

MCFARLAND INDEPENDENT SCHOOL SELF-STUDY REPORT

**599 5th Street
McFarland, CA 93250**

McFarland Unified School District

February 22nd-24th, 2015

WASC/CDE Focus on Learning Accreditation Manual, 2013 Edition

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Preface

Based upon the size of our small school site the self-study committee structure is comprised of the following part-time staff: an administrator, a school counselor, 1 teacher, three office staff members, and a custodian who act as a single focus group to conduct all aspects of our self-study. We also have 4.5 San Joaquin High School (SJHS) Teachers who are a part of the focus group. Parents, students, and district office staff representatives are also part of the leadership team that is involved in discussions and implementation of changes we agree will improve student learning. The staff is committed to moving forward while working to adopt new and innovative strategies to further help McFarland Independent School (MIS) students succeed. We have met both informally and formally on a weekly basis to review data, organize information, examine findings, and evaluate the positive impact of existing programs schoolwide.

Purpose of MIS

McFarland Independent School shares the campus with San Joaquin High School and the McFarland Adult Education (AE) program, hence the name of the campus facility, the McFarland Learning Center or MLC. Due to the small nature of the schools and similarity in the programs, both SJHS and MIS serve students who are interested in earning a high school diploma. This year our MIS Teacher is a full time certificated teacher who works part-time as a SJHS Teacher and part-time as a MIS Teacher. Our SJHS teachers are teachers of record for those subjects they demonstrate expertise and support our MIS teacher guide our MIS students. This school year is the first year we will not enroll adults, only minors in the MIS program where the end goal is to meet the requirements to earn a high school diploma.

MIS is developing a team teaching model where all teachers have demonstrated subject matter competence in at least one core subject and team with other NCLB qualified teachers to provide opportunities for students to meet course requirements. Our MIS teacher is the supervising teacher for his or her assigned students. While the supervising MIS teacher meets weekly with students assigned to his or her case load and gives weekly assignments to those students, a SJHS teacher will be the teacher of record for only the subjects in which he or she has certificated subject matter expertise.

San Joaquin High School teachers serve as teachers of record for the subject(s) where they have demonstrated subject matter expertise, and they are involved in developing the curriculum, materials, and exams for the subject(s) being taught. Credits are earned by work in subjects based on curriculum and work evaluated by the SJHS core subject teachers. San Joaquin teachers will also provide assistance in specific subject(s), assist in providing tutoring to students as needed, give end-of-course exams, determine grading criteria, and provide resources to supervising MIS teachers.

This change was necessitated in order to comply with the highly qualified provision of the goals of No Child Left Behind. In order to fully provide students with the opportunity to recoup credits, the McFarland Learning Center has continued to purchase subjects from an online e-learning program, A+ Anywhere Learning System[®] that is accessible to MIS students. The facility computer lab is open and available to students from 4:00 p.m. to 6:00 p.m., Mondays through Thursdays and during the day by appointment.

Changes implemented since the last WASC Self-Study include:

- Curriculum changes are in progress regarding Common Core State Standards
- Teaching Staff decreased from 4 part-time MIS Teachers to 1 part-time MIS Teacher
- MIS enrolls only minors
- Leadership –New Principal and site counselor
- Implementation of the Local Control Funding Formula (LCFF) & Local Control and Accountability Plan (LCAP)
- Doc Tracking Services for Single Plan for Student Achievement
- Added Mode of Instruction – addition of classes for the online A+ Credit Recovery®

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

Community Profile

McFarland is a small, rural, and predominantly agricultural community located in the southern part of the San Joaquin Valley, twenty-five miles north of Bakersfield. The city is physically bisected by State Highway 99. Two bridges and a walking bridge connect the two areas of the city.

McFarland’s motto is “Tradition, Unity, and Excellence.” The agricultural productions found around our community are almonds, grapes, cotton, oranges, roses, potatoes, alfalfa, hay, dairy cattle, and kiwis. Despite the agricultural basis for most employment, the mobility rate remains low which creates a relatively stable community. However, with a high percentage of non-English speaking families, with many experiencing extreme poverty, and in light of its geographic isolation, devoid of resources and services, the challenges for the community continue.

McFarland is served by one Title I K-12 school district, the McFarland Unified School District. Approximately 3,370 students are enrolled (www.cde.ca.gov Enrollment by Grade for 2013-2014). Out of the 3,370 students in the district, 3,309 are Hispanic or Latino, 10 Asian, not Hispanic, 9 Filipino no Hispanic, 9 African American, not Hispanic, 31 White, not Hispanic, and the remaining 2 are of other ethnicities. Almost half of the district student population is designated as English Learners: 1,506 (www.cde.ca.gov English Learner Students by Language by Grade). Of the 3,370 students, McFarland Independent School serves approximately 14 of these students. Of the MIS students, 28% are English Learners. (Appendix I.5)

McFarland Unified School District is a Title I district. All students receive free breakfasts and lunches. These students reside in a community in which 39% of the population is “under 19 years old”, 82% are “Hispanic or Latino”, 90% are “Family Households” with 60% having “children under 18years” of age and 65% are “Married-couple family” (Appendix I.9). The following displays the parent education level of our MIS students for the 2013-2014 School Year (Data below found on Infinite Campus).

| | | |
|----------------------------------|----|------|
| Graduate or Higher | 1 | .01% |
| College Graduate | 0 | 0% |
| Some college or Associate Degree | 1 | .01% |
| High School Graduate | 26 | 29% |
| Not a High School Graduate | 44 | 49% |
| Decline to state | 17 | 19% |

Community Trends

The unemployment rate was 24.6% per the February Employment Development Department. McFarland’s growth rate is 32.12% which is much higher than the state average growth rate of

9.99% (Appendix I.11). There are numerous agriculturally related jobs, and three state prisons located within a 10 mile radius: Kern Valley State Prison, North Kern State Prison, and Wasco State Prison. In addition, a local contract prison, operated by Geo Group, houses parole violators and short-term offenders. The McFarland Unified School District is a significant employer with 350 employees currently working in school related area of employment.

Most local businesses are small and independently owned. The local businesses and service groups provide limited donations, but opportunities for business “partnerships” within the community are increasing. One example of current partnerships is the one between the Vocational Training Center (NKVTC) and McFarland doctors’ offices and the local clinic. MLC provides facilities for students to gain hands-on trade and work experience. These facilities included William Ritchey Insurance, Delano Regional Medical Center, Kmart, and the Kern County Sheriff’s Department. MIS students are encouraged to participate. Participation is not affected when students transfer to other programs, i.e. MHS or SJHS.

The local service organizations are still the Lions Club and the Chamber of Commerce. The Lions Club and the McFarland Police Department organize youth mentoring programs such as the Leo’s and the MPD Explorers. The Family Resource Center, a function of the McFarland Unified School District, and the Child Guidance Clinic are additional service organizations to which MIS students have access.

The Kern County Department of Human Services sponsors CalGrad, a program for CalWORKS recipients who are pregnant or are parenting as teenagers. The focus of CalGrad is to offer mentors, assistance, encouragement, and support to these students while they develop positive parenting skills and work to complete their high school education. Teens earn quarterly bonuses of \$100 for report cards showing acceptable progress and a final bonus of \$500 upon graduation with either a high school diploma or a G.E.D. Last year, five McFarland Learning Center students participated in this program.

Family Trends

At the high school level, parental support and participation is limited. While the majority of parents have a high regard for the schools and a strong belief in the importance of education, most do not attend school functions such as Back-to-School Nights, Open Houses, or Parent Advisory meetings.

School Description

McFarland Independent School is located at the McFarland Learning Center at 599 5th Street, McFarland, CA. The site consists of one main permanent building with three adjacent portable classrooms. Students have access to two computer labs. A small soccer field and public library are within walking minutes from our main campus. In addition to MIS, a continuation high school and an adult education program are housed at the McFarland Learning Center.

MIS is part of the McFarland Unified School District, which is composed of two elementary schools, one middle school, one comprehensive high school, a continuation high school and an adult education program. A district support service team is available that includes: a district nurse, school psychologist, and a security resource officer staffed by the McFarland Police Department, classified employees, and miscellaneous clerical personnel. A district technology team is available as needed

for technological assistance.

Student demographic data, including refined Schoolwide Learning Outcomes

The student population at McFarland Independent School (MIS) consists of minors who are at-risk of becoming high school drop-outs. MIS now refers adults requiring more than 50 credits to complete the requirement for a high school diploma to the McFarland Learning Center's Adult Education G.E.D. program.

Many of the minor students we serve are unable to attend the local comprehensive or continuation high schools. MIS is an alternative education enabling minors to continue their academic studies. Various reasons for students choosing MIS include: personal hardships, pregnancy/parenting, extended family vacations, and special accommodations for work scheduling, minors who have had a break in their education, 5th year seniors, and a need for a positive alternative to the larger high school settings. Regardless of the reason for attending, each student's goal is to earn enough credits to acquire a high school diploma or to return to the comprehensive high school/continuation high school on track for graduation.

The MIS student population is generally considered "transitional" in that student enrollment is usually short term. This enables the student to either make up missing credits in order to graduate with his/her original class, overcome personal crisis, finish a work season, or to obtain one-on-one assistance. However, a number of students have graduated from this school by choice.

For those students who choose to return to MHS or SJHS, an important factor is emotional preparedness. Some students also come to us because of behavior management problems that interfere with their academic success. The low teacher/student ratio allows for more individualized student guidance and our site counselor provides support as needed.

We pride ourselves in the caring attitude of all our staff members. We are able to assist our students in finding appropriate programs and services to meet their needs. Assistance in developing appropriate behaviors, as well as more individualized help in overcoming difficulties, i.e. drug counseling, behavioral counseling, tutoring, family/pregnancy support, is provided.

Students with an IEP receive additional support from the appropriate district specialists in special education in order to reach their goals and objectives. Along with the parent, student and teacher, our site administration and counselor are a part of the IEP team.

With a population of minors who are at-risk of becoming high school drop-outs or those who have already dropped out and now wish to return to complete their high school education, our goals at MIS are:


1. to assist and enable students who are at risk of dropping out by providing appropriate instruction, so they may acquire sufficient credits in order to earn a high school diploma
2. to prepare students academically, emotionally, and behaviorally to return to McFarland High School or San Joaquin High School if those schools are determined to be an appropriate placement desired by the student after enrollment at MIS
3. to offer a standards-based curriculum and to teach academic skills in a way conducive to student learning

The Courses of Study of MIS follows that of our comprehensive high school in that we incorporate the same courses of study in order to meet state standards across the curriculum. To enable our students to meet graduation course requirements and to pass the CAHSEE, we readily confer with our traditional high school to be sure we are providing for the needs of our students.

We consider the attainment of proficiency level in the basic skills enhanced by technological fluency to be beneficial to successful employment and further education and training. MIS staff members are versed in technology and are striving to integrate its use throughout the curriculum in all our courses.


Our district's continuing support of technology and several grants have made it possible for us to provide computers throughout the campus to assist our students in the mastery of skills, research, and the streamlining of their work processes. Students are encouraged to use the computer lab to complete their computer literacy requirement and to complete course assignments.

Schoolwide Learning Outcomes



McFarland Learning Center

High Education



Student Learning Objectives

The McFarland Learning Center pledges to uphold the following objectives:

| Objective | This will be measured by |
|---|--|
| <p>1.: Our students will take responsibility of their own learning while achieving academic excellence, meeting district and state requirements for their graduation.</p> | <ul style="list-style-type: none"> • State assessments • District assessments • Staff generated assessments |
| <p>2.: Our students will demonstrate the ability to effectively communicate via reading, writing, speaking, and listening.</p> | <ul style="list-style-type: none"> • Entry level reading & math scores • State assessments • District assessments • Class discussions, presentations, & participation |
| <p>3.: Our students will prepare for adult life by exploring higher education and career opportunities.</p> | <ul style="list-style-type: none"> • Research papers across the curriculum • Authentic Assessments • Pursuing post-secondary educational pathways |
| <p>4.: Our students will demonstrate responsible citizenship in an every changing world.</p> | <ul style="list-style-type: none"> • Following district, school, and classroom rules • Participating in school activities • Coming to school every day and being on time to each class with all necessary materials |

The desired values, skills, and attitudes that are outlined in the SLOs are embraced through our daily

teaching. As a team we meet to ensure our students are supported and know the expectations for each assignment. Revisiting and re-evaluating the SLOs is a yearly process to make sure we are meeting the diverse needs of our students. School Site Council reviews our SLOs and makes comments or suggestions to better meet the needs of our students.

DISAGGREGATED AND INTERPRETED OUTCOME DATA

Student Enrollment

We have a steady enrollment indicating a need for an independent program in McFarland. With each semester, the cohort of student academic needs changes. We recognize it is imperative to be prepared and have a program of study that is flexible enough to meet their needs. MIS Short-term enrollment is still our largest enrollment with minors Short-term at 75% & Long-term at 25% (See Appendix – B2). Many students enroll for plans to return to a comprehensive or continuation high school.

Student Credit Progress in Meeting Graduation Requirements

Due to open entry/open exit enrollment, student enrollment does not follow traditional semester patterns. Thus, when our staff reviews data on credit completion we have to know that over 75% of our students are enrolled less than 90 days and enrolled throughout each semester. For the 2012 & 2013 School Year we had over 12% of our minors earn a high school diploma or certificate of completion (Appendix I.4).

Student Attendance

Attendance for the 2010 & 2011 school year showed minor enrollment was at 39%. The 2012 & 2013 school year shows an increase in minor enrollment at 53% (Appendix I.1). We have also tried to work together to improve the attendance of all MIS students. Students with more than one unexcused absence are considered truant. After several contacts with parents and minors, any minor with attendance concerns are dropped and required to return to the local continuation or comprehensive high school.

