SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

Slover Mountain High School

18829 Orange Street

Bloomington, CA 92316

Colton Joint Unified School District

March 11, 2019 - March 13, 2019

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Preface

In its self-study process, Slover Mountain High School used a combination of whole staff meetings, smaller focus groups (Organization, Culture, Instruction, Curriculum, and Assessment and Accountability), a Leadership Team comprised of teachers from various core departments, and solicitation of input from stakeholder groups. The groups met on early release days and set additional meeting dates to accomplish the work of the self-study process. Additionally, a built-in late start schedule allowed the staff to meet regularly before the start of the student day.

The SMHS staff reviewed and revised the Student Learning Outcomes (SLOs) to better reflect their current work, student needs, and school culture. Using the cognitive anchor, ROAR (Respectful, Optimistic, Accountable and Resilient), the staff created classroom posters of the SLOs, as well as posters of the School-wide expectations to serve as reminders to students and to assist in guiding the daily work of teachers with a goal of creating a consistent classroom culture for students. The Visiting Committee verified through student and staff interviews and observation, that students are aware of these expectations and that they are frequently reviewed.

The individual focus groups met with their teams on Thursdays throughout the 18-19 school year, to develop and discuss findings and evidence for the sections of Chapter 3 of the report. The stakeholders also reviewed past WASC reports to identify significant changes and the impact of those changes on student achievement and success. Data reviewed included results from the California Assessment of Student Progress and Performance (CAASPP), attendance rates, credits earned, graduation rates, and discipline data. The staff analyzed this data to draw conclusions about strengths and areas in need of growth. The leadership team then looked for trends among the areas for growth. Four areas were identified based on the lowest points demonstrating the greatest need for change. These conclusions were then aligned with the district's Local Control Accountability Plan (LCAP) and School Plan for Student Achievement (SPSA) to create actionable items for the WASC Action Plan.

The Visiting Committee is in agreement with the school's conclusions from their Self-Study and further agree that the School-wide Action Plan appropriately reflects areas identified for growth. The Visiting Committee used classroom observation, examination of evidence binders, and multiple interviews with focus groups, parents, students, and district and site level administration to validate the self study report. Further recommendations have been given to assist the school in their continuous improvement work.

The SMHS staff held the perspective throughout the self-study process that it was important to examine who they are as a school and what their goals are for their students. As part of the continuous learning cycle, SMHS continually reviews data and discusses the best way to approach teaching and learning.

Chapter I: Progress Report (2 pages)

Slover Mountain High School made progress on four goals emerging from the 2013 self-study and intervening visit.

Goal 1: Successfully Manage the Move to the New School Site
(The School moved to a new school site in March of 2013 because the other sitel was at capacity.)

The school successfully managed this move, and due to the opportunities presented by the new space, was able to add:

1. A full-sized library with a garden outside,where students can relax for a moment, enjoy
the fruits thereof, or regroup from a stressful experience
2. Two full (36) student use labs (Title 1 funded) and 7 Chrome carts
3. Full size classrooms for all teachers
4. Separate science lab rooms for teachers to use as needed

5. P.E. locker rooms and larger fenced play court, baseball/soccer field , and swimming pool.
6. Dedicated room for group counseling
7. Dedicated room for Work Experience program and English Language Learner Support services, including student use computers
8. Large Multi-purpose room
9. Ceiling mounted projectors and other technology
10. Additional room for storage
11. A Health office
12. Staff work/break room also used by security staff
13. Security Office/custodial staff
14. Adult Education - rooms have been created to accommodate Adult Ed.
15. Work Experience room/college career room, with student use computers
16. Athletics

Goal 2: Fully Implement Explicit Direct Instruction Through an Expansion of Teacher Leadership at the School Site which Includes Peer Coaching and Mentoring

Since 2013, the district as a whole moved away from the EDI model toward more collaborative and student-centered instructional models more aligned to the demands of Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). However many teachers who were trained in EDI incorporate aspects of the program in their daily instruction while also growing in 21st century based instructional models. Teachers teach concepts and skills through a variety of research-based methods, adjusting their teaching and pace based on student understanding.

Additionally, SMHS staff uses differentiated instruction to increase access for all learners. Other types of instruction include project-based assignments, technology use for both teaching and learning, art critiques and the use of Bloom's Taxonomy and Depth of Knowledge charts. New teachers receive assistance from a mentor in their own departments to provide encouragement, experience, and curriculum help, best practices, classroom management techniques, and resources with the unique needs of the continuation high school setting in mind.

Goal 3: Develop a System of Professional Development to Meet the Needs of Slover Mountain Students while Continuing District-Wide Reforms

Professional Development takes place during morning meetings and on early release days and is ongoing throughout the year. Many of the workshops/conferences are specifically designed for the schools' student population or to address students' identified academic and social needs. The district, county, and state also provide opportunities for professional development to the staff at SMHS. Money was allotted for teachers, counselors, and administrators to attend conferences that will assist with increasing student achievement. Professional Development included the following topics:

● Student Wellness Conference
● California Continuation Education Association Conference
● Understanding the Culture of Poverty Conference
● District Common Core Standards Training (English, Math, Social Science, Science)
● Positive Behavior Intervention and Support Training (PBIS)
● ELPAC training
● ILT (Instructional Leadership Team) Trainings (4)

To help meet student needs, an Advisory Period was added to the daily schedule. This course was designed to serve the social-emotional needs of the students by dealing with topics such as bullying, gratitude, sympathy, empathy, etc. In Advisory, students are taught the Student Learning Outcomes (SLOs) of being Respectful, Optimistic, Accountable, and Resilient. Also during Advisory, students can

evaluate their own transcripts.. This keeps students involved in their own schedule planning and keeps them informed about how many credits they have earned and how many credits they need.

Goal 4: Establish a System for Teachers to Formally Collaborate in Order to Analyze Student Data and Create Performance Benchmarks, which are Aligned to District and Common Core State Standards

Teachers have had time to collaborate with one another via the following:
- Staff meeting agenda items call for teachers to work cooperatively with one another to discuss academics, behavior, and analyze data, and other pertinent topics related to student achievement.
- The district provides paid days with substitutes for teachers 3 times a year to collaborate within their departments on lesson plans, common assessments, behavior expectations, interventions and standards implementation.

Other Significant changes since the last Self-Study
- Implementation of an ongoing follow-up process via SSC
- New Pacing Guides and Textbooks
- Athletics programs
- New systems for monitoring student achievement
- New systems for college and career planning
- Staffing changes including the promotion of the Assistant Principal to Principal, a new Assistant Principal, and several new teachers.

Chapter II: Student/Community Profile (2 pages)

1. Demographics

Slover Mountain High School is an alternative high school located in Bloomington, California, and is part of the Colton Joint Unified School District. The district serves over 23,000 students from the cities of Fontana, Bloomington, Rialto, Colton, San Bernardino, and Grand Terrace.

Colton Joint Unified School District serves students who lives in parts of Fontana, Rialto, San Bernardino as well as Bloomington, Colton, and Grand Terrace. The district has a total 19 elementary schools, three comprehensive high schools, one alternative high school, one continuation high school, and Adult Education.

