

**CONFIDENTIAL**  
**DOCUMENTATION AND JUSTIFICATION STATEMENT**  
**FOR WASC/CDE JOINT PROCESS**

[WASC/CDE 2011 Edition; for California public schools only.]

To complete this form use the template found on the VC Templates CD or the WASC website.

For proper processing, please complete the following information:

Chair Name	Name and City of School Visited	
Chair's Work Phone	Chair's Home Phone	Alt. number during end of June (if applicable)
Email address (if applicable)		

**Complete the narrative rationale for each factor. Check the box to the left of the rating that best fits the results of the self-study and the visit that was selected through Visiting Committee dialogue and consensus. [To check a box, double click on the box and select the "Checked" box value.]**

- **Highly Effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school's program and the school's operation.
- **Effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.
- **Somewhat Effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.
- **Ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.

**An accreditation term will be based upon a school demonstrating the following:**

**1. The involvement and collaboration of stakeholders in the self-study that accomplishes the self-study outcomes.**

**Visiting Committee Rating:**  Highly Effective  Effective  Somewhat Effective  Ineffective

**Narrative Rationale:**

The results of the self-study and the visit provided clear evidence that there was involvement and collaboration of stakeholders in addressing all five self-study outcomes. School instructional staff and other stakeholders were involved in data review, analysis and dialogue about perceived strengths and areas of need. There were fewer parents and students involved than anticipated.

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**2. The defining of the school’s purpose through expected schoolwide learning results and academic standards.**

**Visiting Committee Rating:**  Highly Effective  Effective  Somewhat Effective  Ineffective

**Narrative Rationale:**

The vision statement and the ESLRs have been refined over the past two years through a series of meetings. The leadership and instructional staff are working on ways to measure attainment of the ESLRs through a standards-based instructional program.

**3. The use of a professionally acceptable assessment process to collect, disaggregate, and analyze student performance data.**

**Visiting Committee Rating:**  Highly Effective  Effective  Somewhat Effective  Ineffective

**Narrative Rationale:**

There was a high level of usage of disaggregated data that was presented to stakeholder and focus groups. However, the analysis of data was not “pervasive” across the stakeholder groups. The district did provide data to assist the school. Analysis of data has been used to place students in specific classes and/or programs, to structure instructional lessons to address areas of relative weakness, and to prepare goals and activities to improve the school and its programs to students. Data collection is beginning to be “teacher-driven” with the recent development of rubrics within specific departments. However, there is a need for more schoolwide measures to provide a comprehensive view of improvement efforts over time, a component of the action plan.

**4. Acceptable progress by all students toward clearly defined expected schoolwide learning results, academic standards, and other institutional and/or governing authority expectations.**

**Visiting Committee Rating:**  Highly Effective  Effective  Somewhat Effective  Ineffective

**Narrative Rationale:**

Multiple measures do not show progress for all students; however, there is awareness of the subgroups for which stronger achievement is needed and multiple measures are beginning to show growth targets being reached for these students. The school leadership, instructional staff and other stakeholders need to continue the development of clearly articulated benchmarks for student performance that are linked to the academic standards and expected schoolwide learning results. Measuring the impact of the English literacy and math classes has yet to be measured. There is no formal follow-up of the school’s graduates to assess preparation for post-secondary learning or careers.

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**5. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources that supports high achievement for all students.**

**Visiting Committee Rating:**  Highly Effective  Effective  Somewhat Effective  Ineffective

**Narrative Rationale:**

The vision is shared by the school community; however, there still is the need for greater input from the parents, students, and community. Over the past two years the vision has been refined using analysis of data regarding student achievement and student, parent, and staff surveys. The governing board is supportive of this and is regularly monitoring student achievement results and the approving the school's single schoolwide action plan. The schoolwide learning outcomes (ESLRS) are congruent with the vision statement; and the vision is consistent with the district's vision and expectations. There is a need for the leadership and instructional staff to establish and employ a systematic use of student performance assessment strategies in order to improve student achievement based on the standards and the ESLRS. This needs to be supported with increased, sustainable staff development. In addition, the leadership and instructional staff need to expand interdisciplinary collaboration and integration of technology and overall improve the capacity of the school to meet the needs of all students. There has been an improvement in the use of resources based on the support of student learning.

**6. Standards-based Student Learning: Curriculum that supports high achievement for all students.**

**Visiting Committee Rating:**  Highly Effective  Effective  Somewhat Effective  Ineffective

**Narrative Rationale:**

Students are engaged in a rigorous, standards-based curriculum. Steady sustained progress is being made by some of the subgroups of students. Great attention has been given to the students who are significantly below grade level in math and reading. Similar attention has been given to the availability of courses for the highest achieving students with the addition of more AP classes. There was limited evidence that the instructional needs of the "middle" range of students were being fully addressed.