Language Proficiency

For the 2013-2014 school year, 38% of our minor students were classified as English Learners. MUSD has 45% of our students classified as English Learners. (EL Data from www.cde.ca.gov & Appendix I.5). English proficiency is taken into consideration when Independent School is requested by the student. From 2009-2013, an average of 40% of the students at MIS have been English Language Learners. Although MIS accepts EL students, MIS recommends that minor EL students be CELDT level 4 (Early Advanced) or Level 5 (Advanced) at enrollment due to the type of general instruction offered. Students requiring intensive support are better served in a comprehensive high school setting. However, for many students, MIS or community school is viewed as the only alternative to dropping out. The percentage of English Learners who are minors has decrease by 2% from 2012 – 2013. (See Appendix I.5)

Special Education

Students with an IEP can also take part of our independent study school if the IEP Team decides this environment meets the student's needs. We have a Special Education teacher who oversees MIS

students with an Individual Education Plan. During our 2013 School Year we had 7 minor students who were on an IEP (Appendix I.6). Our Special Education Teacher is housed at our middle school and comprehensive site, but available throughout the day to assist our students when needed.

Graduation Requirements

The McFarland Unified School District uses the Secondary Course Sequence. This sequence helps students, staff, and parents to understand what is required of students in order to receive their diploma. This course sequence outlines the number of credits required by subject. MIS currently has two graduation completion requirements: 220 credits for minors & 190 for adults with continuous enrollment. (See Appendix D.2)

MIS further refines the scope and sequence for students when they meet with the administrator and/or counselor upon enrollment. A Credit Worksheet/Grad Check provides options for the student who needs to fulfill credits required for graduation (Appendix D.4).

A Credit Worksheet/Grad Check is created from the incoming transcript(s) by the counselor. This serves as a credit grad check and guides the assignment of coursework at MIS. Credits are posted following the end of the semester or end of enrollment, whichever occurs first. Students are encouraged to routinely check their transcripts from the school's student information system, Infinite Campus, to ensure grades are posted correctly. MIS Teachers also go over their requirements with students as needed. This guides students as they follow the course mapped out during the initial intake counseling session.

Graduation

Our focus is assisting students in meeting high school graduation credits. We recognize that comparing graduation rates to dropout rates can be difficult and may not be meaningful to our site or our students. The California Department of Education, Educational Demographics Office comments: *“Cohort graduation rates do not include all of the students that graduated in a given year. By federal regulation, cohort rates only include graduates that earned their diplomas within a specific four-year period of time. Cohort rates do not include students who, for a variety of reasons, took longer than four years to graduate. Therefore, these rates are likely to be significantly lower for schools that emphasize reengaging former dropouts. Caution must be used when analyzing or comparing graduation rates for dropout recovery high schools and other alternative education schools serving former dropouts.”*

Students who have transferred from McFarland High School generally do so because they have behavioral/emotional issues, are pregnant/parenting, or they need to work. The goal is to provide academic support until they are ready to transition in another program or have met the requirements for graduation.

California High School Exit Exam – CAHSEE

Each semester, the student population changes making year-to-year comparisons difficult. Passing the California High School Exit Exam is important at MIS since it is a requirement for a high school diploma. However, the need for CAHSEE preparation varies from year to year. MIS minor students have an average of 10% passing the CAHSEE ELA & Math (Appendix I.7).

Our minors who are 10th graders take the CAHSEE once, our 11th graders take the CAHSEE twice and our 12th graders take the CAHSEE six times during the school year.

Graduation Rates

Graduation rates for minor students improved from 2011-2013 school years, rising from 13% to 15%. Our drop-out rate for minors from 2011-2013 has increased from 31% to 35 %.(See Appendix I.4).

State Testing Results

Due to the transitory nature of our population, detailed CST data itemizing strands are difficult to obtain, making it difficult to determine specific areas of strengths and weaknesses. Furthermore, testing is often administered at another school prior to many of the the students' enrollment in MIS. Other complications include difficulty administering the tests due to the time slots offered, poor testing site attendance and perception of value by students. With the new Common Core State Standards and Smarter-Balanced Assessment Consortium (S-BAC) assessment we are hoping to be able to access assessment data sooner and use that to continue to guide our instruction.

Other, i.e. Discipline, Suspensions, and Expulsions

Attendance at MIS is based on the enrollment request of the student and his/her parent and the student's acceptance into the school by an administrator. Because of this requirement, discipline, suspensions, and expulsions are not an issue with the exception of truancy. A minor student who misses an appointment in effect misses five days of school. Missed appointments result in a drop from the school and a requirement for minors to enroll in daily classes at San Joaquin High School.

Faculty/Staff Demographics

Collaboration and cooperation occur easily and naturally among the staff members on our campus. Each member shares in the vision and mission of our school and district. Furthermore, all staff contributes to the success of the school program and achievement of the Schoolwide Learning Outcomes.

Currently, the part-time positions at MIS are: a principal, one teacher, one secretary, one attendance clerk, a counselor, a custodian, and an evening office assistant. Seven of our staff members are bilingual. This has been an asset to the school's success and acceptance in the community.

Our MIS & SJHS Staff members work as a team to create an environment in which effective learning takes place. Student enrollment changes each semester, so our instructional needs are flexible to include and utilize all staff as effectively as possible. Frequent formal and informal meetings with all MIS & SJHS staff members are held to discuss data, policies, and procedures.

Our district provides numerous opportunities for staff in-services. In the past, in-service time has been devoted to the development of standards-based instructional units with an emphasis in ELD, curriculum alignment with our new state standards, staff training in technology (OARS &

EdCaliber), gang prevention/intervention presentations, safe schools and prevention of violence workshops.

Professional Development

- Capturing Kids' Hearts
- Common Core State Standards Training
- Administration Training
- Safe Schools Training: Anti-bullying, Anti-gangs, Disaster Preparedness
- Crisis Prevention and Intervention
- Independent Study Conference
- California Continuation Education Association Conference
- OARS Training
- EdCaliber

MLC is a friendly and caring atmosphere throughout our facility that results in a positive level of morale and pleasant school climate for our parents, students and staff. Our staff thoroughly enjoys working together for the benefit of our students.

Chapter II: Progress Report

MIS continues to provide meaningful learning experiences to a wide spectrum of students. Major strengths of our program include:

- Personalized, one-on-one instruction.
- SJHS for support as needed
- Part time Counselor to support students in academics and planning their future.
- Small school
- Flexible hours
- Dedicated computer lab for student support.
- All teachers are knowledgeable about graduation requirements.
- Students work at their pace.

It should be noted that our student population is fluid and has a constant turnover. We are a credit recovery program and most of our students perform below grade level. When students successfully recover their credits, they may transfer back to our comprehensive high school, or remain in MIS. Majority of our students are unable to take assessments due to child care, job restrictions or medical restrictions. Therefore, our 2012 & 2013 CST results are based on a small population who might or might not represent the entire school population.

April 2013 Limited-Term Revisit Visiting Committee Report Recommendations: Priority and/or Additional Areas for Improvement:

1. There is a need to examine credit completion as a team of teachers to identify essential standards to be addressed.

PROGRESS TO DATE:

- SJHS & MIS teachers are attending training to analyze the new Common Core State Standards.
- MIS teachers have implemented a common measurement for adequate progress of credits earned in meeting graduation requirement as being two (2) credits per week.
- SJHS & MIS teachers are in the developmental stages of creating an assessment system for measuring mastery of essential Common Core State Standards.

2. MIS recognizes a need for an assessment system to measure student mastery of specified standards: pretests, formative tests, and summative tests.

PROGRESS TO DATE:

- MIS & SJHS teachers are in the developmental stages of analyzing an assessment

system to measure student mastery of specified standards: pretests, formative tests, and summative tests.

- SJHS & MIS teachers are attending training to analyze the new Common Core State Standards.
- SJHS & MIS teachers are in the developmental stages of creating an assessment system for measuring mastery of essential Common Core State Standards.

3. MIS recognizes and is committed to addressing and developing a more rigorous and challenging curriculum aligned to standards, and which is focused on problem solving, critical thinking, and college preparation.

PROGRESS TO DATE:

- SJHS & MIS teachers are attending training to analyze the new Common Core State Standards.
- Staff attended Independent Study Conference for standards based curriculum.

4. MIS needs to develop and implement the use of alternative authentic assessments and project-based learning assignments that integrate and reinforce the development of writing skills.

PROGRESS TO DATE:

- MIS & SJHS teachers are in the developmental stages of analyzing an assessment system to measure student mastery of specified standards: pretests, formative tests, and summative tests.
- SJHS & MIS teachers are attending training to analyze the new Common Core State Standards.

5. There is still a need to implement multiple measures to assess student learning.

PROGRESS TO DATE:

- Recognizing that multiple measure data is not readily available due to the transitory enrollment of 75% of the students (enrolled less than 90 days), Administration, MIS & SJHS Teachers are researching diagnostic assessments for English language arts and mathematics.
- SJHS & MIS teachers are attending training to analyze the new Common Core State Standards.
- SJHS & MIS teachers are in the developmental stages of creating an assessment system for measuring mastery of essential Common Core State Standards.

6. *While all teachers have been focused on student attendance, credit completion, and increasing graduation rates, there is a need to review schoolwide data as a whole to establish specific strategies for improvement in these and other areas.*

PROGRESS TO DATE:

- SJHS & MIS teachers are attending training to analyze the new Common Core State Standards.
- MIS & SJHS teachers are analyzing data on a monthly basis to discuss and implement strategies to support students in their area of need.
- MIS & SJHS teachers will review credit completion each semester, thus increasing our graduation rate.

7. *There is a need to find and implement an assessment system for all core subjects beginning with the initial diagnostic test, followed by formative assessments to guide instruction, and concluding with summative tests to measure growth.*

PROGRESS TO DATE:

- SJHS & MIS teachers are in the developmental stages of creating an assessment system for measuring mastery of essential Common Core State Standards.
- Administrations, MIS & SJHS Teachers are researching diagnostic assessments for English language Arts and mathematics.

8. *There is a need for an updated computer literacy curriculum that will support relevant technology-based assignments in core subjects.*

PROGRESS TO DATE:

- Computer Literacy Course was updated for the 2013/2014 school year.
- MIS & SJHS teachers are researching opportunities for students to use computers for research and completion of relevant technology-based assignments in core subject content areas.
- MIS & SJHS teachers have identified and developed additional elective options: Computer Literacy, Desktop Publishing, and Career Essentials.
- The site computer lab is open from 4:00 p.m. to 6:00 p.m. – Monday through Thursday.

9. *There is a need to expand the curriculum to include college prep curriculum.*

PROGRESS TO DATE:

- Students are encouraged to take classes at the Bakersfield College Campus located in Delano for acceleration for college and high school credits.
- MIS & SJHS staff will research the PASS Program for college prep curriculum.

10. There is a need to incorporate a career research unit as part of the revised English curriculum.

PROGRESS TO DATE:

- SJHS & MIS teachers are attending training to analyze the new Common Core State Standards.
- Career Essentials Course of Study was developed and board approved June 2014 for MIS.
- MIS & SJHS teachers are in the planning stages of incorporating a career research unit as part of the revised English curriculum.
- MIS teachers encourage students to enroll into course offered by North Kern Vocational Training Center.

11. There is a need for continued exploration and research in the use of web-based learning options for expanding course curricular offerings especially in content area that will meet the A-G college admission requirements.

PROGRESS TO DATE:

- MIS & SJHS teachers are exploring and researching web-based learning options for A-G courses.

12. Development of a long-range plan for professional development and collaboration with other statewide and local resources is needed.

PROGRESS TO DATE:

- MIS & SJHS teachers analyzed and updated the Action Plan to expand the next 6 years for professional development and collaboration with our comprehensive site and other statewide and local resources that are available.
- SJHS & MIS teachers are attending training to analyze the new Common Core State Standards.
- Technology Department is available for technology training in the use of analyzing data and creating assessments.

**March 2012 Three-Year-Term Revisit Visiting Committee Report Recommendations:
Priority and/or Additional Areas for Improvement:**

1. There is a need to more clearly understand the purpose of WASC and the use of the Schoolwide Action Plan. This includes the need to clearly define and look at data and its impact on student learning, to reflect on student learning that has taken place in relation to materials

and resources used, and to determine how the school as a whole will identify strategies to move forward in its school improvement process. The Action Plan presented was a one-year plan. Development of at least a three year plan with specific roles and responsibilities is needed.

PROGRESS TO DATE:

- At McFarland Independent School, we recognize that the purpose of WASC accreditation is to demonstrate:
 - 1: Provide high-quality learning opportunities
 - 2: Commitment to continual self-improvement
- MIS & SJHS teachers are in the developmental stages of analyzing an assessment system to measure student mastery of specified standards: pretests, formative tests, and summative tests.
- MIS & SJHS teachers analyzed and updated the Action Plan to expand the next 6 years.

2. While standardization in the use of textbook adoptions and supplementary materials has been implemented, student learning is focused on basic comprehension. There is a need to focus on essential standards at all levels of learning and the inclusion of standards related to problem solving and critical thinking through the implementation of other forms of authentic assessment like project-based and technology-based assignments. The school recognizes the need to expand elective offerings, to explore the use of web-based course offerings, and to add college preparation curricula.

