



# **Leffingwell High School SELF-STUDY REPORT**

**2820 Santa Rosa Creek Road  
Cambria, CA 93428**

**Coast Unified School District**

**March 4 - 7, 2018**

**ACS WASC/CDE Focus on Learning Accreditation Manual,  
2017 Edition**

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## Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. The involvement and collaboration of all staff and other stakeholders to support student achievement
2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards
3. The analysis of data about students and student achievement
4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria
5. The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.

Leffingwell High School welcomes you to the home of the Pioneers. We have pride in our small size and sense of family and hope you will observe a positive climate and strong partnerships among school, home and community. Providing a safe and caring learning environment is a high priority. Here students are given an opportunity to achieve success, earn credits toward a high school diploma, and develop a sense of self-worth and responsibility.

Because of our small size, the decision was made to function as a "Committee of the Whole." The School Site Council was invited to join the staff in reviewing the existing school program and taking part in this Self-Study.

The current WASC action plan is aligned with the Single Plan for Student Achievement (SPSA) that is monitored by the School Site Council. Additionally, the action plan is now aligned with district LCAP goals, also contained in the SPSA. These coordinated plans will help guide the instructional programs at Leffingwell High School.

## Chapter I: Progress Report

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

Comment on the original critical areas for follow-up not in the current plan.

### Significant Developments Since the Last Full WASC

- Beginning with the 2017-2018 school year, Scott Ferguson was hired as principal at Leffingwell High School.
- The presence of a Certificated Academic Counselor has resulted in greater levels of academic planning, goal setting, and post graduation preparation.
- A very significant development has been the district adoption of Illuminate as assessment and data management tool. The LHS staff has switched to Illuminate for student records, transcripts and attendance.

### *Personnel Change*

The most significant changes in the personnel at Leffingwell High School since the last WASC visit have been a change in the principal beginning with the 2017-2018 school year. Following Bob Watt's retirement at the end of the 2016-2017 school year, Coast Union High School's principal, Scott Ferguson was assigned as principal of Leffingwell High School. Mr. Grant Phillips has been appointed Lead Teacher and has been designated full-time at Leffingwell High School. A new registrar is at Leffingwell since the last visitation. She is also the assistant to the Maintenance/Transportation Department for the District.

### *Curriculum*

Math contracts have been updated. Social Science and English materials have also been updated. The students at Leffingwell can now have the option to enroll in courses at the traditional high school and participate in the Pathways Program, as well as some after school clubs.

### *Professional Development*

"Early Release Wednesdays" were instituted to allow for increased opportunity for professional development, collaboration, and curriculum planning among the teachers at Leffingwell, and increased communication between school sites including participation in professional development programs with teachers from the traditional high school.

### *Career Technical Education Pathways*

Leffingwell High School students have access to the Pathways Program offered by Coast Union, and are encouraged to participate in order to enhance their educational opportunities. In 2016-17, Coast Union High School launched their Career Technical Education (CTE) pathways with two pathways specializing in Arts, Multimedia and Entertainment (AME) and Animal Science. This year (2017-18), is the first year that students are able to take the capstone class. Completion of the

capstone class, starts the students on the process for earning a certificate (Veterinary Assistant Certification for Animal Science and Adobe Certified Associate for AME). The pathways are designed to incorporate real world relevance and experience across the work-based learning continuum from guest speakers, industry-driven projects, and worksite tours.

***All students have the opportunity to use a district-provided technological device***

In the middle of the 2013-2014 school year, our district went 1:1 with iPads. At our school site, the students utilized these iPads for two and a half years. After much discussion with our staff, we felt it wasn't in the student's' best interest to learn and use iPads for the global high school curriculum because the vast majority of student projects were completed using program such as Word and PowerPoint. Thus, we transitioned to Google Chromebooks and they are available to all students. However, not all students check out a Chromebook at the beginning of the year because some have their own laptops, while others do not learn best through a technological device.

## **Progress on Critical Areas of Improvement for Leffingwell High School**

### **1. Better integrate Leffingwell curriculum, programs, and standards alignment with those of other schools, and ensure interschool continuity in addressing State and District standards.**

Integration of curriculum and programs provides more opportunities for enrichment and access to programs and facilities unavailable in our small setting. As previously mentioned, the principal at the comprehensive high school was hired to oversee administration of both high schools. Staff collaboration has been increased through a number of methods, most notably Early Release Wednesdays, which has provided staff time to work with other teachers and staff in the district. The Lead Teacher has collaborated closely with the school counselor to fine-tune the transfer process, evaluate student transcripts and develop an individual learning plan for incoming students.

### **2. Increase local assessments, utilization of student data, and standards alignment**

Because LHS awards credits on a variable basis, depending on each student's academic progress, we have not yet been able to find a program that meets our needs; however, with small student numbers, the current system is working well.

LHS students are able to take practice tests to familiarize themselves with the format of any standardized tests, such as the SBAC. Students also receive practice and instruction in problem areas prior to any type of formalized assessment.

### **3. Improve cross-curricular and project-based learning, align instruction with State and District standards, and incorporate District focus on literacy and vocabulary development**

Course contracts are consistently revised to better align with state standards and meet the needs of our students. Instructional materials need to be updated, but we have held up on this because a staff change will take place at the end of the 2018 school year. Because of our small size and varied student needs and interests, project-based learning works very well at Leffingwell. Students have the opportunity to engage in unique integrated learning activities such as Marine Biology, photography, architectural design, and School to Work assignments. Major emphasis on literacy and vocabulary development takes place in our whole group instruction time, particularly in the area of social sciences.

### **4. Increase the integration of technology into instruction, assessment, and data analysis**

The Leffingwell website has been redesigned by Patti Stroh, District Technology Coordinator. It contains several resources and information about our school program. With their Chromebooks or personal devices, students are able to access scholarship applications from the website and also to utilize web and network-based resources for their assignments.

As a result of the very small standardized testing data and the transience of the student population, group assessment (SBAC) gives an incomplete picture of learning and progress at Leffingwell. Individual progress data, as noted on course contracts, is vital and guides instruction.

### **5. Increase focus on school organization and management in order to maximize student**

### **learning and address student needs**

Leffingwell High School has seen significant changes since the last Self-Study. The staff has been reduced to one full-time teacher and one instructional aide. Scott Ferguson serves as principal of both the comprehensive high school, Coast Union, and the alternative high school, Leffingwell. Joey Davis, school registrar, handles all attendance reporting and transcript updates. Chery Seay, the academic counselor, regularly visits our site and meets with individual students. These factors have resulted in a much better coordination of services for our students.

## **Chapter II: Student/Community Profile and Supporting Data and Findings**

Tell the story of your school through the use of data and information. This thorough examination of the school includes:

- The history and background of the school

- **A description of the school programs**

Leffingwell High School (LHS), is nestled along the beautiful California Central Coast, approximately halfway between San Francisco and Los Angeles. It serves the student population of the unincorporated coastal communities of Cambria, Cayucos, San Simeon, Southern Big Sur and surrounding rural areas, and currently has an enrollment of 15 students in grades 11 and 12.

***Family and community trends***

The town of Cambria is self-governed and full of avid supporters of the community. Local officials are elected to the CCSD, Health District, North County Advisory Committee, school board and other local committees. These communities depend on tourism and agriculture as their primary sources of income, offering a variety of restaurants, art galleries, unique shops, wineries, and the famous Hearst Castle state monument. The residents of the community are employed in local state parks, California Highway Patrol, Cal-Trans, Cal Fire, California Men's Colony, marine agencies, agriculture, California Highway Patrol and educational institutions (schools, colleges and universities). The area attracts retirees from around the state and nation. This group helps to create the vibrant community that is Cambria.

Due to a lack of local industries and relatively high cost of living, there are fewer families with school age children moving into the communities of Cambria and Cayucos. Rents have increased dramatically, and many of the homes remain empty most of the year, utilized as vacation rentals or visited infrequently as the economic downturn, due to the closure of Highway One, has impacted the community. Many families share housing or live in motels. The result has been that families are relocating to communities such as Paso Robles where housing is more affordable. Jobs available in the community are primarily in the retail, hospitality and service industries. Often low to middle class families commute to local jobs, live in subsidized housing or shared housing. Many work several jobs in order to remain in the community.

The result of the housing situation and other economic factors, has led to a decrease in the total number of students enrolled in the district. The school district has also seen a large increase in the percentage of English Language Learners, primarily Hispanic. It is anticipated that this trend will continue for the foreseeable future. Coast Unified School District became a Basic Aid District during the 2005-2006 school year, and continues to have that classification. Leffingwell High School has developed a positive relationship and a high profile within the community through our School-to-Work Program and our Community Service programs, as well as developing partnerships with local service organizations.

***Demographics***

The 2010 United States Census reported that Cambria had a population of 6,032. The population density was 708.9 people per square mile. The racial makeup of Cambria was 5,166 (85.6%) White, 18 (0.3%) African American, 47 (0.8%) Native American, 78 (1.3%) Asian, 14 (0.2%) Pacific Islander, 557 (9.2%) from other races, and 152 (2.5%) from two or more races. Hispanic or Latino of any race was 1,187 persons (19.7%).



There were 2,762 households, out of which 442 (16.0%) had children under the age of 18 living in them, 1,483 (53.7%) were opposite-sex married couples living together, 200 (7.2%) had a female householder with no husband present, 75 (2.7%) had a male householder with no wife present. There were 130 (4.7%) unmarried opposite-sex partnerships, and 31 (1.1%) same-sex married couples or partnerships. 804 households (29.1%) were made up of individuals and 422 (15.3%) had someone living alone who was 65 years of age or older. The average household size was 2.18. There were 1,758 families (63.6% of all households); the average family was 2.61.

The population was spread out with 858 people (14.2%) under the age of 18, 281 people (4.7%) aged 18 to 24, 865 people (14.3%) aged 25 to 44, 2,116 people (35.1%) aged 45 to 64, and 1,912 people (31.7%) who were 65 years of age or older. The median age was 57.1 years. For every 100 females there were 90.6 males. For every 100 females age 18 and over, there were 88.2 males.

