.

During the 2013-2014 school year, the school implemented more consistent attendance monitoring procedures. Daily, automated phone calls go out to parents when students are not in school. These calls happen once in the late morning and once at the end of the day. In addition to this, the school began following the district's School Attendance And Review Board (SARB) procedures in terms of truancy notifications and follow-up parent conferences. The intervention specialist, administrators, and the schools guidance counselor all held meetings with parents and students in an effort to support families in improving their child's attendance. Several students that went through all of the school level SARB interventions were then referred to the district level review board.

Major Achievements

-Successful implementation of certain aspects of PBIS including Check-In Check-Out

-Increased communication with parents about attendance

-Fidelity to the SARB process

Major Needs

-Consistent discipline implementation campus wide that supports a positive learning environment

-Greater exposure/training to Restorative Justice Model

-Monitoring of behavioral data to provide full Response to Intervention for behavior

2) **The school's leadership team needs to construct, with assistance from the Intervention Specialist, a workable plan for remediation/intervention with students who struggle academically, and that can include individual learning plans for all students.**

Progress Since Visit

Mountain Vista's academic intervention system has grown and evolved over the years of the school's existence. At the time of the initial visit, the intervention policy involved a three-week referral model where students were kept in intervention after failing a course in effort to remediate their grade and earn back their credit toward graduation. In the 2013-2014 school year, the school adopted a bell schedule that allowed for 15 minutes of intervention on an every other day basis for students that needed extra help.

Due to the lack of space at the Mountain Vista campus, the staff developed an end of the day intervention system for this school year that allows teachers to have 20-30 minute period of intervention at the end of the school day. Different subjects have different priority days to ensure that students that have the need for multiple interventions attend the priority classes on the appropriate day.

When students fail to respond to multiple attempts at classroom level intervention, the next step would be to conference with parents and teachers to determine what other levels of help may be needed. When Mountain Vista had an intervention specialist, this person had the primary responsibility to set up these conferences. Due to the Local Funding Formula and decreased enrollment the position of intervention specialist can no longer be funded for our site. The primary responsibility for monitoring students for Academic and Behavioral Response to Intervention now falls on the administrator and counselor. The response to students that continue to struggle despite interventions is still reliant upon teacher referral. This means that absent of a teacher suggesting that a student needs additional help, there is no system in place to identify these students that continue to struggle in their coursework after multiple attempts at intervention.

The school does use CAHSEE results to screen for students that may need tier 3 level interventions in reading. Students that score in the 325 or below in ELA are screened for reading lab. If student qualifies for reading lab, they are placed in a period of the course based on their identified reading ability. CAHSEE results are also used to assign students to CAHSEE intervention courses. In the past these courses have been "CAHSEE Math" or "CAHSEE English". The school has now moved to a model where cohorts of students that have not passed the CAHSEE are put in a math course or English course together. This will allow the teacher to target CAHSEE instruction within in a high school level course. The "CAHSEE Math" and English" courses previously assigned generated elective credit and took one whole semester to complete.

Major Achievements

-Intervention provided 4 days a week and assigned based on current need

-Reading lab screening and tier 3 intervention assignment for students in need of reading development

-CAHSEE intervention through cohort classes

Major Needs

-Schoolwide screening for students that continue to struggle after multiple interventions.

-Consistent use of intervention system with all teachers identifying students for intervention.

3) **The School's staff needs to find ways to provide improved physical education opportunities for students that are fully aligned with state standards.**

Mountain Vista's PE program continues to suffer from a lack of resources. Due to the small size of the staff, PE is a course often taught by teachers that do not specialize in physical education. One of the difficulties that contributes to a lack engagement in PE is a lack of facilities to allow students to dress out.

Despite these limitations, students at Mountain High School have found a variety of ways to maintain activity. When our school was on a larger campus students often played basketball, volleyball, or football at lunch with or without the benefit of a staff member organizing these activities. The After School Program also has a high participation rate in physical activities.

Major Achievements

-Student engagement in extra curricular physical activities

Major Need

-Staff development in PE standards and strategies for engagement

4) All staff should collaborate on the development of additional partnerships withthe community in support of career and post secondary educational opportunities.

Mountain Vista High School has developed some opportunities to support career and post secondary educational options. Through the schools Careers and Criminal Justice courses, students are exposed to a variety of post-secondary pathways. This has mainly be done through guest speakers from various trade programs, the military, businesses, and individuals representing different careers. During the current school year, this practice has expanded outside of the Careers and Criminal Justice to include other courses. In addition to this, when students participate in the mock interview process, which is a graduation requirement, it allows them to meet potential employers.

The school has worked closely with the local community college to provide students that are eligible the opportunity to take courses while still enrolled in high school. In the 2013-2014 school year, several students took advantage of this program. One student was able to enroll in a welding program. Students are also walked through the financial aide and registration processes by the Mountain Vista counselor and community college advisor.

An ongoing struggle for Mountain Vista is to provide its students with Career Technical Courses that would provide students with viable pathways into post-secondary employment. Madera Unified School District recently hired a new Director of College and Career Readiness. This is another resource for support in developing Mountain Vista's Career Technical offerings.

Major Achievements

-Students concurrently enrolled at Madera Center

-Increase in exposure to post secondary technical training programs

-Guest speakers from a variety of post secondary career pathways

-Program to support transition into Madera Center

Major Needs

-Career technical courses that teach students skills that make them employable

-Greater access to technical training courses that are low or no cost to students as a post secondary option.

5) The entire school staff needs to focus on the use of CFAs to ensure that they inform classroom instruction and more effectively target students in need to additional support.

Progress Since Visit

As the Mountain Vista teaching staff has gotten deeper into the process of developing more common core style lessons and activities, the type of Common Formative Assessments (CFAs) that were used at the time of the initial visit has changed. In past years, the school was focused creating CFAs that had multiple choice style questions that were similar to what would be tested on the California Standards Tests. Beginning last school year, the staff has used common assessments that are performance task based and require students to demonstrate both content knowledge and critical thinking skills. The results of the performance tasks were shared and interpreted during common prep periods.

While the use of performance task style assessments produced observational data about student understanding, it was not the only assessment used to identify students for remediation. Many teachers use checking for understanding strategies as well as a strategy known as "ticket out" to determine which students need more instruction after the completion of a lesson. Teachers also use quizzes and other traditional forms of assessment to determine which students needed extra instruction.

22

At our new location, the number of teachers that have someone else on campus that is teaching the same course has decreased. This has changed our planning time to be more departmentalized and our target instructional strategies more focused on across subject matter common core literacy standards such as the ability of students to conduct close reads of complex texts.

To ensure a viable curriculum that includes a complete assessment cycle, the staff will be working with the curriculum coach throughout the school year to create Rigorous Curriculum Design Units.

Major Achievements

-Emphasis on daily checking for understanding to drive intervention

-Performance task assessments allow students to demonstrate skill, concept, and application of learning

-Focus on common core literacy standards across the subject areas.

Major Needs

-Consistent use of daily checking for understanding strategies

-More planning of complete common core style units that have a detailed assessment strategy

6) The school's leadership team and teaching staff should review options for enhancing the level of active student engagement in school extra- and co-curricular activities.

Progress Since the Last Visit

Mountain Vista is beginning its second year as a school with an After School Program. The first year did not consistently produce engagement in school extra and co-curricular activities, but there were some successes. Students were engaged and attend when there was an organized team effort by a regular day staff member. This engagement was also seen when activities or practices were held during lunchtime and organized by a staff member. Some of these activities include leadership, Friday lunch activities, volleyball and basketball teams, lunchtime unorganized sporting activities. The school's science department also organized a club and sponsored trips.

For the current school year, After School Program still provides the bulk of the extra curricular opportunities. After School Program provides two days a week of MMA boxing and is working with the city of Madera's Parks and Recreation Department to create some organized sports that would allow students to practice with a coach and compete with other After School Programs.

Major Achievements

-Participation in weekly activities

-After school program activities

-Leadership

Major Needs

-More clubs, activities, and sports led by teaching staff

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.**

Mountain Vista High School is in a transition period with its use of on-going, course specific performance data. With the change to Common Core State Standards, Mountain Vista teachers have started to implement performance task style assessments to prepare students for the Smarter Balanced Assessment Consortium (SBAC) tests. During the 2013 - 2014 school year, the on-going assessment focus that drove curriculum team analysis was the results of performance tasks administered in common courses. This was a change from previous years in which data driven discussions focused on common formative assessment results. The emphasis on performance task results has created insights into the ability of Mountain Vista students to plan and organize long-term projects, use critical thinking skills, gather and synthesize information, and complete multiple-step higher order thinking tasks.

The results of performance tasks, coupled with the staff's analysis of performance data and progress results since our initial WASC visit have resulted in identification of critical learner needs. The Mountain Vista student population, and English Language Learners in particular, need targeted instruction of the literacy standards to ensure that they not only have the basic skills needed to pass the ELA portion of the CAHSEE, but also have the more advanced literacy skills that they will need to enter into postsecondary life. In addition to this, Mountain Vista students need a schoolwide comprehensive process that involves them in creation and monitoring of a learning plan that includes both long term and short term academic and career goals. Lastly, Mountain Vista students need career technical courses that will allow them to be employed in specific fields after graduation.

In the area below, critical learner needs are listed along with corresponding findings, correlated learner outcomes, and essential questions to be used by home and focus groups in the process of the self-study.

<u>Critical Learner Need - Literacy Standards Across the Curriculum:</u> Mountain Vista students will be given targeted instruction to improve their ability to read, write, communicate, and synthesize information across subject matters and in a variety of real world settings.

Findings:

- Students are struggling to pass the ELA portion of the CAHSEE on both the first attempt as 10th graders and on subsequent attempts.

- Many students are behind in credits for English courses.

- Data from both state and classroom level assessments indicate that students struggle with grade level writing and reading tasks.

- English Language Learners are a significant subgroup at Mountain Vista and the data indicates that this group is struggling more than other groups in areas of reading and writing.

- Common Core State Standards emphasize literacy across the subject areas and literacy to support of 21st century skills.

Correlated Schoolwide Learner Outcomes:

- RESPECT- Respect self, others, property and environment. Mountain Vista students will show respect with effective communication in a variety of academic and work place settings.
- ORGANIZATION– Organize time, obligations, and goal attainment through preparation and planning. Mountain Vista students will show organization by using inventive thinking to solve problems in both academic and career settings.

Essential Questions:

What common instructional strategies can be used to support literacy for Mountain Vista students?

How can we ensure that literacy is being emphasized across the subject areas?

Can we implement a schoolwide literacy activity and meet to review results?

How, as a school, are we addressing the literacy skill gaps?

<u>Critical Learner Need – Comprehensive Schoolwide Learning Plan:</u> Mountain Vista students need a learning plan that is used schoolwide to connect learning outcomes, credits earned, progress toward graduation, and progress toward attainment of post secondary goals.

Findings:

- Students are not aware of the connection between classroom learning and their post secondary goals.

- Students do not have a tool to help them monitor progress toward postsecondary goals.

- Many students do not have a complete understanding of their current credit standing and what this credit standing means in terms of their ability to graduate on time.

- Students need more exposure to post-secondary options.

Correlated Schoolwide Learner Outcomes:

- AWARENESS- Aware of how our decisions and actions impact others and influence our ability to meet goals and expectations. Mountain Vista students will show awareness through their digital literacy and use of technology as a learning tool.

- RESPONSIBILITY –Responsibility for all obligations including our obligation to live up to our potential. Mountain Vista students will show responsibility by exhibiting high productivity in learning and extra curricular activities.

Essential Questions:

How can technology be used to support a schoolwide learning plan?

What is the timeline for being able to implement this with the support of technology?

How often will learning plans be reviewed, discussed, or monitored by students?

How do we hold ourselves accountable for this goal?

What are the job/career pathways available to students at the high school levels and how can we educate students about these opportunities?

How can we emphasize goal setting and goal attainment without encroaching on instructional minutes?

Is our credit tracking form clear and understandable for both parents and students?

How can we expose students to postsecondary options that they may not be aware of?

<u>Critical Learner Need – Access To Career Technical Education (CTE) Courses:</u>   Mountain Vista students need access to Career Technical Education courses that would provide them with the job skills necessary for post-secondary employment.

Findings:

- Not all Mountain Vista graduates go on to college or technical schools.

- Mountain Vista students are currently limited to Career Technical Education Courses through concurrent enrollment at the local community college. Only a small percentage of students meet requirements for the concurrent enrollment program.

- Graduates without college or technical school have limited employment opportunities.

- Mountain Vista students have expressed interest in CTE fields such as automotive, welding, health care, culinary arts, and criminal justice.

Correlated Schoolwide Learner Outcomes:

- RESPONSIBILITY –Responsibility for all obligations including our obligation to live up to our potential. Mountain Vista students will show responsibility by exhibiting high productivity.

Essential Questions:

Given our current location, where would hold these classes?

Can our technology resources be used to support career technical training for our students?

When and where will CTE courses occur during the school day?

How is the curriculum and presentations in our Careers course working towards having students employable after high school?

Chapter IV: Self-Study Findings

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

A1. Organization Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

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

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

Findings	Supporting Evidence
The revision of Mountain Vista High School's vision and mission statements were highly impacted by the awareness of the needs of students served by our program. Teachers and staff contemplated current philosophies, their understanding of educational research, and incorporated their professional understanding of the students served by our program. Future global competencies such as 21st century skills and Expected Schoolwide Learner results were also considered in the drafting of the statements. Major consideration was given to the language of the statements so that stakeholders had a shared responsibility in the achievement of ESLOs. In recognition of the living nature of these statements, current education research will need to be revisited for future revisions of these statements.	-Meeting agendas -Staff interviews -Drafts of Vision and Mission

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 process through which the vision and mission statements were developed effectively incorporated the ideologies of teachers, paraprofessionals, administration and support staff. Additionally, through a whole-school activity, student input was obtained from current Mountain Vista students at the start of the academic year. Parents have also been asked for their ideas during School Site Council meetings, English Learner Advisory Council, Back to School Night and Senior Night. The process could benefit from involvement of community stakeholders such as local law enforcement, parks department, and business leaders.	-Sample of student input -SSC council meeting notes

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
Mountain Vista asked for parent input through School Site Council, English Language Learner's Advisory Council, Senior Night, and Back to School Night. The Madera Unified School District board trustees have reviewed and approved the vision and mission statements during the board's approval of the Single Plan of Student Achievement. There has been limited opportunity for community involvement and input. The school's new presence in the community will aid in awareness of the program and its goals.	-Board agendas

Regular Review and Revision

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

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

Findings	Supporting Evidence
Through the Single Plan for Student Achievement planning process, MVHS staff and site council membership are able to review, revise, the mission and vision. The teaching staff has also reviewed and revised the mission statement, usually at the end of the school year, or prior to the first week of school.	-Meeting agendas.

Conclusions

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

Findings
Mountain Vista is in the process of developing its culture since the relocation and change in leadership occurred. This has brought a lot of attention to the vision and mission statements and a new understanding for their place in the development of the school's culture. Due to the high level of staff involvement in the process, there is a corresponding high level of awareness and commitment to the statements. Future practices need to be developed to encourage active parent and community input in revisions at regular intervals.

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

Findings
The schools development of a comprehensive career pathway is dependent upon its ability to establish community and business ties.

A2. Governance Criterion

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

Indicators with Prompts

Governing Board

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

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

Findings	Supporting Evidence
Board meetings are held at regular intervals. Meetings during the regular school year are held every other Tuesday. When the board needs additional input from the community or other district stakeholders, additional meetings are scheduled. The board reviews and approves the Single Plan for Student Achievement (SPSA) for each school. This plan includes the mission, vision, critical learner needs as established by current achievement data, and allocation of resources to address student achievement. In the past, board members have visited the school site informally, as a part of the Alternative Governance Board, or to review safety procedures. For the 2013-2014 school year, the principal had regular contact with one or more members of the board. During the Spring of 2015, board members were invited to visit MVHS with the superintendent. In addition, representatives from the Board are always in attendance at the Alternative Education Graduation Ceremony.	-Board meeting agendas

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

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

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

Findings	Supporting Evidence
The governing board approves the SPSA which directs how the school's resources will be utilized. The Single Plan is specific in its allocation based on critical learner needs as well	-Single Plan for Student Achievement

as the expected schoolwide learner outcomes (ESLOs) which are highly influenced by the school's vision and mission statements.	

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
Mountain Vista only uses Cyber High program as a credit recovery tool for students to retake failed courses and to take courses that Mountain Vista does not offer in its master schedule. Cyber High has gone through its own accreditation process.