PROGRESS TO DATE:

- SJHS & MIS teachers are attending training to analyze the new Common Core State Standards.
- SJHS & MIS are currently in the developmental stages of creating authentic assessment like project-based and technology-based assignments for English language arts.
- Professional Development offered by the California Consortium for Independent Study was attended during the 2013/2014 school year.
- SJHS & MIS teachers are in the developmental stages of creating an assessment system for measuring mastery of essential Common Core State Standards.
- MIS & SJHS teachers are in the developmental stages of analyzing an assessment system to measure student mastery of specified standards: pretests, formative tests, and summative tests.
- Additional courses were purchased from A+ Credit Recovery (online learning) – for our students.
- Students are encouraged to take classes at the Bakersfield College Campus located in Delano for acceleration for college and high school credits.

3. There is a continuing need to expand the use of multiple measures of assessment.

PROGRESS TO DATE:

- Recognizing that multiple measure data is not readily available due to the transitory enrollment of 75% of the students (enrolled less than 90 days), Administration, MIS & SJHS Teachers are researching diagnostic assessments for English language arts and mathematics.

- Administrations, MIS & SJHS Teachers are researching diagnostic assessments for English language arts and mathematics.
- MIS & SJHS teachers are in the developmental stages of analyzing an assessment system to measure student mastery of specified standards: pretests, formative tests, and summative tests.

4. There is a need to expand opportunities for students to use computers for research and completion of relevant technology-based assignments in the core subjects.

PROGRESS TO DATE:

- Computer Literacy Course was updated for the 2013/2014 school year
- MIS & SJHS teachers are researching opportunities for students to use computers for research and completion of relevant technology-based assignments in core subject content areas.
- MIS & SJHS teachers have identified and developed additional elective options: Computer Literacy, Desktop Publishing, and Career Essentials.
- The site computer lab is open from 4:00 p.m. to 6:00 p.m. – Monday through Thursday.

5. With a new staff, there is a need to establish a professional development plan to address specific staff needs such as the use of data, use of technology resources, and use of multiple measures.

PROGRESS TO DATE:

- Technology Department is available for technology training in the use of analyzing data and creating assessments.
- Recognizing that multiple measure data is not readily available due to the transitory enrollment of 75% of the students (enrolled less than 90 days), Administration, MIS & SJHS Teachers are researching diagnostic assessments for English language arts and mathematics.
- MIS & SJHS teachers are currently attending professional development for our new assessment program OARS. OARS will provide staff with all student data needed to make accurate and informed decisions.

6. There is a need to provide additional counseling and support to students focused on career goals and college preparation. Because the site coordinator has multiple responsibilities within the district and limited time to work directly with students, explore options for providing more time on campus to include after school hours to allow opportunities to work directly with independent study students. This would also support student retention and increased graduation rates.

PROGRESS TO DATE:

- MIS teachers counsel students based on student inquiries and expressed interests via exploration of websites.

- MIS students are invited to attend “Cash For College” offered by our McFarland High School counselors designed to help students and parents complete FASFA forms, scholarship/grant paperwork, and other college and trade school applications.
- Our Site Counselor provides college and career information/applications. These forms are also located in a display case in the entrance area of the school.
- MIS & SJHS teachers are in the planning stages of incorporating a career research unit as part of the revised English curriculum.

March 2009 Self-Study Visiting Committee Report Recommendations: Priority and/or Additional Areas for Improvement:

1. There is a need to examine the quantity and quality of work required by all teachers to ensure that a rigorous and challenging curriculum is provided to all students based upon a common definition of “high expectations.”

PROGRESS TO DATE

- MIS & SJHS teachers continually examine the quantity and quality of work required by all teachers to ensure that a rigorous and challenging curriculum is provided to all students based upon a common definition of “high expectations” is ongoing.
- SJHS & MIS teachers work as a team to provide a curriculum with high expectations. MIS Teachers are the supervising teacher, while SJHS Teachers serve as the teacher of record for the subject(s) where they have demonstrated subject matter expertise. Working together as a team, MIS & SJHS teachers analyze and continually update curriculum, student materials and assessments.
- Credits are earned by work turned-in, in subjects based on curriculum and work evaluated by the MIS & SJHS teachers.
- Use of board adopted textbooks and supplemental materials are identified and implemented with all teachers.
- MIS & SJHS teachers are currently engaged in professional development and to implement a program to effectively meet the needs of all students.
- Common curriculum, materials and assessments are being used by all teachers.
- MIS & SJHS teachers have implemented a common measurement for adequate progress of credits earned in meeting graduation requirement as being two (2) credits per week.

2. Examination and revision of course outlines is needed to ensure that curriculum not only includes the use of technology but also includes the application and demonstration of content knowledge as identified in the state standards. Academic standards should also be reviewed and course guides revised to incorporate expanded learning experiences for students including project-based learning and content application, cross-curricular activities, and activities beyond textbooks and classroom learning.

PROGRESS TO DATE

- MIS & SJHS teachers are in the process of aligning the adopted curriculum to the Common Core State Standards.

- MIS & SJHS teachers are in the developmental stages of analyzing an assessment system to measure student mastery of specified standards: pretests, formative tests, and summative tests.
- MIS & SJHS teachers are in the developmental stages of creating a more rigorous and challenging curriculum aligned to standards focused on problem solving, critical thinking, and college preparation.
- MIS & SJHS teachers are in the developmental stages of creating authentic assessments and project-based learning assignments that integrate and reinforce the development of writing skills.
- Supplemental materials were examined and a list of standards-aligned materials was developed to insure that common materials are being used by all teachers.
- Addition of two more A+ Online Learning credit recovery classes is in the process of being developed and added to our course of study.
- Students are encouraged to take classes at the Bakersfield College Campus located in Delano for acceleration for college and high school credits.
- MIS & SJHS teachers have identified and developed additional elective options: Computer Literacy, Desktop Publishing, and Career Essentials.

3. The evaluation of student work and assessment of student progress needs to be examined to identify where common assessments, benchmarks, and rubrics could be used by staff to ensure consistency and use of multiple measures to assess student learning especially in English language arts and mathematics.

PROGRESS TO DATE

- MIS & SJHS teachers developed the lessons, assessments and summative assessments imbedded in our A+ Learning software programs.
- MIS & SJHS teachers are in the developmental stages of analyzing an assessment system to measure student mastery of specified standards: pretests, formative tests, and summative tests.
- Administrations, MIS & SJHS Teachers are researching diagnostic assessments for English language arts and mathematics.

4. As supported by the LEA Plan, there is a need to explore and implement the use of technology to expand student-learning experiences beyond acquisition of content knowledge and use for diagnosis and prescriptive assignments especially in the areas of English language arts and mathematics.

PROGRESS TO DATE

- A+ Online Learning for credit recovery has been implemented and classes are added yearly as needed and based on sites budget.
- McFarland Learning Center is open Monday through Thursdays from 4:00 p.m. to 6:00 p.m. for students to have access to our computer lab.
- MIS & SJHS teachers are continually exploring and researching the use of web-based learning options for expanding course curricular offerings especially in content area that will meet the A-G college admission requirements.

- MIS & SJHS teachers are researching opportunities for students to use computers for research and completion of relevant technology-based assignments in core subject content areas.

5. Identify existing resources and district support for implementation of critical areas for follow up and school action plans.

PROGRESS TO DATE

- The district has expressed a commitment to ensuring that all staff will have the tools, resources, and training to deliver and assess curriculum in a highly effect manner. This includes
 - Professional development in alternative education
 - Opportunities to attend conferences and workshops
 - Time to routinely collaborate together to build an effective open entry/open exit alternative education program.
- A full time counselor was hired beginning the 2013 school year to support the students in MIS.
- Comprehensive high school math and English coaches have been available to provide support when requested.
- SJHS teachers provide curriculum support and shared resource templates for use by all MIS teachers.
- MIS & SJHS teachers collaborate, share strategies, assists, and support each other as needs arise.

6. Parent participation in the School Site Council and general school activities is limited. The staff is committed to continue outreach to parents for their input and involvement.

PROGRESS TO DATE

- School Site Council meets the 2nd Thursday of each month, after our District Board Meeting, to provide members and guests updates and discuss student needs.
- Parents are contacted via our telephone service for upcoming events.
- Quarterly Newsletters are sent out going over where we are, where we need to be and how we are going to get there.

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

IMPLICATIONS OF THE DATA WITH RESPECT TO STUDENT PERFORMANCE

- ❑ From 2010 – 2013, minor student long-term enrollment has decreased from 38% to 25%, while the short-term enrollment increased from 62% to 75% (Appendix-I.2). Every minute of appropriate instruction must be utilized because the student population changes not only each semester but within the semester.
- ❑ For the 2012 & 2013 school years the enrollment has increased with 42 minor students in 2012 and 52 minor students in 2013 (Appendix I.3).
- ❑ Our students are performing at below grade level as measured by prior CST Assessments obtained at enrollment when available. From 2012 CST Data, 74% of our MIS student population average scores in all subjects were at Below Basic to Far Below Basic (Appendix I.8).
- ❑ Over 86% of the households in McFarland do not speak English as their first language and the adults within the households are educationally disadvantaged (Appendix I.11). Over 45% student's parents do not have a high school diploma (Appendix I.12).

COMMENTS:

Yearly Enrollment

The average yearly student enrollment was 180 for the 2010 & 2011 school years with a drop in enrollment the 2012 school year due to the new requirement for adult students (needing less than 55 credits) and less staff members (Appendix I.1). Beginning the 2014 school year, adult students are no longer enrolled into MIS.

For the 2012 & 2013 school years the enrollment has increased with 42 minor students in 2012 and 52 minor students in 2013 (Appendix I.3).

Language Proficiency

Language proficiency is taken into consideration at the time of the initial Parent/student Meeting with Administration and/or Counselor. Students who have tested at 1-Beginning or 2-Early Intermediate on the CELDT-Overall are referred to SJHS or MHS where they can receive daily support in language development. Students who have tested at 3-Intermediate to 5-Advanced on the CELDT-Overall and who are not successful within a semester are referred back to SJHS or MHS where they will receive daily support in language development.

Special Education

Special education services are provided by a Special Education Teacher who is located at our comprehensive high school if the IEP Team decides that an independent study program will meet the student's needs. Our Special Education Teacher is very flexible with their support time they provide for our MIS students. In addition to their regularly scheduled weekly visit, students are encouraged to come in and work for additional tutoring during the week with our MIS teacher/SJHS teacher or

RSP teacher.


Community Overview

According to the 2010 U.S. Census Bureau, 84.4% of the community of McFarland speaks a language other than English in their homes (Appendix I.9). About 25 % of our McFarland parents have a high school diploma (Appendix I.9). We believe it is important to provide role models who can provide academic assistance and positive reinforcement that motivates students to complete their high school education.

Due to poverty, students want to opt out of high school to go to work to support their family; 34.9% of McFarland’s population lives below the poverty level (Appendix I.9). During harvest season, workers have 12 hour work days, and they simply cannot fit work and school into the same day.


Many students express a lack of desire to complete the work necessary to get a high school diploma. Students know a high school diploma is not needed for many of the jobs available in McFarland such as farm labor or the service industry. Therefore, we believe exposure to a world bigger than McFarland is imperative for our student’s success.

Schoolwide Learning Outcomes



McFarland Learning Center

Black Education



Student Learning Objectives

The McFarland Learning Center pledges to uphold the following objectives:

| Objective | This will be measured by |
|---|--|
| <p>1.: Our students will take responsibility of their own learning while achieving academic excellence, meeting district and state requirements for their graduation.</p> | <ul style="list-style-type: none"> • State assessments • District assessments • Staff generated assessments |
| <p>2.: Our students will demonstrate the ability to effectively communicate via reading, writing, speaking, and listening.</p> | <ul style="list-style-type: none"> • Entry level reading & math scores • State assessments • District assessments • Class discussions, presentations, & participation |
| <p>3.: Our students will prepare for adult life by exploring higher education and career opportunities.</p> | <ul style="list-style-type: none"> • Research papers across the curriculum • Authentic Assessments • Pursuing post-secondary educational pathways |
| <p>4.: Our students will demonstrate responsible citizenship in an every changing world.</p> | <ul style="list-style-type: none"> • Following district, school, and classroom rules • Participating in school activities • Coming to school every day and being on time to each class with all necessary materials |

The Expected Schoolwide Learning Results were formed in 2001 and revised in 2007. During our Self-Study review we found the ESLRs needing revamping to meet the needs of our ever changing students in the 21st century. We have worked as a team to create what are now called Schoolwide Learning Outcomes (SLOs). Our team consists of administration, counselor, teachers, office staff, custodian & community members. Our new SLOs were adopted by our SSC at the October 16, 2014 meeting.

California State Tests

We had 74% of our students scored Far Below Basic or Below Basic on one or more of their 2012 CST in Math, ELA, Science & History (Appendix-I.8). MIS traditionally reclassifies students at the grade level that reflects their current credits. We recognize that reclassifying students based on their credits complicates the CST examination process. CST scores are important data for individual students. However due to the open entry/open exit of enrollment and transitory nature of the student population, CST data is unreliable for pattern interpretations.

CRITICAL ACADEMIC NEEDS

- **Entry Level assessment to determine academic strengths and weaknesses in English/reading**
 - Research additional appropriate testing materials that fit the needs of our students
- **Entry Level assessment to determine academic strengths in mathematics**
 - Research additional appropriate testing materials that fit the needs of our students
- **Increase CAHSEE pass rate**
 - CAHSEE prep classes are available, Monday and Wednesday, 4:00 p.m. – 6:00 p.m.
 - Review/Re-teach CAHSEE strands for students who have failed the CAHSEE
 - Make CAHSEE Testing attendance a requirement for MIS enrollment

IMPORTANT QUESTIONS RAISED BY THE ANALYSIS OF THE STUDENT PERFORMANCE, DEMOGRAPHIC, AND PERCEPTION DATA

- Are our students' reading/math levels affecting their abilities to perform academically?
- Is there a more accurate diagnostic reading/mathematics test available on the market to administer to students to measure reading comprehension levels?
- Are MIS students attending the CAHSEE Testing Dates?