There were 4,062 housing units at an average density of 477.4 per square mile (184.3/km<sup>2</sup>), of which 1,985 (71.9%) were owner-occupied, and 900 (28.1%) were occupied by renters. The homeowner vacancy rate was 3.4%; the rental vacancy rate was 10.1%. 4,030 people (66.8% of the population) lived in owner-occupied housing units and 2,001 people (33.2%) lived in rental housing units.

By comparison, as of the [census](#) of 2000, there were 6,232 people, 2,816 households, and 1,881 families. Hispanic or Latino of any race were 14.02% of the population.

There were 2,816 households out of which 18.6% had children under the age of 18 living with them. The average household size was 2.21 and the average family size was 2.63.

The population was spread out with 16.4% under the age of 18, 5.4% from 18 to 24, 18.0% from 25 to 44, 33.5% from 45 to 64, and 26.6% who were 65 years of age or older. The median age was 51 years.

The median income for a household in the CDP was \$45,000, and the median income for a family was \$55,745. Males had a median income of \$36,193 versus \$24,594 for females. The per capita income for the CDP was \$29,620. About 8.3% of families and 8.2% of the population were below the poverty line, including 15.6% of those under age 18 and 4.5% of those age 65 or over.

### ***School/Business Relationships***

Leffingwell was founded with the idea of school/community and school/work relationships being an integral part of the curriculum. Graduation requirements at LHS are similar to the comprehensive high school, except for the elective requirements. LHS students must earn 30 credits of vocational/work experience and 10 credits (120 hours) of volunteer/service learning work.

Businesses and organizations in the community have been very supportive of the school by providing paid work experience and rich and varied opportunities for service learning. The school/community connection has contributed greatly to improving the perception by the community members of the school and the students who attend. Students are no longer seen as “bad kids” or troublemakers, but as unique, creative, talented youth who have a lot to contribute. Much of this is due to the outreach done by the school staff.

***Parent/Community Organizations***

Many Cambrians are involved in the community. With over 63 community service organizations, there is considerable involvement in supporting the youth of the community and the schools. Much of this has been due to extensive public relations work by the school staff. Some of the organizations actively supporting programs and providing donations and scholarships are:

Allied Arts Association, American Legion, Blue Dolphin Alliance, Cambria Anonymous Neighbors (CAN), Cambria Coalition for Youth, Cambria Community Council, Community Center, Free and Accepted Masons San Simeon Lodge No. 196, Friends of the Cambria Library, Lions Club, Odd Fellows IOOF No. 181, and Rotary Club of Cambria.

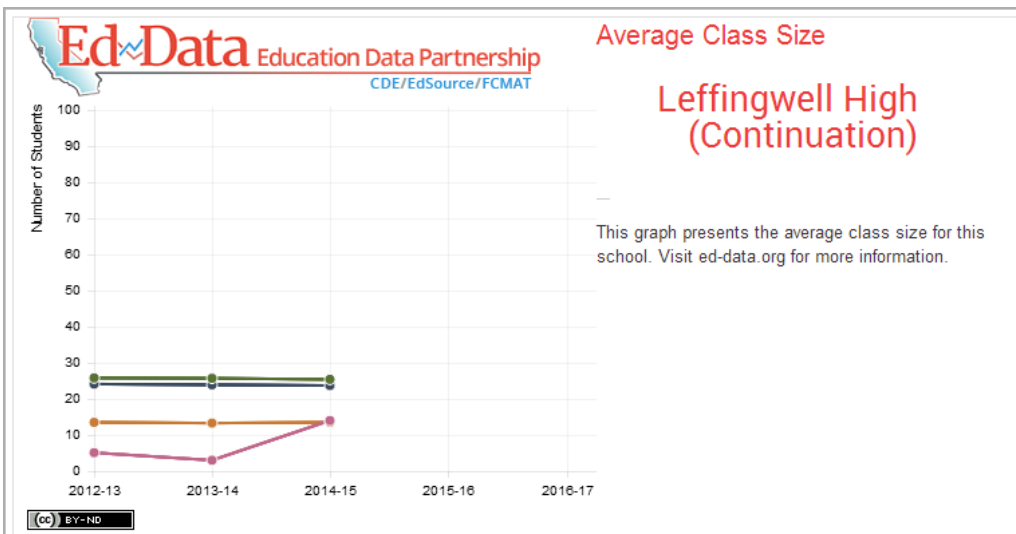
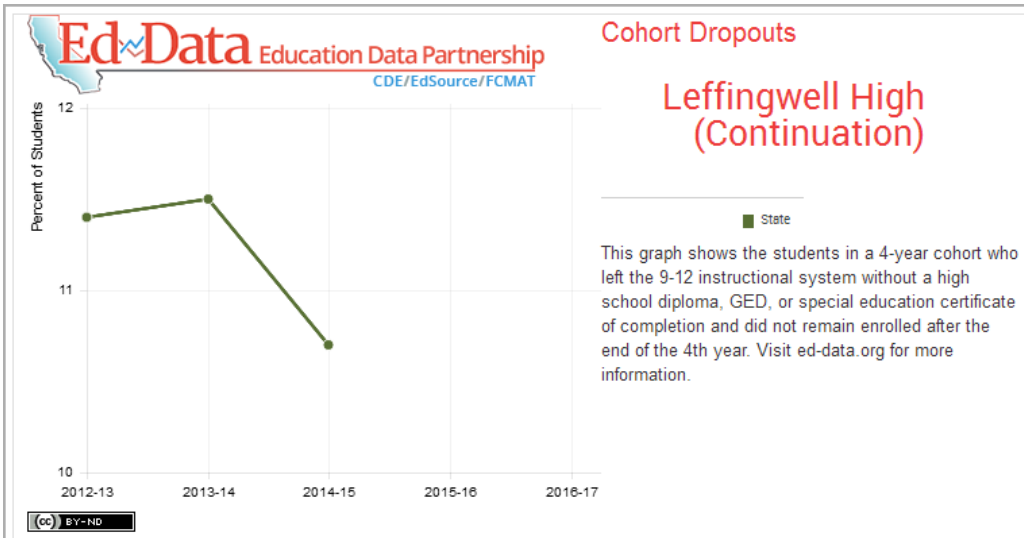
***Community Foundation Programs***

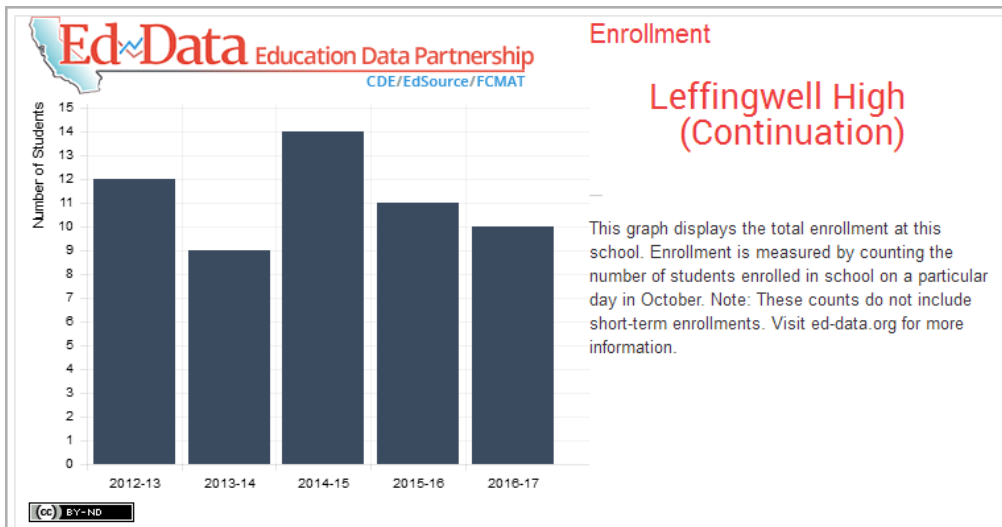
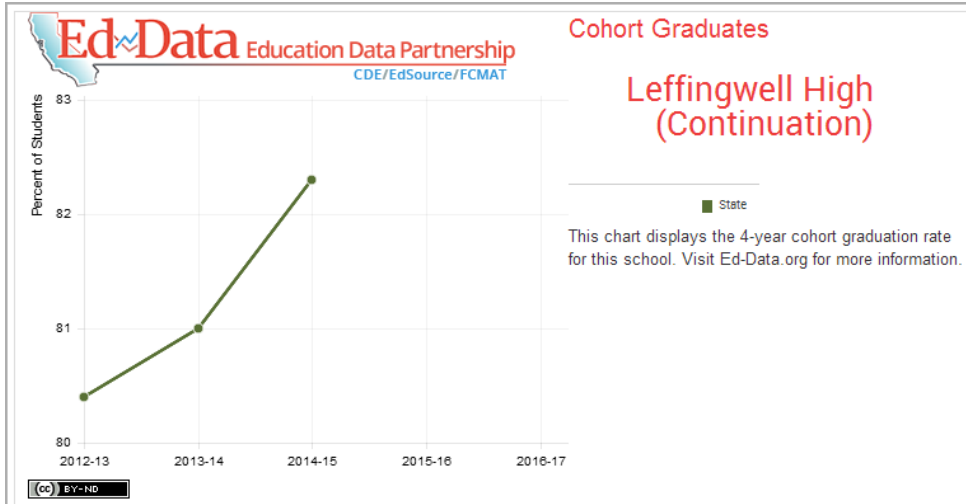
Support for the schools also comes from the Cambria Education Foundation (CEF). This group was formed during the 2003-2004 school year to help provide funds during a time of budget cuts in the District. With the positive effect that CEF has had on student learning, the organization continues to provide excellent support for creative endeavors.

***School Program***

Our school continues to strive for a well-rounded educational program to meet the needs of all students. LHS serves the needs of alternative education students in Coast Unified School District. Although small, the school's' high academic standards, hands-on approach and community connections make Leffingwell High School an exceptional place to learn.