Slover Mountain High School's demographics closely resemble that of the district and the surrounding community. Te current enrollment is as follows: 6.9% African American, 0.5% Asian, 88.1% Hispanic, 0.5% Pacific Islander, and 4.1% White. Of these, 88.1% are socioeconomically disadvantaged; 6.4% have been identified as English Learners; Foster youth make up 0.5% of the school's population and there are 9.6% of the students who are considered homeless. 11.5% of students are on an IEP.

2. School Program

Slover Mountain High School is a high school diploma-track program and also includes the following:
- Scholastic Athletics
- Physical Education
- Electives (e.g. Leadership, Art, Ceramics, Athletics, Film Studies, Publications, Computer
- Science, Work Experience, Acting, Marine Biology)
- English Language Development
- Specialized Academic Instruction (RSP) using both pull-out and push-in models
- A daily Advisory Class for all students
- Counseling (career, academic, social-emotional support, anger management, substance abuse, and family)
- Positive Behavioral Interventions and Supports (PBIS)

3. School Data
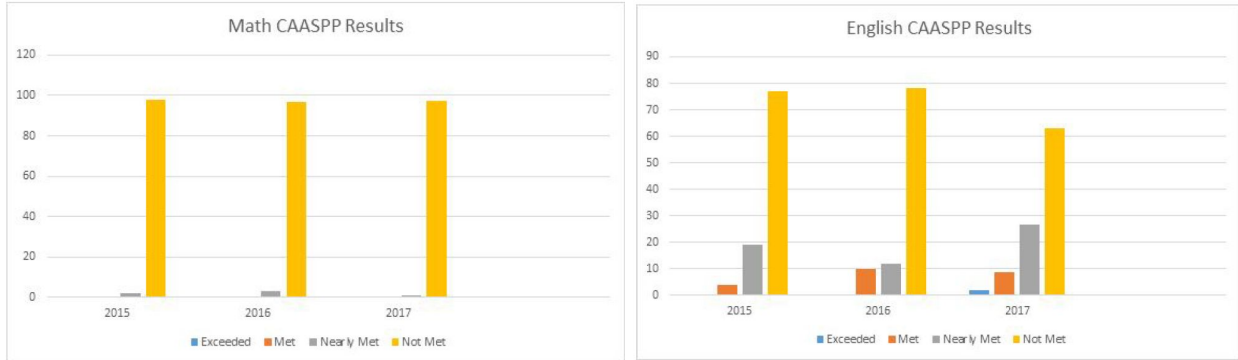
Conclusions based on CAASPP data: The committee recognizes that standard test scores often do not reflect the bigger picture of student success at an alternative high school, for a variety of reasons. As is typical for such schools, most 11th grade students who take the CAASPP Assessment are not meeting the standard in both ELA and Math. The school seeks to provide additional support to students through a variety of structures.

GRADUATION RATE

School Year	Total Number of Seniors	Total Number of Graduates	Graduation Rate
2015-2016	116 (including 13th graders)	73 (including summer)	62%
2016-2017	125 (including 13th graders)	87 (including summer)	69%
2017-2018	169 (including 13th graders)	86 (including summer)	51%

Conclusions based on Graduation and Return Data: There is some concern that the graduation rate has decreased; however, this number does not account for the students who return to their home school to graduate on time or the 5th year students who graduate throughout the school year or during the summer school session. Slover does send a substantial number of students back to their home school to graduate.

ATTENDANCE

School Year	Attendance Percentage
2015-2016	81%
2016-2017	83%
2017-2018	85%

Conclusions based on Attendance Data: There has been a steady increase in school attendance.

Students have full-day schedules from 9:30am-3:10pm and take 7 classes which includes an Advisory Period. SMHS works with parents through parent meetings to emphasize the importance of attendance Administration emphasizes attendance through daily announcements and at PBIS assemblies, and individually call out students to provide them with Saturday Academy information. The Attendance Assistance makes personal phone calls home to parents regarding attendance and BlackBoard messages are sent home regarding Saturday Academy opportunities.

DISCIPLINE

School Year	Suspensions	Expulsions
2015-2016	51	11
2016-2017	52	3
2017-2018	53	3

Conclusions based on Discipline Data: The number of suspensions has remained steady over the past few years, while expulsions have substantially dropped. The school is implementing PBIS in order to reduce the rate of suspensions.

CURRENT DASHBOARD DATA

Performance Indicator	Data	Color	Findings
English Language Arts	144.5 below average standard 35.3 point decrease	Red	There was a decrease in students who met the standard in ELA. English teachers collaborate on effective strategies and assessment

7

			as well as offer before and after school tutoring opportunities to help with meeting the standard.
Mathematics	218.3 points below average 9.4 point increase	Orange	While students are still below standard in Math, there was a 9.4 point increase to the scores from the previous school year.
English Language Learners	Level 4 - 7.1% Level 3 - 42.9% Level 2 - 50% Level 1 - 0%		Most of the ELL students are somewhat developed or moderately developed in their English Language proficiency. They are performing at or around the same rate as their English Only peers.
College and Career Readiness	1.5% prepared Maintained	Red	The rate of students leaving prepared for college and career was maintained from the last school year. Our school site does not meet A-G as we do not offer a foreign language and we currently do not have a pathway. We are looking at implementing a pathway during the 2019-20 school year.
Graduation Rate	58% Increase of 4.5%	Red	The graduation rate increase from last year. The graduation rate does not account for students we returned back to their home school to graduation on time or 5th year students who graduated throughout the school year or during the summer session.

Conclusions on dashboard data are mostly accounted for in discussions above, such as for graduation rate and achievement on CAASPP. The low CCR rate is not atypical for continuation high schools, but is being explored by the school to see if more CTE can be offered to help address this metric.

Chapter III: Quality of the School's Program

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

    A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
    B. Standards-Based Student Learning: Curriculum
    C. Standards-Based Student Learning: Instruction
    D. Standards-based Student Learning: Assessment and Accountability
    E. School Culture and Support for Student Personal and Academic Growth

- Summarize an analysis of what currently exists and its impact on student learning
- Highlight the areas of strength (if any)
- Highlight the key issues (if any)
- List important evidence about student learning from the self-study and the visit that supports these strengths and key issues.

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

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

A1. Vision and Purpose Criterion

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

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

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

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

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

The mission of Slover Mountain High School is to graduate high school students who are responsible citizens, critical thinkers, and positive communicators. Slover Mountain High School's vision is to help their young adults become self-advocates, self-reliant, and strong, emotionally healthy citizens. The Student Learning Outcomes have the cognitive anchor ROAR, which stands for Respectful, Optimistic, Accountable and Resilient. The mission and vision statements are new and are designed to focus on not only academic achievement, but also on the whole child. The VC interviews with stakeholder and focus teams confirmed that this is a shared mission and vision.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective

processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

The SMHS Vision and Mission Statement was revised during the 2017/2018 school year with stakeholder input. The District's Board of Education is advised of the School's mission and vision by SMHS students at public Board meetings biannually. SMHS collaborates with community members through events and service partnerships to obtain input on the School's vision and mission. Through these events and activities, community groups provide input on what the perception of the School's vision is in the community. These groups also inform SMHS of ways the school can improve how it disseminates its purpose and role to the community.

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

Students are advised of the SMHS vision and mission at orientation meetings and student expectation/PBIS assemblies. Through the daily Advisory class, the SMHS vision and mission is reinforced through lessons on career, academic and life planning. Parents are advised of the SMHS mission and vision through presentations at Back to School Night. The vision and mission is reinforced at School Site Council meetings, ELAC meetings and other parent gatherings.