Chapter IV: Self-Study Findings

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

A1. Organization Criterion

Vision – Mission – Schoolwide Learner Outcomes – Profile

| Findings | Supporting Evidence |
|--|---|
| <p>The vision of the McFarland Independent School (MIS):</p> <p>... provide an alternative educational opportunity for all students that enhance academic achievement, promotes confidence and independence, and builds a foundation for becoming responsible citizens.</p> | <p>Vision Statement</p> <p>Mission Statement</p> <p>SLOs</p> <p>School Site Council Meeting Minutes</p> |
| <p>The mission of MIS:</p> <p>.... establish a process through a flexible curriculum that encourages self-discovery and enables each student to formulate and implement disciplined decisions. The staff will assist students in assessing their abilities, talents and help them to enrich their interests. We will also provide an opportunity that will empower all students to achieve the established expected School-wide Learning Outcomes.</p> | <p>Student, Parent, and Teacher Surveys</p> <p>Graduation Program</p> <p>Counselor</p> <p>On-line Curriculum</p> |
| <p>The staff will continue to offer a curriculum that seeks to advance academic, problem solving and higher order thinking skills in all students while improving behavior and expertise in social interaction. Furthermore, staff will encourage attitudes of respect, honesty and appreciation. In addition, work ethic, goal-setting, and positive attitudes toward life-long learning will be emphasized.</p> | <p>U.S. Census Bureau, 2010, community profile, www.census.gov</p> <p>Infinite Campus</p> |
| <p>The governing board and administration are supportive of the principles embraced by the SLOs. This is evidenced by the support for upgrades at the site: purchase of additional A+ Credit Recovery Courses, update of student & teacher computers, and the continued support for professional development.</p> | |
| <p>MIS has established a clear, coherent vision of what students should know and perform; 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.</p> | |

We recognize the academic challenges arising from the environment in which our students live and go to school. We believe that a high school diploma is the gateway to whatever post secondary endeavors our students pursue. The common thread is the necessity to pass the CAHSEE and earn sufficient credits in order to earn a high school diploma.

Our Schoolwide Learning Outcomes (SLO) have been reviewed and revised by all stakeholders to ensure students are on the pathway to earn a high school diploma and acquire the basic workforce skills needed in order to compete in the job market.

Goals for student achievement, effort, and commitment are communicated by staff and administration on a frequent basis. There are well-defined sets of behavioral, attendance, and academic standards. Graduating minors must meet the district’s requirement of completing 220 credits. All staff led by example and believe that an open door policy best suits the needs of our students, parents and community.

Our program is constantly evolving and improving based on student needs, academic standards, and the ever-changing technology of today’s society. We are continually working to improve the quality of courses we offer.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

| Findings | Supporting Evidence |
|--|--|
| <p>We continually seek community participation. Most input has been obtained at single events that tend to be more informal such as professional learning communities, discussions with colleagues at our comprehensive high school, and site visits with district office personnel, meetings with parents, and interactions with law enforcement. The School Site Council reviews the site SARC, SPSA & SLOs on a yearly basis.</p> | <p>M.U.S.D. Trustee Handbook Principal’s Weekly Site Report to Superintendent Parent Meeting Minutes School Site Council Minutes</p> |

Understanding of Vision, Mission, and Schoolwide Learner Outcomes

| Findings | Supporting Evidence |
|--|--|
| <p>Parents respond in a positive manner when asked to participate in discussions involving their student’s academic progress and/or behavior. Our SLOs encompass the desires of parents, school and district administration, staff and the school board, as well as community stakeholders for our students to</p> | <p>Parent Meeting Minutes Graduation Program School Site Council Minutes</p> |

be successful in all areas.

Regular Review and Revision

Findings

Our SLOs are reviewed annually. During the school year, School Site Council, students, parents and other community members meet to review and insure our school purpose and SLOS still meet the student needs based on global, national, local needs and community conditions.

Supporting Evidence

Student Transcript with credit deficiencies
 Graduation Rates
 Drop-out Rates

Conclusions

Findings

Areas of Strength:

Communication with stakeholders

A learning environment with many opportunities for working at an individual pace so the student may have the opportunity to get back on track with their cohort and graduate either at MIS or our local comprehensive high school

Continual update of computers in both our computer labs.

Planning process is collaborative and has a commitment of all stakeholders.

There is a specific correlation between site budget, personnel staff, resources and Schoolwide Learning Outcomes to our action plan

Supporting Evidence

Staff Meeting Minutes
 Student Planning Form
 Technology Department Action Plan
 School Site Council Meeting Minutes
 School Site Budget
 Enrollment & Staff
 Schoolwide Learning Outcomes

Findings

Areas of Growth:

Parental involvement in student progress

Need for updated Course Outlines and Course of Study to reflect Common Core State Standards

Development of formative, summative and authentic assessments to measure student achievement in reading, writing and math

A2. Governance Criterion

Governing Board

Supporting Evidence

Student Intervention Planning Process
 Course Outline
 Course of Study
 Common Core State Standards

Findings

MIS's aligns its SLOs, vision and mission statements in accordance with policies and bylaws of the Governing Board of the McFarland Unified School District. Our MUSD Board Meetings are held the second Tuesday of every month. Under the auspices of our MUSD Superintendent, our MUSD school board delegates to the principal the responsibility of enacting policies and leading MIS in making decisions consistent with curriculum objectives and relevant data. The principal meets at least twice a month with central office administration and other MUSD principals. The Superintendent, the Assistant Superintendent, and the Director of Curriculum & Instruction visit the MIS campus at least once a semester. At least once a year, the principal makes a presentation to the District board in regards to progress made at MIS toward expected schoolwide learning results.

All staff members of MIS have a clear understanding of the MUSD school board's expectations with regard to their professional responsibilities, pedagogy, and the ongoing goal to lift student achievement and encourage excellence. The principal and staff review CELDT, CAHSEE and state data at the start of the school year and throughout the school year when data is updated and available. Due to our high transient student population, reviewing data can be difficult. The staff discusses where improvement has been made and goals have been met, as well as areas of concern requiring additional reflection, focus, and implementation of new resources and strategies.

Every year the Single Plan for Student Achievement (SPSA) and School Accountability Report Card (SARC) are reviewed and updated by all stakeholders. SPSA takes into account the parameters set by the Local Control Accountability Plan (LCAP). The LCAP goals and the new system, in which we input our SPSA, Doc Tracking Services, are new to all of us. We are working together to ensure we understand the requirements.

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

Findings

The Board Values and Priorities section of the MUSD Trustee Handbook set forth by the Board of Trustees connects with the school's vision, mission and current SLOs. The Board Values and Priorities section also emphasizes setting a leadership

Supporting Evidence

- Board Meeting Minutes
- SLOs
- MIS Mission
- MIS Vision
- Principals Meeting Minutes
- CAHSEE Data
- CELDT Data
- State Data
- SPSA
- SARC
- LCAP

Supporting Evidence

- School Board Agendas

course with a strong and supportive pathway for student success. This pathway is based on what the community desires for its children.

School policy is driven by California state laws and the established McFarland Unified School District’s Board of Education policies and regulations. These policies demonstrate a continued emphasis on student achievement.

Board members meet the second Tuesday of every month. Seventy-two hours before the meeting, the board agenda is e-mailed to all sites and posted. Each of these meetings, with the exception of the closed sessions, is open to the public but is not a meeting of the public.

We believe that the success of the McFarland Unified School District depends on a shared vision among the school board, MUSD staff, parents and community, and we will try to the best of our ability to uphold these aspirations.

Understanding the Role of the Governing Board

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

| Findings | Supporting Evidence |
|--|---|
| <p>Parents and community members have the opportunity to speak at board meetings and are encouraged to attend. Board meetings are open to the public, with the exception of closed sessions.</p> | <p>Speaker’s Request Form Parents, Guardians, Pupils, and Teachers Complaint Rights Board Meeting Agendas</p> |

Governing Board’s Involvement in 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.

| Findings | Supporting Evidence |
|--|---|
| <p>The principal reports to the school board annually. The report includes the school’s vision and purpose which include the schoolwide learning results.</p> | <p>Meeting Agendas MIS Single Plan for Student Achievement</p> |
| <p>Board members periodically visit the site and meet with MIS administration to discuss the mission, vision, and direction of the school. These formal and informal meetings allow the board members to gain an understanding of any new developments or of any implementation of new policies that</p> | |

will increase success for all students.

Professional Staff and Governing Board

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

Findings

The governing board keeps learning, teaching and achievement for all students as the primary focus. “The commitment of the board of trustees is to establish the most effective and efficient working relationship possible for the governance team. In addition, to guiding our work, the protocols we set will be communicated to staff and community so everyone can devote our energies to focusing on our students” (M.U.S.D. Trustee Handbook, pg. 3).

Supporting Evidence

M.U.S.D. Trustee Handbook

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, overall school programs and operations, and the fiscal health of the school.

Findings

The governing board evaluates the Superintendent annually which includes evaluation of student performance, school operations, and the fiscal health of all schools. The Superintendent provides weekly updates to the governing board from all sites and departments. Various sites and departments present information to the governing board during regularly scheduled meetings. The governing board also holds student sessions from 4:30-5:00p.m. before closed session to inform the board and public on school performance.

Supporting Evidence

Board Meeting Agendas

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.

Findings

Conflict resolution begins at the school level with an open door policy between the administration and the staff as a whole. The focus of the school is to keep conflict resolution at the school site as MIS stresses a professional and positive working environment. The administration works with the McFarland Teachers Association and the California Schools Employees Association (CSEA) in accordance with the MUSD office and the MUSD School Board to ensure

Supporting Evidence

MUSD website
Uniform Complaint
Williams Uniform Procedure-

contractual agreements are met and honored at the school site.

If a MIS employee feels the need to seek further action, a formal complaint process may be used. Through the use of the district union representation and the bylaws set forth in the certificated and classified contracts, as well as policy set forth in the Williams Uniform Complaint Procedure, every employee has the support needed to further a formal complaint.

Our student handbook includes the procedure for complaints. Parents with complaints are encouraged to follow the appropriate chain-of-command starting with the point of origin of the complaint. If the situation cannot be resolved, they are offered a complaint form, Uniform Complaint Form (a.k.a. UCP) which is available at the school office, district office and our district website in English & Spanish. Every effort is made to resolve complaints or conflicts at the site level.

Conclusions

Findings

Our site continues to work with all stakeholders to uphold the district’s and school’s mission and vision for our students. All staff is encouraged to work with administration and peers to continually improve student success.

Complaints follow the chain-of-command and are handled immediately with care.

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 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.

Broad-Based and Collaborative

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

Findings

The staff meets weekly throughout the year, formally and informally, to share information concerning student data and programs. The administration also meets with the staff and provides regular updates on the current data and programs regarding students’ assessment and progress. Teachers are

Supporting Evidence

Staff Meetings
Complaint Log

Supporting Evidence

Staff Meetings
Principal’s Meetings
District In-Service

supported, and they are encouraged to try new materials and use creative assessments in the classroom.

The school leadership desires that competency be measured through the use of formal assessments including the CAHSEE, CELDT and state assessments when available. Student data is disseminated to all stakeholders when necessary. Coaches and other district personnel meet periodically with administrators and teachers to strategize ways of improving teaching and learning. Staff is also able to access student assessment data using Infinite Campus and OARS.

At initial enrollment administrator and/or counselor meet with the student and parent to plan a course of action that meets the needs of the student.

MIS Teacher collaborates with SJHS teachers in developing effective alternative education delivery of CCSS. The new focus is on delivery of CCSS as well as formative and summative assessments that will drive instruction. The district office has expressed a commitment to ongoing professional development that supports these goals. SJHS, MIS, site principal and counselor are encouraged to attend conferences and trainings to support professional growth.

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 needs, schoolwide learner outcomes, and academic standards.

| | |
|-----------------|----------------------------|
| Findings | Supporting Evidence |
|-----------------|----------------------------|

Based on the Self-Study results and newly revised Schoolwide Action Plan, MIS is implementing a six year Action Plan supported by MIS SPSA.

WASC Action Plan
MIS SPSA

Prior to this plan, MIS SPSA had only set three goals for student success. These goals represent our updated MIS SPSA.

1. Professional Development
2. Entry level assessments for Reading & Math
3. Assessment System
4. CAHSEE
5. Incorporate Real World applications into our Core

- Conferences
- Infinite Campus
- OARS
- Assessment Results
- Transcripts
- MIS Credit Worksheets

Curriculum

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.

| Findings | Supporting Evidence |
|---|---|
| <p>Our MIS teacher utilizes our highly qualified SJHS teachers to oversee curriculum, assignments and assessments for subjects they are not considered highly qualified. SJHS Teachers are also available for tutoring MIS students.</p> <p>In keeping with the goals of the SLOs and the school plan, each semester begins with the site principal and counselor analyzing student transcripts to determine site course needs.</p> <p>Staff frequently discusses different avenues for students to earn credits. For example, MIS students can utilize A+ Credit Recovery courses in one of our computer labs and enroll into North Kern Vocational Training Center for elective credits.</p> <p>MIS ensures textbooks and materials are available for every student who is enrolled. Books are checked out as needed.</p> | <p>Textbook Purchase Orders</p> <p>North Kern Vocational Training Center</p> <p>Course of Study</p> |

Conclusions

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

| Findings | Supporting Evidence |
|---|---|
| <p>Staff analyzes data on a regular basis to ensure students are successful and on track with completion of credits needed. MIS & SJHS teachers continually research best practices for students attending an independent study school and are eager to attend conferences and trainings for additional ideas and support.</p> <p>Teachers are trained to access student data profiles from their desks and print hard copies which they use in consultation with students, for reviewing past results and setting future goals. This practice has been especially helpful, for example, in CAHSEE preparation, our site counselor provides teachers with previous CAHSEE data to analyze where each student needs support.</p> | <p>Data</p> <p>Conferences</p> <p>Trainings</p> |

A4. Leadership and Staff Criterion

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

Employment Policies and Practices

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

Findings

Clear employment policies/practices related to the qualification/statutory requirements of our staff exist. All teachers are required to be credentialed and CLAD certified in the area they teach; they are all highly qualified under NCLB requirements. Those who are not qualified to teach certain subjects are working under the SJHS teacher who is highly qualified in that subject area. The teachers have many years of experience working with “at risk” students and students from highly differentiated backgrounds.