<b>Enrollment by Grade</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Grade 11</b>	12	9	7	1
<b>Grade 12</b>	10	11	11	7
<b>Total</b>	22	20	18	8





Enrollment by Ethnicity	2015-16	2016-17	2017-18
American Indian or Alaska Native	0	0	0
Asian	0	1	1
Black or African American	0	2	0

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<b>Filipino</b>	0	0	0
<b>Hispanic or Latino</b>	9	9	3
<b>Native Hawaiian or Pacific Islander</b>	0	3	0
<b>None Reported</b>	6	7	2
<b>Two or More Races</b>	1	0	0
<b>White</b>	12	10	5

<b>Enrollment by Gender</b>	<b>2014-15</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Female</b>	13	9	11
<b>Male</b>	9	9	9
<b>Total</b>	22	18	20

<b>Homeless Dwelling Student Enrollment</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Temporary</b>	0	0	2
<b>Hotels/Motels</b>	0	0	7
<b>Total</b>	0	0	9

<b>Special Education Enrollment</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Total</b>	0	0	0

Rate	School		
	2014-15	2015-16	2016-17
Suspensions	0	0	0
Expulsions	0	0	0

LHS	2014-15	2015-16	2016-17
Dropout Rate	0	0	0
Graduation Rate	98.39	97.92	98.2

English Learners and Socioeconomically Disadvantaged	2014-15	2015-16	2016-17
English Learners	3	1	0
Socioeconomically Disadvantaged	18	19	19

Teacher Gender	2015-16	2016-17	2017-18
Female	0	0	0
Male	1	1	1

Teacher Race	2015-16	2016-17	2017-18
White	1	1	1
Asian	0	0	0
Hispanic	0	0	0

## Chapter III: Self-Study Findings

For each category of criteria include:

1. A summary of the degree to which these criteria are being met, including comments about the degree to which these criteria impact the school's ability to address one or more of the critical student learning needs
2. A list of strengths
3. A list of prioritized growth areas.

Note: The five criteria categories are:

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

Have available pertinent evidence for review by visiting committee. This includes samples of representative student work that have been analyzed.

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

#### A1. Vision and Purpose Criterion

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

**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 with Prompts

##### Vision – Mission – Schoolwide Learner Outcomes – Profile

**A1.1. Indicator:** The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

**A1.1. Prompt:** *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
The administration and staff have worked together to establish and refine the school's mission, vision, and schoolwide learner outcomes utilizing the LCAP, graduate profile, student data, stakeholder input, and research-based strategies. After Common Core State Standards were implemented, the staff reviewed the	<ul style="list-style-type: none"> <li>● Board meeting minutes</li> <li>● LCAP</li> <li>● SLOs</li> <li>● Mission Statement</li> </ul>

SLOs to ensure that all Leffingwell students will be well-prepared for 21st century college and career success.	<ul style="list-style-type: none"> <li>● Vision Statement</li> </ul>
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**Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes**

**A1.2. Indicator:** 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.

**A1.2. Prompt:** *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
The School Site Council reviews the school mission statement and SLOs annually to ensure that these still reflect the purpose of the school. The school program consistently addresses Common Core and California content standards, as well as the school SLOs. The SSC is also working on aligning the Single Plan for Student Achievement, the LCAP goals, and the Schoolwide-Action Plan.	<ul style="list-style-type: none"> <li>● SPSA</li> <li>● LCAP</li> <li>● Self-Study</li> </ul>

**Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP**

**A1.3. Indicator:** 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.

**A1.3. Prompt:** *Evaluate the degree to which the school ensures that students, parents, and other members of the school’s community understand and are committed to the school’s vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
The School Site Council reviews and approves the Single Plan for Student Achievement. Once approved by the SSC, the Single Plan is then sent and approved by the CUSD School Board. Students, staff, and community members demonstrate understanding of and commitment to the vision, mission and other schoolwide learner outcomes. Communication takes place through the student handbook, bulletin board posters, and staff and student conversations/discussions on campus.	<ul style="list-style-type: none"> <li>● SSC Agenda and minutes</li> <li>● SARC</li> <li>● Board meeting minutes</li> </ul>



## A2. Governance Criterion

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

**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 with Prompts

#### Governing Board and District Administration

**A2.1. Indicator:** The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

**A2.1. Prompt:** *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
The Governing Board has been elected by the community to provide leadership and citizen oversight of the district. The Board ensures that the district is focused on the values, beliefs and the priorities of the community. Bylaws governing the selection and duties of the Coast Board of Education are clear and transparently applied to all CUSD schools.	<ul style="list-style-type: none"> <li>● <a href="http://www.coastusd.org/index.php/district/board-minutesagendas-2008-2009">http://www.coastusd.org/index.php/district/board-minutesagendas-2008-2009</a></li> <li>● SPSA</li> <li>● LCAP</li> </ul>

**A2.1. Additional Online Instruction Prompt:** *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
District and site policies have been created to guarantee academic integrity and student safety. All personnel read and sign that they understand Coast Unified School District's Acceptable Use Policy (AUP) which spells out acceptable use of all site and district technology. Similar policies exist for students as they utilize CUSD technology.	<ul style="list-style-type: none"> <li>● CUSD Acceptable Use Policy</li> </ul>

**Understanding the Role of the Governing Board**

**A2.2. Indicator:** There is clear understanding about the role and responsibilities of the governing board and the professional staff.

**A2.2. Prompt:** *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

Findings	Supporting Evidence
<p>CUSD Board Policy clearly defines roles and responsibilities between the Board and District professional staff. The district administration is required to serve all sites, provide support, resources, and expertise to meet the needs of the students. In our small community, district administration is expected to help shape the culture and environment of the district in a way that promotes positive relationships with the community and ultimately improves student achievement. Throughout the year, the Superintendent and Board of Education members periodically visit all CUSD campuses, including LHS. During both semesters, the Superintendent visits with school administration regarding goals for the year and visits classrooms.</p> <p>At the beginning of each school year, the Superintendent, community members and School Board members help organize a back-to-school district breakfast. During this time, introductions are made and recognitions are given to classified and certificated staff, building relationships with all staff members.</p>	<ul style="list-style-type: none"> <li>● Board Agendas</li> <li>● Board Policy</li> </ul>

**Governing Board and Stakeholder Involvement**

**A2.3. Indicator:** Parents, community members, staff and students are engaged in the governance of the school.

**A2.3. Prompt:** *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
<p>The school community and parents have a variety of ways that they can participate in the school governance. LHS has School Site Council meetings and two district level ELAC and two DELAC meetings, which are open to the public. These allow a forum for the parents to have dialogue with the site staff to provide feedback and voice concerns. Parents and stakeholders are notified by updating dates on the school website and by the school calendar. Parents and community members are also encouraged to attend our Community Engagement meetings that take place to provide their insight and guidance into the LCAP. These meetings are promoted</p>	<ul style="list-style-type: none"> <li>● Board bylaws</li> <li>● SSC Agendas</li> <li>● ELAC/DELAC Agendas</li> </ul>

through our district’s website and Onecall phone system.	
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**Board’s Evaluation/Monitoring Procedures**

**A2.4. Indicator:** There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

**A2.4. Prompt:** *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings	Supporting Evidence
The school Principal regularly provides data and feedback to the Superintendent and School Board. The Principal presents at every School Board meeting, sharing about a topic designated at district Principal meetings. Also, the Superintendent and Board Members periodically visit the Leffingwell to observe progress.	<ul style="list-style-type: none"> <li>● SARC</li> <li>● Board Agendas/Minutes</li> </ul>

**Complaint and Conflict Resolution Procedures**

**A2.5. Indicator:** The established governing board/school’s complaint and conflict resolution procedures as they apply to the school’s stakeholders are effective.

**A2.5. Prompt:** *Evaluate the effectiveness of the established governing board/school’s complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings	Supporting Evidence
The Uniform Complaint Procedures document is listed on the school district website. Parents and other stakeholders are able to access this information. As well as the website, we have English and Spanish handouts available in the Leffingwell High School front office for any parent or community member to fill out. CUSD is committed to investigating and seeking to resolve complaints using the UCP document adopted by the governing board.	<ul style="list-style-type: none"> <li>● Board Policy 1312.3</li> <li>● Uniform Complaint Procedure (UCP) form</li> </ul>

### A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

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

**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 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]

**Online Programs: iNACOL Standard F: Commitment:** In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program’s goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 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]

#### Indicators with Prompts

##### Broad-Based and Collaborative

**A3.1. Indicator:** 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.

**A3.1. Prompt:** *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
Leffingwell High School is continuously focused on program improvement and student achievement. Through Wednesday staff development time, our staff and administration are able to assess data and make decisions collaboratively. This process will allow the staff to ensure academic success at LHS. During the 2017-18 school year, the District Teacher on Special Assignment (TOSA) was able to implement and work with the staff utilizing our District Data Protocol worksheet and also helping LHS with any professional development needs.	<ul style="list-style-type: none"> <li>Staff meeting agendas</li> </ul>

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**Single School Plan for Student Achievement Correlated to Student Learning**

**A3.2. Indicator:** The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

**A3.2. Prompt:** *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
The development of the SPSA is based on student performance data and identified needs. Feedback is gathered through surveys and input from staff and parents at School Site Council and LCAP meetings. Staff input is gathered in meetings. Student input is gathered through student surveys, SSC, and other feedback from student leaders. The information is compiled into the said documents through collaboration time and written into the documents focusing on student needs.	<ul style="list-style-type: none"> <li>● SSC</li> <li>● LCAP Community Meetings</li> <li>● Parent surveys</li> <li>● Student surveys</li> </ul>

**Staff Actions/Accountability to Support Learning**

**A3.3. Indicator:** 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.

**A3.3. Prompt:** *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
Through staff meetings and School Site Council meetings, the staff has input and discussion into decisions here at Leffingwell High School. The staff are invited to participate in many of these meetings, sharing their insight into the inner workings of the school, and making suggestions to improve processes and procedures. This allows all stakeholders to share in the process and implement ideas that they see beneficial to the staff and students.	<ul style="list-style-type: none"> <li>● SSC agendas</li> <li>● Staff meeting agendas</li> </ul>

**Internal Communication and Planning**

**A3.4. Indicator:** The school has effective existing structures for internal communication, planning, and resolving differences.