A2. Governance Criterion

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

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

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

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

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

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

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

The Colton Joint Unified School District School Board's policies and procedures are clear and connected to the School's mission. The District's mission statement and stated priorities are consistent with student achievement.

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

As with many alternative schools, SMHS struggles to get a high degree of parent engagement, despite its many efforts. As such, this is identified as an area for growth and is reflected in the school's action plan. Some of the ways that stakeholders are involved are as follows: a survey is distributed to all district employees, students, and parents to complete; the stakeholder committee meets several times to analyze data from the survey and other data, and to provide input; the school community is informed of ways to participate in SMHS governance through information posted on District websites, the SMHS website, the Principal's social media site, home notification systems like Blackboard, and school mailings and newsletters. Students and parents also have the opportunity to participate in School Site Council and ELAC meetings where LCAP is discussed.

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

The Board reviews student performance, overall school operations and the fiscal health of the school through continuous review and through site reports at the School Board meetings. The Board revises policies and maintains alignment with state and federal guidelines. The principal meets routinely with the District staff to present and formulate school plans and needs, which are then communicated to the Board. The Board receives periodic updates regarding student achievement. The VC Interviews with district personnel confirm that the the Board and district admin have a strong awareness of the performance and operations of SMHS.

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

Colton Joint Union uses the Uniform Complaint Policy. Complaint procedures and conflict resolution policies are clearly communicated in the District's Board Policies and Administrative regulations. These same policies and procedures are also in school publications (e.g. school handbook) and posters. Complaint forms are available in the administrative offices, as observed by the Visiting Committee.

A3.   Leadership: Continuous Planning and Monitoring Criterion

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

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

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

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

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

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

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

SMHS uses a six-week term calendar. This requires frequent evaluation and monitoring of students. The staff collaborates on designated days to review grades, attendance and behavior data, and uses this data to determine what courses or interventions students need. Saturday school is offered to remediate students with an excessive number of tardies or absences. The VC observed that collaborative structures are in place for this purpose.

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

SMHS meets with its School Site Council (SSC) to analyze CAASPP data and other data that includes grades, formative assessments, summative assessments, surveys and graduation rate in order to annually evaluate the SPSA and recommend actions and expenditures that align with the school's mission and vision as well as the district's LCAP goals. As an example, funding has been allocated toward after-school tutoring to assist with student achievement goals in math and ELA. Funds have been allocated toward increasing library and computer access after school so that students can work on assignments in a safe space with resources after school hours.

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

Staff and administration meet weekly to discuss student and staff needs. The principal structures these meetings to allow for an environment of open discussion and celebration of the positive "wins."

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

SMHS utilizes electronic communication for internal communication; however, direct communication is encouraged and even required contractually for the resolution of differences. Planning occurs collaboratively in a face-to-face setting through various internal structures created for this purpose.

A4.   Staff: Qualified and Professional Development Criterion

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

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

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

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

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

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

Staff members for SMHS are hired via the district's hiring process at CJUSD. To the extent possible, CJUSD hires qualified and fully credentialed teachers. Credentials and transcripts are vetted through the human resources department of the district and undergo an interview process. Employees must also pass a background check. The principal works with the district's credential analyst to ensure that, to the extent possible, teachers are assigned only to courses for which they are highly qualified. As an example of this process, the principal shared with the VC her process in hiring a new business teacher for a CTE Business pathway that is being created, and her efforts to ensure that the new hire is not only qualified but also a good fit for her site.

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

The school provides employee handbook documents to every teacher at the beginning of the year. These include directories, schedules, faculty policies, human resources practices, etc. Throughout the year, updates are provided either in staff meetings or via faculty mailboxes. Wall posters on a variety of operational procedures are posted in classrooms and common areas. These include disaster procedures and PBIS expectations.

Support of Professional Development/Learning and Measurable Effect on Student Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

Teachers participate in regular professional development, according to the district staff development plan, and augmented by staff collaboration days and attendance at California Continuation School conferences. The need for more professional development is identified in the self study report as an ongoing need and is reflected in the school-wide action plan. In staff interviews, the VC observed that teachers desire ongoing staff development for instructional and academic success, as well in data analysis protocols and in social emotional learning strategies.

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

Certificated and classified staff are evaluated according to the procedural articles in their respective bargaining unit contracts. Certificated staff may also participate in peer observation.

A5.   Resources Criterion

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

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

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

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

The school administration uses stakeholder input (teachers, students, and parents) in the form of surveys and advisory committees (SSC, ELAC) to analyze data and allocate resources toward meeting the critical learning of students in the SPSA. The goals and actions of the SPSA are aligned to the SLOs, the school's mission and vision, and to the goals of the district LCAP.

Practices: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

The district uses accepted and compliant business and accounting practices for developing its annual budget and conducting an annual audit via an independent CPA firm.

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

SMHS has recently been relocated to the property on Orange Ave, which is adjacent to the school district offices and district board room. It shares the campus with the adult education program. The campus is clean and well-maintained, as observed by the Visiting Committee. Classrooms and other instructional spaces are functional and support the student's learning needs, including: a large library, three computer labs, a garden, a health office, counseling and administrative offices, faculty lounge and work area, a multi-purpose room, locker rooms and an outdoor area for PE, outdoor eating area, ceramic room and kin, and a career guidance center.

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

The school works within district policies and procedures for textbook adoption and acquisition, and uses the same textbooks as the comprehensive high schools. The Visiting Committee observed Instructional materials, technology, and other equipment to be modern and in good repair. The school is in compliance with the Williams Act.

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

The district leverages its Title II and LCFF funds to ensure ongoing professional development for a well-qualified staff. Training includes: Classified Boot Camp, PBIS, CAASPP, ELLevation, Illuminate, Google Suite, Model Continuation High School Conference, Suicide Prevention Training, Mental Health Awareness, Equity Conference, and many others.

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

The VC interview with key District and Cabinet Personnel demonstrated that there is district oversight of the schools SPSA process to ensure alignment with the LCAP. The school receives LCFF funding in the form of discretionary Supplemental and Concentration along with base funding per ADA and Title I for Targeted Assistance to support student achievement of the critical learner needs.

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

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

The staff identified, and the Visiting Committee verified, the following areas as strengths:
● New Shared Mission and Vision Statements, collaboratively developed
● Increased efforts to reach out to parents/guardians and extend opportunities to be on campus, including an increased Social Media footprint
● Implementation of a Leadership Team and Department Chairs
● Increased record-keeping with meeting agendas and minutes for all meetings

The Visiting Committee also identified the following areas as strengths:
● Professional development and trainings in a variety of topics
● Exceptional support staff and facility spaces to support student academic and social emotional needs, including unique spaces for counseling, library, and career counseling.
● The two Campus Safety officers demonstrate an exceptional presence, leading to excellent supervision and safety.
● Multiple staff positions and systems exist to support student success and to personalize the student experience according to their unique needs.
● Student Learning Outcomes and School-Wide Expectations are clearly displayed in all rooms, and students know them and can speak to them. Students state that the SLOs and expectations are regularly reviewed.

- The school climate is a true reflection of its administrative leadership. Their leadership and guidance embodies the school's unofficial slogan, "You can't spell SLOVER without LOVE."