**7. Standards-based Student Learning: Instruction that supports high achievement for all students.**

**Visiting Committee Rating:**  Highly Effective  Effective  Somewhat Effective  Ineffective

**Narrative Rationale:**

A variety of instructional strategies are used because most teachers have a high degree of knowledge regarding CLAD and SDAIE methodologies. Some students use resources outside of the classroom to engage in learning experiences. Both staff and students commented on the apathy of many students to take ownership for their learning. Teachers are participating in some training on technology, assessment and cooperative groupings.

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**8. Standards-based Student Learning: Assessment and Accountability that supports high achievement for all students.**

**Visiting Committee Rating:**  Highly Effective  Effective  Somewhat Effective  Ineffective

**Narrative Rationale:**

The stakeholder groups do view themselves as accountable for student learning and for student progress. However, staff is still at the beginning stages of understanding the analysis of data and utilizing the results to modify instruction and support. Assessment of students has particularly been focused on the two selected ESLRs. Many staff members use a variety of assessment techniques. There is still the need to further develop clearly articulated benchmarks for student performance that are linked to the academic standards and ESLRs. There was little evidence of formative assessment of ESLR attainment over the course of each student's high school career. A need does exist to communicate assessment results to all stakeholder groups.

**9. School Culture and Support for Student Personal and Academic Growth that supports high achievement for all students.**

**Visiting Committee Rating:**  Highly Effective  Effective  Somewhat Effective  Ineffective

**Narrative Rationale:**

The staff members share high expectations for all students and enhance. The culture of the school sets high expectations for student achievement. There are positive attitudes and minimal disruptions that provide a safe, clean, orderly, and secure learning environment for all students. The staff does share a common sense of purpose and focus on improving student learning.

All students receive appropriate academic support and have access to a system of personal support services, activities and opportunities at school and within the community. The district has provided an additional counselor to facilitate attendance referrals, assist with Individual Education Plans, and chair Student Study Teams. The school does have a diverse number of programs to connect students with the community. There are four year learning plans that require parental endorsement but the active engagement of parents and students in planning for the future appears limited.

**10. The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.**

**Visiting Committee Rating:**  Highly Effective  Effective  Somewhat Effective  Ineffective

**Narrative Rationale:**

The Visiting Committee agrees that the action plan is appropriately directed towards efforts to support high achievement of all students. Data collected by the school supports the identified prioritized growth areas. Both the leadership and the instructional staff are committed to focusing on a more systematic schoolwide effort in the use of existing data that is pertinent to student learning and the addition of performance-based assessment methods directly linked to benchmarks of academic standards and ESLRs. There is a need to do further refinement of the action plan, especially in the area of assessing progress of the plan in relation to student achievement of the academic standards and ESLRs.

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**11. The capacity to implement and monitor the schoolwide action plan.**

**Visiting Committee Rating:**  Highly Effective  Effective  Somewhat Effective  Ineffective

**Narrative Rationale:**

There is a general awareness and involvement by stakeholders in the action plan. The evaluation process will be used to identify further actions for improvement. The school does need to develop more formative methods to provide more immediate feedback to all stakeholder groups. The student and parent stakeholder groups need to be a part of the implementation and monitoring of the plan.

**12. The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.**

**Visiting Committee Rating:**  Highly Effective  Effective  Somewhat Effective  Ineffective

**Narrative Rationale:**

The school addressed the growth areas/critical areas of follow-up. Evidence indicates that these original recommendations were integrated as appropriate into the school's programs and activities. There has been an ongoing, systemic improvement integral to the school's culture.

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Provide a brief narrative, which summarizes the Visiting Committee's rationale for the recommended term: *(If there is an unresolved minority opinion please indicate and explain.)*

- **Term options seriously considered**
- **Reasons for the term recommended**

In the comments reflect upon the following:

- The Visiting Committee's discussions and process (summarize as needed in the narrative)
- The degree to which students are learning
- The strengths and growth needs of the school in all areas of the program and operation
- The capacity of the school to implement and monitor the action plan

The Visiting Committee reviewed the term options and the chair had each member complete the accreditation term worksheet by reflecting on the criteria, the self-study, and the findings of the visit. The ratings from each team member were recorded for the term factors. On several areas, there was immediate consensus as the ratings were the same. In other areas, the team members discussed the rationale for each rating, using evidence collected to provide substance to the varying points of view. The team did come to consensus for these areas, in many cases this was a natural evolution of the discussion. There were no minority opinions on any factor.

The committee discussed and considered the full six-year term and the six-year term with review (6R). The discussion focused on which of these two terms would be most helpful to the school in its continuing efforts to improve the school. The committee easily reached the unanimous recommendation of a term of six-years with a mid-term (third year) on site-review. The reasons for the term are enumerated below:

- The school needs to improve student achievement for all students. Programs such as the literacy and math programs are operating but have not been evaluated.
- The understanding of and the use of assessment data are still at the beginning stages for many of the instructional staff.
- An overall measurement of schoolwide improvement based on data analysis and the communication of this measurement is in its infancy.
- There was limited involvement of student and parent stakeholders in the school improvement process.