**A3.4. Prompt:** *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
<p>Because we are a small setting, most communication and planning takes place face-to-face, in person, or through email and memos. Resolution of differences are usually done the same way, but if ever needed, we follow the districts Uniform Complaint Process.</p>	<ul style="list-style-type: none"> <li>● Uniform Complaint Process</li> </ul>

**A4. Staff: Qualified and Professional Development Criterion**

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

**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 with Prompts**

**Qualifications and Preparation of Staff**

**A4.1. Indicator:** The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

**A4.2. Prompt:** *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
Currently there is one full time teacher (Lead Teacher - Grant Phillips) and one instructional aide. The teacher is highly qualified and credential and meets all requirements as mandated by ESEA. The CUSD Human Resources department vets out the staff members, constantly checking their credentials to make sure that they are qualified to teach in their subject area. With regard to extra pay opportunities, the principal meets with staff and makes decisions regarding assignment of annual duties.	<ul style="list-style-type: none"> <li>● SPSA</li> <li>● District Salary Schedules</li> </ul>

**Staff Assignment and Preparation**

**A4.2. Indicator:** 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.

**A4.2. Prompt:** *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
To positively impact the quality of student learning, the Principal leads and monitors the following processes in partnership with the Human Resources department. With regard to ensuring fully credentialed /qualified teachers in teaching assignments, there is a competitive interview process. Additionally, the following criteria are considered: <ul style="list-style-type: none"> <li>● Fully credentialed</li> <li>● Committee on Assignment, which includes</li> </ul>	<ul style="list-style-type: none"> <li>● HR Applications, contracts, and forms</li> <li>● School Schedules</li> </ul>

<p>administrators and peer teachers in an annual, formal meeting to assign teachers to positions for which they have earned degrees and/or prior experience.</p> <p>An orientation day is scheduled at the beginning of the school year for all new employees.</p> <p>Grant Phillips has been designated as Lead Teacher and shares many of the typical day-to-day administrative duties with the principal. There is good communication regarding both staff and student needs. Mr. Phillips and Joey Davis, the school registrar, work closely together to ensure that the school functions well and that records are well organized and schedules met. They also meet informally to discuss calendar and other issues as they come up.</p> <p>With regard to placing classified employees in their assignments, there is a competitive interview process. All candidates meet the requirements stated in a School Board approved job description.</p>	
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**Defining and Understanding Practices/Relationships**

**A4.3. Indicator:** The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**A4.3. Prompt:** *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
<p>Leffingwell High School implements an effective system to communicate district policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Information is distributed in written form or by email at the beginning of the year, and throughout the year, as new or revised information is generated.</p>	<ul style="list-style-type: none"> <li>● New Employee Packets</li> <li>● CUSD Incident Command System</li> <li>● CUSD Board Action Items</li> </ul>

**Support of Professional Development/Learning and Measurable Effect on Student Learning**



**A4.4. Indicator:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

**A4.4. Prompt:** *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence
<p>CUSD has maintained a strong culture of supporting professional development. The District has designated every Wednesday for sites to engage in professional development and plans two district-wide PD days each year (Aug and Oct) The LHS teacher meets with the CUHS staff on the Wednesday afternoon sessions and has utilized the District Teacher on Special Assignment (TOSA).</p>	<ul style="list-style-type: none"> <li>● District and School Calendars</li> </ul>

**A4.4. Additional Online Instruction Prompt:** *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
<p>Any online instruction is monitored by the same highly-qualified teaching staff that provides direct instruction and independent study support.</p>	

**Supervision and Evaluation**

**A4.5. Indicator:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A4.5. Prompt:** *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
<p>The principal strictly follows all CUSD guidelines for evaluating certificated and classified employees. District guidelines adhere to state and federal laws and union contracts.</p> <p>Evaluations of certificated personnel follow the Stull process, is written on the district-supplied evaluation form, and is explained to the teachers in the formal evaluation meetings. The evaluation objectives are based on the California Standards for the Teaching Profession (CSTP). The teacher and principal together decide on goals on which to focus during the year. The evaluation process outlines growth areas and the principal is responsible for follow-up with each employee to insure job improvement and professional growth.</p>	<ul style="list-style-type: none"> <li>● District Goals Worksheet</li> <li>● District Evaluation Form</li> </ul>

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**A4.5. Additional Online Instruction Prompt:** *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
Any online instruction is provided by the same highly-qualified teaching staff that provides direct instruction. Thus, these members of the faculty receive the same evaluation and supervision as all faculty.	

## A5. Resources Criterion

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

**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 with Prompts

#### Allocation Decisions and Their Impact

**A5.1. Indicator:** 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.

**A5.1. Prompt:** *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>School leadership and the Lead Teacher collaborate to ensure resource allocation that best meets the needs of the students, as shown in the District LCAP, the Single Plan for Student Achievement, and SLOs. Input and decisions regarding resource allocation and 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 are made in several meetings on an annual basis. As Coast Unified School District includes two high schools, Coast Union High School and Leffingwell High school, stakeholder input from these schools is provided during all LCAP development advisory meetings, such as principals' meetings, staff meetings, community engagement meetings with parents and guardians, and School Site Council Meetings.</p> <p>In conjunction with input provided, the Chief Business Official enters into the Document Tracking system to provide allocation of funding for both the LCAP and the SPSAs.</p>	<ul style="list-style-type: none"> <li>● LCAP</li> <li>● SPSA</li> </ul>

#### Practices

**A5.2. Indicator:** There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

**A5.2. Prompt:** Evaluate the effectiveness of the school’s processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note:** Some of this may be more district-based than school-based.)

Findings	Supporting Evidence
<p>With regard to developing and monitoring the annual budget for the school, the Chief Business Official meets with the principal to co-plan resource allocation to each goal and function of the school. Each month, the Chief Business Official emails a financial activity report.</p> <p>To provide protection against mishandling of institutional funds, the Chief Business Official for Coast Unified School District ensures separation of the following duties:</p> <ul style="list-style-type: none"> <li>• Accounts Payable - The Administrative Assistant of Business Services prepares accounts payable checks, while the District Receptionist mails all checks out to vendors.</li> <li>• Payroll Management - The Chief Business Official manages position control while the Payroll and Health Benefits prepares the payroll.</li> <li>• Associated Student Body (ASB) - When the ASB clerk at the school collects a check for a club, a receipt is written by this clerk. Additionally, the ASB Advisory ensures that each club is following its bylaws to vote and approve for each expenditure.</li> </ul> <p>With regard to the annual audit, the Business Office ensures that all paperwork received has the correct signatures and approvals prior to processing. The auditors monitor this activity on an annual basis.</p>	<ul style="list-style-type: none"> <li>• Job descriptions</li> <li>• School budget</li> <li>• Purchasing Orders</li> </ul>

**Facilities**

**A5.3. Indicator:** 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.

**A5.3. Prompt:** Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.

Findings	Supporting Evidence
<p>The facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students, which is facilitated by the Lead Custodian, the Lead Maintenance, and the Lead Grounds colleagues, along with oversight by the Director of Maintenance, Operations and Transportation.</p>	<ul style="list-style-type: none"> <li>• Board Agendas</li> <li>• Safety Plan</li> </ul>

**Instructional Materials and Equipment**

**A5.4. Indicator:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

**A5.4. Prompt:** Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.

Findings	Supporting Evidence
<p>Students and teachers have access to and use both textbooks and ebooks. Most students also have chromebooks for digital materials. Many classes use the chromebooks in conjunction with physical material when available. The combination of using traditional textbooks and ebooks has been successful in many classes. The instructional material is proved to be of quality when students have successfully completed standards based performance tasks and formative and summative assessments at a district defined mastery level. The instructional materials are easily identified in the resources column, in parallel with subject the standards. With regard to the effectiveness of the policies and procedures for acquiring and maintaining instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks and other printed materials, library media resources, manipulative, and laboratory materials for instruction including online, there are many committees that prepare recommendation to the School Board, in the form of key messages, and ensure acquisition of approved expenditures.</p>	<ul style="list-style-type: none"> <li>● LCAP</li> <li>● SPSA</li> <li>● Technology Committee agendas</li> <li>● Technology Scope and Sequence</li> </ul>

**Well-Qualified Staff**

**A5.5. Indicator:** Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

**A5.5. Prompt:** Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.

Findings	Supporting Evidence
<p>Human Resources and sites hire staff and assist in their development. The district does a new staff in service for all new employees. The teacher has the opportunity to partake in staff development, whether in the district or looking for opportunities to further their education by going to</p>	<ul style="list-style-type: none"> <li>● Job descriptions</li> <li>● Credentials</li> <li>● Professional Development Agendas</li> <li>● New Teacher</li> </ul>

conferences.	Orientation/Agenda
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**Long-Range Planning**

**A5.6. Indicator:** 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.

**A5.6. Prompt:** *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
<p>Coast Unified School District is continuously reevaluating how its resources align with the LCAP and how input into the LCAP will directly impact student achievement. CUSD has implemented parent engagement meetings to get stakeholder feedback to best coordinate the funding needed to support student achievement.</p>	<ul style="list-style-type: none"> <li>● District LCAP</li> </ul>

**A6. Resources Criterion [Charter Schools only]**

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

**Indicators with Prompts**

**Long-range Financial (and Other Resources) Plan and Stakeholder Involvement**

**A6.1. Indicator:** The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school’s vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school’s vision, mission, and schoolwide learner outcomes.

**A6.1. Prompt:** *Evaluate the effectiveness of how the school regularly reviews its long-range plan/capital needs (and other resources) and makes decisions about resource allocations.*

Findings	Supporting Evidence
N/A -- Not a Charter School	

**Regular Accounting and External Audit Procedures**

**A6.2. Indicator:** The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

**A6.2. Prompt:** *Comment on the effectiveness of the accounting procedures and review process to determine if they meet the generally accepted principles of accounting and audit procedures and education code for charter schools.*

Findings	Supporting Evidence
N/A	

**Processes for Implementation of Financial Practices**

**A6.3. Indicator:** The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

**A6.3. Prompt:** *Evaluate the effectiveness of the school’s processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.*

Findings	Supporting Evidence
N/A	

**Budgeting Process — Transparency**

**A6.4. Indicator:** The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

**A6.4. Prompt:** *Evaluate the effectiveness of the school’s procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement.*

Findings	Supporting Evidence
N/A	

**Adequate Compensation, Staffing, Reserves**

**A6.5. Indicator:** The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves.

**A6.5. Prompt:** *To what extent does the school’s governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves?*

Findings	Supporting Evidence
N/A	

**Marketing Strategies**

**A6.6. Indicator:** The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

**A6.6. Prompt:** *Evaluate the effectiveness of the school’s marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

Findings	Supporting Evidence
N/A	

**Informing the Public and Appropriate Authorities**

**A6.7. Indicator:** The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

**A6.7. Prompt:** *Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings	Supporting Evidence
N/A	



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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

### **Summary (including comments about the critical learner needs)**

Policies and procedures are in place and followed such that Leffingwell High School stakeholders believe the schools efficiently meet WASC criteria for this category. The school's mission, vision, and schoolwide learner outcomes are reviewed annually and we are now working to align the school goals with the LCAP and SPSA. Our critical learner needs are a constant focus on literacy and reading comprehension for all students.