Understanding the Role of the Governing Board

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

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

Findings	Supporting Evidence
Mountain Vista's community and parents are able to participate in the school's governance through a variety of methods: School Site Council, English Learner Advisory Council, Local Control Accountability Planning sessions, and school board meetings. Parents are informed of these opportunities through posted bulletins on campus, Connect-Ed automated phone messages, personal phone calls, and mailers. Parents, as well as the school's community stakeholders, are kept informed through technological means such as the school's website and Facebook page. Technological methods reach a limited audience due to the low numbers of parents with access to web-based technology. During the Annual Title 1 parent meeting, and during subsequent School Site Council Meetings, parents are given specific information about how they can be involved in the school improvement and planning process. The Uniform Complaint Procedures are reviewed in both the Title 1 meeting and in a School Site Council meeting. The purpose of School Site Council is also detailed.	-Message scripts -Meeting agendas -Copies of Mailers

Governing Board's Involvement in the Review and Refinement

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

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

Findings	Supporting Evidence
The governing board reviews and approves all changes to the school's vision, mission and ESLOs. The district office personnel--including the Director of Categorical Programs, the Chief Academic Officer, the Assistant Superintendent of Instruction, and the Superintendent--work with the Board of Education to identify critical learner needs at the district-wide level. This process helps inform the priority areas in the SPSA. Site leaders work with site staff and the School Site Council to incorporate these areas into the SPSA in a way that addresses the specific needs of the students at that site.	-Adopted SPSA

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
There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff. The governing board negotiates the collective bargaining agreements between all staff and the district. Any negotiated alterations to the responsibilities of the professional staff must be ratified by the union membership. Staff is able to access electronic copies of the collective bargaining agreements (CBAs) on the district web site. Questions about the technicalities of the responsibilities may be directed toward human resources or the professional's union leadership.	-Meeting agendas -CBA

Board's Evaluation/Monitoring Procedures

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

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

Findings	Supporting Evidence
The monitoring of SPSA at the site level, district office level, and board education level provide regular review of student achievement, and fiscal health. The board reviews college and career readiness at the secondary level, district wide. As we move forward with transition into the Common Core State Standards and our emphasis on 21st century skills, there will be a district wide use of performance tasks to monitor student achievement of these goals, and monitoring of college and career readiness will become more specific to schools.	- SPSA

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
All sites are required to post complaint and conflict resolution matrices as well as send the information home with students. As is required, Mountain Vista presents the Uniformed Complaint Procedure both at the Annual Title I Parent Meeting and at one of the School Site Council Meetings. Mountain Vista High School, in compliance with board policy, has these procedures posted in the main office. Those procedures specific to William's Act are also posted in each classroom, as well. Parents are reminded of these documents at the annual review of the site plan. Mountain Vista's parents are able to get most of their complaints resolved at the school level, however, parents will seek input from the district office personnel when they are unsatisfied with site level responses.	-Meeting agendas -Site observation

Conclusions

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

Findings
Mountain Vista's parents are hard working families that often work long hours, many in the agricultural industry. They want the best for their children and will make every effort to be at the school when they are called for parent conferences. Getting parents to participate in other activities has been more of a challenge.   This impacts the school in so much as it is not able to get as much parent input to how the school can better serve the community.

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

Findings
The board support of the entire school program is an essential component to all identified critical learner needs.

A3. Leadership and Staff Criterion

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

Indicators with Prompts

Broad-Based and Collaborative

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

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

Findings	Supporting Evidence
Due to the small staff population, site planning is very broad-based and collaborative. The planning process is lacking the comment and commitment of off-site stakeholders in the community, however, some community stakeholders have been a part of the Local Control Accountability Plan meetings. The primary focus for the site is to increase parent involvement at all levels, with special emphasis on the planning stages rather than just the informational level. In the recent past, parents have provided valuable information that allowed the site to plan school-to-home communication. Distance has been a major obstacle for stakeholder involvement. With Mountain Vista now being centrally located, we are in the process of reconnecting those relationships.	-Meeting agendas

School Plan Correlated to Student Learning

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

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

Findings	Supporting Evidence
The Single Plan for Student Achievement for Mountain Vista High School is driven by student achievement data. Specifically, the document uses 10th grade student proficiency rates on the English Language Arts and Math	-SPSA

portions of the California High School Exit Exam (CAHSEE), and California English Language Development (CELDT) data to identify critical learner needs. In addition to this data, the SPSA looks at suspension/expulsion rates, graduation rates, and student attendance data. The 2013-2014 SPSA does not specifically address college and career readiness.	

Correlation between All Resources, Schoolwide Learner Outcomes, and Plan

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

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

Findings	Supporting Evidence
The SPSA is developed in a way that all goals are tied to student need demonstrated by data analysis, and measurable student outcomes. The action plan for the SPSA specifies allocations of financial resources and how these monies will be used to support the attainment of the stated achievement goals. Financial funding supports classroom technology, substitutes for teachers to attend training and curriculum planning, professional development, and parent involvement. During School Site Council meetings, progress toward the goals in SPSA is reported and discussed.	-SPSA action plan
In the absence of summative state testing data besides CELDT and CAHSEE results, the monitoring of the student achievement goals for the plan has been a challenge. As the teaching staff further defines their Common Core State Standard units of study, assessments that are aligned with these units of study will be a more valid measure of student achievement. Content area teams are meeting with the curriculum and instruction Coach on a weekly basis in addition to full days that are used to support the Common Core unit planning. The ability to monitor student achievement in this manner will help the school monitor the goals of the SPSA.	

Conclusions

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

Findings
Mountain Vista High School will work on continuing to use both formative and summative data to monitor its achievement of academic goals. Along with this data, the school can use attendance, class pass rates, behavioral data, credit recovery, and graduation data to monitor the success of its SPSA action plan. The ongoing monitoring of data as it relates to achievement of goals identified in the SPSA is imperative to addressing critical learner needs.

A4. Leadership and Staff Criterion

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

Indicators with Prompts

Employment Policies and Practices

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

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

Findings	Supporting Evidence
When a position becomes open, the Madera Unified School District has clear guidelines about how this position is to be filled. Initial paper screening of applicants rules out any candidates that do not meet the minimum credentialing requirements. After the initial paper screening, administrators will look at applicants in terms of what experiences do they have that demonstrate that they would be a good fit at the school. For Mountain Vista High School, staff members that have experience and/or desire to work with at-risk youth is an additional requirement for consideration of employment. Once a group of candidates is selected to interview, an interview panel is formed representing staff stakeholders, and classified and credentialed staff. The interview panel will make a recommendation of which candidate is to be considered by the board for an offer of employment. Prior to board consideration outside reference checks are completed by the administrator.	-Staff interview

Qualifications of Staff

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

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

Findings	Supporting Evidence
The Madera Unified School District human resources department monitors teachers to ensure that only highly qualified staff are assigned to teach the appropriate subject matter. The district shares highly qualified, subject-matter authorizations with administrative staff so that they have the proper information to develop the master schedule. In	-Master schedule -Teacher subject matter authorization chart

addition to this, staff with specific training are placed in certain teaching assignments. At Mountain Vista, a teacher with specific training in ELD is teaching that course, a teacher with Lindamood Bell training is teaching the reading lab, and teachers that have been through Expository Reading and Writing training are teaching those courses. Additional consideration is given to teachers that have shown success in helping students that struggle. For example, specific teachers have been assigned CAHSEE cohort classes because these teachers have demonstrated that they are able to help students pass the CAHSEE.	

Maximum Use of Staff Expertise

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

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

Findings	Supporting Evidence
Student course need drives the development of the master schedule and making the accompanying teacher assignments. The counselor goes through each student's transcript and develops a list of courses they need for the next semester. The counselor then works with the administrator to develop the master schedule so that the teachers with qualifications and teaching expertise will be placed in assignments that will increase student achievement and support critical learner populations. Staff members are selected based on their qualifications and desire to work with the specialized population served by MVHS.	-Master schedule

Defining and Understanding Practices/Relationships

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

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

Findings	Supporting Evidence
Staff handbook items are on the school's website and available in hardcopy. The staff handbook includes items such as duty day, coaching cycle guidelines, grading policy, staff attendance procedures and other items related to	-Staff handbook

-Staff Meeting Agendas |

MVHS's unique purpose as an alternative education high school. Procedural items are also addressed during schoolwide staff meetings.	

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
In the fall of 2014, staff development meetings were monopolized by WASC Focus on Learning work. In the past, staff meetings have been developed out of a need for communication, planning, and resolving differences. At the conclusion of the 2013-2014 school year, the staff met and planned for the new school. Most staff members feel free to address concerns directly to the administrator. There have been instances within the past year, when union representatives have contacted site administration and/or district administration on behalf of staff members who felt they needed support.	-staff agendas -sample emails

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
The way that Mountain Vista evaluates the effectiveness of its process and procedures for involving staff in shared responsibility, actions, and accountability to support student learning has changed over the years. In the past, Professional Learning Communities held to review performance task data in an informal manner. Teachers also were required to invite administration in for informal "power" lesson observations as part of an instructional coaching support cycle. With the addition of a curriculum and instruction coach, there has been an increased ability to meet in Professional Learning Communities and meet more frequently one on one with	-Instructional coach cycle calendar -PLC agendas -Staff agendas -CCSS Binders

teachers with the addition of a curriculum and instruction coach. With this, there has been more opportunity for collegial strategies, encouraged improvement, and groups or individuals sharing their teaching successes. This transition into more frequent PLCs and monitoring development of curriculum has been difficult due to the increase in time and energy devoted to curriculum planning and development. At this time, departments are working collaboratively to develop written unit plans.	

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
During the Single Plan for Student Achievement planning process the staff and SSC review the existing processes to determine the degree to which leadership actions and staff focus are successfully impacting student learning. The data in the single plan demonstrates whether or not the leadership of the school and the staff have focused on the student achievement improvement goals. The Mountain Vista leadership needs to work with the staff to create objective benchmarks that can be used throughout the year to monitor achievement of the SPSA goals. The data of SPSA is summative rather than formative. The staff needs to look at ways of using formative data throughout the year to monitor growth and inform instruction.	-SPSA -Meeting Agendas

Conclusions

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

Findings
Mountain Vista High School needs to have to develop ways to monitor achievement of SPSA goals using formative assessments.

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

Findings
Monitoring of SPSA is one of the primary ways MVHS will monitor progress in addressing identified critical learner needs.

A5. Leadership and Staff Criterion

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

<u>Support of Professional Development</u>

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
The 2014/15 year has brought the addition of a part-time academic instruction coach. This teacher on special assignment aids in the development of Common Core-related instructional strategies across the curriculum. All Mountain Vista teachers receive biweekly one-on-one coaching to develop their professional understanding of the new standards. Additionally, the instructional coach facilitates weekly PLC meetings by department and helps with the creation of unit lesson plans and pacing guides. This has aided in the development of cross-curricular skills, strategies and vocabulary. The position also ensures that students are receiving equitable instruction in courses regardless of the instructor.	-Agenda -Sign-in sheets -Pacing Guides Drafts -CCSS binders

<u>Supervision and Evaluation</u>

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
Teaching staff are required to commit to developing personal professional growth with the Addendum G forms which includes a beginning of the year meeting with administration to define professional goals for the year and concludes with a debrief meeting in the spring. Similarly, evaluations include a pre-evaluation meeting, and an evaluation debrief . All teachers, regardless of evaluation observations, are encouraged to continue to hone their craft through professional development opportunities, PLC meetings and one-on-one instructional coaching. Teachers found to be need assistance in one or more areas during an evaluation are referred to the district's teacher-support system known as Peer Assistance and Review (PAR). In addition to formal observations, the administration and the curriculum coach	-Sample Addendum G -CBA -Staff Interview

frequently perform informal discussions, walk through observations and attend PLC meetings. Administration also reviews curriculum maps and pacing guides for each department and makes suggestions regarding issues as they arise.	

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
MVHS use of data as an indicator of effect teaching processes has changed with the implementation of CCSS and the reduction in our school size. Previously, common formative assessments were administered by teachers teaching the same courses. This data could then be reviewed in PLC to inform instructional practice.	**-**Observation notes -Assessment results -Performance task samples.
Due to the reduction in school size, many teachers do not have another teacher that they can compare data with. In addition to this challenge, using performance task data to inform instruction has been a challenge. Performance task data not bee as easy to disaggregated into teacher level data that informs instruction.	
MVHS leadership does conduct formal and informal observations. In addition student course pass rates are monitored. Summative assessments can also be used to determine teacher's effectiveness in courses that have corresponding assessment.	

Conclusions

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

Findings
The MVHS staff is working with the school's curriculum and instruction coach to improve instructional practice. The staff has attended professional development provided by other agencies and has worked in PLC to implement CCSS. In addition to this, the teaching staff has worked in coaching cycles with the curriculum and instructional coach to improve practice. To validate this improvement there needs to be on-going school wide assessments of learning that monitor student growth.

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

Findings
MVHS needs to monitor progress in addressing identified critical learner needs.

A6. Resources Criterion

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

Indicators with Prompts

Allocation Decisions

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

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

Findings	Supporting Evidence
The SPSA connects the school's vision, mission, and student achievement goals to the allocation to the school's resources. In the spring of 2014, the MVHS School Site Council and the staff were involved decision making process that identified how resources would be used to work toward improvement of student learner outcomes and ultimately to support the vision and mission of the school. One of the major areas of need identified by the staff was time and money for the curriculum planning and training that are needed for the transition into the Common Core.	-Single Plan

-SSC agendas

-Staff meeting agendas |

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
Madera Unified School District has a comprehensive accounting system that allows for checks and balances throughout the school year. General fund allocations are divided into specific accounts based upon what they can be spent on. All purchases using general funds start with site	-Smartetools program

-SPSA expenditure procedures

-SPSA |

| approval by the principal and then are sent digitally to the district accounts payable for approval and processing. urchase requests made by teachers for instructional supplies are approved by the principal when possible.

All categorical spending must be tied to goals in the SPSA. The School Site Council approves the budget and any revisions to the budget as part of the ongoing process of monitoring and implementing the Single Plan. When a purchase is going to be made using categorical funds, it must get the approval of the Director of Categorical Programs at the district office. The district completed a Federal Program Monitoring visit in the Spring of 2014 in which categorical programs were audited. | |

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
In comparison to MVHS's previous location at an elementary school site, complete with a multi-purpose room, a library, computer labs, and enclosed fields, the new Mountain Vista campus does not seem to be adequate to meet the needs of the school. The Madera Unified School District has worked out an agreement so that MVHS students may use the gym during the school day both as a cafeteria and for P.E. classes. The school district does not have exclusive access to the building. This means that all tables other items used for Mountain Vista students must be put away on a nightly basis. The Gym building is maintained by the city and is without heating or cooling. P.E. classes are also held in the adjacent park, which provides safety challenges for the instructors due to the presence of homeless people in the park. Except for the use regular classrooms on teacher prep-periods, the site does not have space to house a Career Technical Education program. During the Local Control Accountability Plan meetings, students and staff members have expressed concerns about facilities at Mountain Vista. A topic that has come up in several meetings has been the lack of restrooms. Both girls and boys restrooms only have two stalls per restroom and the entire staff shares one restroom. In addition to this, students expressed frustration over the lack of sheltered areas.	-Campus map

Instructional Materials and Equipment

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

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

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

Findings	Supporting Evidence
Mountain Vista students have access to core adopted texts and all needed instructional material. With the move, there has been an adjustment period of getting computers up and running, software installed and operating and getting textbooks to the right classrooms. As happens with all moves, the loss of certain items is also a barrier. Because it has taken time to get the computers working, the use of technology as an instructional tool at the new site has gotten off to a slow start. There are five classrooms that have class sets of desktop computers and the site has one rolling laptop cart with 25 laptops. All teachers have interactive whiteboards. Madera Unified has a district wide technology plan that includes the use of Chromebooks in certain subjects. Mountain Vista was offered Chromebooks for all ELA and ELD. The school will get two classroom set of Chrombooks during the Spring. With an abundance of technology, the school's problem becomes getting the technical support to efficiently use the technology and the training to help teachers develop lesson plans that incorporate the use of technology.	-Classroom observations

Well-Qualified Staff

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

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

Findings	Supporting Evidence
The Mountain Vista program has downsized in the past several years. Both teaching and counseling positions have been lost. The school did benefit from a local funding formula allocation that provided a part-time instructional coach. This position has been key to providing on-going professional development, training and support for the improvement of instructional practice. The SPSA budget included money for extra planning days prior to the beginning to school year, additional days during the school year, and money for teachers to attend Common Core training outside of what the district has offered. Teachers have been able to attend training for English, Math, Science, Social Science, and to support English Language Learners. The curriculum and instruction coach conducts content specific Professional Learning Communities on a weekly basis. In addition, the coach meets one on one with teachers to support their growth through a lesson planning an observation cycle. Additionally, the district has made available funds for every teacher to attend professional development (PD) trainings of their choosing. Staff are able to attend a broad variety of inservices at the district level as well as outside PD and share new found knowledge with others on site.	**-**master schedule -Planning day agendas -Training agendas

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
The Madera Unified School District is in the process adjusting	**-**LCAP meeting notes

to the new Local Control Accountability Plan (LCAP) and the long range planning that goes with it. During the 2013-2014 school year, the district's leadership team held a series of public input meetings to gather community input on the local funding formula priorities. Individual schools were involved in the process through staff development meetings and School Site Council presentations. After input was gathered, the district presented a plan for board approval that outlined multi-year funding proposal for specific support services throughout the district. The local funding formula and LCAP was used to ensure that Mountain Vista would have an instructional coach. The district has also created a district level position to work toward improving college and career readiness. A new Director of College and Career Readiness was hired in the spring of 2014. The principal and counselor at Mountain Vista will continue to work with the Director of College and Career Readiness to develop long range plans to ensure all students at Mountain Vista are working toward the goal of being college and career ready. MVHS parents, students, staff, and community members have been able to provide input for the Local Control Accountability Plan. Theses various stakeholder groups have prioritized the needs of MVHS. It remains to be seen how this input will be included in the district's 2015-2016 overarching plan.	