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

The staff has identified the following components as areas of Growth:
- Provide opportunities for professional development in the area of collaboration strategies for classroom instruction.
- Continue the communication from District to site to ensure everyone is working toward the same vision.

In addition, the Visiting Committee has identified the following area for growth:

- Continue to advocate for District administration to be present in visits to the site on a regular and ongoing basis, and with an equity lens to ensure the SMHS students have access and opportunity to all programs and services of the district as appropriate, particularly with respect to facilities that support athletics.

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

- Staff, student, stakeholder and administrative interviews
- District LCAP
- School SPSA
- SLO and School-wide expectation posters in all classrooms and common spaces
- Classroom and campus observations

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1.   Rigorous and Relevant Standards-Based Curriculum Criterion

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

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

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

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

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

The ELA department has adopted the Jane Schaffer Writing Model to support stronger writing skills.

16

Students learn the basic format of a paragraph and essay to help them develop stronger writing skills and to be able to communicate more effectively. SMHS teachers also use the Expository Reading and Writing Course (ERWC), a research-based approach from the California State University System in alignment with the common core standards. The VC observed examples of student writing in classrooms.

There is collaboration between the English teachers for the purpose of going over common assessments, to share lesson plans and to align instruction to best meet the needs of students. Teachers also share the research-based best practices and effective teaching techniques at staff development meetings. During instruction, teachers check for understanding and adjust their teaching and pace based on the students' understanding. While the VC observed checking for understanding, and some collaboration is occuring, the need for common assessment and shared best practices is identified as an area for growth. This was validated by staff interviews.

Technology is also utilized to support both teaching and learning with project-based assessments and Bloom's Taxonomy and Depth of Knowledge Chart which guides objectives and curriculum planning. The ELA department adopted new textbooks in 2017-18 and have developed pacing guides for the levels taught. A course syllabus outlines expectations and learning objectives for each level of ELA classes. The VC observed technology integration during multiple classroom visits.

In Social Studies students are expected to be able to annotate, interpret and understand the implications of primary source document relevant to specific historical time periods. Social Studies teachers use a variety of of teaching modalities in order to reach all students. Teachers use Powerschool, a web-based classroom application where students can access lessons, quizzes and worksheets electronically. Nearpod, a presentation software program that interacts with the students is utilized by both the ELA and Social Studies departments. Social Studies teachers use both project-based assessments and online assessments of learning and are piloting new textbooks this year. The VC observed a variety of teaching strategies and real-world connections during multiple classroom visits.

The SMHS Math Department adopted new textbooks in 2017-18, The Harcourt Brace published textbooks include a digital component that enhances student access to learning. The textbooks are for Algebra I, Geometry and Algebra 2 and are aligned to common core standards. A consumer math class is offered as a second year math class. Classes are interactive and students use their own whiteboards to display their answers. District created and site created final exams are aligned to the common core standards and given to students to assess learner outcomes. Outsourced materials are also utilized to create integrated and relevant lessons. Online district final exams are given each semester. Through staff interviews, the VC identified that pacing alignment between SMHS and the comprehensive high school sites is a continuing area for growth when using district benchmarks and final exams.

The Science Department's instructional planning focuses on the implementation of the Next Generation Science Standards (NGSS) with continued emphasis on writing within science. Instruction includes a focus on students asking meaningful questions, developing hypothesis, practicing experimentation, analyzing results, and drawing conclusions using supporting evidence. Biology has integrated health curriculum called Positive Prevention Plus health. Positive Prevention PLUS Sexual Health Education for America's Youth focuses on specific protective behaviors using a variety of peer-based and interactive strategies. The VC observed multiple science classes and concurs that ongoing training for NGSS implementation in science classes is desirable.

Odysseyware Online provides credits recovery that fills in the gaps for students needing to double up on courses and to finish the myriad of electives needed in order to graduate. The VC identified through stakeholder interviews that the school has received ongoing district support to ensure that Odysseyware is being implemented in a standardized and rigorous manner that matches their comprehensive

17

counterparts.

Other teacher-led classroom electives include Art Drama, Leadership, Film Studies, Peer Assistance Practicum, Marine Biology, Geography, Publications, Digital Citizenship and Advisory. The VC observed several of these electives in multiple classroom observations.

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

All courses have integrated college and career readiness standards as they are embedded in common core standards. In English 4 Quarter 4, the entire course is geared towards assisting students in developing ideas for life after graduation. Requirements for both college and career are explored by students who have the opportunity to gather information about colleges, vocational schools and other careers that require some form of training. Students are required to keep a portfolio of their written research as well as resumes and letters of recommendation. The VC validated these practices during multiple staff and student interviews.

The school has a College and Career Readiness course that is an academically-based course founded on the Course Standards for High School Transition Classes culminating with every student developing a 5-year plan. The VC directly observed these practices in this course.

CTE pathways to enhance the College and Career readiness is a recommendation and would subsequently help the CCRI indicator for the school. This enhancement would require the support of Ed Services.

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

Although departments are given time to collaborate three times a year on common assessments, lesson planning and interventions that are integrated with Common Core Standards and SLOs, the VC identified this as an area for growth, including using data from the CAASPP state testing and common core assessments to target instruction.

Technology is utilized by departments to share common assessments. Springboard, Google Docs, Google Drive, Google Classroom, Nearpod and Powerschool are a few of the technology systems used to share assessment practices and activities.

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

Art and English have collaborated on writing essays and Social Studies and English 3 have coordinated their pacing guides however, English's new curriculum is not taught chronologically. Research-based materials are shared with the faculty and some teachers have used their own research and these materials to incorporate into their teaching and then have shared information regarding their successes at staff development meetings. The VC conducted staff interviews and viewed evidence to validate these practices.

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

and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

The school does not formally articulate with colleges and universities but students visit schools on field trips. SMHS visits San Bernardino Valley Community College, Riverside Community College, Crafton Hills College and Chaffey College. Parent and new student orientations occur every six weeks in which the school's policies, procedures are articulated by site administration and support staff.

SMHS has an Instructional Leadership Team (ILT) composed of teachers who met twice in 2017-18 and twice in 2018-19 where they were provided with research-based training on using collaborative groups in the classroom. The ILT is driving through the emerging stages of grouping, its nature of being more student-centered and the strategy's positive effect on student achievement in the classroom.

The English department offers Expository Reading and Writing (ERWC). This California State University system curriculum helps create greater readiness for college entrants in reading and writing. The curriculum also offers online articles, strategies and techniques to better prepare students for university entrance.

The VC concurs with the staff findings in these areas, as observed through multiple stakeholder interviews.

B2.   Access to Curriculum Criterion

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

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

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

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

The VC documented that through counselor meetings and the school advisory period, students are regularly counselled during their 6-week mini-quarters regarding their progress toward graduation and course needs, as well as regarding post secondary options and requirements. The College and Career Readiness course helps students navigate through community colleges, universities, and military websites. Students learn about the cost of school, and also the numerous major options. Students learn how to write resumes, and work on soft skills needed for interviews.

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

Consumer Math has real world applications such as learning to write checks, balance their checkbook, and others. Science involves real world application as they discuss climate change and the human impact on the oceans. In Social Science, students are taught to read maps and charts, accessing research, and registering to vote. They also learn the democratic process and function of government, and how to judge

the credibility of the internet. The VC directly observed that all students have access to all courses at the school and that courses include real world applications.