### **Prioritize the strengths and areas for growth for Category A.**

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

- A highly qualified staff with extensive alternative education experience
- A small student population that allows for extensive student support
- A clearly, stated vision and relevant schoolwide learner outcomes

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

- Increased collaboration between the comprehensive high school and alternative education high school. With the retirement of both the high school counselor and the Lead Teacher at LHS, both communication and collaboration will be imperative to the maintenance of a quality education program for LHS students.
- Continued collaboration among all school sites and stakeholders in reviewing and revising the LCAP

## Category B: Standards-based Student Learning: Curriculum

### B1. Rigorous and Relevant Standards-Based Curriculum Criterion

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

**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 with Prompts

##### Current Educational Research and Thinking

**B1.1. Indicator:** The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

**B1.1 Prompt:** *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
<p>The LHS instructional program is constantly being revised and honed based on standards, current research, and student needs. All students at LHS have unique individual requirements, based on credits needed for graduation and personal interests, and contracts are created to meet those individual needs. The students are engaged in rigorous programs that address college and career readiness and help students achieve success.</p> <p>The Lead Teacher has a good relationship with the Coast Union High School staff and benefits from professional development activities that take place there. He works closely with the Academic Counselor to insure a smooth transition from the comprehensive high school to Leffingwell, and enable students to return to CUHS if so desired.</p>	<ul style="list-style-type: none"> <li>● Student Contracts</li> <li>● Classroom Observations</li> <li>● Program Enrollment/Transfer Form</li> <li>● Credit Evaluation Form</li> </ul>

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

**B1.2. Indicator:** The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

**B1.2. Prompt:** *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings	Supporting Evidence

The school and the district use the state frameworks as guidelines in choosing the materials and curriculum that are used to help students achieve proficiency in academic standards and the expected schoolwide learning results. The staff has devoted a lot of time to evaluation of materials. Textbooks and supplemental materials from various state-approved publishers were obtained and analyzed by the staff. The purpose was to find suitable materials that were aligned with state standards that could be used by Leffingwell High School and coordinated with Coast Union High School. The purpose of this was that students sometimes move from program to program and having a common curriculum makes the transfer easier.

Once selected, the staff developed contracts that students use to complete the requirements. In addition to textbook materials, students are given additional assignments in the contract that expand and enrich learning. The staff often meets to find ways to integrate cross-curricular activities into the curriculum. Many learning activities are project-related with an emphasis on learning-by-doing.

Students also spend a lot of time involved in classroom discussions related to academic subjects and how those subjects relate to the world around them. Students are required to complete 5 credits of contemporary issues and also take classes in cultural awareness.

One challenge has been to maintain the same high standards for academics that students have experienced in the comprehensive high school. Leffingwell staff has met with their counterparts at the high school to review materials. Leffingwell students are now able to attend classes at Coast Union High School. This is of particular importance to students who wish to go on to a university and require classes such as lab science or foreign language that are unavailable in the Continuation School setting. It is expected that only a few students will participate, but this is a big step that is furthered by joint administration of Leffingwell and Coast Union at the beginning of the 2017-2018 school year.

Because of the change in the demographics over the past few years with students both more capable of and interested in attending college, Leffingwell staff have encouraged students to enroll concurrently at Cuesta College. This occurs primarily during the second semester of the year, especially

- Student Contracts
- Curriculum Materials
- Graduation Data
- Master List of Curricular Offerings

<p>with seniors. Mr. Phillips works with counselors at the college to determine what classes are appropriate and what assessment tests the students need to take. Students have the advantage of getting high school and college credit while having the experience of interacting with college students.</p> <p>All students at Leffingwell have equal access to all courses. The staff has high expectations and all students are expected to complete a rigorous curriculum. With the same expectations, the variables are not what is learned, but the amount of time and support a student needs to meet those standards. The school does not recognize D or F work, and requires mastery and achievement of the established standards. Students are expected to maintain at least a B average. The staff can develop alternative curriculum materials to meet the rigorous standards, but this is rarely done to accommodate skill levels, but rather to meet individual student interests and learning styles.</p> <p>It is difficult for staff to follow-up on students since few opportunities for employment or postsecondary education are available in Cambria or Cayucos. Because of the focus placed on working while attending Leffingwell, most students have the skills to be successful on a job. In addition, students frequently have some college prior to graduation thanks to concurrent enrollment. Students who do come back to visit are appreciative for the education they received at Leffingwell. Scholarship funds have also provided an informal means of tracking students after they have graduated from Leffingwell. Scholarships graciously donated by community service organizations and individuals typically allow disbursement of funds only upon evidence of enrolling in a post-secondary program. Consequently, and together with the small town nature of Cambria, school staff is able to informally follow student progress after graduating from Leffingwell.</p>	
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**B1.2. Additional Online Instruction Prompts:** *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
<p>Leffingwell High School does not offer online instruction. However, students are able to access online courses for credit recovery through Coast Union High School, our feeder school. Leffingwell students can also take advantage of online curriculum through the High School Enrichment program at</p>	<ul style="list-style-type: none"> <li>● Cuesta College Application</li> <li>● Cuesta College High School Enrichment Form.</li> </ul>

Cuesta College.	
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**Congruence**

**B1.3. Indicator:** There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**B1.3. Prompt:** *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
The LHS teaching staff has developed outlines/contracts for a wide variety of courses, aligned to standards and SLOs, that will meet individual student’s graduation requirements.	<ul style="list-style-type: none"> <li>● List of Course Offerings</li> <li>● Course Contracts</li> <li>● Credit Evaluation forms</li> </ul>

**Integration Among Disciplines**

**B1.4. Indicator:** 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.

**B1.4. Prompt:** *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
Because of the school’s small population and single teacher, integration among disciplines has been a natural priority, even before Common Core. All courses support students in improving their skills to meet the standards. As courses have been updated, more rigorous writing instruction and assessment has been incorporated. Math instruction has been integrated into several hands-on projects. This allows students to have a better understanding of the academic education necessary for college and career readiness and real world experiences.	<ul style="list-style-type: none"> <li>● Course contracts</li> <li>● Student Work Samples</li> <li>● Student Projects</li> <li>● Science/math labs</li> </ul>

**Articulation and Follow-up Studies**

**B1.5. Indicator:** 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.

**B1.5. Prompt:** *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
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Articulation between Leffingwell High School, the feeder school, and local colleges is routine. Curricular programs and student expectations are coordinated between the lead teacher at Leffingwell and the teaching and counseling staff at Coast Union. When students transfer to Leffingwell, current grades and transcripts are evaluated to create an individual curricular program designed to meet the specific needs of the student. Students may also participate in the High School Enrichment program through Cuesta College. The effectiveness of the curricular program is demonstrated by assessment and placement protocols at local colleges and also by successful employment in the local community.

- Student Transfer Application
- Transcripts
- Credit Evaluation Form
- Assessment Results

**B2. Access to Curriculum Criterion**

All students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared 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 with Prompts**

**Variety of Programs — Full Range of Choices**

**B2.1. Indicator:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

**B2.1. Prompt:** *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<p>Leffingwell offers a broad curriculum, which is particularly noteworthy given the small size of the school. Academic standards are intended to be the same as the comprehensive high school. While many continuation high schools require 200 to 240 credits, Leffingwell requires 270 credits. Coast Union High School requires 310 credits to graduate. The staff felt that requiring 135 elective credits in a half day program inappropriate and requested, and was granted by the school board, a 270 credit graduation requirement, decreasing the number of electives to 95.</p> <p>When students enter Leffingwell, their transcripts are analyzed by the counselor and the lead teacher. The school uses a credit evaluation form that presents a visual representation of the earned credits and needed credits broken down by subject area. This form provides the basis for assignment to classes. Academic periods are approximately 75 minutes in length. In addition, students are enrolled in elective classes that are approximately 60 minutes long. Electives include art, photography, poetry, life skills, math/drafting, and community service activities.</p> <p>Grading periods are approximately 6 weeks in length. Academic progress is analyzed on a continuous basis. Grant Phillips and Cheryl Seay provide academic and vocational counseling to students. As lead teacher, Grant Phillips determines the schedule for each student, in collaboration with</p>	<ul style="list-style-type: none"> <li>● Transfer Application</li> <li>● Credit Evaluation form</li> <li>● Course Contracts</li> <li>● Student Transcripts</li> <li>● Progress Reports</li> </ul>

other teachers and staff.	
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**Accessibility of All Students to Curriculum**

**B2.2. Indicator:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

**B2.2. Prompt:** *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<p>Because the school requires 30 credits of vocational experience (450 hours) and 10 credits of volunteer work (120 hours), students spend considerable time working in the community. Students and parents are told at enrollment that they shouldn't consider the school day over at 11:45. It is simply a time when education moves from the campus to the community. Students are monitored in the community by Mr. Phillips who also recruits new sites for both paid and unpaid learning and school to work opportunities.</p> <p>Service learning has provided a defining characteristic of the school. Students are told that we believe that you give back to the community that you live in. By working with service groups on community projects, students gain knowledge, self-satisfaction for giving to others, and help improve the view of the community in regards to Leffingwell and its students. The community has responded by providing expertise and financial help to the school as well as scholarships for students.</p>	<ul style="list-style-type: none"> <li>● Student Time Logs</li> <li>● Community Mentor Sheets</li> <li>● Credit Evaluation Forms</li> <li>● Community Service Bulletin Board</li> <li>● Scholarship Donor List</li> </ul>