Conclusions

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

Findings
The resources for the school are used to support the Expected Learning Outcomes of students. The one resource which is beyond the control of the school site, is the resource of space. The school's ability to have certain resources, is limited by its lack of space.

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

Findings
The one critical learner need that is limited by the school's resources is the schools need to offer a Career Technical Education pathway. The school administration is working with the district Director of College and Career Readiness and the school board to implement a pathway that will fit in the space provided at our site.

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

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

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

-Staff has a voice and input into planning process.

-Master schedule reflects the needs of the students.

-Important decisions and allocation of resources at the site level are driven by student need.

-Conflicts are resolved at the site level in most cases.

-Staff feels comfortable making recommendations, contributing ideas, or bringing problems to administration.

-Staff is able to address variety of student needs; for example the needs like those of parenting teens.

-Experienced staff members with many years of dedication to teaching at-risk youth.

-Highly Qualified Teachers.

-Staff members actively work together to ensure a safe campus.

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

-Improve involvement of various stakeholders beyond staff and students.

-A regular process to review vision and mission statements.

-There is no space for a library.

-Need to develop ways to monitor students with formative data that is objective and valid.

-Improve efforts to monitor and achieve career readiness.

-Development of Units of Study, Pacing Guides, and Assessments for Common Core in a process being worked on, but is not yet complete.

-Mountain Vista needs a career technical education program that will help students get jobs.

Category B: Standards-based Student Learning: Curriculum

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.
Examples include:
- **Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)**
- **Focused programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.**

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

B1. Curriculum Criterion

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

Indicators with Prompts

Current Educational Research and Thinking

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

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

Findings	Supporting Evidence
Current educational research influences the development of student curriculum at Mountain Vista High School. English-Language Arts teachers have received on-going professional development in current strategies for supporting the achievement English-Language Learners. Math teachers have been trained in the use of a newly adopted math textbook, which is aligned with the Common Core State Standards (CCSS) and reflects current research trends by using collaborative learning strategies and inquiry-based lessons. The curriculum and instruction coach is kept abreast on contemporary research and guides instructional practices of the staff to maintain current best practices. The collective staff is in ongoing training to gain functional knowledge of the CCSS. The curriculum in all courses is continuing to be transformed as different subject matter groups work on developing their unit lessons based on the identification of priority and supporting standards. The evolution of the curriculum is in varying stages across the curricular areas. Both English-Language Arts and math have benefitted from a district-level focus on the instructional shifts due to earlier	-Unit Planning Process Documents -Observational Data

completion and adoption of the CCSSs specific to the math and English-Language Arts subjects. The social science department on the other hand has struggled to find adequate professional development training to aid in addressing the CCSS.	

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

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

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

Findings	Supporting Evidence
The Common Core State Standards are well defined for all subject areas. These rigorous standards meet the expectations of the UC "a-g" requirements. In math, the assessments and application of concepts to higher level thinking are embedded in the curriculum. In the sciences, laboratory experiences are being provided to increase critical thinking through design and planning of experiments. English courses focus on teaching 21st century skills, maintaining the emphasis on the importance to college- and career-readiness. Social studies teachers are in the process of developing units based on priority and supporting standards and are also emphasizing Common Core Literacy Standards.	-Master Schedule
Students wishing to complete all "a-g" requirements will have to return to the comprehensive high school due to the fact that Mountain Vista High School does not have foreign language offerings in its master schedule. Students could also satisfy this requirement by examination.	

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
MVHS uses Cyber High for credit recovery only. Cyber High is goes through its own accreditation process.

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
All curricular areas are transitioning to Common Core standards. Congruence to standards is in progress as teachers develop instructional plans and lessons that articulate with the new standards. Some courses have a higher degree of congruence than others. ELA and math teachers have had more training and greater involvement in the district-level curriculum design. These courses have had a greater number of opportunities for outside training to support the development of congruence than science or social studies. Working on matching unit plans, daily lesson plans, and identified priority and supporting standards has been a focus of planning days lead by the curriculum and instruction coach.	-Planning Agendas -Rough Drafts of Units

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
Representative samples of student work and snapshots of student engagement in learning demonstrate that Mountain Vista is in the process of transforming its curriculum. In some ways, some of the school's day-to-day lessons reflect traditional methods of teaching with lower level knowledge questions and memorization of facts or steps while other lessons demonstrate collaborative engagement strategies that require students to discuss and debate higher order thinking questions. One of the schoolwide efforts that has impacted student engagement and demonstrates implementation of standards-based curriculum is Mountain Vista's focus on the implementation of close-reading strategies. This strategy has been emphasized through subject matter PLCs and supported by the curriculum and instruction coach.	-Observation data -Unit and lesson plans

Accessibility of All Students to Curriculum

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

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

Findings	Supporting Evidence
All students are provided a rigorous, relevant, and coherent curriculum. Both English-Language Learners and Special Education students are provided with rigorous courses and are included in courses with collaborative support. Students are encouraged to take rigorous courses such as Algebra II, Chemistry, and Expository Reading and Writing. The relevance of the curriculum will increase as teachers fully implement the CCSS and 21st century skills into daily lesson plans.	- Master Schedule

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
During the 2014/15 academic year, all disciplines have integrated instruction in close reading and annotation strategies. The implementation of these strategies is one of the ways that MHVS is helping students become college and career ready. As teachers have been implementing this strategy, they have been emphasizing how it is applicable in both the world of work and post secondary academic settings. All courses have integrated language support strategies to support all learners. Another way that MVHS is working on integrating college and career readiness is by the use of performance tasks. Performance Tasks are used to provide students an opportunity to use skills and concepts learned over the course of unit and apply them to real world contexts. This is the second year that the school has implemented the use of	-Class observations -Performance task samples

performance tasks. While some curriculums such as math, have embedded performance tasks, other subject areas are using district-level task or tasks that have been adapted at the site. These tasks are meant to help students become familiar with the type of thinking and skills used on the Smarter Balanced Assessments.

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
Most curriculum is adopted at the district-level and adapted at the school level. Typically, annual review and changes to the curriculum are done by the department and accomplished unit by unit. This year, the curriculum and instruction coach is aiding in the curriculum review, evaluation and, in many cases, curriculum development. Stakeholders included in this process are school staff: teachers, coach, and principal. Some courses which have singular instructors, such as ELD, have stakeholders from other schools or at the district-level who become involved. In the past, MVHS teachers have been invited to help review, adopt, and develop curriculum. During fall 2013, teachers were invited to collaborate with the comprehensive high school teachers on implementation of CCSS. They were also invited back in the spring, however due to the impending move and the uncertainty of which teachers would be making the move, staff did not participate in the spring planning sessions.	-Planning Meeting Agendas -Unit Plans

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
Mountain Vista reviews and makes collective decisions about grading and credit earning policies. At the conclusion of the 2013-20143 year, the staff came together and reviewed policies and made modifications based upon how these changes would positively impact student learning outcomes. One change was to allow students to earn credit with the a percentage of 65% or better. Previously, students had to earn a 70%. Also, the grading terms were modified to twelve per year (up from ten per year) to support student success at earning a minimum of five credits per semester in each class. New textbook selection is done at the district-level with the involvement of key stakeholders including teachers, parents, administration and the governing board. Some of the currently adopted textbooks have limited opportunities for integration of technology. PLC's at Mountain Vista are able to plan for the integration of technology-based lessons around the curriculum, although only a limited number of staff members feel confident in designing such lessons. All classrooms on site are equipped with Promethean boards to aid in dynamic lesson delivery. With the support of the district-level technology coach, MVHS hopes to better use technology to increase rigor and relevance for students. At the current level of Common Core implementation, the level of use in the classroom varies from subject matter to subject matter. As the unit plans become more developed and teachers are able to develop more Common Core daily lesson plans, the relevancy of curriculum will become more universal throughout the school.	-PLC meeting notes and agendas -Class observation

.

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
Mountain Vista High School is an open enrollment school. Students are free to transfer out to other alternative settings. This transience creates openings throughout the semester. Thus, the Alternative Education Placement Team (AEPT) meets regularly to decide which students from the comprehensive high schools will be placed at Mountain Vista. The needs of students deficient in credits are taken into account along with their attendance and discipline history. Their academic needs, including support requirements, are the major factor in determining their placement at Mountain Vista. Due to a limited master schedule, not all students can be accommodated at Mountain Vista. Madera High, Madera South High, and Mountain Vista have common curriculum across the core subject areas. Math and ELA departments share common units across all three high schools. At the writing of this document, follow-up studies have not been conducted in a formalized manner. Former students often visit Mountain Vista either after graduation or after returning to the comprehensive sites. These students will often comment that the amount of homework at the comprehensive sites or at college is greater and the access to support when they are struggling is less.	-Common Core pacing guides shared from MHS and MSHS.

Conclusions

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

Findings
Mountain Vista is addressing implementation of Common Core State Standards by leading subject-matter groups through the unit planning process. In addition to this the school has implemented the instruction of close read and the use of performance tasks to support career and college readiness. The development of units of study and the daily lessons within the units of study varies by subject matter, however, this process is being pushed forward with the support of the curriculum and instruction Coach.

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

Findings
With the emphasis on the close-reading strategy, the MVHS teaching staff is working toward ensuring that all students are receiving instruction in literacy skills. This instruction is especially important for the school's English-Language Learner population who often has a difficult time passing the ELA portion of the CAHSEE. To greater impact the achievement of the schoolwide learner outcomes and the school's mission and vision, the relevancy of lessons and their articulation to college and career readiness skills will need to intensify. Additionally, students need access to specific Career Technical Education courses which are not currently offered at MVHS.

B2. Curriculum Criterion

All students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals.

Indicators with Prompts

Variety of Programs — Full Range of Choices

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

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

Findings	Supporting Evidence
The current learning plan, developed by the school's counselor, is centered around achievement of the graduation standards rather than post-secondary planning. As seniors, students have more opportunities to consider post-secondary pathways. Career options and goal setting are being implemented in morning warm-ups and through question and answer sessions at the beginning of class in some 12th grade classes. Seniors also have additional opportunities to explore post-secondary pathways with the school's counselor on an individual basis, during presentations by guest speakers, class discussions, and through the school's career class. Mountain Vista has a relationship with the Madera Center, the local community college. A counselor from Madera Center will present study options to students, help them apply to the college and set up placement testing. In the past, Mountain Vista has had ASVAB testing and used career exploration software programs to help students develop post-secondary goals. The use of these tools has had limited success. Teachers have had guest speakers from different careers talk to students. The careers and criminal justice teacher has had a variety of guest speakers speak to students about career options. At least one other teacher has invited a guest speaker to speak to students about the medical field. Last school year, the After School Program brought in a speaker from the local news media. Despite these efforts, many students have limited knowledge of post-secondary options and that hinders their ability to make goals about life after high school.	-Sample learning plan -Observational data -Student interview -Work sample boxes

Student-Parent-Staff Collaboration

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

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

Findings	Supporting Evidence
Mountain Vista High School gives parents multiple opportunities to collaborate on the learning plan of the students. When parent conferences, IEPs, or enrollment meetings are held parents have the ability to review the student's learning plan. Seniors, have an additional opportunity to have their personal learning plans reviewed during our Senior Night activity. On this night, seniors and their families are invited to the school. Their graduation plan is reviewed and information about post-secondary options are presented.	-Sign-in sheets -Counselor conference notes -Student survey results.

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
The use of personal learning plans need to be more inclusive of teachers, and used on a more regular basis to monitor achievement of the schoolwide learner outcomes. The school has experimented with ways of making this process more inclusive of all staff rather than just a counselor-driven process. We have developed an online version of the learning/graduation plan with the intention of allowing students to monitor their plans using their Google accounts. This did not prove successful both because lack of user ease in the monitoring tool and due to district policies about resetting Google accounts.	-Sample learning plans

Post High School Transitions

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

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

Findings	Supporting Evidence
Students that desire a post-secondary pathway in academics or the military are offered support in postsecondary transition. These agencies work with the school, the student, and the family to support the student's transition. Mountain Vista has limited resources to support students who wish to transition directly into a career. The Center Valley Opportunity Center has offered career and technical training to students that have a high school diploma, have a Social Security card, and have worked or have family members who have worked in manual labor in the agricultural area. This training is free of charge. Other vocational training programs (e.g. ITT, San Joaquin Valley College) that students may be referred to would have tuition and materials fees. Vocational training schools to visit Mountain Vista to present their programs to students.	-flyers -student interviews

Conclusions

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

Findings
The Madera Unified School District has developed a new director position. The Director of College and Career Readiness is leading the district's efforts to improve Career Technical Training throughout the district. In conjunction with the Assistant Superintendent of Instruction, the Director of College of Career Readiness has established a Career Technical Education Advisory Committee. The purpose of this committee is to support and build Career Technical Education programs throughout the district. The committee includes members of the business community as well as educators.   In addition, the Director of College and Career Readiness has presented a plan to the board of education to use grant money to develop areas of Career Technical Education at each of the district high schools. The plan would have each school, including, Mountain Vista, have a specialized area of Career Technical Education with the ultimate goal of having students choose their high school based on their vocational interests.   In addition to participation in the district-level planning process to improve Career Technical Educational offerings, the Director of College and Career Readiness will be working with site leadership and counselors to help support each school site in supporting transitions to postsecondary careers.

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

Findings
Mountain Vista High School's ability to facilitate the transition of students into postsecondary careers through a Career Technical Education is imperative to being able to address one of the identified critical learner needs. This specific area has been identified as a critical learner need. students who leave Mountain Vista High School without the benefit of transitional support in the area of careers and who are not planning to attend college, often end up with low-wage jobs.

B3. Curriculum Criterion

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

Indicators with Prompts

Real World Applications — Curriculum

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

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

Findings	Supporting Evidence
Rigorous and relevant curriculum is in the process of being designed in each of the content areas with help from the curriculum and instruction coach and aligned with the Common Core State Standards. Instructional staff are encouraged to attend professional development opportunities on site, in district and out of district to gain mastery of new skills for real world applications that will prepare students for success beyond high school. Mountain Vista ensures that all students have access to rigorous curriculum by the development and implementation of its master schedule and the use of its performance task program. Some subject matters are further along in the development of real world, classroom applications. Additional planning to continue to develop rigorous curriculum units is planned for the summer of 2015. One of the priorities the rigorous curriculum design process is infusing real world applications.	-Master schedule -Performance task and work samples

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
Mountain Vista has resources that would allow for necessary support programs. Currently, the After School Program (ASP) provides the majority of the support programs. Enrichment opportunities are provided to students on a daily basis. Additionally, credit recovery via Cyber High is offered for students needing to earn recovery credits. Credit recovery in ASP is offered four days a week. During the school day,	-Master Schedule -After School Program -Mock Interview Sample Portfolios

Cyber High serves an additional 45 students. Career-readiness is supported through the Mock Interview process. The careers class introduces students to career paths and their requirements. Guest speakers from various career fields come to various classes, as well. In order to ensure that all students are meeting the requirement to pass the CAHSEE, Mountain Vista High School has a multiple tiered support system. Students that have not passed the English-Language Portion of the test and are also English Learners are enrolled in the school's English-Language Development course. This course uses the 3D curriculum developed by Kate Kinsella and emphasizes vocabulary development, sentence fluency, and use of both written and verbal academic English. Both EL students and English only students that do not pass the ELA portion of the CAHSEE and score below a 330 are screened for Reading Lab. If I student qualifies for reading lab, they are enrolled in that course rather than other support courses. English only students that have not passed the ELA portion of the CAHSEE and do not qualify for Reading Lab are placed in a cohort core English class. This class allows the teacher to focus on both remediating skill gaps in preparation for the next administration of the test while students also work demonstrating proficiency in the standards in that course and earning recovery credits. Students that have not passed the math portion of the CAHSEE are also enrolled in a cohort course that will allow them to work on developing their math skills to pass the CAHSEE and to earn high school level math credit.	

Conclusions

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

Findings
Mountain Vista is addressing the areas of support in college and career readiness by continuing to develop articulation of college and career readiness skills into daily lessons, as well as by working with the district to improve Career Technical Education offering and support.

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

Findings
MVHS is working toward developing a full spectrum of support for both college and career readiness through continued curriculum design and the addition of CTE courses.

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

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

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

-Strong support for Common Core State Standards through training.

-Curriculum and Instruction Coach provides researched based strategies as well as support in Common Core unit and lesson design.

-Special Education students are provided support to meet the same rigorous standards as general education students.

-Our CAHSEE support structure allows students to get help to pass test without sacrificing earning credits toward graduation.

-Full day instructional model rather than the 15 hours per week that are offered in some continuation schools.

-Mock Interview process demonstrates college and career readiness.

-Support for transition to community college.

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

-Career Technical Education program.

-College and Career readiness skills not infused into all curriculums yet.

-Support for a variety career and college postsecondary pathways.

-Common Core State Standards not fully implemented.

-Regular use of career inventory device (ASVAB).

-Not all a-g courses are offered.

-Need more Common Core training.

-Learning plan/graduation plan needs to be a schoolwide process that includes post-secondary goal setting and monitoring.

-MVHS students need a greater exposure to a variety of postsecondary career options.

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.