For those students with disabilities, the General Education teacher collaborates with the Special Education (RSP) teacher. Students with IEPs are placed within the General Education courses (Math, Social Science, English, and Science) and then special education staff pushes into those specific classes and also provides individualized services and support in a Learning Center model. All students have access to a rigorous curriculum using the district-approved texts, college and career planning with the counselors and Career and College guidance technician. English Language Learners are designated in a 1-period ELD (English Language Development) class which uses the ELD standards. The course uses a newly adopted book. All teachers have been trained on the ELD standards and integrate them into their lesson planning.

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

The VC identified through parent and stakeholder interviews that parents feel connected to the school and believe that school to home communication is strong. They also feel informed about student progress, and that this occurs primarily via individual contacts and personal relationships of trust. Parents attend IEP and 504 meetings with the counselor, an administrator and usually 1-2 teachers. Parents also attend yearly Back to School Night where they can enjoy tacos while they meet with their student's teachers to discuss grades and behavior. Parents are on the SSC (School Site Council) and ELAC (English Language Advisory Council) where they provide input as to how Title 1 money is allocated and how the SPSA (Single Plan for Student Achievement) is annually evaluated.

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

SMHS has a Career Guidance Technician and counselors who assist students with college applications, financial aid applications, career assessment, resume writing, and job applications. Although not directly observed, the school reports other services and activities as college field trips, a Career and College Days at both the school and district level. The VC documented through student interviews that students believe they are college-bound and that they are supported by the school in their college going plans.

The staff has reflected on its CCRI indicator, which is red on the California Dashboard, and has identified this as an area for growth, particularly pertaining to providing a-g course requirements and making available at least one CTE pathway.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

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

The staff has identified the following areas of strength:
- Collaborative Teacher meetings 3 times a year to create common units and assessments.
- WIde variety of tutoring, before and after school.
- Teachers use real world applications.

- New Career and College Readiness Course and new Career Technician.
- New projectors and boards in the English Classroom.
- 6 week quarters allow students to proceed quickly - teachers adapt pacing guides to fit the mini-quarter.

In addition, the Visiting Committee has identified the following areas of strength:
- Learning objectives are clear and posted in ELA and Math classes.
- Students feel supported in their post secondary plans and college-going efforts.
- The small school environment supports personalization and collaboration between families and staff, and nurtures trusting relationships.
- Electives that are offered, such as Art and College Career Planning, are highly engaging for students and enthusiastically taught by the staff.

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

The staff has identified the following areas of growth:
- Need more electives.
- Need for follow-up data on our students' after-graduation plans.
- Need to improve our CAASPP ELA and Math scores.

In addition, the Visiting Committee has identified the following areas for growth:
- Re-visit the Advisory/Slover Success period to see if teachers can collaboratively plan for a more uniform and effective experience for students.
- The school may benefit from Career Technical Pathways and/or career internships to strengthen the College and Career Readiness indicator as well as the CCR experience for students at SMHS.
- The school may benefit from formal structures that support collaboration between parents and the school.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:
- Multiple Classroom observations
- Staff and Stakeholder interviews
- Document reviews
- Data review
- California Dashboard

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1.   Challenging and Relevant Learning Experiences Criterion

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

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

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

Teachers are working towards ensuring that students are engaged in a variety of rigorous learning activities. Teachers use district-mandated and endorsed curriculum standards in order to give SMHS students the same rigor found at the three comprehensive high schools. Teachers do this by incorporating the necessary scaffolding of lessons for students with special needs and all students who, at some point have struggled academically. The also assists with the transient population of students.

The VC observed that student work samples are on classroom walls and demonstrate mastery of a variety of higher order, critical thinking skills. Courses are aligned to Common Core as well as other state standards to create college and career ready thinkers. Classroom observations at SMHS demonstrate that students are acquiring a variety of higher-order thinking skills such as critical analysis, research methods, domain-specific vocabulary, communication skills and ongoing practice in academic writing and oral expression.

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

The Common Core Standards are the foundation to each unit's learning objectives. Most teachers however, do not refer to unit objectives as "standards", they refer to them as learning goals. Summative assessments are nonetheless based on the standards, and lessons are designed to teach the material designated by the standards. There have been recent textbook adoptions that are aligned with the Common Core Standards. Teachers also check for understanding by having students articulate their learning and having them participate in class discussions regarding standards-based learning goals. Teachers report the ongoing use of syllabi to inform students of expected performance levels, grading rubrics and course outlines. The VC validated these findings via classroom observations and multiple stakeholder interviews with staff and students. Although staff shared that they regularly use rubrics, this was not directly observed. It is recommended that rubrics be posted and visible to students.

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

The VC observed that teachers at SMHS use auditory, visual and kinesthetic teaching methods to ensure access to course content for all types of learners. Students have access to desktop computers, Chromebooks and other technology devices in the classrooms; however, students report that many do not have access to computers at home. Students use these devices to conduct research, compose written responses and essay, and to receive feedback from each teacher. Additional examples of differentiated instruction include written instructions found online and written on whiteboards, visual references, demonstrations, audio visual presentations and collaborative learning.

C2.   Student Engagement Criterion

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

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

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

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

Teachers use modeling as an instructional strategy which has shown to be effective with all styles of learners, especially English Language Learners and students with disabilities. Multimedia and other technology platforms are incorporated into the curriculum, such as Google Suite and Power School. The majority of faculty report using technology almost every day in class. The VC directly observed teachers using note taking and guided practice as effective strategies. Most teachers also use graphic organizers, brainstorming activities, group discussions, academic vocabulary and summarizing techniques, as documented by the VC during classroom visits.

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

All teachers use coaching strategies positively to facilitate and motivate learning. Even with coaching teachers differentiate instruction by using guided practice, provide time for independent practice or project-based learning.   Some teachers promote the use of small group collaboration while walking around the room as facilitators and answering questions as students learn at their own pace, as observed by the VC.

Examination of Student Work:

Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

The VC observed that students are provided opportunities to demonstrate acquired knowledge and skills in a positive learning environment. Most teachers report that that more than half of SMHS students are able to organize, access and apply knowledge that they have previously acquired. Teacher surveys indicate that 85% of teachers report that more than have of their students have the academic tools to effectively gather and create knowledge. About half of SMHS teachers report that at least 75% of the students possess that skill.   Additionally, 77% of teachers report that more than half of the students demonstrate that they have opportunities to use these tools to research, inquire, discover and invent knowledge on their own and students confirmed to the VC that this was the case.

Students use technology to support their learning.

The VC observed that students are able to use technology effectively to achieve schoolwide learner outcomes. Students reported to the VC that they are using Chromebooks to create slide presentations, conduct research, and to interact on cooperative assignments. Students reported having access to Google Slides, Google Classroom and Google Docs. Students are able to work with hyperdocs and submit via Google Classroom. It was reported to the VC that one math class has created Google sites as a reference site and Google Slides for students to look up the daily agenda. The VC observed the use of QR codes that are linked to student learning resources.

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

The VC observed that SMHS students have many opportunities to use materials and resources beyond the textbook, including original source documents and online resources. It was reported during VC meetings with the SMHS faculty that Frayer diagrams for vocabulary are used and the VC observed the priority placed on academic vocabulary in classrooms. The VC observed teachers presenting lecture note on PowerPoint and observed that students are responsible for writing down significant text.