Supporting Evidence

NCLB Qualification
MTA Contract

Qualifications of Staff

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

Findings

MIS has experienced and highly qualified staff. All teachers are credentialed in their subject area.

Human Resource Coordinator reviews all credentials and conferences with the site administrator to ensure staff members are appropriately placed within their credentialed subject area.

Supporting Evidence

CCTC Teacher Credentials
Hiring Process

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 specialized programs so that the expertise of the staff members is maximized in relation to impact on quality student learning.

Findings

MIS has experienced and highly qualified staff. All teachers are credentialed in their subject area. MIS staff is CLAD certified. SJHS teachers serve as teachers of record for the subject(s) where they have demonstrated subject matter expertise, and they are involved in developing the curriculum, materials, and exams for the subject(s) being taught. MIS & SJHS staff works closely together to ensure students are support in all academic areas.

Supporting Evidence

CTCC Teacher Credentials
Master Schedule
Staff Meetings

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.

| Findings | Supporting Evidence |
|---|--------------------------------|
| <p>All teachers meet the criteria for highly qualified teachers. MIS is a small school that utilizes all resources to support our students. Our MIS teacher has the support of SJHS teachers who are also highly qualified. SJHS teachers serve as teachers of record for the subject(s) where they have demonstrated subject matter expertise, and they are involved in developing the curriculum, materials, and exams for the subject(s) being taught.</p> | <p>CCTC Teacher Credential</p> |

Internal Communication and Planning

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

| Findings | Supporting Evidence |
|---|-------------------------------------|
| <p>Existing structures for internal communication, planning, and resolving differences include: conferencing between staff members and/or administration, e-mailing and the use of staff mailboxes.</p> | <p>Williams Complaint Procedure</p> |
| <p>Differences are resolved in a professional manner at the site level if possible. As a district, we have embraced the tenets of Capturing Kids Hearts and believe we should practice those ideals of respectful interaction throughout our day. Procedures are in place that allows differences to be resolved at a higher level if necessary through the Williams Complaint Procedure.</p> | |

The site administration has an open and supportive policy towards all teachers and staff. The staff evaluation process is ongoing and feedback is provided throughout the year.

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 kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

| Findings | Supporting Evidence |
|--|------------------------|
| <p>We have found daily discussions among staff members, site counselor and administrators regarding approaches and</p> | <p>Discipline Data</p> |

methodologies to remediate student academic difficulties and/or behavior that interfere with the learning process to be most effective.

Credits Earned Data

The size of the site necessitates teamwork. Many of our students go between the two sites: SJHS & MIS. An example of this type of teamwork is the willingness, even eagerness, between teachers of both schools to collaborate in developing a structured, viable and effective alternative education program to meet the needs of all students. For example, SJHS English Teacher shares ELA & ELL writing strategies with our MIS Teacher to use across the curriculum.

Our staff continues to keep up to date with CCSS, strategies to support independent study students as well as collaborating and visiting other independent sites.

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 focuses on successful student learning.

Findings

Supporting Evidence

School leadership meets weekly as well as prior to the start of each semester to determine the appropriateness of programs and schedules of the previous semester(s). We believe that meeting on a regular basis allows us to review existing processes to determine courses of action that maximize student learning.

Staff Meetings
Trainings
Conferences

The principal and counselor participate in ongoing training from our district to support student growth. Conferences and trainings that emphasize independent study are also attended by staff.

Conclusions

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

Findings

Supporting Evidence

While there are understandably overlaps in subject area among the teachers, our staff is such that we can effectively instruct in all subjects needed to earn a high school diploma. If an MIS teacher needs expertise in math, the MIS teacher can refer the student with questions in math to a teacher who is qualified to answer them. MIS & SJHS teachers are very supportive of each other in all subject areas.

School Site Council Meetings
ELAC Meetings

Several of our teachers serve on the School Site Council,

along with the principal. There are monthly ELAC Meetings for parents and students to attend for additional support. ELAC provides a forum for EL students and makes recommendations to the School Site Council regarding specific initiatives that it believes will support EL students' academic success.

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.

Support of Professional Development

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

Findings

Our district office supports on-going professional development to support our staff, student & parent needs. Funding is available to staff who wish to enhance teaching strategies by attending conferences and workshops. Upon approval from administration, release time can be given to allow teachers this opportunity. All conference requests must include how the conference supports the learning and the continued support of our site goals.

Professional Development:

Capturing Kids' Hearts

Common Core State Standards Training

Administration Training & Support

Safe Schools Training

Anti-Bullying Training

Anti-Gang Trainings

Crisis Prevention & Intervention Training

Tech Trainings: OARS, Infinite Campus, EdCaliber

Supervision and Evaluation

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

Supporting Evidence

Conference Request

Conference Materials

Findings

Supporting Evidence

The staff evaluation process is on-going. Teachers are observed throughout the school year and formally evaluated twice a year for the first two years of employment. After the second year of employment evaluations can take place every other year. At the beginning of each year, a goal-setting meeting takes place between the administrator and the staff member prior to the evaluation/observation. During this meeting, a conversation takes place centering on best teaching strategies and practices. These practices include the following California Teaching Standards.

Evaluations per Board Policy

Engages and Supports All Students in Learning

Creates and Maintains a Suitable Learning Environment for Students

Understand and Organizes Subject Matter

Plans Instruction

Designs Learning Experiences for All Students

Demonstrates Effective Instructional Techniques and Strategies

Assesses Student Learning

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.

Findings

Supporting Evidence

Our staff continues to work with our every changing student population. Many of our professional developments support staff in creating connections with students and parents to ensure their success in academics and socially and emotionally. Our counselor shares their professional developments with our staff. We have seen a decrease in the suspension and expulsion of students and an increase in student and/or parent counseling.

Behavior Data
Professional Developments Material

Conclusions

Findings

Supporting Evidence

Staff and administration devise a Professional Development Calendar that is aligned with the School Site Plan each year. One recent highlight has been our district-led initiative to begin implementing CCSS. Another professional development

SPSA
CCSS Material

is to attend the California Consortium for Independent Study. Being a small staff, there are limits to how much professional development we can meaningfully acquire and apply each year. This is why we meet as a team to discuss upcoming requirements and the needs of our students in order to plan out our professional developments yearly.

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 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 and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

| Findings | Supporting Evidence |
|--|--|
| <p>The personnel, 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 and the expected schoolwide learning outcomes. There is sufficient supply of text and materials for each academic subject. MIS is technologically well supported with two computer labs each having 18 computers with on-line capability. Each computer has appropriate software to support identified learning goals and student outcomes.</p> | <p>SPSA MIS Contract Agreement Purchase Requests Computer Labs</p> |
| <p>Our site budgets for monies to be spent on curriculum needs and other supplies as needed. This budget is supplemented by general fund monies. The district provides ample money for approved/adopted textbooks according to the Williams Act. Supplemental classroom materials purchased by funding are taken from the school budget.</p> | |
| <p>Purchase orders are approved by the site administration who confirms the expenses match the goal. The site administrative secretary keeps an accurate account of the budget and communicates this budget with the principal accordingly.</p> | |
| <p>The counselor assists the principal in initial orientation meetings with the students and their parent(s) or guardian(s). There is consistent reviewing of student transcripts and ensuring that all students are on track for graduation by the</p> | |

counselor and the student’s MIS Teacher. Additionally, the counselor provides counseling as needed for academics, social and emotional needs.

MIS continuously evaluates and works with the district support staff to ensure the campus and the climate are conducive to learning. All staff members are incorporated into the school culture and decision making process.

As part of the district’s commitment to provide the personnel resources to successfully operate MIS, the site employs the following personnel: one office manager/registrar, one attendance clerk, and one part-time custodian. Both the office manager/registrar and attendance clerk double as receptionists with an emphasis on making our stakeholders feel welcomed.

The office manager attendance clerk attends trainings and workshops to ensure that all policies and protocols are followed.

The staff recognizes that student truancy results in less ADA funding to support the program. The attendance clerk & MIS teacher closely monitor student attendance and notifies parents/guardians and staff when concerns arise. Minors with unacceptable attendance are dropped after 3 missed appointments and enrolled into the continuation or comprehensive site.

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.)

Findings

The district maintains and enforces internal controls to protect against the misappropriation of institutional funds. Multiple approval points are setup to ensure that expenditures falls within the guidelines of the funding resources and school plan.

The district prepares an annual budget using the Local Control Funding Formula (LCFF) with support from School Services of California, the county office and the CDE. Expenditures are projected using position control and historical data to allow for the fulfillment of school plans. The budget is maintained and updated at the 1st & 2nd Interim to reflect changes. We are currently in a new phase and planning with

Supporting Evidence

Local Control Funding Formula
Interim Reports
Audit Reports

the new formula LCFF.

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.

Findings

The district employs a Director of Maintenance Operations and Transportation who is responsible for maintenance of our facilities. Our MOT Director works with our site administrator to ensure our facilities are adequate and safe for all stakeholders. An on-line maintenance work order system is used to request routine installations or repairs. Emergency situations are handled by calling our MOT Director who immediately handles situations as they occur. The district takes pride in providing facilities that are clean and safe for all stakeholders. Our staff understands the importance of providing facilities that are conducive to learning and enhance the learning experience.

Supporting Evidence

District Safety Committee Agendas
Williams Act Inspection Report
Maintenance Orders

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.

Findings

Adequate materials are always available to our students. When instructional materials are needed, a purchase requisition is submitted to the district office. If site funds are not sufficient, administration works with our Chief Business Officer to acquire the needed funds. Curriculum is reviewed regularly and new curriculum is adopted when appropriate. A variety of software programs are available to aid our students and teachers. A+ Credit Recovery, CAHSEE Prep, Microsoft Office, OARS, Infinite Campus are a few of our software programs or websites our site uses regularly. Our district is committed to providing up-to-date computer equipment, software, and technicians to support our stakeholders and ultimately our educational mission.

Supporting Evidence

Purchase Orders
Library
Software Programs

Our Technology Department ensures that our site is up-to-date with computers, printers, copiers and other related technical supplies. We have adequate furniture as well as well-lit, well-maintained and comfortable classrooms and offices. Our outdoor areas are clean, free of litter and graffiti. We have a

covered quad area with picnic tables for dining, breaks and visiting. There is an adjacent basketball court and playing field.

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.

Findings

Our staff is well-educated, experienced and all are credentialed and NCLB compliant. Our teachers are allocated to best meet our students’ needs. Our SJHS Staff assists our MIS Staff in meeting the needs of our students. Our site is small and we understand it takes all of us working together to ensure our students are successful. Our site administration and counselor are dedicated to improving our students’ lives and providing a positive working environment for our staff.

To help staff members better meet the needs of all our students, MUSD provides professional development opportunities. These developments have included curriculum and standards alignment for our core subjects specific to Common Core State Standards and opportunities to plan.

Teacher evaluations are conducted every year for new teachers and every other year for tenured teachers or as needed. Our site administration continually alerts staff to professional development and training opportunities.

We have a dedicated and caring staff. Not only do we work as a team to support and assist our students, we provide the same support and assistance for each other. We collaborate on projects and data analysis and curriculum enhancements.

Opportunities exist for teachers to improve their skills through our county office of education. The site administration and teachers are scheduled to attend the California Consortium for Independent Study each year subject to funding availability. Knowing that an independent study site is ran different from a comprehensive site; we continually search for support from neighboring districts and from professional developments that will continue to support our staff, students and parents.

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

Supporting Evidence

California Commission of Teacher Credentialing

NCLB Qualifications

Professional Development by our district

Professional Development-conferences/workshops

Staff Meetings

students' achievement of the critical learner needs, the academic standards, and the schoolwide learner outcomes.

Findings

The district prepares a multi-year projection to review the availability of funds in the current year and two subsequent years. This process allows the district to monitor and strategize to ensure funds available are maximized to meet the education needs of our students. We are currently implementing the Local Control Funding Formula. This formula is new to our district and our site administrator and School Site Council attend trainings to better understand LCFF.

Supporting Evidence

LCFF Meetings
Multi-year projections

Conclusions

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

Findings

The process for developing the annual budget for MIS involves evaluating student test data and then goals are then prioritized on critical academic needs. Long range goals are developed to district board policy and then reviewed on a yearly basis. The regular examination of a long range plan and resources is also examined by the School Site Council (SSC) with regards to supporting student achievement in the Single Plan for Student Achievement. The SSC makes decisions about resources allocations on a monthly basis. The SSC is comprised of administration, teachers and shareholders of the community. These decisions are based on MIS expected schoolwide learning outcomes.

Supporting Evidence

SSC Agenda
SPSA
SLO

Our location on the same campus as SJHS continues to offer MIS many advantages. As a small school, we continue to benefit from sharing resources such as the two computer labs, administration, counseling and the additional support from SJHS teachers.