**B2.2. Additional Online Instruction Prompt:** *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.*

Findings	Supporting Evidence
Not Applicable	

**Student-Parent-Staff Collaboration**

**B2.3. Indicator:** Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

**B2.3. Prompt:** *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
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<p>At Leffingwell, parents are kept informed of student progress both through the report cards every 6 weeks that include teacher comments, and by regular personal contact from the teachers. If a student falls behind in expected academic progress, the staff holds meetings with the parents to develop collaborative strategies for student achievement and success. Likewise meetings with parents are held as necessary to address motivational and behavioral issues that may arise. The staff has implemented a multi-agency Student Study Team to assist students that fail to respond to the above actions.</p>	<ul style="list-style-type: none"> <li>● Progress Reports</li> <li>● Student Contracts</li> </ul>
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**Post High School Transitions**

**B2.4. Indicator:** The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

**B2.4. Prompt:** *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>The staff believes that Leffingwell graduates are as prepared as any student upon graduation. Students complete a rigorous course of classes which they must pass with a grade of C or above. Students must prove competency throughout their program in order to progress. Their education combines academics with real-life experience and hands-on activities. Involvement in work and volunteer activities helps students feel comfortable with adults in real-life settings. Involvement in post-secondary classes provides valuable experience with life-long learning opportunities and gives students a head start on life after high school.</p> <p>Students complete a curriculum that is rigorous and standards-based. Language skills and math skills are monitored closely and students receive instruction in test-taking skills.</p> <p>Students at Leffingwell are exposed to a wide variety of educational opportunities both in and out of the classroom. They are encouraged to explore various job opportunities and post-secondary learning activities to allow them to make more intelligent decisions about their future. Most of the students will change jobs many times and many of the job opportunities available to them haven't even been invented yet. The purpose at Leffingwell is to give students the skills necessary to be successful in whatever job or career they choose and to</p>	<ul style="list-style-type: none"> <li>● Job Shadowing</li> <li>● Time Sheets</li> <li>● Mentor/Employer Evaluations</li> <li>● Teacher Observations</li> <li>● Valid Work Permit</li> <li>● High School Enrichment Permit to Enroll Form (Cuesta)</li> </ul>

be curious lifelong learners.	
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## **ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

### **Summary (including comments about the critical learner needs)**

Although Leffingwell High School is a small school with only one full time credentialed teacher, the educational opportunities available to its students are quite impressive. Because of the continued collaboration and cooperation with the comprehensive high school teaching and counseling staff, LHS students are able to transition smoothly from one site to another, while maintaining academic integrity. Graduates from LHS are prepared for postsecondary education or for a variety of employment opportunities.

**Prioritize the strengths and areas for growth for Category B.**

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

- All students have access to a rigorous curriculum that meets graduation requirements and college and career readiness standards
- The Student Learning Outcomes provide support for the overall vision of the program
- A small school setting with extensive student support
- Community-based learning activities
- High graduation rate

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

- Better system for electronic reporting of student progress/gradebook
- Updated curricular materials
- Additional instructional staff

## Category C: Standards-based Student Learning: Instruction

### C1. Challenging and Relevant Learning Experiences Criterion

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

#### Indicators with Prompts

##### Results of Student Observations and Examining Work

**C1.1. Indicator:** The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

**C1.1. Prompt:** *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings	Supporting Evidence
<p>Students at Leffingwell are engaged in rigorous learning experiences based on CCSS, relevant college-and-career readiness standards, and the schoolwide learner outcomes. Course contracts have been updated to reflect those standards. Observation of classroom instruction and examination of student work demonstrated that students are successful.</p> <p>Many of the learning experiences are varied and designed to meet the diversity of the students. For instance, because of our location near the ocean, students are able to engage in a marine biology course, sponsored by the Monterey Bay Marine Sanctuary. The program also offers a photography elective that incorporates language arts and allows students to express their creativity. The Lead Teacher has succeeded in creating learning experiences that address the individual needs of the students without sacrificing rigor in attaining the standards and SLOs. The School-To-Work Program exposes students to the working world, while providing an opportunity to earn elective credits towards graduation.</p>	<ul style="list-style-type: none"> <li>● Course Contracts</li> <li>● Student Work Samples</li> <li>● Student Observations</li> <li>● Credit Evaluation form/graduation requirements</li> <li>● Work Permit Applications</li> <li>● Time Sheets</li> </ul>

**C1.1. Additional Online Instruction Prompt:** *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
Not applicable	

#### Student Understanding of Learning Expectations

**C1.2. Indicator:** The students understand the standards/expected performance levels for each area of

study.

**C1.2. Prompt:** *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
<p>Each student is interviewed upon enrolling at LHS. The students know what is expected of them. They have a clear understanding of standards addressed in each course and the performance levels expected to demonstrate proficiency. By using contracts, the staff ensures that all students have the same understanding of what is required. That isn't to say that the curriculum is rigid and inflexible.</p>	<ul style="list-style-type: none"> <li>● Course Contracts</li> <li>● Credit Evaluation form</li> <li>● Parent conferences</li> <li>● Student/Teacher conferences</li> <li>● Meetings with Academic Counselor</li> </ul>

**Differentiation of Instruction**

**C1.3. Indicator:** The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

**C1.3. Prompt:** *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning..*

Findings	Supporting Evidence
<p>Differentiation is a core value for LHS. The classroom student-to-faculty ratio is 15 to 1, making it feasible for the instructor to connect with each student to meet his or her learning needs. The teacher has the discretion to modify the contract to meet the specific needs of a student. However, the standards addressed and the expected learning outcomes remain the same. The staff also has the ability to create individual contracts for students, designing alternative pathways to achieve the educational standards and expectations, and to address individual learning styles. This can also be done to meet a specific instructional goal that is related to a learning project or group endeavor. All students have access to relevant instructional materials to assist in their understanding of each subject.</p> <p>Students have the opportunity to check out a Chromebook for use during the school year, giving them the ability to complete assignments, create and deliver PowerPoint presentations, research a variety of topics, and publish their written work. Completed assignments are emailed to the instructor for review. Digital photography projects often incorporate the use of computer technology.</p>	<ul style="list-style-type: none"> <li>● Course contracts</li> <li>● Instructional materials</li> <li>● Student Projects</li> <li>● Chromebook Use</li> <li>● Computer-based projects</li> <li>● Digital Cameras</li> </ul>

## C2. Student Engagement Criterion

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

**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 with Prompts

#### Current Knowledge

**C2.1. Indicator:** Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

**C2.1. Prompt:** *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
<p>The LHS teacher tailors instruction in a variety of ways to meet the individual needs of the students. Instructional strategies may involve some direct instruction, class discussions, modeling, videos, small group collaboration, or student presentations and projects, depending on the daily agenda. However, we are also proud of the many programs that provide educational experiences beyond the textbooks and the classroom. For example, Leffingwell’s Marine Science program, conducted in partnership with the Monterey Bay Marine Sanctuary, allows students to kayak San Simeon Harbor, dissect squid, hike shorelines, and conduct get-wet, hands-on investigations of marine eco-systems. These activities are supported by more conventional lecture and research, and result in a very rich program that actively engages the students, emphasizes higher order thinking skills, and helps students succeed at the highest level.</p> <p>The staff regularly reviews student work and assessments in order to evaluate areas of success and growth.</p>	<ul style="list-style-type: none"> <li>● Teacher Observations</li> <li>● Lab Activities</li> <li>● Guest Speakers</li> <li>● Student Notebooks</li> <li>● Photos of Activities</li> <li>● Assessments</li> <li>● Student Projects</li> </ul>

**C2.1. Additional Online Instruction Prompt:** *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
Not applicable	

**Teachers as Coaches**

**C2.2. Indicator:** Teachers facilitate learning as coaches to engage all students.

**C2.2. Prompt:** *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
<p>The school believes that learning takes many forms and ultimately, students should be in charge of their own learning. As an alternative high school, Leffingwell uses strategies to help students take complete responsibility for their education. The teachers serve as learning managers or facilitators who guide and direct this process. All courses have a contract that clearly spells out the formative and summative assessments required to pass the units and earn credits.</p> <p>The courses are designed to be similar in content and rigor as those at the comprehensive high school in the district, while more effectively meeting the needs of our students in an alternative setting. Students have the opportunity to work at their own pace and may choose to accelerate their own learning.</p> <p>LHS makes great effort to gain students’ trust and push those students to take academic and sometimes creative risks while reducing their fear of failure. The teacher and instructional aide work with students individually and in small groups to give immediate feedback, allowing them to gain confidence in their abilities and judgment.</p>	<ul style="list-style-type: none"> <li>● Course Contracts</li> <li>● Use of variable credit system</li> <li>● High School Enrichment Program (Cuesta College)</li> </ul>

**Examination of Student Work**

**C2.3. Indicator:** Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

**C2.3. Prompt:** *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
<p>Students at LHS are expected to acquire higher level critical thinking skills and communicate effectively. Students across the academic disciplines demonstrate this by researching</p>	<ul style="list-style-type: none"> <li>● Student portfolios/scholarship packets</li> <li>● Student projects</li> </ul>

<p>specific topics and current events online, apply background knowledge, form opinions, and write or discuss their findings. Students also apply their skills in real-world situations by writing resumes, cover letters, thank you letters for scholarships, completing applications for work or college, and participating in panel interviews. They also create poetry, PowerPoint presentations, and assist in producing a Yearbook.</p> <p>LHS students use their math skills to create working drawings and 3-Dimensional models in their Architectural Design course.</p> <p>Living on the Central Coast, there is a great deal of interest in the local environment and students in the Marine Biology courses are encouraged to share their knowledge about the importance of protecting our natural resources.</p>	<ul style="list-style-type: none"> <li>● Observation</li> </ul>
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**C2.3. Additional Online Instruction Prompt:** *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
Not applicable	