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

The Career Center and Counseling Department provide ongoing outreach and support of SMHS students to ensure their access to scholarships, financial aid, employment opportunities, internships, volunteer work experience, college course catalogues and a variety of career planning resources.

The Career Center and Counseling Department collaborates with teachers and all staff to organize on campus events and off-campus field trips to promote student interest in opportunities after graduation. These events include College and Career days, FAFSA nights and a myriad of college, ROP and career path opportunities.

The VC directory observed multiple occurrences of real world experiences for students.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

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

The staff has identified the following as areas of strengths, and the Visiting Committee concurs:
- Teachers are using a variety of teaching strategies that adapt to students' needs.
- Students have access to technology and are using it consistently in the classes.
- Students also show that they are able to use technology effectively to achieve schoolwide learner outcomes.
- While all teachers use coaching strategies to facilitate learning for all students, more than 75% of teachers at SMHS use coaching strategies four to five times per week.
- 92% of teachers report that more than half of our students are able to organize, access and apply knowledge that they have already acquired.
- Students demonstrate the ability to think critically, reason, and problem solve in a variety of ways in the classrooms.

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

The staff has identified the following areas for growth:
- Provide students with culturally relevant lessons and interactive instruction that results in more student engagement.
- Provide students with instruction that ties to rigorous assignments/projects that demonstrate higher level thinking skills.
- Facilitating effective student collaboration in the classroom requires further improvement. Most teachers express interest in receiving additional training and/or resources to create lessons that effectively encourage student collaboration.
- Using technology as an instructional tool needs improvement. Only 46% of teachers use

multimedia and other technology as a regular method of delivering instruction.

In addition, the Visiting Committee has identified the following as areas for growth:

- Research materials and off-campus staff development opportunities have not yet created a uniform approach by all teachers in regards to the most effective strategies for student learning.
- Scaffolding the expected student learning outcomes from one subject matter grade level to the next can continue to be addressed with departmental collaboration.

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

- Classroom Observations
- Document Review
- Data analysis
- Staff and student interviews

CATEGORY D.   STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY
D1.   Using Assessment to Analyze Monitoring and Report Student Progress Criterion

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

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

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

The VC validated that the school has indicated a number of methods used to analyze student performance data, including the use of Zangle which maintains information such as student grades, demographics, behavioral data, and standardized test scores; CAASPP (SBAC) test scores for its 11th grade students in ELA and Math; Illuminate benchmark assessments and finals test results. The VC was not able to validate that disaggregation occurs. Students and parents regularly access Zangle to track progress; however, there may be issues with regular updating by faculty.

Basis for Determination of Performance Levels: The school leadership and instructional staff determine the basis for students'' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

The school leadership and instructional staff determine course grades using course-approved descriptions created by the District Curriculum Council. Grades are meant to reflect the student's mastery of CCSS. Grade scaling is individually determined by each teacher and therefore is not standardized. Benchmark assessments of the content standards are given when requested by the district. While the Math and ELA testing platforms using Illuminate are utilized, common assessments and benchmarks for the school are not implemented due to differences in pacing between SMHS and its comprehensive high school counterparts.

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

Staff utilize formal and informal connections with students to monitor student progress. The monitoring of student growth and progress is achieved through individual student-teacher meetings, tutoring opportunities, and during the daily Advisory period.   School administrators monitor student discipline data when meeting with students to discuss behavior contract goals. For some students, SART meetings are also opportunities for reflection and review of student progress. Students have access to Counselors, a Career Guidance Tech to support them with information and guidance in reaching their goals. Course completion and attendance are systematically monitored.

Assessment of Program Areas: The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure students' needs are met for a challenging, coherent, and relevant curriculum.

Each program area is assessed by school leadership and instructional staff through a review of student progress reports to determine the level of passing grades per subject area. Course offerings are adjusted, as needed, based on findings from this review. Minimum Day Collaborations devote a portion of the school day to teacher discussions about individual student progress based on progress reports. Subject matter departments meet three time a year to discuss their programs and establish goals for their focus.

Schoolwide Modifications Based on Assessments Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

Using student performance data, the school adjusts course offerings every six weeks. Funds received from Title I and otherwise are used to purchase materials and technology. Student feedback, transcripts, and discipline data helped the school to determine that not all students' needs were being met which prompted the hiring of additional staff (e.g. Career Guidance Tech, ELA teacher, Science teacher) and establishing a contract with South Coast Counseling for student referrals. Credit recovery opportunities are provided based on identified areas of need, as determined by a review of pass and fail rates.

Curriculum Assessment and Evaluation: The school periodically assesses its curriculum and instruction review and evaluation processes.

The District supports the school in preparing benchmark and final exams in content areas, and through regular discussions with school administrators, and the VC determined from interviews with stakeholders that that District assessments are designed to monitor semester outcomes, not quarterly performance. Stakeholders are included in the review process for the school. For example, parent and students have opportunities to provide input via the School Site Council and English Learner Advisory Committee meetings. The CJUSD Board is kept informed of the school's academic program and progress through regular reports.

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

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

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

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

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

Appropriate Assessment Strategies: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/school performance data to all stakeholders.

The school employs a variety of formative and summative assessments (e.g. quizzes, end of unit exams, exit tickets, test corrections, end of term grades) in addition to non-traditional assessments such as student portfolios, student presentations and culminating quarter projects.

Odysseyware is software used in Slover's credit recovery class. The software grades students' multiple choice coursework, and provides rubrics for the grading of short responses, essay and other project assignments.

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

Based on the self-review report, the school's assessment process involves each academic department review of formative and summative assessment data to monitor student progress. The intra and interdepartmental meetings provide the forum for sharing data and ideas on teaching strategies and lesson planning.

Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academics standards, college-and career-readiness standards, and schoolwide learner outcomes. Teachers also use students feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

Personal communication is valued at Slover, as evidenced from the faculty requirement to be available for individual student tutoring/conferencing at the beginning of each day, and the addition of the student Advisory Class. These provide opportunities for student-teacher interaction and feedback to support the monitoring of student progress.

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

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

Staff identified the following areas as strengths:

- Teachers assess students at multiple levels including continuous formative assessments, summative assessments, and alternative forms of formal assessments such as portfolios, end of term student presentations, and culminating projects.
- Staff supports students in a variety of ways including advisory, PBIS strategies, counseling, etc. which address not only academics but also socio-emotional learning.
- Staff provides modifications according to the students' needs from term to term and school year to school year.

The Visiting Committee also identified the following areas as strengths:

- Students regularly access Zangle to monitor and track their grades and assignments.
- Teachers employ a variety of methods to assess and monitor student progress.
- The school staff supports students in a variety of structured and personal ways to ensure students experience success academically and socially.
- Student progress is monitored throughout the school year, using a variety of formative and summative assessments.
- Students have multiple opportunities to demonstrate mastery of their learning, through make-up work/tests, Saturday school, and through credit recovery courses.
- There is a structure in place for staff to meet in content level teams to discuss, review and improve upon instruction.
- Multiple sources of data, including attendance and behavioral data, are used to monitor student progress on a regular basis.
- The school has integrated an Advisory Course into the daily schedule to further support the opportunities for monitoring and reflection.