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

Strengths and Growth Needs

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

Schoolwide Learning Outcomes

Communication and collegiality between MIS & SJHS Staff

Supportive and positive learning environment for students to work at their individualized pace

District office support for professional development and fiscal needs

Technology Department support

MOT support

Two Computer Labs with a total of 36 computers

School Site Council

Correlation between allocation of time/fiscal/personnel/material resources, expected schoolwide learning outcomes, and the improvement of schoolwide action plan

Differences are resolved in a professional manner at the site level if possible

A+ Credit Recovery Curriculum

Weekly student appointment to provide ongoing assessment, feedback, support and intervention to meet the needs and goals of each student

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

More parental involvement in student progress

Need for updated Course Outlines and Course of Study that incorporates Common Core State Standards

Need for formative and summative assessment tool

Analyze effectiveness of entry level reading and math assessments

Category B: Standards-based Student Learning: Curriculum

B1. Curriculum Criterion

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

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 for students.

Findings

Supporting Evidence

The personalized one-on-one planning and instruction at MIS

Master Agreement

enables each student to participate in a coherent standards-based program that challenges each individual student at his/her own level and supports both the achievement of the academic standards and of our expected Schoolwide Learning Outcomes. Each course designed by SJHS/MIS instructors is being aligned with our districts and California State Common Core Standards and will utilize the same standards-based textbooks used at our traditional high school, our continuation site and other districts across California.

Course of Study

SLOs

Academic Standards for Each Area

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

Findings

Supporting Evidence

MIS coursework in all core subjects (math, English, science, social studies) are offered to assist students in mastering the standards as measured by the CCSS given this past spring. We are currently working together with our district to ensure our students understand and are able to apply our new set of standards. Course updates are initiated on a regular basis to insure that the curriculum is accessible to all students, especially EL students, and concurrently incorporate new technology. Since current educational thinking indicates that many students benefit greatly by the use of technology, we utilize Credit Recovery A+ for almost 20 courses. This program combines computer work and student work. We are currently analyzing our coursework to align with CCSS.

Course of Study

Professional Development

Congruence

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

Findings

Supporting Evidence

California Standards are embedded in all our course work. Developing positive attendance and work habits is imperative in order to complete required weekly assignments. Engagement and learning is evidenced by the students’ abilities to effectively communicate mastery through writing and/or speaking when meeting with their MIS Teacher.

Course of Study

Attendance Report

SLOs

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.

Findings

Student work samples and student engagement demonstrate implementation of a standards based curriculum. Our SLOs are embedded throughout the curriculum and within each student teacher meeting.

Supporting Evidence

Student Work Samples
SLOs

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 special needs students.

Findings

The MIS staff works diligently to see that all students have access to the curriculum. Our administrator and/or counselor meet with every new student and his/her parents to complete a grad check detailing courses the student needs to complete to graduate. Administrator and/or counselor, student and parents develop a Semester Plan when the student is admitted to MIS. Each student is assigned a MIS Teacher and together student and teacher develop an educational plan that will allow the student to complete their course work to graduate with our SLOs as support. Our MIS Teacher and student write up a Master Contract each semester listing all courses the student will attempt to complete. A student schedule is developed which includes course work to be completed and assessments student will attend if applicable (CAHSEE, S-BAC, A+ CR). This schedule allows us to accommodate students who have jobs or other responsibilities outside of school, or are teen mothers.

Supporting Evidence

Semester Plan
Master Contract

Integration Among Disciplines

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

Findings

Writing across the curriculum is emphasized in all course work. MIS & SJHS Teachers are currently collaborating to incorporate writing throughout the curriculum using CCSS as our guide. At this time our A+ CR English course has writing components throughout the course work. Our plan this year is to see how we can incorporate projects into our curriculum

Supporting Evidence

Course of Study

that may involve researching and writing on a topic in place of curriculum units.

Curricular Development, Evaluation, and Revisions

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

Findings

Supporting Evidence

Curriculum reviews are arranged by our district office. Our district has formed a Math Adoption Committee this year. The Math Adoption Committee will review math curriculum to decide on 2015 math curriculum Pre-K to 12th grades. We are currently reviewing CCSS to see how this will change our existing curriculum. Throughout the school year our MIS & SJHS Teachers review our curriculum and make adjustments as needed in order to meet our standards to ensure students obtain a high school diploma. Our credit requirements for graduation are set by a combination of state and board policies. For our minor students to earn a high school diploma they must obtain 220 credits and pass both ELA & Math CAHSEE; a Certificate of Completion requires 220 credits and no passing of ELA & Math CAHSEE. We do have exceptions in place for our Foster Youth that follow the guidelines under AB167.

BP for credits required

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.

Findings

Supporting Evidence

MIS & SJHS Teachers are involved with the selection, evaluation and monitoring of our curriculum. All MUSD Staff are currently attending training for implementing CCSS. As a staff we meet informally and formally to discuss course completion, credits, grading policies and progress of our students. We know that it requires all of us as a team to ensure our students are successful and have access to resources to support their growth.

Staff Meetings

Articulation and Follow-up Studies

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

effectiveness of the curricular program.

| Findings | Supporting Evidence |
|--|------------------------------------|
| <p>MIS is in constant communication with McFarland High School and SJHS throughout the school year. We also meet to discuss student concerns at our Alternative Placement Committee which is comprised of MHS administrator, SJHS administrator, SJHS/MIS Counselor, district nurse & a school psychologist. As a team we decide on student placement based on their needs knowing MIS is a voluntary placement only.</p> <p>Our administrator and site counselor collaborate with our local community college, Bakersfield Community College, bi-monthly. This collaboration helps us prepare our students for a career or college pathway while they finish their high school course work.</p> | <p>APC Agendas BC Meetings</p> |
| <p>Conclusions</p> <p>Prompt: Comment on the degree to which this criterion is being addressed.</p> | |

| Findings | Supporting Evidence |
|---|--|
| <p>As a small school site we are constantly meeting and adjusting curriculum based on state requirements and our student’s needs. Administrator, counselor and teachers ensure all of our students have access to a high school diploma and a career and/or college pathway for their future.</p> | <p>Professional Development Staff Meetings</p> |

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 school-to-career goals.

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.

| Findings | Supporting Evidence |
|--|-----------------------|
| <p>The MIS teacher ensures students are completing their course work, monitors their progress, provides one-on-one tutoring, and offers guidance in the area of post-secondary planning. Interested students are encouraged to concurrently enroll at Bakersfield College to begin working on college classes while still in high school. MIS students have opportunities to</p> | <p>NKVTC Schedule</p> |

explore career and educational options through North Kern Vocational Training Center. We currently host a NKVTC course in the late afternoon. NKVTC provides transportation to other NKVTC sites for our students. Students who work at paying jobs can earn credit for work experience through NKVTC.

Student-Parent-Staff Collaboration

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

| Findings | Supporting Evidence |
|--|---------------------|
| Enrollment is voluntary for students and a Master Agreement is signed by our administrator or site counselor, MIS Teacher, parent and student. During the initial enrollment process, the teacher explains to parents the manner in which teacher and student will develop the student’s learning plan and goals. Parents are welcomed on campus and are encouraged to stay in contact with their child’s teacher. | Master Agreement |

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.

| Findings | Supporting Evidence |
|--|--|
| At the initial meeting the administrator or site counselor meets with minors and their parents when enrolling. This meeting involves transcript evaluation, as well as school program and career planning. If a student plans to return back to our traditional high school, a transitional plan is established for credit to be completed to ensure success after the transition. Student progress towards meeting requirements for graduation is outlined on an individualized Credit Worksheet. Students are encouraged to monitor their progress and meet with their teacher or the counselor when needed. | Credit Worksheet Transcript Master Agreement |

Post High School Transitions

Indicator: The school implements strategies and programs to facilitate transitions to post high school options and regularly evaluates their effectiveness.

| Findings | Supporting Evidence |
|--|-----------------------|
| Our computer lab can be used to look up college information, apply for financial aid, and research career choices during the | Computer Lab Schedule |

evening when needed. Teacher and counselor work with students to set future goals.

Conclusions

Findings

MIS curriculum is constantly being reviewed in order to meet student needs. SJHS & MIS teachers work together to ensure CCSS are met and MIS student are involved in any extra-curricular activity hosted at SJHS.

Supporting Evidence

Meeting Agendas
Extra-Curricular Activities

B3. Curriculum Criterion

Upon completion of the high school program, students have met all the requirements of graduation.

Real World Applications — Curriculum

Indicator: All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

Findings

MIS curriculum is in the process of offering students numerous opportunities to experience real-world applications of academic skills and content. Our plan is to incorporate our computer lab into our assignments for students to investigate their special interest and support real-world applications in their academics. Many of our MIS students earn elective credits for working, while others are able to take advantage of NKVTC courses which allow students to learn skills needed for their future.

Supporting Evidence

Meeting Agendas

Meeting Graduation Requirements

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

Findings

MIS students are encouraged to attend our CAHSEE Prep class offered in the evening. We also offer CAHSEE Prep classes on the computer. SJHS Teachers and Math Coaches are also available to provide additional support for our students. Our site counselor updates staff with the CAHSEE results throughout the school year.

Supporting Evidence

CAHSEE Prep Class Schedule
CAHSEE Credit Recovery Course

Conclusions

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

| Findings | Supporting Evidence |
|----------|---------------------|
|----------|---------------------|

Flexible individualized student plans allows for an expanding curriculum for students to participate and meet requirements and personal growth. As an alternative to completed coursework by turning in units, students may choose to fulfill course requirements for some courses using the A+ Credit Recovery computer program.

A+ Credit Recovery Course List

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

Flexible Schedule

Computer labs

Professional Development

NKVTC Courses

Teamwork with SJHS & MIS Teachers

CAHSEE Prep Class is offered to any student needing support

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

CAHSEE Prep courses are evolving according to our students needs

Course Outlines to reflect CCSS

Career Support

Update SLOs

Category C: Standards-based Student Learning: Instruction

C1. Instruction Criterion

To achieve the academic standards and the schoolwide learner outcomes, all students are involved in challenging learning experiences.

Results of Student Observations and Examining Work

Indicator: The school’s observations of student working and the examining of student work provide information on the degree to which all students are involved in challenging learning to assist them in achieving the academic 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.

Findings

We have about 28% of our students classified as an English Language Learner. This year we gave our MIS students an entry level reading assessment from Edge. We had 92% of our students read at or below middle school level and 93% are Below Basic in math skills. MIS Teachers understand the challenge our students are faced with and are able to modify curriculum as needed. We are beginning to use LEXIA with our students who struggle in reading and writing. We are currently still looking into a Math Intervention for our students.

Supporting Evidence

Reading Data Appendix I.13
 Math Data Appendix I.14
 EL Data
 LEXIA

Student Understanding of Performance Levels

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

Findings

MIS Teachers are supportive and clarify the standards/expected performance levels of each area of study for students at the start of each class. Student’s accountability is monitored through regular scheduled meetings with the student’s assigned MIS Teacher. During these meetings, completed work is collected, concepts are reviewed and discussed, and student questions or concerns are addressed. As assignments are completed, a new series of standards-based assignments and contract are agreed upon by the student and teacher. All assignments are standards-based and meet both state and McFarland Unified School District requirements. Weekly/biweekly meetings with students are written, discussed and initialed and signed by both the teacher and the student. Thus the student knows the assignment and expectations as well as completion dates by this form.

Supporting Evidence

Student Folder

Differentiation of Instruction

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

Findings

Supporting Evidence

The one-on-one meeting with his/her MIS Teacher engages each student in a challenging learning experience which enables the teacher to serve as a coach for the student, while focusing on meeting standards and achieving the expected school-wide learning results. Course assignments require reading, writing, note taking, and ability to analyze information, and respond to questions in oral and written form. Graphic organizers and individual assignments, oral tests are often used in one-on-one meetings.

Student Folder

Student Perceptions

Indicator: The students understand the expected level of performance based on the standards and the schoolwide learning results. Through interviews and dialogue with students that represent the school populations, the school learns about the students’ perceptions of their learning experiences, including all specialized programs such as college/career readiness and online instruction regarding the opportunity for teacher-student interaction to reduce isolation and encourage skill transference.

Findings

Supporting Evidence

At each appointment MIS Teachers discuss their accomplishments and set goals for the next meeting. Credit goals are set at the initial meeting and communicated with students throughout their enrollment. Throughout the school year students communicate with administration and our site counselor on their progress towards credit completion.

Master Agreement
Student Folder

Conclusions

Findings

Supporting Evidence

MIS Teachers communicate on a weekly basis with their students to ensure students reach their goal agreed upon at the initial meeting. Students are kept up to date with expectations and goals are constantly adjusted to ensure credit completion. Our teachers are very supportive of all students and have support from SJHS teachers for additional ideas and strategies to meet the diverse needs of our students.

Master Agreement
Student Folder

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.

Current Knowledge

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

Findings

Teachers are provided with professional development that is research based and board approved. During the 2013-2014 school year our district office has focused on CCSS for our professional developments. Teachers use a variety of strategies and methods to address both differences in learning style and skill levels. In addition to textbooks and study guides, a variety of resources are made available to MIS students, these include:

SJHS Teacher support in specific core subjects

Computer labs in the evening

Site counselor

LEXIA

Scholastic Math Tutoring

Teachers as Coaches

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

Supporting Evidence

Professional Developments

Computer Lab Schedule

Findings

MIS teachers pride themselves in being the supportive educational coach our students need to be successful. We take pride in making sure every student is welcomed and supported. Over 28% of our students are English Language Learners and over 80% of our students are struggling in reading and math. Our teachers understand the difficulty our students encounter and strive to modify and support our students throughout their coursework.

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.