C1. Instruction Criterion

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

Indicators with Prompts

Results of Student Observations and Examining Work

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

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

Findings	Supporting Evidence
Students are involved in challenging learning focusing on CCSS. The design of the CCSS requires many changes to student thinking and learning. The shift in the standards that require students to apply their knowledge, think critically, and solve real-world problems is challenging for all students. Many classes have students keep work in folders or portfolios, and some classes display work around the classroom. Teachers constantly observe student production in real time and through completed work and projects to gauge student understanding of skills and concepts. When teachers determine students are struggling with skills or concepts, reteaching can take place in class with small groups or individuals, or during intervention period. Students who are absent during key lessons are also able to catch up through instruction during intervention. Students get feedback on college and career-readiness standards in the core classes by completing performance tasks. Many tasks use real-world situations that require students to problem solve and present solutions. Some performance tasks are graded using a rubric and provide students with comprehensive feedback about where they are	-Professional Development Community work -Student work samples -Student career-interest surveys

66

in terms of their learning. Students also get feedback on their college and career-readiness when they complete their mock interview portfolio and go through the oral interview. This activity is a graduation requirement for all students in Madera Unified School District. An additional way that MVHS is helping students meet college and career-readiness standards is through our emphasis on teaching the skill of conducting a "close read" across the curriculum. Mountain Vista's curriculum and instruction coach has been working with teachers to support them in teaching students how to read complex texts in social science, science, math, as well as in language arts. Teaching students to conduct close reads requires them to engage the text critically, to think about the author's motivations and use of techniques, and to question the text both to better understand and also to evaluate the validity of the source.	

Student Understanding of Learning Expectations

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

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

Findings	Supporting Evidence
To make students aware of standards addressed by a new area of study, the anchor standard is explicitly addressed and the learning objective of the lesson is taught. Rationale as to why the skill is important in the student's life is also discussed. In the math curriculum, students perform a "close reading" on embedded assessments before starting a new unit to become familiar with the expected learning results. Pacing guides that have been developed for courses include anchor standards and priority standards as well as daily learning objectives. The degree to which the pacing guides, anchor standards, and daily learning objectives have been clearly defined varies from content area to content area. CCSS for math and English were adopted before science and social science. Therefore, the pacing guides, anchor and priority standards, and daily learning objectives are more clearly defined in these subject areas.	-Pacing guides -Classroom observations

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
The primary multimedia used for instruction in classes is interactive Promethean boards in all classrooms. Teachers are able to use the Promethean boards to embed sound and images into their lessons to give students more concrete examples of concepts and skills. Teachers also use Promethean boards to provide students with demonstrations, modeling, and think aloud(s). Computers are also in place for use in all English classrooms, several social science classrooms and one of the math classrooms. There is a mobile laptop cart that was put into use in spring of 2015. Computers are mainly used for whole-class assignments rather than for differentiation. The teachers trained in the use of Cyber High, Mountain Vista's accredited online credit recovery program, may use courses in Cyber High to help remediate for students, however, this is not a school-wide practice. Additionally, instruction is differentiated for learning purposes and because CCSS and the majority of the board adopted textbooks are not aligned, outside instructional material is used to fill in the gaps. Students get current data and teachers can increase the rigor of the material through the use of multimedia based lessons. Some classes are also supporting learning through the use of videos, documentaries and films. All English teachers are progressing through training in differentiating instruction for English Learners. Differentiation techniques are often integrated into the regular class time. Teachers use checking-for-understanding techniques to assess student learning and then differentiate as needed.	-Classroom observation -Student interviews

Student Perceptions

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

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

Findings	Supporting Evidence
MVHS students report that they feel the school is providing them with a challenging curriculum that is preparing them for both higher levels of learning and postsecondary life. Student interviewed for the WASC self-study reported that they felt they were learning and being prepared for college and career-readiness both by the core curriculum and by activities such as the mock interview process. Students did indicate, however, that they would benefit from the school offering Career Technical Education courses.	-WASC Committee Interview Results -Survey Results

Conclusions

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

Findings
Mountain Vista is working toward improving its ability to provide a CCSS curriculum that includes relevance and an emphasis on college and career readiness. The school has worked on developing performance tasks that demonstrate ability to apply content knowledge in real-world situations. Teachers differentiate this curriculum in variety of ways based observations of student learning. In order to do a more thorough job of preparing students for college and career-readiness, Mountain Vista needs to ensure that students are informed of the 21st century skills.

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

Findings
MVHS is working with Madera Unified School District to provide Career Technical Education courses for the 2015-2016 school year. A student interest survey was conducted and the results were shared with the Director of College and Career Readiness. MVHS's principal has also shared this need with various district level administrators.

C2. Instruction Criterion

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

Indicators with Prompts

Current Knowledge

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

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

Findings	Supporting Evidence
Mountain Vista teachers are working with the curriculum and instruction coach to design units of study based on the CCSS. As stated previously, different content areas are further along in the process of implementing CCSS. Use of technology and multimedia to support instruction also varies by content area. Social science teachers use archival web resources to show pictures, documentaries, and primary sources that support concepts being taught. Social science teachers have also designed performance tasks that require the use of technology for both research and presentation design. English teachers support the achievement of the CCSS by having students do web based research papers, presentations, and mock interview portfolios. Math teachers use technology to demonstrate real-world problems and solutions to students. MVHS teachers need further staff development in using technology as a learning tool. For the most part, teachers are having students use technology in traditional ways like research, word processing, and developing presentations. The use of technology as a tool to engage students in content at a higher level is under developed.	--Classroom Observations -Unit Plan pacing guides

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 act as facilitators to learning by allowing students to explore and come to their own conclusions rather than explicitly telling them the answers. Students are encouraged to access prior knowledge, both academic and personal, in order to connect to the learning. Students engaging in this	-Classroom observations -Student Interview

style of lesson are regularly asked to justify and explain their rationale for their conclusions. Social studies teachers utilize a guided approach where the teacher gives the students the map but the students find their own way. Math instructors model skills then allow students to grapple with similar but different problems. Language arts teachers guide students to develop skills with accessible texts, providing feedback for the practice and then encouraging the use of those skills on increasingly complex texts.	

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
Student work samples demonstrate ability to organize, access, and apply knowledge. Samples of close reading activities show how students are able to organize and access complex texts in a variety of subject areas. Performance task samples demonstrate how students access, organize and apply knowledge to situations. Performance task or research assignments also show students' ability to inquire, research, discover, and communicate knowledge. In transitioning to CCSS-styled learning, some initial instruction is explicit in nature and frequently relates back to prior learning. In practice of the skill, students are encouraged to utilize recently developed skills and apply these skills in more complex areas. Just as the transition into CCSS has required teachers to think about curriculum development in new ways, the CCSS has pushed thinking for students. Students have reported that they are challenged by the requirement to think critically, problem solve, and support their answers with evidence.	-Student work samples -Student survey results

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
There has been an increase in the number of students who are able to practice and demonstrate problem solving, critical thinking, and reasoning in both group and individual settings. Some students are still not comfortable with this style of learning. Consequently, teachers have difficulty getting all students engaged in projects, debates, group discussions, and inquiries. While many students have developed abilities to think, reason and problem solve, some still struggle due to limited personal experience to relate context to and to draw inferences from. Also many students that come to Mountain Vista initially have a lack of confidence in their ability to learn due to past academic failures. When teachers are able to create classroom environments to support the culture of trial and error as part of the process of learning, students feel comfortable taking the risks required to actively participate in group learning	-Student Samples -Student Interviews -Classroom observations

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
Performance task completion, mock interview portfolio completion, student research papers, and presentations are all examples of students using technology to achieve schoolwide learner outcomes. Technology is a tool to assist teachers in instruction, such as the use of Promethean boards for shared learning experiences, Internet for research, word processing, and on-line dictionary use. However, the use of technology in innovative ways as a primary demonstrator of student proficiencies is underdeveloped until further implementation of CCSS.	-Student Samples -Student Interviews -Classroom observations

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
MVHS lacks a library or multimedia rooms. Students have access to information outside of what the teacher presents in class via the internet. Currently, English-Language Arts teachers have class sets of desktops, one math teacher has a full set of desktops, and one social science teacher has a full set of desktops. There is also a mobile laptop cart. Teachers that do not have access to original source items in their textbooks, bring in supplementary materials to provide students with experiences with these documents. Social science teachers have exposed students to original source documents in this way. Science teachers have brought in outside materials such as journal or periodical articles that report the findings on real-world issues such as climate change. Through Mountain Vista's continued development of CCSS lessons, the exposure to real-world applications of learning is an on-going goal. Different content areas have been able to make progress in toward this goal more rapidly than others. Some of the social science teachers have been able to develop lessons that provide students with experiences that link their learning to the real-world. The new math textbooks that were adopted this school year offer students the opportunity to experience the connection between mathematical skills, concepts, reasoning and real world application. In addition to these opportunities, the Expository Reading and Writing curriculum helps connect the learning done in English-Language Arts to being able to support claims, reason, and provide evidence in debates about real world issues.	-Student Samples -Student Interviews -Classroom observations -Course pacing guides

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
Mountain Vista provides career awareness, exploration and	-Student Samples

preparation through some limited experiences. Students are required to undergo the mock interview process that includes creating a job placement portfolio. This helps to prepare students for the real-life skill of obtaining employment. The Careers course provides students exposure to various career paths through class guest speakers. California School Age Family Education (Cal-SAFE) provides parenting instruction for teen parents. Additionally, some students have been included in community service projects through the school and have had the opportunity to attend the Chicano Youth Conference at California State University, Fresno. In February of 2015, African-American students had the opportunity to attend an African-American Leadership conference in Clovis, California. Job shadowing opportunities, internships, on-the-job training programs and other career experiences are needed in order to better prepare students for life after high school. Students need more real-world experiences in structured settings so that they are able to gain a better understanding of the expectations of acceptable real-world behavior. Along with adding Career Technical Education courses, this is a growth area for our students.	-Student Interviews -Classroom observations

Conclusions

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

Findings
Mountain Vista High School is in the process of implementing the CCSS. As the implementation of these standards, along with the emphasis on college career-readiness, becomes a more developed part of the school's curriculum, student achievement of the expected schoolwide learner outcomes will improve. Students report that they feel challenged by rigorous standards while being supported by teachers to meet these standards, however, the knowledge of what it means to be college and career ready is something all stakeholders will need to understand at a deeper level in order to better judge Mountain Vista High School's effectiveness at preparing students for a variety of postsecondary pathways.

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

Findings
MVHS is addressing this criterion by its emphasis on CCSS and infuses both 21st century skills and real world situations into daily lessons.

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

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

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

-Use of Curriculum and Instructional Coach to drive CCSS unit planning process.

-Emphasis on schoolwide implementation of instructional strategy of close reading.

-Use and availability of technology.

-Department based professional learning communities with weekly meeting times.

-Sub time providing for instructional planning.

-Teachers from all subject matters have been able to attend training to support CCSS.

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

-PLCs are not using data to drive instructional program because of lack of common formative assessments.

-There is work to be done in CCSS lesson development.

-MVHS needs an onsite Career Technical Education pathway.

-MVHS needs to work toward embedding 21st century skills in all courses.

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.

D1. <u>Assessment and Accountability Criterion</u>

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
A variety of assessments are used across the curricular areas at MVHS. These assessment types include embedded assessments, writing assignments, white boards, checking for understanding, quizzes, performance tasks, "ticket outs," CAHSEE, CELDT, and the 10th grade Life Science CST. The data from these assessments is used by the instructional staff to plan pacing and intervention. Depending on the results of the assessment, reteaching may be necessary during class time and may affect overall course pacing. Other interventions may be assigned during the end of the day intervention period or through identifying students that need to be placed in a CAHSEE cohort or into reading lab. Data from the CAHSEE, CELDT and CST is disseminated to teachers, staff, parents and students. Results from these tests also aide in development of the student's graduation plan. While teachers use mid-unit assessments to inform their instruction, the use of common formative assessments has fallen off due to the fact that many courses are taught by only one teacher; a lack of district-wide pacing also impacts the feasibility of CFAs.

Student survey results, however, do indicate that students do not believe that their progress is regularly shared with their parents. When asked to rate the following statement "Mountain Vista regularly communicates with my guardians about my progress", only 58% of students said they agreed or strongly agreed. | -Student sample boxes.

-Single Plan for Student Achievement

-Title 1 Parent Meeting/School Site Council Minutes

-Student Surveys |

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 both observation data and assessment data to determine student performance levels. Grading weights are determined by the governing board and are consistent throughout the district (45% assignments, 45% assessments, 10% homework). The district encourages trend grading so that students that grow over the course of the semester can earn grades reflective of understanding at the end of the semester. MVHS runs 3-week grading cycles to give students the opportunity to demonstrate proficiency in chunks of learning. Students earn one credit for every passing class. "Passing" is considered to be 65% or higher. All passing grades are averaged at the end of the semester and that becomes part of the student record. The fast grading cycles help to keep students from falling behind, as there is always a "fresh start" just around the corner. A failing grading cycle cannot derail a student's average since it is not factored. In addition to this, because there are six terms in a semester and the possibility of earning credit through completion of an extra component to the performance tasks, students have multiple opportunities to demonstrate proficiency and earn credit toward graduation. This allows students greater opportunity to experience academic success and ultimately reconnect with their educational goals.

One area that Mountain Vista could improve in is in the area of providing students consistent, in-class feedback about their learning. Many teachers use strategies such as student white boards, calling on random non-volunteers, asking students to justify answers, and ticket-outs to provide students with supportive feedback about their learning during instruction. These strategies, however, need be employed more frequently and consistently schoolwide to have a greater impact on student achievement. | -Term grading cycle sample |

Conclusions

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

Findings
MVHS uses evidence from student assessment data to drive instruction. The types of assessments used and the ways of determining growth are evolving with the implementation of the CCSS. More emphasis has been placed on students demonstrating higher order problem solving and application of knowledge skills. During the school's on-going CCSS curriculum development process there is emphasis on both the end of unit performance tasks and daily assessment of student learning.

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

Findings
MVHS is addressing this criterion through its on-going curriculum planning process.

D2. **Assessment and Accountability Criterion**

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

Indicators with Prompts

Appropriate Assessment Strategies

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

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

Findings	Supporting Evidence
Performance tasks, which are summative assessments, are in various levels of development and refinement across the subject areas. The refinement of these tasks is an ongoing process meant to create the most effective gauge of students' mastery of both skills and to demonstrate application of knowledge. Frequent formative assessments are the primary tool in guiding lesson pacing and intervention needs. Proctors are utilized during the CELDT, CAHSEE, CST and SBAC tests. Proctors are school staff members, usually instructional staff who teach the subject matter being assessed. Proctors are trained with materials provided for each test with affidavits being signed for each test administration. The testing coordinator prepares all test documents and stores them in a locked cabinet in a locked room that has limited keys. Proctors meet with the test coordinator the morning of the administration and then again after the test to count and sign-out/in testing materials. All security systems required by the test are followed, including cell phones and electronic devices being shut off and put away. All staff are aware of the need to maintain the integrity of the assessment, as the data will ultimately determine the needs of our students. Student supervision is a high priority and students are monitored during testing breaks, bathroom breaks and during the examination.	-Work sample boxes -Staff training sign-in

Demonstration of Student Achievement

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

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

Findings	Supporting Evidence
A variety of assessments are used across the curricular areas at MVHS. These assessment types include embedded assessments, writing assignments, white boards, checking for understanding, quizzes, performance tasks, ticket outs (students performing a final task demonstrating mastery of the learning objective prior to the end of the period) CAHSEE, CELDT and CST Science. Samples of student work will also demonstrate student academic achievement of standards and may be viewed as a type of formative assessment. Class work such as close reading samples, writing samples, mock interview portfolios, multi-step real world math application problems, science lab reports, and performance task samples demonstrate the level of college and career readiness Mountain Vista students have achieved.	-Student work sample boxes -Classroom observations
One example of instructional emphasis and accompanying assessment is the work the teachers have done in the area of implementing the close reading strategies. Mountain Vista students have had on-going instruction in close reading strategies across the curriculum. By the end of the fall semester, students had grown in their ability to approach complex texts, but observational data indicates that students have yet to internalize these strategies in a way that would allow them to use them independently. The instructional coach will continue to provide teachers with training and modeling to support growth in this area.	
Students with IEPs are mainstreamed with support, placed in a special education section of the courses, or mainstreamed without support depending on their needs. The two special education teachers at Mountain Vista are essential team members to the curriculum and planning process. They attend planning sessions and provide input to course pacing guides. Instruction is modified based on student need and the overarching goal of supporting special education students' achievement of grade level CCSS.	

Curriculum-Embedded Assessments

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

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

Findings	Supporting Evidence
MVHS does not have a clear local assessment cycle established where secondary teachers across the district can use assessments to monitor student achievement and adjust to instruction to meet the needs of students. At the school level, Mountain Vista's core subjects are at different stages in terms of the use of embedded assessments. Curriculum in ELA courses is still in the development process and assessments are largely composed of informal formative assessments with embedded assessments coming as unit planning progresses. In math courses, there are multiple embedded assessments for each curriculum unit. Teachers lead students in "unpacking" the assessment, performing a close-read analysis of the assessment prior to the start of the chapter. In this way, the assessment is utilized as an anticipation guide. Students are aware of what learning they will be responsible for over the course of the chapter and fully understand the content of the assessment.	-Math pacing -Annotated samples of embedded math assessments

Student Feedback

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

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

Findings	Supporting Evidence
Student feedback in most classes happens multiple times each week. Student progress grades are printed in their first period classes each Monday. To facilitate conversation with teachers regarding their progress, students in some classes are required to obtain a teacher's signature in classes they are not passing. Students are also able to meet with teachers during the intervention period to obtain specific feedback on their progress. Most students are well aware of their current status in classes. All students have a graduation plan and meet with the	-Graduation plan sample -Grade printout sample

counselor to determine if changes in that plan are necessary due to their grades and credit standing. Seniors are given frequent feedback in this manner with the counselor in order to monitor their graduation status. Students with IEPs and 504 plans receive feedback on an annual basis, at a minimum. Parents, teachers, administration, counselor and the student are involved in the development of the student's plan. Senior Night and Student Night (sophomores and juniors) are also opportunities for feedback to be shared with parents on a larger scale basis.	