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

Staff identified, and the Visiting Committee affirms, the following areas of growth:
- Staff needs improvement on establishing a formal review process for its program areas.
- Slover teachers need improvement on using professionally acceptable assessment processes including data protocols within their own subject areas.
- Teachers should work on a common grading scale to be used school-wide for equity of grade assignments.

The VC has also identified the following:
- School leaders acknowledge the opportunity to strengthen their assessment process through a more formal, consistent process that includes disaggregating student subgroup data.
- The school has not yet identified an external and objective means of assessment that is derived from a standards-based, high quality, standardized instruction for assessment and/or other assessment for which the school can demonstrate validity/reliability.
- Crosswalking student performance outcomes on the CAASPP (SBAC) assessments with report card grades in related content areas may also support better alignment with the school's assessment monitoring practices and student mastery.
- Effective monitoring of student progress and differentiated instruction based on reliable data will

> support the academic outcomes the school seeks.
- More time could be spent educating parents of the changing academic landscape and how it impacts their students and achievement.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:
- Interviews with stakeholders
- Classroom visitations
- Document review
- Data review

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

E1.   Parent and Community Engagement Criterion

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

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

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

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

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

Slover Mountain High School provides ample opportunities throughout the school year for parent and community involvement. These opportunities include the following activities and events:
- English Learner Advisory Committee (ELAC)
- IEP Meetings
- School Site Council (SSC)
- Back to School Night
- CJUSD College and Career Fair - Colleges, universities and trade schools invited
- SMHS Career Fair - Speakers from the community invited
- Work Experience Class - Students earn credit in Exploratory Work Experience(unpaid) and General Work Experience (paid).
- Speakers/Presenters - Valley College; Job Corp; Cove Water Park
- Parent Communication Survey

- Community Blood Drive - 4 times per year
- Gang Awareness Mentorship & Education (GAME) Program - County of Riverside District Attorney

The school also utilizes a District Community Liaison to conduct home visits for students with chronic absenteeism as well as to provide information and resources to the school's homeless population.

During a meeting that included parents and community members the VC confirmed that SMHS does indeed provide many opportunities for students to explore college and career opportunities. Parents in attendance shared that these opportunities have helped to motivate their children and open their eyes to the many career paths available to them after high school. Binders provided to the visiting committee also included multiple pieces of evidence that supports the many community involvement opportunities that are available to students and their families.

E2.   School Environment Criterion

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

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

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

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

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

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

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

The school community has developed a solid policy for campus safety and cleanliness that is consistently followed by all staff (certificated and classified) creating a safe, clean and orderly environment. This has been accomplished by utilizing the following systems and personnel:

- Positive Behavior Intervention Support (PBIS) - Classroom matrices; Daily announcements; School-wide assemblies; Class Syllabus; PBIS Team Meetings; Recognition Assemblies; Cougar Cash
- South Coast Community Services - Mental Health Services
- Student Assistance Program - Social/Emotional Support
- Health Clerk - Student medication management and health needs
- School Safety Plan - Reviewed, revised and monitored by the safety committee
- Campus Security Personnel - Daily safety checks of campus and surrounding areas
- Gaggle - Real-Time Internet security and monitoring
- Digital Citizenship Curriculum

30

- Uniform Complaint Policy - Site Level Complaint Form
- Bullying/Harassment Complaint Form
- Visitors to the campus must check in via the Raptor system for added security

While these systems are designed to improve the overall climate of the school, Slover Mountain suffers from a high suspension rate as evidenced by their most recent Dashboard data. The school saw a 0.7% increase from last year with a 10.1% of the student body being suspended at least once.

Parents shared with the VC that they feel the campus is very safe and that is a positive learning environment for their children. They also appreciate the friendliness of the staff and always feel welcome on the campus.

The overall climate of the school during classroom observations was very positive. Staff have developed a quality rapport with their students that is very apparent in their interactions with one another. Students feel safe to engage in class to share opinions and ideas with teachers and fellow students.

The student leadership team reported very positive responses to questions about school safety and climate. High praise was given to the staff for their efforts to assist the students in being successful at SMHS. The campus security staff are positively involved with the students on a daily basis. They greet the students every morning at the front of the school and interact positively with them throughout the day. The students were very vocal in their praise for the security staff and they truly appreciated what they bring to the campus.

Students are recognized for both academic and social successes. They are able to earn "Cougar Cash" to spend on school gear such as shirts and hats. Through these programs students exhibit their school pride.

E3.   Personal and Academic Support Criterion

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

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

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

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

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

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

Support and Intervention Strategies Used for Student Growth/Development: Strategies are used by

the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

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

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

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

In an effort to provide for students both emotionally and academically, Slover Mountain High School employs an array of services in their program which include:

- Student Support Time from 8:50 - 9:30
- Late buses are utilized on Mondays, Tuesdays and Thursdays to provide transportation for students who choose to stay after school for additional tutoring
- Mental Health services are provided to students at least twice weekly by the school psychologist
- Group and individual counseling services are provided on a referral basis through South Coast Community Services
- Two school counselor are available to meet the social emotional needs of students
- A crisis team is available in the event of a traumatic event
- Students that receive Special Education services have equal access to the General Education curriculum in accordance with the goals designed by the IEP Team.
- SMHS offers credit recovery via Odysseyware to seniors who have failed one or more classes.
- Administrators hold regular meetings with struggling students every 30, 60 and 90 days to discuss discipline, attendance and grades
- Chromebooks are made available to all students before, during and after school while on campus to assist them with their school work

Students report that they have access to assistance for their emotional needs and they feel that the school staff care about their well-being.

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

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

The staff has identified the following areas of strength:
- Slover involves parents in students meetings.
- Slover students are active in the community.
- Colleges frequent the campus to talk about college
- Slover has a positive school culture
- The school is a safe work and learning environment
- There are a lot of opportunities for student support outside of the regular school day.

In addition, the VC has identified the following areas of strength
- Classified support staff members are highly supportive of students and establish relationships of trust.

- The school safety officers add to the feelings of safety and security felt by all members of the school community.
- Students widely report that the school feels like a family. They feel personally and academically supported.
- The school climate is a true reflection of its administrative leadership. Their leadership and guidance embodies the school's unofficial slogan, "You can't spell SLOVER without LOVE."
- Although the school facilities are older, they are clean and well-maintained, reflecting the respect that students and staff have for their school.
- Classroom environments are attractive spaces and reflect high expectations for students that support learning.

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

The staff has identified the following areas for growth:
- There remains a need to increase parent involvement.
- There remains a need to build better relationships with the local community members/businesses.
- The school would benefit from becoming more involved in the community.
- Multiple programs on campus, such as pre-school, adult education, Board Room and others, are a safety concern for the staff.

In addition, the VC has identified the following areas for growth:
- SMHS makes Chromebooks accessible to all students but has very little to offer in online instruction. Students are able to work on credit recovery with Odysseyware online software. Powerschool is also utilized to provide lessons and educational material to students via the Internet. While students are able to access both Odysseyware and Powerschool at home many shared with the VC that they do not have computers at home and are not able to take advantage of these programs.
- SMHS might benefit from professional development for staff in Restorative Practices to help reduce student suspensions.
- Developing an Alternative to Suspension program could also be beneficial. One suggestion would be to utilize an empty classroom as an Opportunity class that is run by a credentialed teacher that will provide educational services to students on In-House Suspension and for students who need to be removed from the daily routine for a short period of time due to discipline or emotional issues.