**C2.4. Indicator:** Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

**C2.4. Prompt:** *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
<p>Not only do students learn in the school building and during the school day, but outdoors as they are kayaking in the Pacific Ocean, working on the job, or volunteering in the community. Students must complete a minimum of 120 hours of community service/vocational education to meet their School-to-Work graduation requirement. They must set appropriate educational, vocational, and personal goals and standards, demonstrate positive and productive citizenship, and develop vocational knowledge and skills related to their interests.</p>	<ul style="list-style-type: none"> <li>● Course Contracts</li> <li>● Valid Work Permits</li> <li>● Time Sheets</li> <li>● Employer Evaluations</li> <li>● Progress Reports</li> <li>● Student Projects and Presentations</li> </ul>

**C2.5. Indicator:** Students use technology to support their learning.



**C2.5. Prompt:** *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Chromebooks are available for student use at any time. Writing assignments are often submitted electronically. Most students are proficient in using technology to access informational websites to complete assignments and/or successfully access and complete applications for work or college. Students present their findings in PowerPoints or digital images. For the most part, they have shown to be self-directed learners who are able to use a variety of tools to demonstrate technological literacy.</p>	<ul style="list-style-type: none"> <li>● Student work samples</li> <li>● College Applications</li> <li>● LHS Yearbook</li> </ul>

**C2.6. Indicator:** Students use a variety of materials and resources beyond the textbook.

**C2.6. Prompt:** *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
<p>Textbooks are just one of the instructional resources used in the LHS classroom. For example, students learn by doing and discussing: creating a Yearbook, science and math labs, digital photography, work experiences, volunteering in district classrooms, community institutions or Camp Keep (a local science camp), and with local service groups - all links to the real world.</p>	<ul style="list-style-type: none"> <li>● Project Based Learning</li> <li>● Videos</li> <li>● UpFront Current World Events</li> <li>● Guest Speakers</li> <li>● Lab Activities</li> <li>● 3D Models</li> <li>● School to Work Experiences</li> </ul>

**Real World Experiences**

**C2.7. Indicator:** All students have access to and are engaged in career preparation activities.

**C2.7. Prompt:** *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
<p>Leffingwell students have a wide range of options that prepare them for college and careers. The nature of this educational program fosters responsibility, career awareness, and the development of personal skills that prepare them for post-graduate, real-world experiences. There is a strong connection</p>	<ul style="list-style-type: none"> <li>● Mock Interviews</li> <li>● Applications for work and scholarship</li> <li>● Time Sheets/employer evaluations</li> </ul>

<p>between the Leffingwell classroom and the working environment. The teacher and employers/mentors regularly communicate to design vocational curriculum and structure experiences to assist the students in becoming productive and successful employees and citizens. Students learn to work independently and collaboratively, self-evaluate and self-correct on the job, and communicate effectively with others.</p>	
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**C2.7. Additional Online Instruction Prompt:** *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
Not applicable	

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

### **Summary (including comments about the critical learner needs)**

Leffingwell High School students are engaged in a variety of meaningful learning experiences based on their individual needs to meet all graduation requirements. The staff is committed to using an assortment of instructional strategies and learning activities to meet or exceed state standards and achieve the student learning outcomes. LHS gives all students significant support in exploring college and career options.

**Prioritize the strengths and areas for growth for Category C.**

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

- Students have a clear understanding of the expectations for their courses
- Cross-curricular activities and projects
- Students receive an array of differentiated instructional methods
- Small class size lends itself to individualized or small group instruction allowing for personalization of lessons and immediate feedback
- Individualized competency-based instruction
- Student self-monitoring of progress through the use of contracts

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

- Revise and refine contracts to reflect current state standards
- Expand cross-curricular learning activities through additional community resources
- More integration of technology into the curriculum
- Increase job-shadowing employment opportunities for students

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

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

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

#### Indicators with Prompts

##### Professionally Acceptable Assessment Process

**D1.1. Indicator:** The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

**D1.1. Prompt:** *Evaluate the effectiveness of the school’s assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>The assessment processes at Leffingwell include a variety of measures that demonstrate the school’s effective instructional methods are working. Data is collected in many ways using numerous evaluative instruments such as NWEA, SBAC, publisher-provided tests and quizzes, mentor evaluations, time sheets, as well as other assessment tools specific to individual student needs.</p> <p>School administrators, along with the Lead Teacher, collect, disaggregate, and analyze student performance data annually. The teacher uses the information gathered to modify and adjust instruction for each student. This is possible because of the small number of students enrolled in any given year. Analysis of assessment data over a period of time has enabled us to better develop a rigorous curriculum. The skill levels of students have shown continual improvement as indicated by the results of the most recent assessment data.</p>	<ul style="list-style-type: none"> <li>● Illuminate Data</li> </ul>

#### Monitoring and Reporting Student Progress

**D1.2. Indicator:** The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**D1.2. Prompt:** *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>LHS informs and creates understanding through effective processes in order to keep District, Board, parents and the community informed about student progress toward achieving the academic standards, the college-and-career-readiness standards, and the schoolwide learner outcomes. Information is shared in various ways. Results of assessments related to student contracts are shown on Report Cards generated every six weeks. This is reinforced by personal contact with students and parents, emphasizing areas of strength and areas for growth. Samples of student work are also shared at these meetings.</p> <p>Individual results of state testing are mailed home to parents and group data is reported in the media, on the District’s website, and through the School Accountability Report Card. It is also discussed at School Site Council Meetings, Board Meetings, IEP and 504 meetings, and DELAC meetings.</p> <p>Email communication is also accessible through the District website. The teacher, parents and students have the ability to communicate with each other through this medium in order to clarify expectations, check on assignments, and review progress.</p>	<ul style="list-style-type: none"> <li>● Work Samples</li> <li>● Report Cards</li> <li>● Meeting agendas</li> <li>● Parent Conferences</li> <li>● Mentor Time Sheets/Evaluations</li> </ul>

**Monitoring of Student Growth**

**D1.3. Indicator:** 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.

**D1.3. Prompt:** *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students’ grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>Student growth is monitored through a variety of avenues. These systems include morning meetings, student contract updates, progress reports, Report Cards, and teacher/parent conferences, when necessary. The teacher updates student contracts as they complete each unit of work.</p> <p>Grading at LHS is based on relevant standards and is fair and transparent. This is critical seeing that partial credit is</p>	<ul style="list-style-type: none"> <li>● Student Contracts</li> <li>● Variable Credits</li> <li>● Report Cards</li> </ul>

<p>allowed, especially for students enrolling in midterm. This integrity is achieved by grading protocols where grades are earned on a credit-by-credit basis. Course contracts clearly articulate assignments for each credit of work.</p> <p>The teacher and an instructional aide are available throughout the school day to help students complete their work.</p>	
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**D1.3. Additional Online Instruction Prompts:** *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

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

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

Findings	Supporting Evidence
N/A	

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

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

**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 with Prompts

#### Appropriate Assessment Strategies

**D2.1. Indicator:** Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

**D2.1. Prompt:** *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
<p>Assessment takes place daily at Leffingwell. It is ongoing and program-wide. The teacher uses a variety of assessment tools, both formal and informal, formative and summative, to effectively gauge student learning. These include chapter reviews and tests, quizzes, participation in discussions, reports from employers and service learning mentors, rubrics, presentations, and others. Because the school is competency-based, students must show understanding above a C level of work prior to progressing to another level.</p> <p>Student contracts specify what students need to do to earn credit and provide the basis for evaluation. The course contracts typically cover 5 credits and students must take them in sequence if that is the way they are designed. Although alternative curriculum materials are available for students of limited English or those with special needs, it is the preference of the staff that these students complete the same standards-based materials, but with increased support from tutors, the resource teacher, or classroom teacher, if needed.</p> <p>Projects, especially those hands-on, have been an integral part of the Leffingwell curriculum. Learning by doing provides students with more than just knowledge; it provides an opportunity to learn to work with others and a way for students to feel pride in themselves and in their school.</p>	<ul style="list-style-type: none"> <li>● Student Contracts</li> <li>● Time Sheets</li> <li>● Mentor Evaluations</li> <li>● Student Work Samples</li> </ul>

**D2.1. Additional Online Instruction Prompts:** *Evaluate the use of student work and other online*

assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.

Findings	Supporting Evidence
N/A	

**Demonstration of Student Achievement**

**D2.2. Indicator:** Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

**D2.2. Prompt:** *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
<p>Because of its small student population, the LHS teacher can easily use data to drive instruction and make adjustments and modifications to curricular and instructional approaches. The teacher uses the results of individual work and assessments to build on strengths and identify growth areas.</p> <p>Progress in math and literacy is assessed by the data generated by standardized assessments such as NWEA tests and the SBAC. English learners, when enrolled at LHS, are monitored, assessed, and supported in their progress towards English proficiency and language development.</p> <p>The LHS staff continually works to improve instruction to meet the needs of its students. Changes might include developing a new hands-on project that integrates several curricular areas, a new job site or service learning opportunity, or a new application of technology.</p>	<ul style="list-style-type: none"> <li>● Student Work Samples</li> <li>● Test Scores</li> <li>● Student Contracts</li> </ul>

**Student Feedback**

**D2.3. Indicator:** Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

**D2.3. Prompt:** *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*



Findings	Supporting Evidence
<p>Student feedback is an important part of the educational program. Students and teachers work together to outline a plan to complete requirements for graduation. Mr. Phillips and Mrs. Seay act as the school’s academic counselors and provide input into the development of a graduation plan. Students know they are expected to maintain continued progress toward graduation. Assessments of student abilities and college readiness provide a guide for planning. Mr. Phillips helps students prepare for admission tests and planning for postsecondary education.</p> <p>Students discuss their experiences during the morning meeting sessions, or can offer input at School Site Council Meetings. Many graduates have returned to share the positive experiences they had at Leffingwell.</p> <p>The small size of the school allows for rapid adjustment to changes in student demographics and individual student needs.</p>	<ul style="list-style-type: none"> <li>● Parent Conferences</li> <li>● Credit Evaluation Forms</li> <li>● Student Surveys</li> <li>● School Site Council Agendas/Minutes</li> </ul>

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

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

**Online Programs: iNACOL Standard R: Program Evaluation:** A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

**Online Programs: iNACOL Standard S: Program Improvement:** A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

**Indicators with Prompts**

**Schoolwide Assessment and Monitoring Process**

**D3.1. Indicator:** The following stakeholders are involved in the assessment and monitoring process of

student progress: district, board, staff, students, parents, and the business and industry community.