Supporting Evidence

ELL Data

Reading Data

Math Data

Student Folders

Findings

Independent studies challenges students to develop methods, organizing, accessing, analyzing and applying information. In addition, they must learn to manage their time and establish priorities. MIS students are encouraged to develop each of these skills and to expand their educational experiences by a variety of means beyond the traditional classroom and

Supporting Evidence

Student Folder

textbooks. Curriculum beyond core courses includes classes and projects that explore interests in poetry, creative writing, visiting our local library and to stimulate inquiry into areas of personal interest.

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.

| Findings | Supporting Evidence |
|---|-----------------------|
| <p>MIS Teachers work with students based on their learning level to continue their growth and modify assignments as needed. Differentiation of instruction is necessary component of MIS. Any two students are unlikely to be at identical points in their learning. Students do not work at the same pace, and student learning styles differ. These factors make it necessary for the Independent Study teacher to prepare for each student individually.</p> | <p>Student Folder</p> |

Indicator: 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 |
|--|--|
| <p>Our students have access to technology throughout their enrollment. Our computer lab is open to MIS students Monday-Thursday 4:00-6:00p.m. We also make exceptions during the day for those who are unable to make it during the evening.</p> | <p>Student Folder Computer Lab Schedule A+ Credit Recovery Classes</p> |

Indicator: Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization 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.

| Findings | Supporting Evidence |
|---|--|
| <p>We have a computer lab that has internet capability that our students can use to access websites to support their assignments. We also offer a Computer Literacy Class and a Software Application, Computer Literacy Class as an elective.</p> | <p>Student Folder A+ Credit Recovery Classes</p> |

Real World Experiences

Indicator: Opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications are available to all students.

| Findings | Supporting Evidence |
|----------|---------------------|
|----------|---------------------|

MIS students have the opportunity to explore career and educational options through North Kern Vocational Training Center. Bus transportation is available for students to attend the other two sites as well. Students can also earn credits through Work Experience provided by North Kern Vocational Training Center. MIS also offers elective credits if students volunteer at approved community service sites.

NKVTC Courses
Community Service Course
Work

Conclusions

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

Findings

Supporting Evidence

Teachers use a variety of strategies and are able to modify student work as needed.

Meeting Agendas

NKVTC Schedule

NKVTC is a valuable opportunity for our MIS students

Computer labs are available for MIS students

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

NKVTC offers opportunities for our MIS students.

Staff has the training and understanding of modifying assignments as needed

SJHS Staff is a great support for our MIS Staff

Access to Computer Labs

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

How CCSS will affect our curriculum

Implementation of Authentic Assessments

Implementation of entry level Reading & Math assessments

Reading & Math Interventions

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

D1 & D2. Assessment and Accountability Criteria

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 of the school community.

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student.

Professionally Acceptable Assessment Process

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

| Findings | Supporting Evidence |
|---|---|
| <p>The McFarland Unified School District uses OARS for the purpose of data collections. All parents of students in the McFarland Unified School District have access to their student’s grades and progress through the use of Infinite Campus, our student’s information system for the district. Parents also receive California Standards test results, CAHSEE results and CELDT scores by mail. Our MIS students receive information from their teacher on a contractual basis-weekly. Progress reports are sent home every 6-8 weeks. Students and parents are encouraged to keep track of student progress.</p> | <p>Infinite Campus OARS Initial Reading & Math Assessment CST, CAHSEE & CELDT Results</p> |

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.

| Findings | Supporting Evidence |
|---|--|
| <p>MIS Teachers are constantly analyzing credit growth and CAHSEE results to ensure students are making adequate growth to catch up or stay on track with their cohort. Depending on the student’s needs, MIS Teachers incorporate a variety of strategies to determine growth and mastery of priority standards. This may include, one-on-one discussions, adapted projects and writing assignments.</p> | <p>Transcripts Student Folders</p> |

Appropriate Assessment Strategies

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

| Findings | Supporting Evidence |
|---|---------------------|
| <p>MIS Teachers use a variety of assessment tools to determine if</p> | <p>Transcripts</p> |

students are mastering content standards. The following are some of the ways MIS teachers are assessing mastery: test, quizzes, one-on-one meetings, oral reports, computer scores, hands-on activities and projects

Student Folders

Demonstration of Student Achievement

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

Findings

Supporting Evidence

Meetings with staff help guide and promote student achievement with MIS SLOs and CCSS. Decisions to modify instruction are made by MIS Teacher with the assistance of SJHS Staff, Site Counselor and administrator when needed. Collaboration is key to our students' success. SJHS Staff is very supportive of MIS Staff to help guide and modify students requirements based on student assessment results and work completed. These results also guide staff to decide how to differentiate the instruction and determine the types of interventions needed to help students meet content standard achievement.

Student Folders

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.

Findings

Supporting Evidence

MIS Staff is currently reviewing CCSS and our assessments. At this time we are still implementing assessments based on CST Standards due to the transition of CST to CCSS. Our 10th grade students were given the CST Science Assessment, while our 11th grade students received the ELA & Math S-BAC Assessment. Our goal is to review assessments to meet the needs of our students while ensuring our students meet the CCSS.

Curriculum Assessments
CST Results
S-BAC Schedule

Student Feedback

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

Findings

Supporting Evidence

MIS Staff views student and parent feedback as an important process in their learning experience. Students meet with their

Transcripts

MIS Teacher on a weekly basis to review their progress and may meet with the site counselor and/or administrator to ensure they meet their semester goals. MIS Teachers continuously check for understanding verbally as well as in written work students turn in on a weekly basis. Supervision of online courses and tutoring is provided as necessary to check of understanding and student growth.

Master Agreement

Modification of the Teaching/Learning Process

Indicator: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

Findings

Our students do not always enroll with standardized assessments that can be collected, analyzed and used as a basis for decision making. Curricular and instructional approaches are made on credit needs of individual students when they enroll. We are currently discussing pre-assessments, post assessments and summative assessments to measure student growth.

Supporting Evidence

Initial Reading & Math Assessment
 CST Data
 OARS Data
 CAHSEE Data

Monitoring of Student Growth

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

Findings

MIS Teachers monitor Infinite Campus, OARS and A+ Credit Recovery to monitor student progress towards meeting credit goals set in the Master Agreement.

Supporting Evidence

Master Agreement
 Transcript
 A+ Reports
 OARS Data

Conclusions

Findings

MIS & SJHS Staff work collaboratively together to ensure students are making academic progress. Our MIS Teacher has a variety of strategies and support to adjust student work as needed based on the assessments being used at this time.

Supporting Evidence

Staff Meetings
 Professional Developments

Findings

MIS & SJHS Staff understand the importance of monitoring student growth and implementing assessments to continually monitor their growth. We are currently discussing

Supporting Evidence

Staff Meetings

assessments to be used in MIS that will guide teacher instruction and support student growth academically.

D3 & D4. Assessment and Accountability Criteria

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 and the schoolwide learner outcomes.

The assessment of student achievement in relation to the academic standards and the schoolwide learner outcomes drives the school’s program, its regular evaluation and improvement, and the allocation and usage of resources.

Assessment and Monitoring Process

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

| Findings | Supporting Evidence |
|--|---|
| Infinite Campus is used district-wide to monitor attendance, student progress and state assessments. Students and parents can monitor their growth on a weekly basis and are sent Progress Reports quarterly. Report cards are sent home at the end of each semester. The site principal provides the superintendent a weekly report on attendance, enrollment and progress on a weekly basis. | Infinite Campus Progress Reports Report Cards Weekly Reports |

Reporting Student Progress

Indicator: There are effective processes to keep district, board and parents informed about student progress toward achieving the academic standards and the schoolwide learner outcomes.

| Findings | Supporting Evidence |
|--|--|
| MIS uses Infinite Campus to process, collect and disaggregate and analyze student data. At MIS student data is analyzed by our MIS Teacher, SJHS Teachers, site counselor and administration. State assessment results are mailed home to parents and report cards are provided at the end of each semester. Parents have access to their student’s assessment information via the Parent Portal on Infinite Campus. | Infinite Campus State Assessments Student Folder |

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.

| Findings | Supporting Evidence |
|---|--------------------------|
| Our students do not always enroll with standardized | Initial Reading and Math |

assessments that can be collected, analyzed and used as a basis for decision making. We are currently reviewing initial reading and math assessments to support our students academically. We are also reviewing additional assessments to be used before, during and after a course to monitor academic growth.

assessment
 Infinite Campus
 State Data

Conclusions

Findings

Student data that is available is being reviewed by MIS Teacher, site counselor and administration.

A+ Credit Recovery Reports are monitored weekly.

Analyzing Initial Reading and Math Assessment

Supporting Evidence

Staff Meetings
 A+ Credit Recovery Reports
 Initial Reading and Math Assessment Results

Findings

There is a need for a pre/mid/post assessment to monitor student growth.

Updating coursework with Common Core State Standards

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.

Supporting Evidence

Staff Meetings

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

Staff understands the importance of formal and informal assessments.

A+ Credit Recovery for course work.

Beginning stages of Initial Reading and Math Assessments.

Collaboration with SJHS & MIS staff.

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

Need for additional assessments to measure student growth based on CCSS in all subject areas

Need for assessments for student ability in an independent study program.

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

E1. School Culture Criterion

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

Regular Parent Involvement

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

| Findings | Supporting Evidence |
|--|--|
| <p>Our MIS teacher and an administrator and/or counselor meets with students and their parents during the enrollment process. At these meetings, policies and expectations are discussed.</p> <p>Parents can contact teachers and staff via phone as needed. Students who have an Individual Education Plan meet with their child’s Resource Teacher to discuss their specific goals. Our Spanish speaking parents are able to communicate through our staff as needed.</p> | <p>Back to School Night</p> <p>Open House</p> <p>School Site Council Meetings</p> <p>ELAC & DELAC Flyers</p> <p>Infinite Campus</p> <p>Twitter Account</p> |
| <p>Information is disseminated to parents in a variety of methods. Our school newsletter, website, and Twitter account keep our parents informed of upcoming events, meetings and deadlines. We also mail letters, progress reports and reports cards. Infinite Campus, our student information system, is accessible to parents through the “Parent Portal” on MUSD website. Our parents can access transcripts, attendance, behavior and grades in both English and Spanish.</p> | <p>Student Folder-Phone Logs</p> |
| <p>Parents are invited to attend and/or participate in School Site Council, ELAC & DELAC, Back to School Night, Open House and many more informational meetings to support parents and students.</p> | |

Use of Community Resources

Indicator: The school uses community resources to support students, such as professional services, business partnerships, and speakers.

| Findings | Supporting Evidence |
|---|---|
| <p>MIS has a working relationship with the Lions Club here in town. There are many opportunities for our MIS students to participate in contests or programs the Lions Club hosts.</p> <p>Our students have access to North Kern Vocational Training Center programs that vary from year to year. Many of these programs require our NKVTC students to volunteer at local doctors’ offices, banks and other establishments.</p> | <p>NKVTC Schedule</p> <p>SSC Meetings with Lion Club Representative</p> <p>College & Career Readiness Day</p> |

During the 2013-2014 School Year, we had over 10 colleges and 10 businesses come out to our College & Career Readiness Day for our SJHS & MIS students.

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.

| Findings | Supporting Evidence |
|---|--|
| <p>During initial parent/student enrollment process, MIS teacher and an administration and/or counselor discusses achievement of the academic standards and expected schoolwide learning outcomes through the curricular and/or co-curricular activities.</p> | <p>North Kern Vocational Training Center</p> |
| <p>Our SLOs guide ongoing discussions with parents, students and the school community members. School Site Council ensures that changes or additions support our SLOs and our districts goals for student achievement.</p> | <p>College & Career Readiness Day</p> |
| <p>Newsletters from our site and district communicate with parents our expectations for our students.</p> | <p>Site Counselor Newsletters: site & district</p> |

E2. School Culture 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.

| Findings | Supporting Evidence |
|---|--|
| <p>Student expectations are discussed in the Orientation Packet and during the initial enrollment meeting with parents and students. Once students are enrolled, teachers provide students with behavior and attendance expectations are restated to ensure there are no questions or concerns. Staff members work to instill positive personal behaviors and habits in our students while helping them develop good organizational skills.</p> | <p>Orientation Packet Enrollment Process Safety Binder Emergency Flip-Chart Site Cameras School Resource Officer</p> |
| <p>MIS is located on the same campus as SJHS. Therefore, MIS</p> | |

is included in the SIMS/NIMS emergency response plan for emergency drills. An Emergency Flip-Chart is located in all classrooms for easy access.

Every effort is made to maintain an attractive and clean campus. Custodial and grounds staff work on campus cleanliness. Graffiti is immediately removed by custodians, and classrooms and restrooms are kept clean. Our district maintenance department provides immediate response to any maintenance or safety issue.

Security of our students is our number one priority. Our campus is completely fenced in with seven cameras located around the campus, with a 30-day recording device. A School Resource Officer frequently monitors the site and perimeter and is available during school hours to assist with incidents, with our Police Department located less than a block from our site.

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.

Findings

Our teacher provides students with a sense of belonging and purpose. Our MIS Teacher has his/her own open-area classroom that includes the teacher desk, file cabinets and bookcases in close proximity to student’s seats and desks. Students feel very comfortable approaching the teacher and working with the teacher at his/her desk. In the Computer Lab there are computer stations accessible throughout the evening for students to use.

Supporting Evidence

Classroom Map
Computer Lab

Atmosphere of Trust, Respect and Professionalism

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

Findings

Students exhibit respect for staff, for the classroom and for each other. Although each student is assigned to a particular teacher, students at MIS have access to any of the SJHS Teachers for tutoring in their respected discipline. Administration and counselor are always available and maintain an “open door policy” for students and staff. We

Supporting Evidence

Behavior Report
Staff Meetings

have had no discipline concerns. Students routinely talk with teachers and staff, demonstrating their level of comfort which enhances student learning.