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

- Classroom and campus observations
- Document review
- Staff, Student and Stakeholder Interviews
- Data analysis

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

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

Schoolwide Areas of Strength (list numerically)

1. Paramount to Slover Mountain High School is its positive school culture and climate. All aspects of the school environment, from the safe and clean campus to the trusting relationships between students, families, and staff, demonstrate an atmosphere of caring and personalized support that nurtures student success academically and personally.

2. The school climate is a true reflection of its administrative leadership. Their leadership and guidance embodies the school's unofficial slogan, "You can't spell SLOVER without LOVE."

3. The teachers have implemented effective instructional strategies, such as technology integration, collaborative groups, and positive coaching strategies.

4. The Schoolwide Learning Outcomes (SLOs) and Schoolwide Expectations are effectively implemented and reinforced. Students know, understand, and can articulate the meaning of ROAR (Respectful, Optimistic, Accountable, and Resilient) and the behavioral expectations for all common areas.

5. Students have multiple opportunities to demonstrate mastery of their learning through make-up assignments/tests, Saturday school, and through credit recovery courses.

6. Multiple sources of data, including attendance and behavioral data, are used to monitor student progress and implement interventions and personalize programs to meet the individual needs of students.

Synthesize schoolwide critical areas for follow-up and list numerically.

Schoolwide Critical Areas for Follow-Up
(list numerically; Include who, what, why, and the impact on student learning)

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

1. Implement District-wide assessment tools within the classroom to gauge learning. As part of this, the school staff should develop pacing guides to fit the 6-week quarter schedule so that assessments can be adjusted accordingly. The school is also encouraged to identify and adopt already-developed and vetted assessment tools that are standards-linked, reliable, and valid. This will create actionable data to inform student growth and learning.

2. Guide students in the cooperative learning process to assist with increasing literacy and increasing student academic discourse and engagement. This should be a school-wide area of instructional focus that relies on data to inform and enhance best practices.

3. Provide professional development opportunities for teachers to assist with student engagement and learning. The school should focus on a shared instructional initiative that

creates coherent and calibrated practices across the curriculum.

4. Put forth more effort in providing opportunities for parents/guardians to visit the campus (i.e. Parent Nights, workshops, Student Showcase events, Awards Assemblies, etc.). In addition, the school is encouraged to create meaningful engagement opportunities for parents through structured systems of collaboration between the parent/guardian and school (advocacy workshops, town-hall meetings, parent education nights, coffee with the principal, etc.).

5. Continue to strengthen relationships and partnerships with the immediate community to meet student social/emotional and learning needs, and to strengthen college and career readiness through Career Technical Education internships and pathways.

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

1. Research and implement other means of correction as alternatives to suspension (i.e. restorative justice practices, in-school suspension/opportunity classroom, peer mediation, etc.). Implementation of these practices will increase students' understanding and ability to demonstrate appropriate behaviors and minimize loss of instructional time due to suspensions.

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

Summary of the schoolwide action plan:

The schoolwide action plan goals were established based on the identified critical student learning needs and includes a rationale and action steps. The Visiting Committee affirms that these goals will provide for ongoing improvement at Slover Mountain High School and has made recommendations to deepen each goal with additional action steps. The action plan is user-friendly and integrates well with all major school initiatives. Additionally, through interviews with the District Cabinet members, the Visiting Committee believes that the action plan is feasible within existing resources and aligns with current district-led initiatives and the goals of the Colton Joint Union School District LCAP.

Goal 1: Implement district-wide assessments to gauge student learning.
Rationale: In order to accumulate more data that will tell us if and how students are learning, the district has created formative and summative assessments.
Visiting Committee Recommendation: As part of this, the school staff should develop pacing guides to fit the 6-week quarter schedule so that assessments can be adjusted accordingly. The school is also encouraged to identify and adopt already-developed and vetted assessment tools that are standards-linked, reliable, and valid. This will create actionable data to inform student growth and learning.

Goal 2: Teach the students and teachers how to utilize cooperative learning groups to increase literacy.
Rationale: After the Instructional Leadership Team presented training on using discourse in the classroom and showed the effectiveness of the process, we feel the use of this strategy will prove invaluable for the students' achievement.
Visiting Committee Recommendation: Guide students in the cooperative learning process to assist with increasing literacy and increasing student academic discourse and engagement. This should be a school-wide area of instructional focus that relies on data to inform and enhance best practices.

Goal 3: Provide professional development opportunities for all staff.
Rationale: To engage student learning and to improve all aspects of student achievement, the staff at SMHS realizes the value of professional development.
Visiting Committee Recommendation: Provide professional development opportunities for teachers to assist with student engagement and learning. The school should focus on a shared instructional initiative that creates coherent and calibrated practices across the curriculum.

Goal 4: Create opportunities for parents/guardians to visit the campus.
Rationale: Studies have shown that students with parents/guardians that keep in close contact with the school perform better academically and socially.
Visiting Committee Recommendation: Put forth more effort in providing opportunities for parents/guardians to visit the campus (i.e. Parent Nights, workshops, Student Showcase events, Awards Assemblies, etc.). In addition, the school is encouraged to create meaningful engagement opportunities for parents through structured systems of collaboration between the parent/guardian and school (advocacy workshops, town-hall meetings, parent education nights, coffee with the principal, etc.).

Goal 5 as suggested by the Visiting Committee: Research and implement other means of correction as alternatives to suspension (i.e. restorative justice practices, in-school suspension/opportunity classroom, peer mediation, etc.). Implementation of these practices will increase students' understanding and ability to demonstrate appropriate behaviors and minimize loss of instructional time due to suspensions.

Existing factors that will support school improvement:

1. The Slover Mountain High School administrative team (principal and assistant principal) are deeply committed to the school improvement process and in leveraging existing resources and structures to accomplish the goals of the self-study action plan. They have collaborative structures in place to be able to articulate and calibrate their work as instructional leaders.

2. The Slover Mountain High School staff is committed to the well-being and academic learning of its students. They deeply care that their students graduate ready to succeed in college, career and life.

3. Slover Mountain High School has a highly positive and supportive climate and culture. Students report that they feel valued, supported, and loved. They describe the climate as a family feeling. Relationships of trust are clearly evident throughout the campus.

4. The district superintendent and cabinet are supportive of the action plan for the school. They are willing to allocate resources to the accomplishment of its goals, and they find the goals to be in alignment with their vision for the school to raise the achievement of its students.

Impediments to improvement that the school will need to overcome

1. Staff will need to have schoolwide buy-in for the change initiatives to be effectively implemented. This may mean a challenge to a status quo way of thinking.

2. Due to the nature of the Continuation High School, students attend who have been historically underperforming. This results in a need to remediate as well as instruct students in on-level standards-based instruction.

3. The smaller school setting may mean fewer resources are available to serve the student population.

4. Perceptions of being treated inequitably in the district, or as less than their comprehensive high school counterparts, may hinder progress for students and staff.

Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.

The school plans to use its existing schedule of staff meetings, professional development days, early release days, and morning collaborative time to monitor the accomplishment of the schoolwide action plan. The Visiting Committee believes that this process is sound and will be effective for the follow-up and monitoring process.