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
There are a couple different ways assessment data is collected, analyzed and used to make instructional decisions. At the schoolwide level, the Single Plan for Student Achievement looks at assessment data and whether the data shows evidence that the support of instructional approaches in the action plan have impacted student achievement. The plan is revised with this evidence in mind. Another way that data is used is during Professional Learning Communities. Teachers are able to reflect on how instructional strategies have impacted learning and share this with colleagues. In addition, when teachers do teach common courses or standards they are able to compare assessment results and determine the best way to improve their own instructional practice.	-Single Plan for Student Achievement -PLC

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
Each department meets to look at upcoming units. The team comes together to set up curriculum mapping but, at this stage in CCSS implementation, little time is allotted to analyzing student results as a team. Most data collected is analyzed and used on an individual basis, however, some teachers share out results, and the success or failures of certain strategies outside of formal meeting times. Unfortunately, some teachers in a department teach subjects in isolation, that is, only one teacher on campus instructs a particular course. Those teachers are forced to plan and monitor on their own with assistance from the curriculum and instruction coach. Teachers are still able to discuss issues and gain ideas from department meetings. Student growth is monitored through transcripts, assessments, progress reports and term grade reports. The counselor meets with students and parents to review these documents. The Aeries grade program allows parents and students to monitor progress, but the site is somewhat difficult to understand without training and Internet access is somewhat sparse in the homes of the population Mountain Vista serves. MVHS parents would benefit from having a dedicated computer in the office for parents to log into the Aeries system, as well as workshops to educate parents on navigating the information available on Aeries.	-Weekly Grade Printouts -CCSS planning binders -Single Plan for Student Achievement -Graduation Plans

Conclusions

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

Findings
While individual teachers use data to monitor to student learning, MVHS is limited in gathering schoolwide results by where they are in the CCSS lesson development process. Mountain Vista is implementing and continuing to revise its CCSS lesson units of study. The primary focus of weekly

Professional Learning Community meetings has been the on-going development of CCSS units. As teachers move forward with CCSS, the PLC process will evolve to focus more on feedback from assessments that reflects successful teaching strategies.

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

Findings

The lack of schoolwide assessment results limits the school's ability to focus on the learning results of English Learners. To be able to monitor the success of teaching strategies on the English Learner population, MVHS needs to have schoolwide assessments throughout the year. Regular use of whole school assessments would allow the desegregation of data and would detail the impact of instructional strategies on the English Learner population.

D3. Assessment and Accountability Criterion

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

Indicators with Prompts

Assessment and Monitoring Process

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

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

Findings	Supporting Evidence
While district stakeholders have access to monitor student assessment results, the access to parents and students is limited off-campus due to a widespread lack of technological resources in the homes of MVHS students. The business and industry community have access to public information on the California Department of Education website. That information is also published in the local newspapers each fall when it is released. At the district level, Madera is involved in the on-going process of monitoring its Local Control Accountability Plan (LCAP). There is a series of community meetings that are set-up to provide parents, teachers, businesses, and other community members input into the LCAP. These community input sessions will then be used to drive how the plan will be modified to better meet the needs of the entire student population of Madera Unified School District. The LCAP priorities will then be incorporated into the Mountain Vista Single Plan for Student Achievement.	-LCAP Planning Calendar

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
The governing board members, teachers, students and parents are informed on student achievement to varying degrees. In addition, teachers, students and site administration are well-informed on individual student achievement in the areas that affect site and lesson planning. The business/industry community is informed in a more generalized context on the larger issues of student achievement such as graduation rates, AYP/API standings, CAHSEE pass rates, etc. The Single Plan of Student Achievement reviews student achievement as it relates to the identified goals. This document is reviewed at the district level and approved by the school board. Students, Parents, teachers, and other stakeholders are also invited to the Annual Title 1 meeting. One of the primary goals of this meeting is to review student achievement data. In addition, data is shared in School Site Council. Parents, students, staff members, and teachers are able to use the data to make decisions about how to use school resources to better support student achievement.	-Single Plan for Student Achievment -Annual Title 1 Meeting -School Site Council Meeting Notes

Conclusions

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

Findings
MVHS high school has several ways that student data is report to stakeholders. The school also has several opportunities for stakeholders to use this data to inform the planning process. The district has also support stakeholder involvement in the LCAP by setting up community meetings and inviting stakeholders.

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

Findings
This criterion is not impacting areas of critical learn needs.

D4. Assessment and Accountability Criterion

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

Indicators with Prompts

Modifications Based on Assessment Results

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

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

Findings	Supporting Evidence
Using the on-going planning process of the Single Plan for Student Achievement and the data embedded in the plan, MVHS has developed a results-driven continuous improvement process. One of the areas the community stakeholders are most concerned with is students making progress toward graduation and the demonstration of college and career readiness. Using the results from CAHSEE testing, along with graduation data, and English Language Learner reclassification data, the school has identified the need to emphasize growth in all aspects of literacy across subject areas, more consistent feedback to students about credit status, and development of Career Technical Education Program. Resources have been allocated so that teachers can get the support they need in implementing literacy across the subject matter. English teachers have received training in implementing strategies to increase achievement of English Learners. All teachers have been trained in various aspects of close reading and the teaching of writing. To meet the need of increased awareness about graduation credit status. Mountain Vista has added an additional senior information night for the fall semester, and also offered a sophomore and junior night as well. Last year, the school only held one senior information night in the Spring. These information nights allow parents to get an updated copy of their child's graduation plan and to hear an explanation of their current semester credit earnings.	-Single Plan for Student Achievement

| Data in regards to our implementation of a English Language Development program entitled 3-D as proven that course has been successful in helping students advance at least one level in their English language proficiency and meet reclassification criteria. This data allowed Mountain Vista to maintain this program when other secondary sites have made the choice to get rid of it. | |

Conclusions

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

Findings
MVHS is using the Single Plan for Student Achievement goals to drive allocations of resources. This process includes the school stakeholders and district level input.

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

Findings
This criterion impacts critical learner needs because data is used to determine how goals will be met in the Single Plan for Student Achievement. Also, the Single Plan will is set up so that MVHS must monitor whether or not the allocation of resources is impacting student learning. If data does not support the existing allocation of resources, the allocation must change.

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

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

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

-Ongoing monitoring of learning in the forms of warm-ups, quizzes, and checking for understanding.

-Student awareness of current learning levels by knowing their current grades.

-Inviting parents in for explanation of graduation plan and credits during sophomore, junior and senior information nights.
-
-Staff comes together to help students succeed.

-Some classes are giving consistent daily feedback about learning.

-Graduation plans are developed for all students.

-Students and families have access to online grade reporting system (if they have internet at home).

-Some curricular areas are using performance task results to drive instruction.

-PLC have regular meeting times and support of curriculum and instructional coach.

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

-Work towards schoolwide use of backwards mapping from assessments or performance tasks.

-Monitoring system students for more intense intervention without intervention specialist position needs to be put in place.

-More community stakeholder involvement is need in monitoring of student progress.

-Students need more consistent feedback about student's classwork both in class and regular reporting of grades.

-Not all subject matter groups are well developed in their PLC process including full cycle of inquiry that allows teachers to analyze data from classroom assessments.

-Not all subject areas have finished CCSS pacing guides.

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

E1. School Culture and Student Support Criterion

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

Indicators with Prompts

<u>Regular Parent Involvement</u>

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
Mountain Vista High School has created opportunities for families to be involved in the school, however, the level of participation in these opportunities is low. Parents have been invited to participate in activities like Back to School Night, School Site Council Meetings, English Language Advisory Committee, Senior Night, Sophomore and Junior Information Night, and parent-teacher conferences. Mountain Vista has several staff members that speak Spanish and provide translation for these events. Parents were also invited to a series of Local Control Accountability Plan meetings. Through the After School Program grant's Parenting Parents program, Mountain Vista has tried to establish a parenting class, however so far, parent interest was low.

The school has relationships with community agencies that provide services such as counseling, career training, and post-secondary courses.   Guest speakers from various agencies are involved in making students aware of career opportunities and postsecondary learning opportunities, however, there is not daily involvement from the community in the teaching and learning process. | -Flyers

-Sign-in Sheets

-Connect Ed Message Log

-Student report during WASC preparation interviews

-Call logs to parents to invite them to parenting classes.

- |

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?*

Through both our Careers courses and our Mock Interview process, students are exposed to guess speakers, local employers and class presentations. The Careers course teachers arranges for a variety of guess speakers from different careers to speak to students about their jobs. In addition, business members participate in our mock interview process by interviewing students for and assigning them a rubric score. Students have the opportunity to attend field trips to various colleges and trade schools.

Findings	Supporting Evidence
Through the school's careers courses and our Mock Interview process, students are exposed to guest speakers, local employers and class presentations. The careers course teacher arranges for a variety of guest speakers from different careers to speak to students about their jobs. In addition, community members participate in our mock interview process by interviewing students and assigning them a rubric score. Students also have had the opportunity to attend field trips to various colleges and trade schools. Students attend the Madera Center (the local state center community college) for touring and registration activities. In addition, students have attended field trips to Heald college and Fresno State for the annual Chicano Youth Conference.	-Mock Interview portfolios/interview scores -field trip rosters

Parent/Community and Student Achievement

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

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

Findings	Supporting Evidence
Parents are provided the opportunity to understand their child's achievement of the schoolwide learner outcomes and academic standards in a variety of ways. Mountain Vista schedules parent conferences both at parental request, as a part of the Response to Intervention process, as part of the IEP process, and as part of the intervention for poor attendance. In addition, the school has provided students and their families with opportunities to review their child's attainment of academic standards, progress toward	- Parent conference notes -SARB folders -IEP meeting rosters -Information night flyers

| achievement of Expected Schoolwide Learning Outcomes, and progress toward graduation in the sophomore, junior, and senior information nights. These information nights are held once a semester in the evening. The school's counselor provides each student with a copy of their individualized graduation plan, progress grades, and explains where students are in terms of graduation requirements.

In addition to these opportunities, parents can create an account to monitor their student's progress each term through the Aeries student information system. Aeries also allows parents access to attendance, transcripts, and testing results. | |

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

Findings	Supporting Evidence
At Mountain Vista, online instruction is used for credit recovery. Students are assigned a course they have previously failed. Any student is eligible for credit recovery either as a course during the school day or as part of the school's After School Program. This credit recovery option is discussed with parents during the enrollment process.	**-**After School Program rosters

Conclusions

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

Findings
Mountain Vista High School has a variety of ways to inform families about their child's progress toward meeting standards and the Expected Schoolwide Learning Outcomes. The school needs to do a better job of including a broader community of stakeholders in student learning. The school can do this by cultivating relationships with local business and agencies.

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

Findings
The schools ability to cultivate relationships with local businesses impacts the critical learner need of developing Career and Technical Education opportunities

E2. School Culture and Student Support Criterion

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

Indicators with Prompts

Safe, Clean, and Orderly Environment

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

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

Findings	Supporting Evidence
Mountain Vista High School has worked towards nurturing school culture at its new location. The physical aspects of the campus have limited some of the school culture components that were effective at the school's previous sites. At the school's former location, regular rallies were held to celebrate students that were demonstrating the schoolwide learner outcomes by their consistent attendance, passing grades, and achievement on high stakes exams.	-Safe School Plan -Student Interview /Survey results -KIDS search records -School Map -Campus observation
Mountain Vista is located on the site of a community building and park. The entire building and land are owned by the city of Madera. The Madera Unified School District has a lease agreement for the buildings that actually house Mountain Vista. This arrangement has limitations. Any expansion of the use of the land or adjacent facilities requires an agreement between Madera Unified and the city of Madera. Midway through the fall semester, the city of Madera and the district worked out an agreement for Mountain Vista to use the adjacent gym as a multipurpose room. This agreement allows Mountain Vista students and staff to use the gym, but not exclusively.	
The area that is enclosed by the fencing, compared to what the school had at its previous locations, is cramped. While the school has the number of restrooms required by law, there are many times when staff and or students have to wait in line to use the restrooms.	
In addition to the obstacle of leasing the building and having non-exclusive use of the gym, being adjacent to a city park creates its own set of challenges. Due to the small size of the	

enclosed campus, PE teachers take students to the park for PE classes. As with any city park, there are a variety of people in the park including transient people who are required to leave the nearby homeless shelter during the day. The PE teachers have radios and are able to contact the office and safety officers if any incident occurs. Incidents with people in the adjacent park have been limited, but have occurred and are a cause for concern about student safety.

In order to maintain a safe and orderly learning environment, Mountain Vista has the support of two full time campus safety officers. The safety officers help monitor student behavior before school, during break and lunch, during passing, and after school. They also keep an eye on the people coming and going to the adjacent park. Safety officers are CPR and AED trained and are also trained and equipped with pepper spray. One of the reasons Mountain Vista has been able to establish a positive school culture is due to the safety officers getting to know students and being able to encourage the students to make positive choices.

For the 2014-2015 school year, another tool that has been added to ensure a safe orderly learning environment has been the use of a drug dog program. The Madera Unified School District has a contract with Kontraband Interdiction & Detention Services to visit secondary campuses several times over the course of the school year. During the fall semester, the drug dog came and searched classrooms on three different days. These visits have continued into the spring semester.

Another resource that Mountain Vista has that the school program hasn't had previously is the availability to the school district's resource officers. Madera Unified School District increased its school resource officers from 1 to 2 this school year. These officers are Madera Police officers that are assigned to the schools. When needed, one or both, of these officers have visited Mountain Vista campus in an effort to support student safety.

In addition to this, Mountain Vista has also been equipped with new cameras and a new camera recording system as well as upgraded lighting.

Despite the limitations of MVHS campus, students report feeling safe at school.

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 majority of the staff at Mountain Vista High School works at MVHS because they desire to make a difference in the lives of at-risk youth. These staff members believe that when students are given the right combination of high expectations with support and concern, students thrive. When students were interviewed by a panel of district officials in preparation of WASC, students reported that staff members care for them and that they are able to access support for their learning more easily than when they were enrolled at comprehensive high schools.	-Lunch time interventions -Grade printouts -signed by teachers/parents -After school tutoring -ROAR wall of fame copies -Student Interview/Survey results
As with many schools, teachers are working toward adjusting their instruction to the high expectations for learning established by the CCSS. One of the obstacles in maintaining high expectations for learning is figuring out how to address the learning gaps that many Mountain Vista students have from missing school or not having benefitted from Response to Intervention at the comprehensive high school sites. For example, 11th grade students are expected to read, analyze, and comprehend a variety of complex texts in the grade level English III course regardless of whether or not they have demonstrated the minimal proficiency in English Language Arts required for passing the CAHSEE. Teachers must figure out a way to both help students learn the skills required to pass the CAHSEE and scaffold student learning to help them reach their grade-appropriate standards.	-Intervention rosters -Cohort support class rosters -Student work samples
In an effort to support students' attainment of positive outcomes in the areas of attendance and academic achievement, the school recognizes students each term. At the conclusion of each term, the principal makes a poster including all the names of the students that passed of all of their classes. This poster is called the "ROAR Wall of Fame". Teachers are also provided with a smaller size of the wall of fame to post in their classrooms. An announcement made during the daily announcements and students on the poster are instructed to see the principal for a treat. Students with perfect attendance are called out of class during the daily	

announcements and given an award. In addition to this recognition, celebrations are held for students that pass the CAHSEE and for students that meet the requirements to be reclassified from English Language Learner to Redesignated Fluent English Proficient.	

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
Mountain Vista's staff members have demonstrated an atmosphere of trust, respect, and professionalism in the way that they continue to work toward improving instructional practice despite the distraction of being displaced several times, having to adjust to new locations, different leadership models, and cuts to the school's staffing. The addition this year of a curriculum and instruction coach has enabled teachers to meet regularly and collaborate on curriculum and instructional strategies. Mountain Vista teachers have also been able to show their professionalism by seeking out and participating in both CCSS trainings outside of Madera Unified and by participating in curriculum planning days. Math, English, social science, and science teachers have all been able to attend trainings that emphasize implementation of common core strategies and content. When teachers return from the training they share ideas and strategies with other staff members and demonstrate what they have learned by implementing it in their classrooms. During the process of self-study, staff members have also demonstrated their trust and professionalism in their willingness to assess the school program with honesty and intention to do the work needed to improve.	-Staff Development -Attendance to outside trainings -Curriculum and instructional coach's work -WASC input

<u>Conclusions</u>

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

Findings
The staff at Mountain Vista High School is using the WASC self-study process in combination with the implementation of the CCSS, and the Single Plan for Student Achievement to improve curriculum, instruction, and student support to meet rigorous standards. In an alternative education setting it is always a challenge to address learning gaps while continuing to strive towards mastery of grade level content. The staff is working toward implementing CCSS pacing in a manner that allows teachers the needed time to address skill gaps, but also continues to provide students with support to reach rigorous grade level standards. Staff and students have adapted well to the challenges presented by their new location. The school continues to reach toward the goal of having more involvement with a broad range of community stakeholders in an effort to support achievement of the expected learning outcomes.