Conclusions

Findings

Supporting Evidence

Staff meets regularly to support student needs

Staff Meetings

Administration, counselor and staff are easily accessible for parents and students

Staff is committed to academic, social and emotional development of all students.

Equal access to District Student Support Services-same services as our comprehensive site.

E3 & E4. Student Support Criteria

All students receive appropriate support along with an individualized learning plan to help ensure academic success.

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

Adequate Personalized Support

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

Findings

Supporting Evidence

Students choose to attend high school at MIS for many different reasons. The majority of MIS students, regardless of reason, have not been successful in the regular comprehensive high school environment. In almost all cases, it is the MIS Teacher and the staff that make the difference in the student's ability to succeed and graduate. The teachers personally motivate, understand and gently cajole the students in a manner that keeps student coming to school, completing their work and staying on track for graduation. The staff has created a learning environment that is comfortable where students can experience academic success and personal acceptance every time they enter the classroom. Along with the individualized teaching, if the student needs more tutoring, the students are comfortable coming to ask for help from other MIS Teacher or SJHS Teachers.

SIPP Process

Resource Teacher

Counselor

Direct Connections

Indicator: The school demonstrates direct connections between academic 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 |
|---|---|
| <p>MIS students have equal access to the system of personal support services and opportunities as provided by the McFarland Unified School district. The MIS staff ensures that MIS students have services to which they are entitled such as our Student Support Services, school psychologist, and our district nurse. When the occasion arises, we work with the parents in setting up a connection with Child Guidance Center. Students who are caught on campus with drugs are referred to a Drug and Alcohol Counselor that provides services for our students once a week for 6 weeks. We also have a Family Resource Center that is available to support and advise families who need assistance in accessing medical and social service resources.</p> | <p>Childe Guidance Center Drug & Alcohol Class Family Resource Center MUSD Student Support Service</p> |
| <p>Local colleges, most prominently Bakersfield College Campus in Delano, offer opportunities for our students, on-campus, with information and recruitment as well as concurrent enrollment. Our counselor has developed relationships with the recruiters who regularly schedule visits with us.</p> | |

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.

| Findings | Supporting Evidence |
|--|---|
| <p>Administration and staff at MIS continues to work on a personalized approach to learning and provide alternative instructional options which allow access to and progress in rigorous standards-based curriculum. This includes the implementation of A+ Credit Recovery, the use of North Kern Vocational Training Center and our Computer Lab. We recognize that our student have a variety of academic needs</p> | <p>Computer Lab North Kern Vocational Training Center Student Folder Transcripts</p> |

and learning styles. Students work at their own pace, receive individualized instruction, and work with their teacher to set goals for their education.

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.

Findings

Administration and staff work together to ensure students have the support needed to enhance student learning. Our students have access to our Student Support Services and our site counselor when needed. Our MIS Teacher ensures that each student is challenged to meet their academic goals with a variety of resources, such as our Computer Lab, North Kern Vocational Training Center, and Bakersfield College-Delano Campus.

Supporting Evidence

Student Support Services
 Computer Lab
 North Kern Vocational Training Center
 Bakersfield College-Delano Campus

Equal Access to Curriculum and Support

Indicator: All students have access to a challenging, relevant, and coherent curriculum to all students. 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).

Findings

Our demographics change from semester to semester. In order to stay current we examine student transcripts and any state or district assessments we may have in order to set a Master Agreement that will benefit our students in meeting their educational goal. All MIS students have equal access to curriculum and support. This includes support with our site counselor, SJHS Teachers and our computer lab. In a few cases we have had MIS students attend our computer lab during the day due to special circumstances. It is our goal to strive to meet their needs with the resources we have. Each case is discussed and adapted as needed.

Supporting Evidence

Master Agreement
 Student Transcript
 Computer Lab

Co-Curricular Activities

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

Findings

Supporting Evidence

MIS students are included in SJHS co-curricular activities throughout the school year. Some of these include field trips to local colleges to presentations at our school site. Although it is difficult for some of our MIS students to attend, we understand the importance of student access to co-curricular activities which build upon student learning.

College Field Trips
Presentations at the site

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.

| Findings | Supporting Evidence |
|--|--|
| Due to our small size, it is easy to communicate to our MIS Teacher, MIS Students or MIS parents in regards to curricular/co-curricular activities. Many of our students have appreciated the invite to our curricular/co-curricular activities. Our MIS Teacher and site counselor’s goal is to continue to invite MIS students to any curricular/co-curricular activities that build onto our students learning. | MIS Staff Site Counselor Curricular/Co-Curricular Activities |

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.

| Findings | Supporting Evidence |
|--|---|
| MIS Teachers build a trusting and positive relationship allowing students to feel comfortable and supported throughout their enrollment and even afterwards. We are a small site and our students are able to rally get to know our MIS & SJHS Teachers and staff. | MIS Teachers SJHS Teachers MIS & SJHS Staff |

Conclusions

| Findings | Supporting Evidence |
|--|-------------------------------------|
| Personalized support based on student need | Master Agreement |
| Variety of Student Support Services | Student Support Services |
| MIS Students are included in extracurricular activities with SJHS Students | Curricular/Co-Curricular Activities |

| Findings | Supporting Evidence |
|------------------------------|---------------------|
| Regular Parental Involvement | Staff Meetings |

Parental Meetings Sign-In

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

Safe & clean environment

Personalized Support

High Expectations

Trusting, respectful and professional environment

Use of community resources

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

Need for ongoing CCSS assessments to drive instruction

Regular Parental Involvement

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

Goal 1: Professional Development supporting staff in CCSS, resources and strategies for students enrolled in an alternative site.

Goal 2: Entry Level Reading & Math Assessment.

Goal 3: Assessment System for measuring mastery of Priority Standards in CCSS.

Goal 4: Increase CAHSEE passing rate.

Goal 5: Incorporate Real World Applications into our Core Courses.

Goal 6: Provide College & Career support.

Chapter V: Schoolwide Action Plan

A. Revise the MIS Single Plan for Student Achievement.

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

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

Goal Number One: Professional Development supporting staff in CCSS, resources and strategies for students enrolled in an alternative site.

| Focus Area: | Action: | Administered By: | Timeline: | Action Meet: |
|-----------------------------------|--|------------------------|---|---|
| Professional Development | Attend Trainings/Conferences for alternative education | Administration & Staff | Attend yearly if applicable: 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021 | California Consortium for Independent Study was attended 2013-2014 school year. California Continuation Education Association was attended 2013-2014 school year |
| Evaluate Professional Development | Administration & Staff will meet after attending Trainings/Conferences for alternative sites to discuss ideas, strategies, CCSS and resources. | Administration & Staff | No more than 2 weeks after attendance of Trainings/Conferences: 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021 | Mr. Chairez & Mr. Veiss shared ideas and resources to staff from the California Consortium for Independent Study attended in November 2013. Mr. Lewy, Mr. McFarland & Mrs. Garcia shared ideas and resources to the staff from the California continuation Education Association attended in April 2014. |

| | | | | |
|---|---|------------------------|---|---|
| Visit Model alternative school sites | Attend Model alternative sites to observe CCSS & resources used to support student achievement. | Administration & Staff | Attend yearly if budget permits: 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021 | No model sites were visited during the 2013-2014 school year Mrs. Garcia visited Wasco Independent School in February 2014. |
| Evaluate visits to Model alternative school sites | Administration & Staff will meet after attending Model alternative school sites to discuss ideas, strategies, CCSS and resources. | Administration & Staff | No more than 2 weeks after attendance of Trainings/Conferences: 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021 | No model sites were visited during the 2013-2014 school year Mrs. Garcia shared with staff the resources used at Wasco Independent School. |

Goal Number Two: Entry Level Reading & Math Assessment.

| Focus Area: | Action: | Administered By: | Timeline: | Action Meet: |
|---------------------------------------|--|--|---------------------------------------|---|
| Initial assessment for Reading & math | Research initial assessment for Reading and math | Administration, Staff, District Math & ELA Coaches | 1st Semester of 2013-2014 School Year | Research was conducted the 1st Semester of the 2013-2014 school year. |

| | | | | |
|--|---|------------------------|---|--|
| Implement initial assessment for Reading and math | MIS Teachers will implement the initial Reading and math assessment. | Staff | 1st Semester of 2014-2015 School Year | Staff implemented the initial Reading & math assessment the 2nd Semester of 2013-2014 school year. |
| Evaluate initial assessment for Reading & math | Administration and staff will analyze data from initial Reading and math assessment. | Administration & Staff | 2nd Semester of 2014-2015 School Year | Staff evaluated & analyzed the results from the initial assessments for Reading & math mid-semester 2013-2014 school year. |
| Yearly Implementation of initial Reading & math assessment | During 1st meeting with MIS Teacher, MIS students will take the initial Reading & Math assessment. | MIS Teacher | 1st Semester of 2015-2016 School Year | N/A |
| Analyze initial Reading & math assessment | Administration & Staff will analyze initial Reading & math assessment | Administration & Staff | End of Semester for: 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021 2021-2022 | We began implementation early and analyzed results throughout the 2nd semester 2013-2014 |
| Reading & math Interventions | Research Reading & math Interventions after analyzing results from initial assessment and student work in reading and math. | Administration & Staff | School Year: 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021 2021-2022 | N/A |

Goal Number Three: Assessment System for measuring mastery of Priority Standards in CCSS.

| Focus Area: | Action: | Administered By: | Timeline: | Action Meet: |
|--|---|--|---|--|
| Establish Essential CCSS | Staff will meet to discuss Essential CCSS determined by District Rigorous Curriculum Design Leadership Team | Administration, Staff, District Math & ELA Coach | 2013-2014 School Year | Staff has met on two Saturday CCSS Trainings to discuss implementation concerns and progress. Staff has met throughout the 2013-2014 school year to discuss district progress on essential CCSS |
| Review CCSS for an alternative site | Administration & Staff will review and discuss implantation of CCSS at an alternative site | Administration & Staff | End of 2013-2014 School Year 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021 | Staff has reviewed CCSS throughout the 2013-2014 school year in order to plan for the 2014-2015 school year. |
| Analyze CCSS for an alternative site | Administration & Staff will plan for implementation at an alternative site | Administration & Staff | 2014-2015 School Year | In progress |
| Establish credit/standard equivalency | Administration and staff will meet to determine credit/standard to be covered in each core subject. | Administration & Staff | End of 2013-2014 School Year | Staff has established 2 credits should be earned per week for MIS students. |
| Assessment System: Authentic Assessments | Administration & Staff will meet to discuss Authentic Assessments for an alternative site | Administration & Staff | 2013-2014 School Year | Staff has met to discuss authentic assessments 2nd semester of 2013-2014 school year |

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| <p>Assessment System: Authentic Assessments</p> | <p>Administration & Staff will meet to begin creating & implementing Authentic Assessments for an alternative site</p> | <p>Administration & Staff</p> | <p>2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021</p> | <p>Staff has met to discuss creating authentic assessments 2nd semester 2013-2014 school year.</p> |
| <p>Assessment System: Authentic Assessment</p> | <p>Administration & Staff will review Authentic Assessment for an alternative site</p> | <p>Administration & Staff</p> | <p>2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021</p> | <p>In progress</p> |

Goal Number Four: Increase CAHSEE passing rate.

| Focus Area: | Action: | Administered By: | Timeline: | Action Meet: |
|----------------------------------|---|------------------------|---|--------------|
| CAHSEE Attendance on Testing Day | Staff will meet to discuss low attendance on CAHSEE Testing Day | Administration & Staff | 2014-2015 School Year | In progress |
| Increase CAHSEE passing rate | Administration & Staff will discuss ideas and resources for increasing the passage rate of CAHSEE | Administration & Staff | 1st & 2nd Semester of 2014-2015 1st & 2nd Semester of 2015-2016 1st & 2nd Semester of 2016-2017 1st & 2nd Semester of 2017-2018 1st & 2nd Semester of 2018-2019 1st & 2nd Semester of 2019-2020 1st & 2nd Semester of 2020-2021 | In progress |

Goal Number Five: Incorporate Real World Applications into our Core Courses.

| Focus Area: | Action: | Administered By: | Timeline: | Action Meet: |
|----------------------------------|---|------------------------|---------------------------|--------------|
| Research Real World Applications | Staff will meet to discuss & research incorporating Real World Applications | Administration & Staff | 1st Semester of 2014-2015 | In progress |

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| | into core courses. | | | |
| Create Real World Applications | Staff will meet to discuss & create Real World Applications into core courses. | Administration & Staff | 2nd Semester of 2014-2015 | In progress |
| Implement Real World Applications | Staff will meet to discuss & implement Real World Applications into core courses. | Administration & Staff | 1st Semester of 2015-2016 | N/A |
| Review & Analyze Implementation of Real World Applications | Staff will meet to review & analyze Real World Applications that were incorporated into core courses. | Administration & Staff | 2nd Semester of 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021 | N/A |

Goal Number Six: Provide College & Career support.

| Focus Area: | Action: | Administered By: | Timeline: | Action Meet: |
|----------------------------|--|------------------------|---|--------------|
| College & Career Readiness | Staff will meet to discuss & research resources to support student's future goals. | Administration & Staff | 1st & 2nd Semester of 2014-2015 1st & 2nd Semester of 2015-2016 1st & 2nd Semester of 2016-2017 1st & 2nd Semester of 2017-2018 1st & 2nd | In progress |

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|----------------------------------|--|--------------------------|--|--|
| | | | Semester of 2018-2019 1st & 2nd Semester of 2019-2020 1st & 2nd Semester of 2020-2021 | |
| College & Career Readiness | Course of Study for Career Essentials | Administratio & Staff | 1st Semester of 2014-2015 | Course of Study for Career Essentials was board approved June 2014 |