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

Findings
Mountain Vista's ability to engage in continuous improvement in a professional learning community is paramount to critical learner needs. The school's staff is working toward schoolwide improvement and implementation of common core, as well as development of professional learning communities.

E3 & E4. School Culture and Student Support Criteria

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

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

Indicators with Prompts

<u>Adequate Personalized Support</u>

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
Mountain Vista High School has one academic counselor, a school psychologist one day a week, and a drug counselor one day a week. The counselor is available to see students on an as-needed basis. At certain times of year, it is difficult for him to see all of the students that have requested to see him. The school's principal is also available for personal and academic support. The principal and counselor refer students to speak with the school psychologist when needed. Either the counselor or the school psychologist make referrals to outside agencies for ongoing mental health care. The principal is the primary person that refers students to drug and alcohol counseling, however, teachers and the school counselor will contact the principal when a referral to drug counseling is needed. To support the health of students, the county health department comes each year to the school's biology and earth science classes to run a program that helps students in making healthy lifestyle choices. This curriculum covers a variety of topics including healthy relationships, sexually transmitted disease awareness, and other health related topics that address the risks that face young people. In addition to this, the school's drug counselor has provided students in the school's PE classes with a drug prevention curriculum. At Mountain Vista, the learning plan is called a graduation plan. Each student has a graduation plan that is updated by the counselor at the conclusion of each semester. The school holds information nights and invites parents to review their	-Sample of graduation plan -Interview/student survey results -Drug counseling referral form -Drug prevention curriculum -County health department curriculum

child's graduation plan once a semester. The counselor goes into classrooms to review graduation plans with students. In addition, the counselor facilitates the transition of students to comprehensive high schools, to junior college, or to technical schools or training programs. Mountain Vista has a nurse that is at the school one day a week. The nurse works with the staff to screen students for health and vision issues. In addition to this, she provides support to the Cal-Safe parenting teen program by ensuring pregnant students are healthy and parenting students have the information needed to keep their children healthy. In the past, Mountain Vista High School had a full-time intervention specialist. This person was responsible for the ongoing monitoring of response to intervention both for behavior and academics. The intervention specialist arranged parent conferences and worked with teachers to ensure students had the proper academic support. This position was eliminated as part of the school's downsizing. As a result, there is not a guaranteed safety net for students that are failing despite classroom interventions. There has been discussions during the Local Control Accountability Plan meetings about funding intervention specialists for all schools, however, a final decision has not been made.	

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
Mountain Vista is a continuation high school and most students who attend the school are considered at-risk, because of this, the school emphasizes the connections between the student's social-emotional health and academic success as is evident in the schoolwide learner outcomes. MVHS students expressed that they have an adult on campus they can go to if they have a problem. Teachers are the primary source of connection between academic support and support/advisory	-Student interview/survey results -Staff input

services. Many teachers advise students about their grades, their readiness to return to the comprehensive high school, or their plans for post-secondary transition. In addition to teachers, staff members such as the safety officers, the office staff, the After School Program coordinator, counselor, and principal work toward connecting the school's academic and career readiness goals with social and emotional support. If staff members aren't sure how to help a student with a particular problem, they find someone who can**.**	

Strategies Used for Student Growth/Development

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

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

Findings	Supporting Evidence
Teachers at Mountain Vista use strategies to support students to achieve rigorous standards. Many teachers have strategies that they use to check for student understanding during instruction. Teachers use questioning techniques, whiteboards, check written answers, or have students demonstrate problem-solving skills to the class. Teachers using these techniques collect observational data to determine which students need additional or alternative instruction. Some students need clarification, some need reteaching, and some need the instruction presented in a different way. Mountain Vista has an end of the day intervention period four days of the week. For the most part, students attend intervention on a voluntary basis. Teachers submit names for intervention, a list is compiled and sent out, and students are encouraged to attend intervention to get extra help. 6th period teachers, the school's counselor, the school safety officers and the after school program coordinator get the intervention list and remind students to attend intervention. Despite these efforts, some students still do not attend. In the past, intervention has been within the school day and was mandatory. Some teachers prefer the system of mandatory attendance to intervention while others believe that students get more out of intervention if they make the choice to come.	-Class observations -Student interview/survey -Intervention rosters -Class rosters -Master schedule reflecting collaborative model of SPED support

Mountain Vista supports students with special education needs with inclusion in regular education courses for all but two English courses. In addition to the two special education courses of English, there are two math classes collaboratively taught with a special education teacher and a regular education teacher. Support is also provided in various social science and science classes using an instructional aide and teacher support. Both special education students and students not receiving special education are enrolled in the school's reading lab. Enrollment in reading lab is based on referral and screening by one the school's special education teachers.	

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
Due to the cut back of the position of intervention specialist, the Mountain Vista does not have a specified person that monitors and identifies under-performing students for more intense interventions. Many teachers monitor their own students and recommend increased intervention. For example, teachers concerned with a student's ability to read make referrals to our reading lab instructor. Once the referral is made, the reading lab teacher will assess the student's reading level and determine if they are eligible for reading lab. CAHSEE English Language Arts scores are also used to recommend students for reading lab screening. The English Language Development teacher monitors English Learners for appropriate placement in support services and for students that are eligible for reclassification. This teacher will notify the counselor when an English Language learner is not enrolled in ELD. The ELD instructor will also question the placement of ELD students at Mountain Vista if their level of language proficiency calls for a level of support that Mountain Vista does not have. Mountain Vista's secretary and administrative assistant	-Reading Lab referrals/screening results -Master schedule -ELD rosters -SARB folders

monitor student attendance and identify students in need of Student Attendance and Review Board (SARB) warning letters or attendance conferences. Attendance conferences are held with the counselor and/or the principal. In these conferences, the school works with the family to figure out the reasons the student is not attending school regularly and develops a plan to support regular attendance. When parents fail to attend these meetings after multiple attempts, a referral is sent to the SARB hearing process. An area of growth for Mountain Vista is to implement a system where different staff members monitor students on regular basis and assign a specific intervention plan for students that, despite regular attendance, are still struggling.	

Equal Access to Curriculum and Support

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

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

Findings	Supporting Evidence
Due to its small size, Mountain Vista has a limited master schedule when compared to comprehensive high schools. The master schedule offerings are dictated by student need. The counselor closely examines each student's transcript and keeps a tally of what courses students need to graduate. The master schedule is then developed based on this tally. Opportunities to make up for failed courses is the norm at Mountain Vista. The school offers several sections of Biology, Earth Science, English II, and World History even though these are largely freshman and sophomore courses and we have a low number of sophomores and zero freshmen. Students are also, in most cases, assigned their grade level core courses. This means that 11th grade students are enrolled in English III and US History and 12th grade students take Expository Reading and Writing and Civics/Economics. This is true for the school's special education population as well. Some students are far behind their class standing in terms of credits earned (for example a	-Class rosters -Master schedule -Credit recovery records -After School Program Attendance logs

junior with freshmen credit). In cases where a student is behind their class standing in credits earned, they may be assigned courses below their grade level. Students also have an additional opportunity to make up courses through our online credit recovery program, Cyber High, and/or through summer school. Cyber High is offered both during the school day as a class period and after school during the After School Program. Summer school is usually offered at one of the comprehensive high schools. Mountain Vista students sign up for summer school with the MVHS counselor and the counselor picks their courses based on need. Mountain Vista has one section of Algebra II and one section of Chemistry to support students that need more of a challenge in math and science. Placement in these courses is dependent on successful completion of Geometry and teacher recommendation. There are several students in our special education and English Language Learners programs that are in Algebra II and/or Chemistry.	

Co-Curricular Activities

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

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

Findings	Supporting Evidence
Mountain Vista has limited extracurricular and/or co-curricular activities. Students have reported that they would like to see more opportunities to be involved in sports and clubs. MVHS elects a student leadership group every year. This group organizes and participates in activities such as music during lunch on Fridays, whole school soccer tournaments, and dance contests. Student leadership members are also active participants in the school site council. In addition to these activities, students have the opportunity to participate various sporting events at other alternative sites. In order to connect these events to student achievement, students are eligible only if they are passing all of their classes, have regular attendance and do not have any behavior referrals. Participation in these activities serves as motivation students to achieve academically. Mountain Vista is in its second year of a multi-year district level grant that provides an After School Program. The After	-After School Program rosters -Student leadership interview -Student interview/survey results -Sport team rosters/trip

School Program provides a variety of activities including Cyber High credit recovery, tutoring, MMA boxing classes, sports, cooking, and other craft type activities. The program runs from 3:30 to 5:30 every school day.	

Student Involvement in Curricular/Co-Curricular Activities

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

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

Findings	Supporting Evidence
Mountain Vista needs to develop a process of regularly evaluating the level of student involvement in curricular/co-curricular activities and student support services. It currently does not have a process to do so. Attendance is kept for the After School Program. This would be the only monitoring tool that would report student involvement in extra curricular activities.	**-**ASP attendance

Student Perceptions

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

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

Findings	Supporting Evidence
Students report that they feel cared for by the staff at Mountain Vista and feel like they can access support with greater ease than they could when they were at a comprehensive site. When interviewed by a panel of district office personnel and other site administrators, students reported that they felt like they were not valued at the district level. The students felt that moving their campus to such a small location without access to a cafeteria, library etc...was a sign that the school district did not care for them.	-WASC committee interview notes.

Conclusions

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

Findings
Mountain Vista needs to work on developing an on-going schoolwide monitoring system that examines students that continue to struggle academically. This monitoring system needs to

include a planning process that requires staff members to plan and implement supports. In addition to this, the degree to which students are using extra-curricular opportunities and support services in order to be successful needs to be monitored.

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

Findings

The need for a schoolwide safety net or Response to Intervention protocol impacts the identified critical learner needs because an RTI protocol is the way to ensure that students can be assigned the next level of support for academic achievement. The school's ability to monitor extra curricular activities and how they impact student achievement is tied to how students are kept motivated and interested in coming to school.

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

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

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

-Caring and supportive staff that provide both academic and social emotional support

-Teachers are willing to give the time and attention to students to help them grow

-Staff does not easily give up on students

-On-site drug counseling

-Access to multiple levels of intervention

-Special education support

-Attendance to CCSS training and Curriculum Planning and Development days

-KIDS drug dog visits

-Safety officer support

-After School Program

-Cyber High Program

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

-Facilities do not include enough classroom space and/or bathrooms to be comfortable

-Perception that the district does not care about students or staff

-Lack of school wide system to monitor and address students that are struggling despite classroom interventions

-Limited access to extra curricular activities and organized sports

-Parent involvement and attendance to school information events

-Ability to monitor level of involvement in extra-curricular activities and impact of involvement on student achievement

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Develop a schoolwide response to for students that struggle despite Tier 1 and Tier 2 classroom interventions.

- To support the transition of students into post secondary options, develop a career technical program.

- To support graduation rates and make graduation monitoring a schoolwide emphasis.

- Infuse English Language Learner and literacy strategies into all courses.

- Increase and improve parent involvement.

- Increase student participation in organized extra curricular activities (clubs, sporting events, involvement in competitions).

Chapter V: Schoolwide Action Plan

Priority Growth Area: Develop a schoolwide response to intervention for students that struggle despite tier 1 and 2 classroom interventions.

Goal: Students that continue to fail courses despite tier 1 and 2 classroom interventions will be identified and provided appropriate supports.

Rationale: Some MVHS students continue to fail the same courses term to term even after in-class interventions are provided.

Action Step	Implementation Date	Person(s) Responsible	Resources	Assessment	Report of Progress
1) Continue process of improving instruction to ensure Tier 1 supports through coaching cycle and monitoring of lesson planning.	Spring 2015	Principal Coach Teachers	Planning Days Training	Observations Agendas Lesson Templates	This step started late fall and has continued into Spring 15 with refinement of coaching cycle.
2) Review the Response to Intervention Tiers and Identify what levels of support MVHS has available at each tier.	Spring 2015	Principal Coach	Articles on RTI	Sign-In Sheets Meeting Notes	
3) Develop a system for teachers to make referrals identifying students that continue to fail despite interventions.	Spring 2015	Principal Counselor	Google Forms	Number of students referred for monitoring.	
4) Hold Coordination of Services Team (COST) meetings the Monday following each term. COST Meeting will include Principal, Counselor, and Teachers. Team will review referrals and come up with plan for appropriate interventions.	Spring of 2015	Principal Counselor Teachers	Google Forms	Number of Students Referred to COST. Intervention Success of students provided more intense intervention: Improvement of Grades.	
5) Conduct Student Study Teams for students that continue to struggle after implementation of COST interventions.	Spring 2015	Principal Counselor School Psychologist	SST- templates	Record of SSTs.	

Priority Growth Area: To support transition into post secondary options, develop a career technical program.

Goal: 1) Develop a Career Technical Education Program

Rationale: Students at Mountain Vista High School have to transfer to other schools to other schools if they want to take CTE courses.

Action Step	Implementation Date	Person(s) Responsible	Resources	Assessment	Report of Progress
1) Work with Director of College and Career Readiness to identify what pathways could be supported at MVHS.	Fall of 2014	Principal	CTE Pathways and college & career readiness standards		Principal met with director fall of 2014.
2) Survey students to determine interest in pathways	Fall of 2014	Principal Teachers Students	Google Forms	Survey Result	Survey was conducted in Fall of 2014.
3) Share results of survey with stakeholders.	Fall of 2014- Spring of 2015	Principal Director of College and Career Readiness		Agendas Notes Presentation	Results share with staff, students, School Board, Superintendent, and members of business community.
4) Based on survey results develop plan to offer two CTE style courses in 2015-2016.	2015-2016	Principal District Office	Partial FTE to support courses	Master Schedule	
5) Add courses to support a complete CTE pathway.	2016-2017	Principal District Office	More FTE to Support pathway	Master Schedule	

Priority Growth Area: To support graduation rates make graduation monitoring a schoolwide emphasis.

Goal: 2) Make graduation monitoring a schoolwide emphasis

Rationale: Not all students at MVHS have a clear understanding of how many credits they have and how their term grades impact the goal of on time graduation.

Action Step	Implementation Date	Person(s) Responsible	Resources	Assessment	Report of Progress
1) Implement home room monitoring of graduation plan.	Spring 2015	Counselor Home room Teachers	Grad Tracker Term Credit tracking Tool Aeries Weekly grade printouts	Graduation plans Student Interviews Homeroom Observations	
2) Provide parents with multiple opportunities to understand students graduation plans.	Fall 2014	Counselor Principal	Graduation Plans	Sign-in sheets	Parents were invited in to review graduation plans in the fall and will be invited in to review them in the Spring.

Priority Growth Area: Infuse English Language Learner and literacy strategies into all courses.

Goal: Adopt and support strategies schoolwide that provide support for English Language Learners and Common Core literacy standards.

Rationale: MVHS students have a more difficult time at passing the English Language Arts portion of the CAHSEE. CAHSEE scores show that students struggle in both reading comprehension and writing. Both reading comprehension and writing are used for learning in all subjects. In addition to this, English Language Learners struggle to pass the ELA portion of the CAHSEE at greater rates than other students.

Action Step	Implementation Date	Person(s) Responsible	Resources	Assessment	Report of Progress
1) Provide support, outside training, and staff development in Close reading strategy.	Fall 2014	Principal C & I Coach	Title 1 budget	Agendas Training Flyers	Ongoing process stared in Fall of 2014 and continuing in Spring.
2) Have teachers trained in strategies specific to English Learners. Adopt specific classroom strategies schoolwide. Specific emphasis given to strategies that provide students with multiple opportunities to practice academic language.	Fall 2014	Principal C & I Coach Consultant Teachers trained in Accelerated Achievement for English Learners	District Office provided Accelerated Achievement for English Language Learners Kate Kinsella Training provided by District Office.	Walk Through Observations Training Agendas	Ongoing process started in the Fall of 2014 with training. Strategies beyond the 5 domains of Literacy and Learning need to be identified for whole school focus.
3) Provide support for a schoolwide writing program that emphasizes writing to learn.	Fall 2014	Principal C& I Coach AI teachers		Walk Through observations Training agendas	This initiative was started in Aug 2014 with all teachers, but has dropped off with emphasis on Close reading. ELA teachers are working in this area, but needs schoolwide emphasis.

111

Priority Growth Area: Increase and improve parent involvement.

Goal: Increase the opportunities for parents to participate in school related activities.

Rationale: MVHS has had low parent turn out to School Site Council Meetings, Back to School Night, and other school related events.

Action Step	Implementation Date	Person(s) Responsible	Resources	Assessment	Report of Progress
1) Expand on the senior night program offering a similar evening event that allows parents to come to school and get up to date information about student's graduation plan.	Fall of 2014	Counselor Principal	Graduation Plans	Sing-In Sheets	Two graduation Plan Information Nights were held in the fall. Two planned for Spring of 2015.
2) Work to get parents involved in the Local Control Accountability Plan.	Spring 2015	Principal Teachers	Director of Performance Management and Internal Communication	Sign-In sheets	Two meetings were held for alternative education high schools to provide input to the LCAP n February. As well as a chance for input during the February SSC meeting.
3) Plan and develop non-traditional ways to have parents involved in school (for example: art shows, student talent night etc..)	Spring 2015-2016	Principal Leadership Teacher After School Program Coordinator	After School Program Student Body Budget	Sign-In Sheets Flyers	

Priority Growth Area: Increase student participation in organized extra curricular activities (clubs, sporting events, involvement in competitions).

Goal: Increase the opportunities for students to be involved in organized extra curricular activities. .

Rationale: Students reported that they do not have enough organized sports, clubs, or extra curricular activities available to them at MVHS.

Action Step	Implementation Date	Person(s) Responsible	Resources	Assessment	Report of Progress
1) Develop an activities calendar based on events that the school has been involved in past years.	Spring 2015	Principal Leadership Teacher School Website Coordinator	School website	Actual Calendar	
2) Work with after school program coordinator and leadership teacher to develop more organized activities that have culminating events such as a field trip, game, or competition.	Spring 2015	Principal Leadership Teacher After School Program Coordinator	After School Program	Events attended by MVHS Students	

Appendices:

A. <u>WASC Self Study Timeline</u>

Spring 2013-2014-Revisit Mission and Vision (Revise as needed)

-Refine Schoolwide Learner Outcomes

-Use Action Plan and Data from development of 2014-2015 -SPSA to help Identify Critical Learner Needs

Summer/Fall 2014-2015-Revise and Seek Input for School Community Profile (8/18/14)

-Revise and Seek Input for Progress Report (8/25/14)

-Summarize Implications of Data and Progress (9/8/14)

-Input for Self Study Findings for Chapter IV Sec A (9/15/14)

-Input for Self Study Findings for Chapter IV Sec A (9/22/14)

-Input for Self Study Findings for Chapter IV Sec B & C (9/29/14)

-Input for Self Study Findings for Chapter IV Sec D (10/13/2014)

-Input for Self Study Findings for Chapter IV Sec E (10/20/2014)

-Input for Self Study Findings for Chapter IV (10/27/2014)

-Chapter IV Draft Work Time (11/3/14)

-Chapter IV Draft Work Time (11/17/14)

-Chapter IV Draft Work Time (12/1/14)

                                        -Chapter IV Draft Feedback Sec A (12/8/14)

-Chapter IV Draft Feedback Sec B (12/15/14)

-Chapter IV Draft Feedback Sec C&D (12/17/14)

-Chapter IV Draft Feedback Sec E (12/18/14)

Spring Semester 2014-2015-SchoolWide Action Plan Review and Revision (1/12/15)

-SchoolWide Action Plan – (2/3/15)

-Whole Document Review with members of District Office (2/25/15)

-Send Document to Visiting Committee (3/12/2015)

B. Student Survey Results

Climate Survey

Item #1

Mountain Vista High School holds high academic expectations for students.
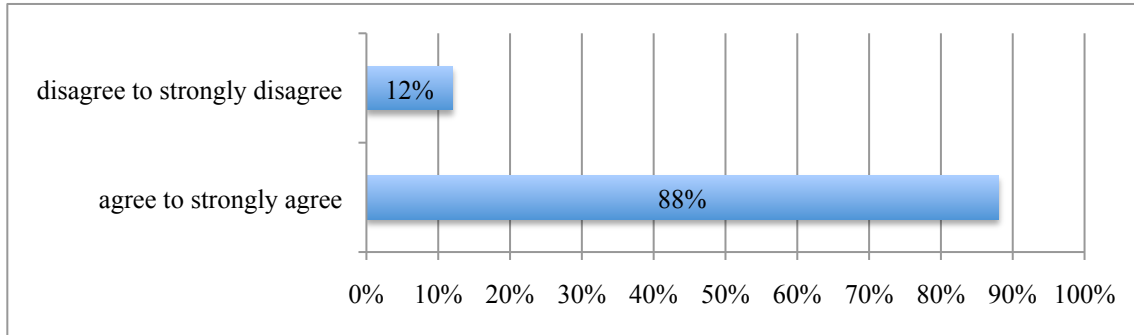
Item # 2

During class, I can get help from the teachers if I do not understand.
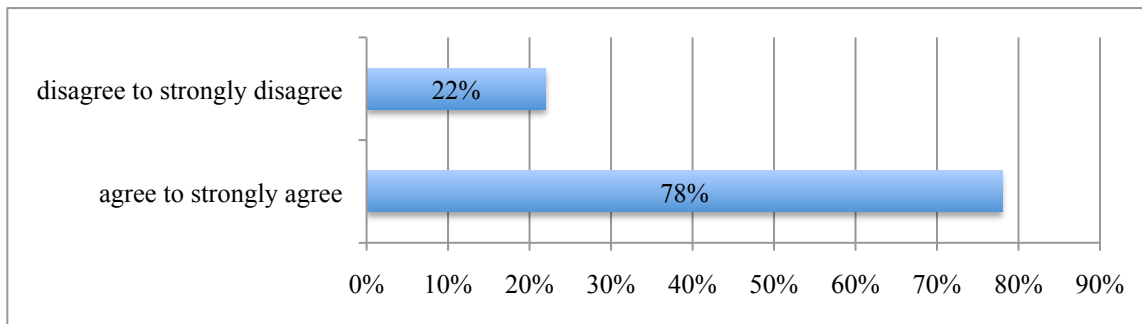
Item # 3

I am required to read complex texts in all subjects (Math, English, Science, and History).
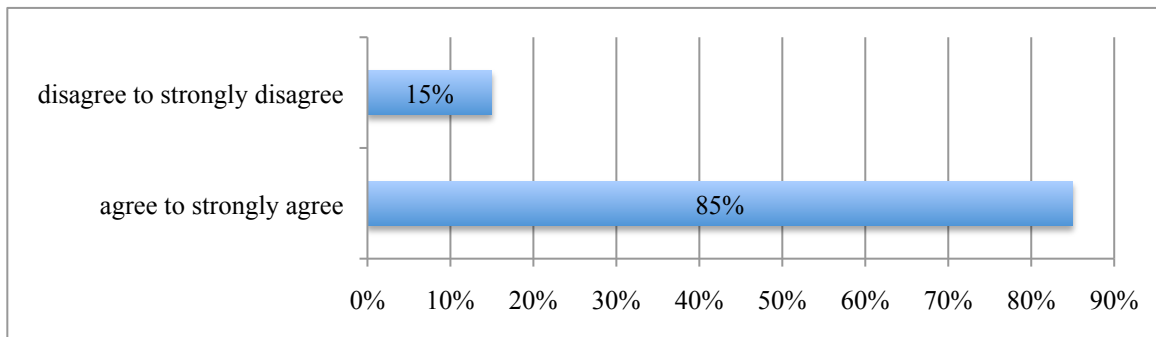
Item # 4

I am required to write in all subjects (Math, English, Science, and History).
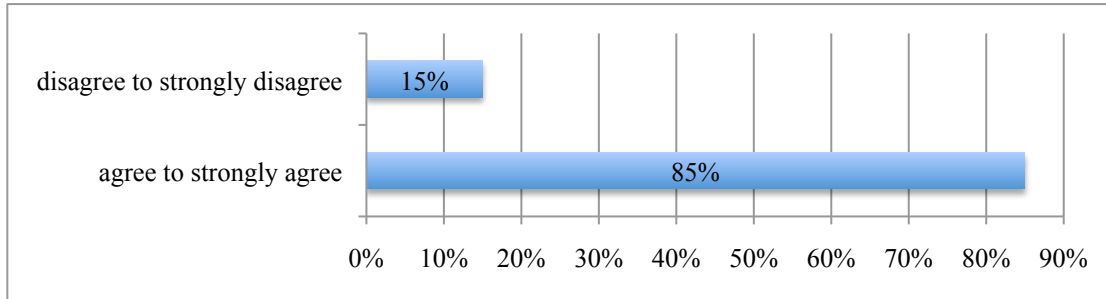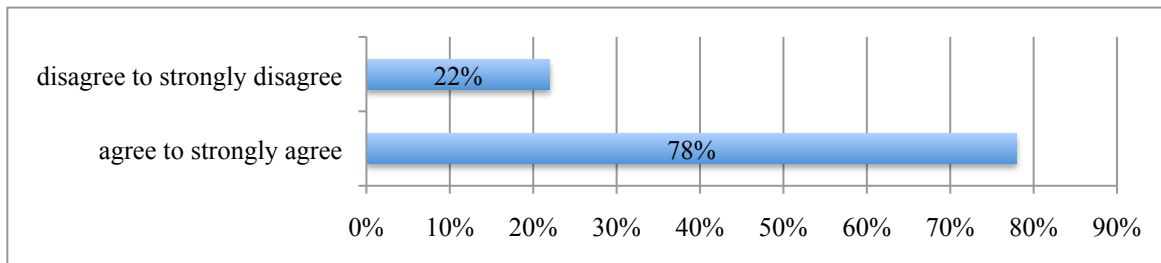

Item # 5

Teachers ask me questions and assign activities that require me to think.
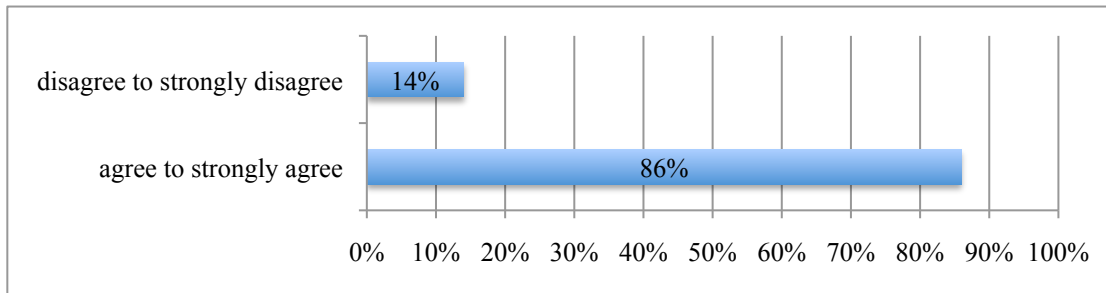
Item # 6

I can get support for my learning outside of the regular school day (before school, after school, during break or lunch).
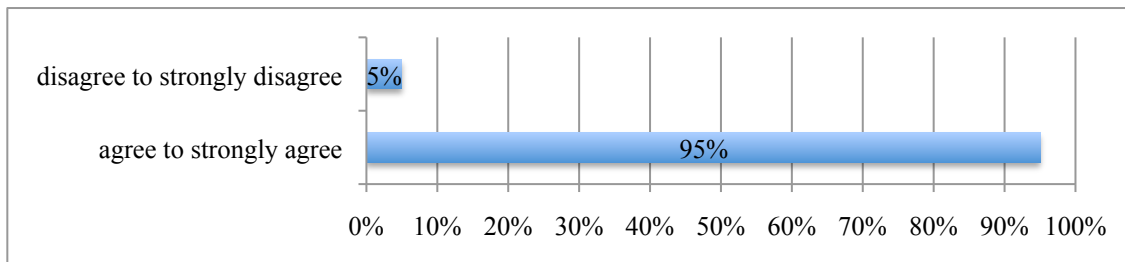
Item #7

Mountain Vista has helped me improve my grades and earn more credits toward graduation.

Item # 8

Mountain Vista High School is preparing me for the post-secondary choice of college.
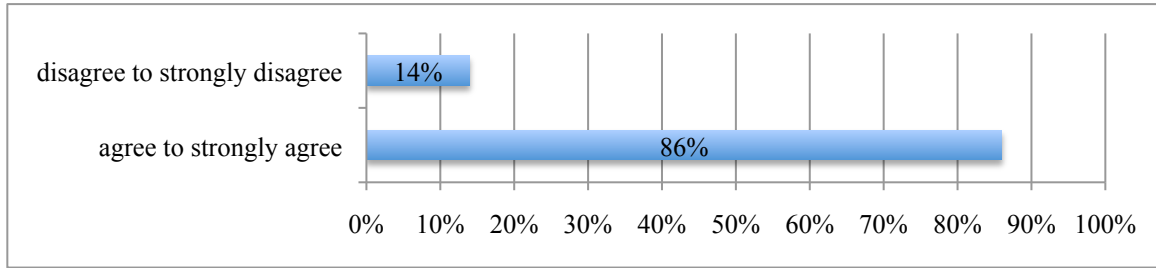
Item #9

Mountain Vista High School is preparing me for the post-secondary choice of going straight to work.
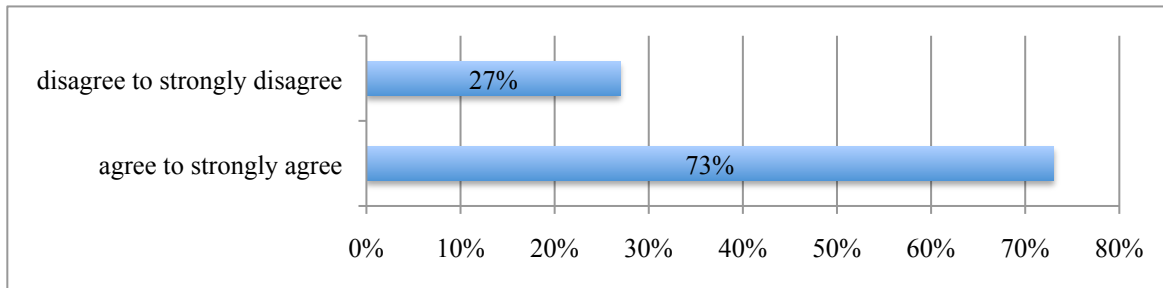
Item #10

I can see my counselor to talk about my graduation plan.
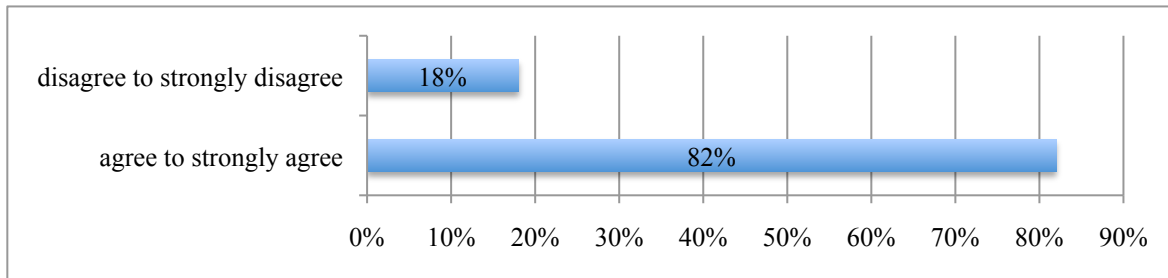
Item # 11

I understand what courses I need to take and what requirements I need to meet to be able to graduate.
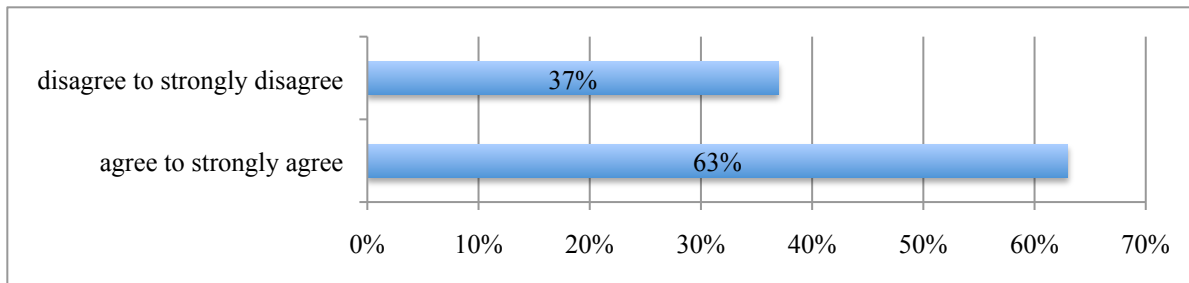

117
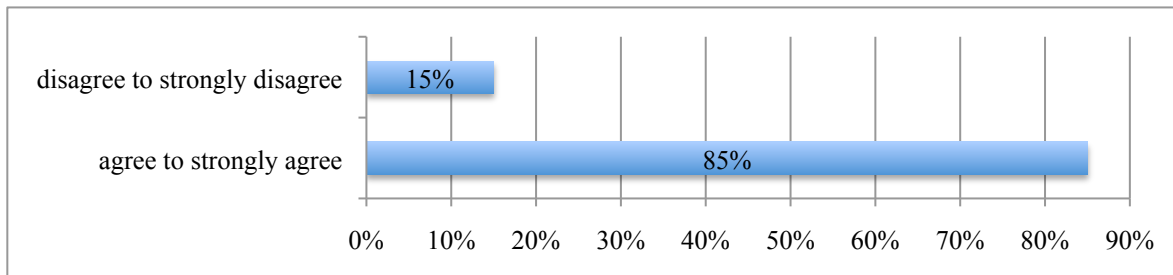
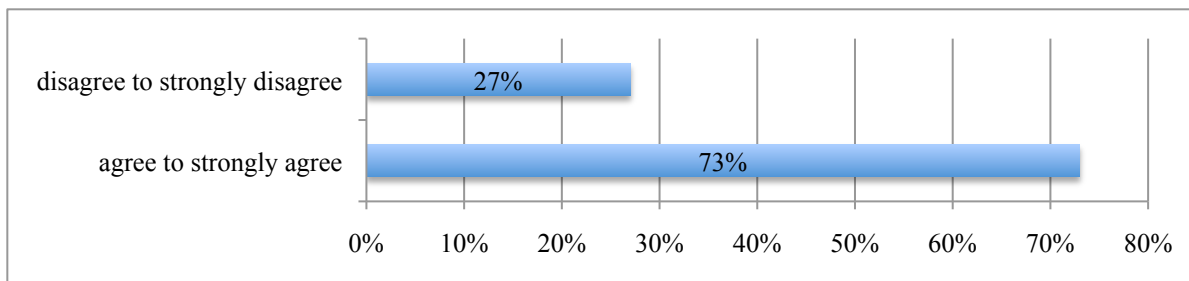Item #12

Mountain Vista High School provides me with information about career choices.

Response	Percentage
disagree to strongly disagree	44%
agree to strongly agree	56%
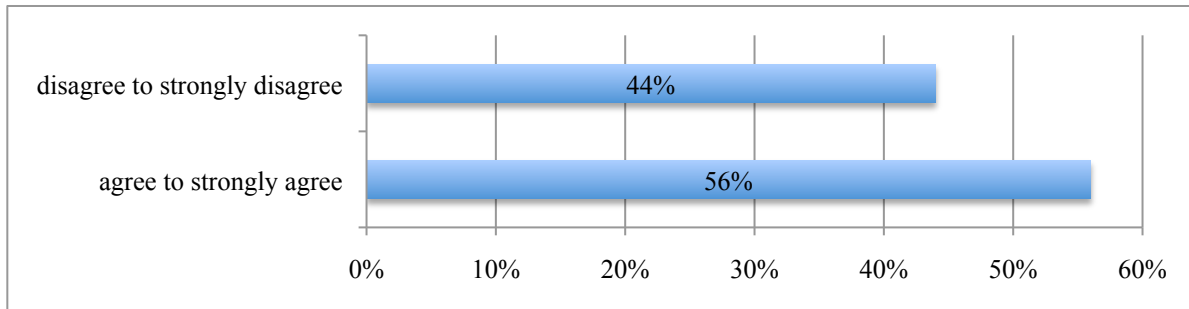
Item #13

The staff at Mountain Vista cares about me.

Response	Percentage
disagree to strongly disagree	37%
agree to strongly agree	63%

Item #14

I feel safe while on campus at Mountain Vista.

Response	Percentage
disagree to strongly disagree	27%
agree to strongly agree	73%

Item #15

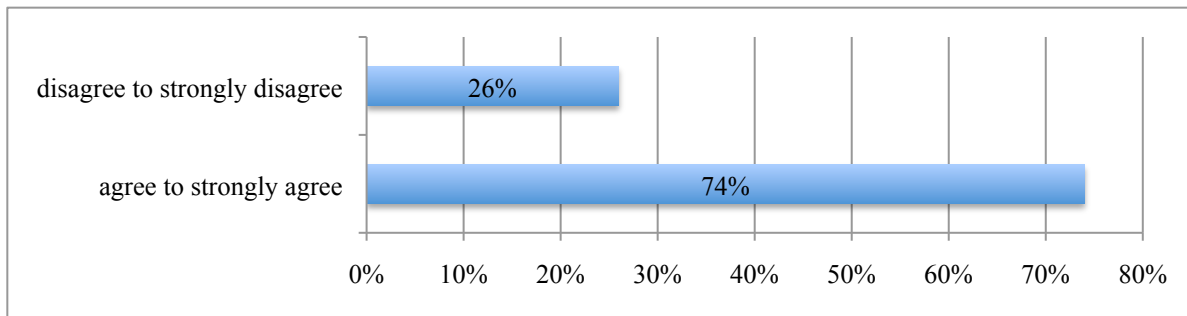***The staff at Mountain Vista clearly communicates student behavior expectations (ROAR Expectations of Professionalism).***

Response	Percentage
disagree to strongly disagree	25%
agree to strongly agree	75%
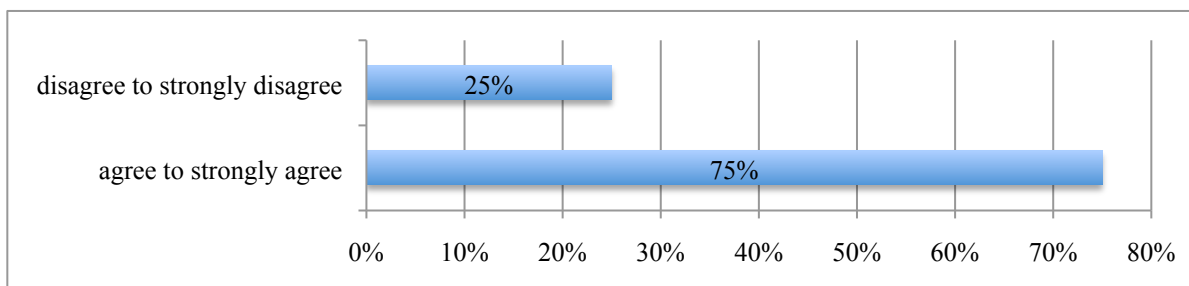
Item #16

Consequences for not meeting student behavior expectations are enforced in a fair and equitable manner.

disagree to strongly disagree — 33%
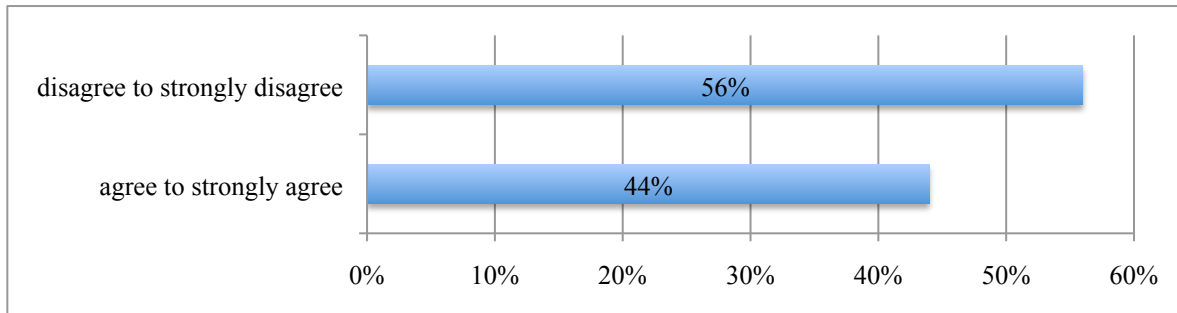agree to strongly agree — 67%

(0% 10% 20% 30% 40% 50% 60% 70% 80%)
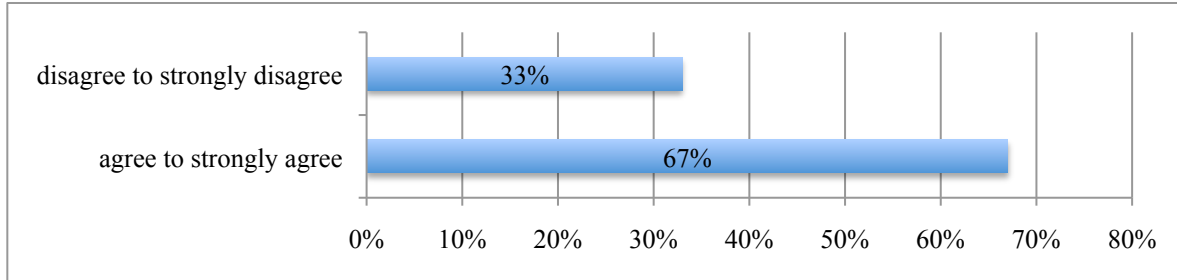
Item #17

When I have a concern or problem, there is at least one staff member on campus I can talk to about it.

disagree to strongly disagree — 26%
agree to strongly agree — 74%

(0% 10% 20% 30% 40% 50% 60% 70% 80%)

Item # 18

I regularly use computers to learn.

disagree to strongly disagree — 56%
agree to strongly agree — 44%

(0% 10% 20% 30% 40% 50% 60%)

Item #19

Teachers at Mountain Vista use different teaching methods to help students learn.

disagree to strongly disagree — 22%
agree to strongly agree — 78%

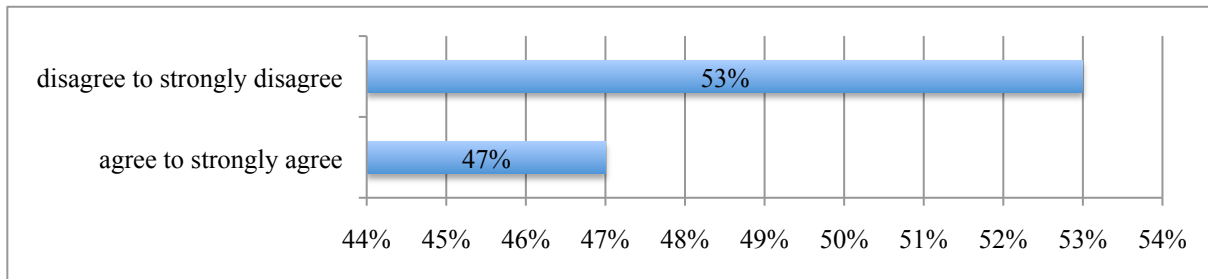(0% 10% 20% 30% 40% 50% 60% 70% 80% 90%)

Item # 20

119
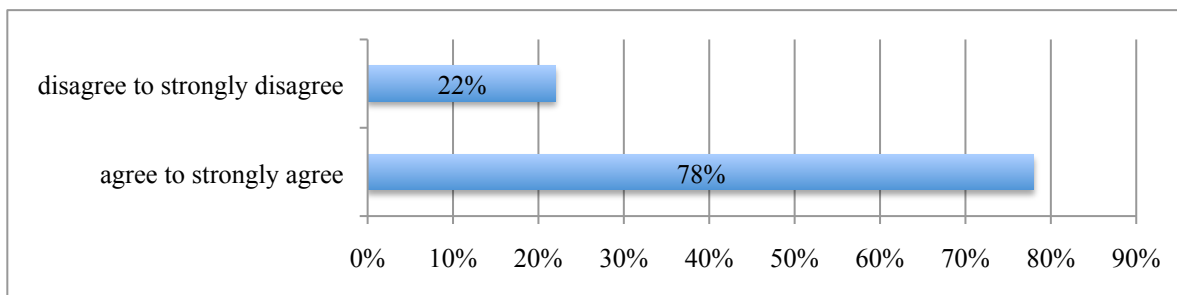
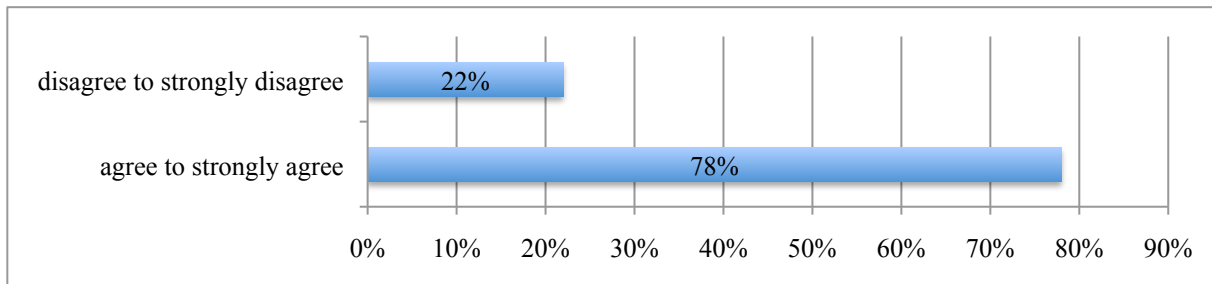***Mountain Vista regularly communicates with my guardians about my progress.***
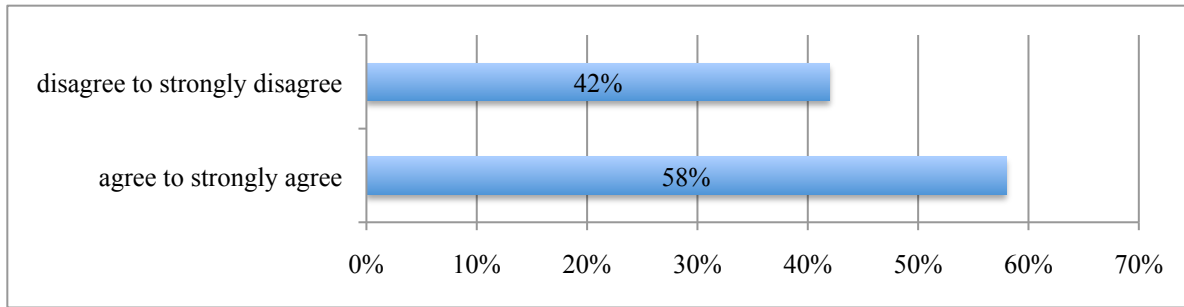
Item #21
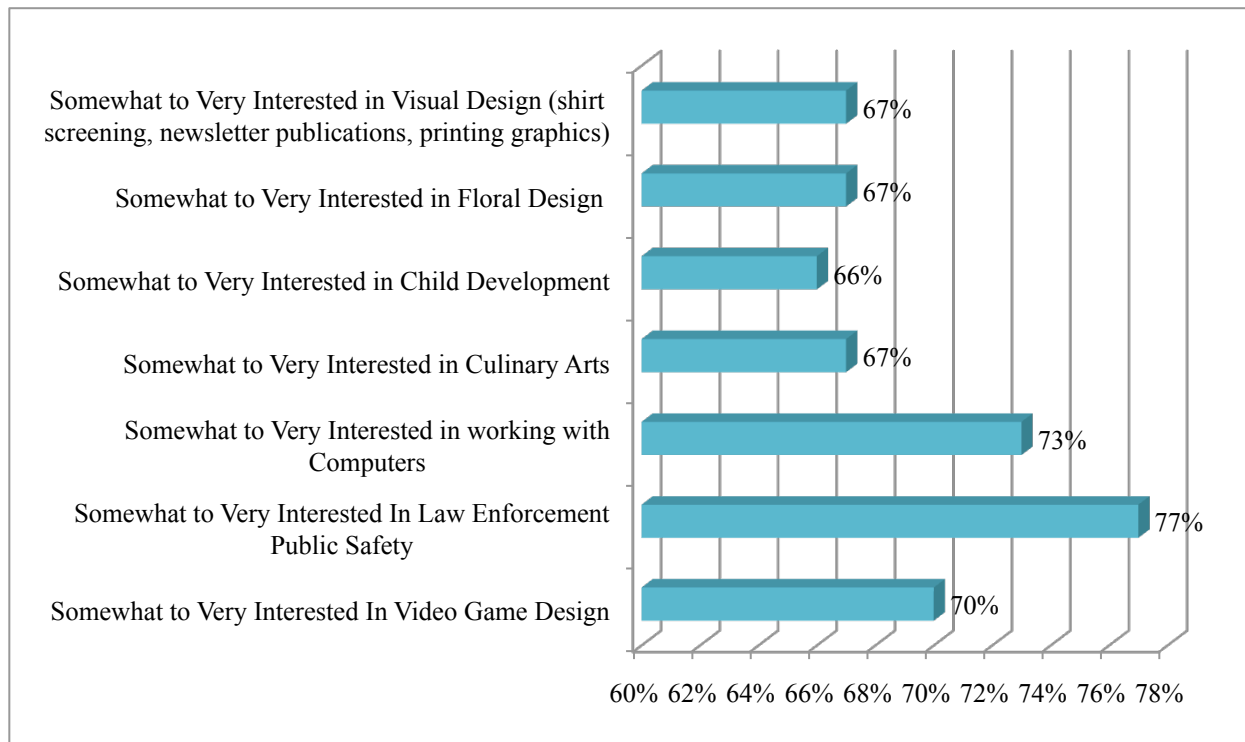***Mountain Vista has extra curricular activities (sports, clubs, projects) that I can be involved in.***

Item #22
I would recommend Mountain Vista High School to a friend or relative that was behind in credits.

Results of Career Technical Survey

MOUNTAIN VISTA HIGH SCHOOL
Graduation Requirements

I. Subject Requirements **II. Credit Requirements**

English	40 credits *
Mathematics	30 credits *
Physical Education	20 credits
Social Science	30 credits
Science	20 credits
Fine Arts or Foreign Language	10 credits
Electives	80 credits
TOTAL	**230 credits**

II. Completion of Algebra I

Beginning with the graduating class of 2004, all students in California are required to complete the equivalent of Algebra I. Students must complete a minimum of 10 credits in Algebra I or 10 credits of Algebra B if they took the two year Algebra course.

III. Mock Interview (OE2)

Students must successfully complete the Occupational Education II requirement. This consists of preparing a career portfolio and participating in the Mock Interview program.

IV. Grade Point Average

Graduates must have a cumulative 2.0 G.P.A. in order to receive a high school diploma from MUSD.

California High School Exit Exam

All students who receive a high school diploma must pass the California High School Exit Exam beginning with the graduating class of 2006. These are state standards tests in Language Arts and Mathematics.