**D3.1. Prompt:** *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
<p>Student progress is measured and monitored by multiple systems. The lead teacher and high school counselor consistently check on the progress a student is making towards completion of graduation requirements. The school and District use Board meeting reports, SSC meetings, report cards, the district website, scholarship interviews, and the media to communicate student progress information to all stakeholders in the Cambria/Cayucos communities.</p> <p>Mr. Phillips meets with local business and industry leaders to foster positive relationships that continue to create opportunities for students to prepare for work and careers. Each year, members of the local community donate thousands of dollars in scholarship money to our graduating seniors in recognition of their hard work and commitment to personal growth.</p>	<ul style="list-style-type: none"> <li>● Mentor Evaluations</li> <li>● Time Sheets</li> <li>● Report Cards</li> <li>● Scholarship Donation List</li> </ul>

**D3.1. Additional Online Instruction Prompt:** *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Findings	Supporting Evidence
N/A	

**Curriculum-Embedded Assessments**

**D3.2. Indicator:** The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

**D3.2. Prompt:** *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings	Supporting Evidence
<p>We examine and analyze standards-based curriculum-embedded assessments and other standardized assessments, such as the SBAC and NWEA, to help monitor student progress and assist in making decisions that will promote student growth.</p>	<ul style="list-style-type: none"> <li>● SBAC Results</li> <li>● NWEA Data</li> <li>● Course Assessments</li> </ul>

**Schoolwide Modifications Based on Assessment Results**

**D3.3. Indicator:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

**D3.3. Prompt:** *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
<p>State testing results have been utilized in the past to inform some instructional changes, however, because of the school’s small size, the data generated from the tests do not generally lead to significant changes in the program or resource allocations.</p> <p>The Leffingwell High School staff participates in professional development opportunities at Coast Union High School in order to ensure consistent support for student achievement.</p>	<ul style="list-style-type: none"> <li>● SBAC Results</li> <li>● District PD Days</li> </ul>

**D3.4. Indicator:** The school periodically assesses its curriculum and instruction review and evaluation processes.

**D3.4. Prompt:** *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>The principal, lead teacher, and guidance counselor reviews and assesses the effectiveness of each program area and determines if the program is meeting the needs of our students.</p>	<ul style="list-style-type: none"> <li>● Course Contracts</li> <li>● Credit Evaluation Form</li> <li>● Parent Conferences</li> </ul>

**D3.5. Indicator:** The school employs security systems that maintain the integrity of the assessment process.

**D3.5. Prompt:** *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
<p>The lead teacher at Leffingwell High School serves as the testing coordinator. His responsibilities include organizing the setting of the assessment, monitoring the students while they are testing, and submitting each test after it is completed. He is diligent in making sure that the testing protocol is followed explicitly. He proctors the exams, and coordinates the testing environment as needed. He maintains the safety and integrity of the tests by locking them in a secure location before and after testing and completing all paperwork when tests have</p>	<ul style="list-style-type: none"> <li>● Test Protocol Manual</li> <li>● Site Observation of Secure Facilities</li> </ul>

been collected and packaged for return.	
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## **ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs**

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).**

### **Summary (including comments about the critical learner needs)**

The Leffingwell teacher uses a variety of assessment tools, both formative and summative, formal and informal, to effectively gauge student learning and demonstrate that the instructional methods are effective. Adjustments and modifications to the curriculum or instructional strategies are made if needed, based on student performance data and direct observation.

Assessment and grading systems are fair, appropriate, transparent and based on relevant standards. The curricular program provides students the opportunity to make up partial credits when needed, allowing them to be awarded a high school diploma

Leffingwell High staff use a variety of assessment tools, both formal and informal, formative and summative, to effectively gauge student learning. These tools are used to collect and analyze student performance data and make adjustments and modifications as needed. Grading is fair, transparent and based on relevant standards. Student progress is reported to students, parents/guardians, administrators and stakeholders on a regular basis.

A wide range of avenues keep students and staff connected to the community and potential career opportunities. The lead teacher has established strong working relationships with many local service clubs industries, providing a solid post-secondary college, career, and civic pathway for Leffingwell students.

**Prioritize the strengths and areas for growth for Category D.**

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

- Well-organized and implemented curricular program
- Variety of hands-on learning activities
- Continual modification to curricular program to meet student needs
- Opportunities to meet graduation requirements

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

- Fully implement use of Illuminate as assessment and data system

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

### E1. Parent and Community Engagement Criterion

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

**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 with Prompts

##### Regular Parent Involvement

**E1.1. Indicator:** The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

**E1.1. Prompt:** *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
<p>Leffingwell High School provides a program that encourages the involvement of local businesses, service groups, community stakeholders, and parents/guardians to participate in the educational process and to ensure the success of our students.</p> <p>Leffingwell began as a community-based program, physically located in a commercial building. From the beginning, the intent of the program was for students to learn in community classrooms through participation in extensive School-to-Work programs, which continues today. Cambria is a small town with an involved public and Leffingwell is proud to be an active and visible part of the community. By being active in the community, Leffingwell has many opportunities to present a positive impression of the school and its students. Student employment in the community has put a real face on who we are.</p>	<ul style="list-style-type: none"> <li>● Mentor Evaluations</li> <li>● Time Sheets</li> <li>● Community Service Opportunity Lists</li> </ul>

##### Use of Community Resources

**E1.2. Indicator:** The school uses community resources to support student learning.

**E1.2. Prompt:** *Evaluate to what extent the school solicits and employs business and community*

*resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
<p>Numerous community members and service organizations support Leffingwell High School. Through the scholarship program, students are awarded money to continue their education after graduation. Community service and job shadowing experiences are a requirement for all students to earn their diploma. Local service organizations and employers participate in our School-to Work Program, and all students must complete vocational education hours in order to graduate. By design, Leffingwell High School promotes community involvement and support for our students. These experiences assist our students in learning real world job skills that will benefit them in future endeavors.</p> <p>Guest speakers are common at Leffingwell. They give talks on important issues affecting our community.</p> <p>The Marine Biology course has been especially valuable, providing opportunities for field trips such as open ocean kayaking, Abalone Farm tours, hands on dissection of squid, and lessons about local marine life and ecology.</p> <p>Our community is rich in artistic talent. Local artists often visit and will lead a painting or sculpting project.</p> <p>The Zoo To You organization brings unusual animals to the classroom to educate our students about endangered species and our environment. The students have the unique opportunity to interact one on one with Owls, Otters, and Bald Eagles to learn about them and their habitats.</p> <p>Our school participates in the local job fair. We practice interviewing skills, and completion of job applications.</p> <p>Our town is actively involved with Leffingwell High School and values our students and their education.</p>	<ul style="list-style-type: none"> <li>● Job Fair</li> <li>● Scholarship Interviews</li> <li>● Scholarship Donations</li> <li>● Community Service And Job Shadowing Experiences</li> <li>● Marine Biology Coursework</li> <li>● School Calendar</li> </ul>

## E2. School Environment Criterion

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

**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 with Prompts

#### Safe, Clean, and Orderly Environment

**E2.1. Indicator:** The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

**E2.1. Prompt:** *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
<p>Leffingwell High School is a notable safe, clean, and orderly place, and its environment nurtures learning in a variety of ways. There is a marked absence of conflict and disruptive behaviors. This is attributable in part to the atmosphere of trust and mutual respect that is a hallmark of the school program, and which is facilitated by the school's small size and its ability to provide individual attention to student needs. Leffingwell has had very few suspensions and no expulsions for several years. There have been no incidents of physical confrontation or fighting. Leffingwell has a very low incidence of bullying, intimidation or harassment, again owing, at least in part, to small class size with constant and immediate supervision. There have been very few disciplinary interventions required, and those have typically regarded attendance and minimum progress. This overall safety and orderliness are related to the essential components of small class size, high expectations, and general atmosphere of mutual trust and respect.</p> <p>The cleanliness of the school is furthered by the student's participation in maintenance and beautification. There is a sense of pride and ownership that results from the work and responsibility of planting flowers, painting walls, picking up litter, and displaying art work.</p>	<ul style="list-style-type: none"> <li>● LHS Guidelines Contract</li> <li>● Internet Use Agreement</li> <li>● Student Survey</li> <li>● Fire and Safety Drills</li> <li>● School Resource Officer</li> </ul>



**High Expectations/Concern for Students**

**E2.2. Indicator:** The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

**E2.2. Prompt:** *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students’ heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
<p>Leffingwell High School demonstrates caring, concern, and high expectations for students by providing a written matrix reflecting infractions of school rules and consequences. In addition, all students are required to sign the Guideline We Agree Upon statement, which is periodically reviewed and discussed to ensure that standards of comportment are well understood and firmly internalized. Student discipline is primarily handled by the staff. Students are treated with respect by a staff that has extensive experience handling at-risk students. Problems are discussed outside the classroom and students who cause problems are typically sent to the office until the staff has time to address the issue. The principal becomes involved when asked and the staff typically completes a referral to document what happened. In the past few years, the need for administrative action has been rare. The staff communicates well with parents by phone, or it necessary in person. The staff has implemented a new Student Study Team process that helps build on the strengths of the student in response to academic or truancy issues.</p> <p>Students who do create problems that can not be resolved are referred to other programs. This is done through a process similar to a pre-SARB or SST. School staff, administration and representatives of various agencies come together to resolve problems.</p> <p>The District has the services and assistance of a School Resource Officer from the Sheriff’s Department. Deputy Sheriff Newell is a regular and supportive presence on the Leffingwell campus. Help is also available to students through services provided by the district’s school psychologist and school nurse. Counselors are available to meet with students individually or in groups.</p>	<ul style="list-style-type: none"> <li>● LHS Guidelines Contract</li> <li>● Student Referral Form</li> <li>● School Resource Officer</li> </ul>

**Atmosphere of Trust, Respect, and Professionalism**

**E2.3. Indicator:** The school has an atmosphere of trust, respect, and professionalism.

**E2.3. Prompt:** *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school’s leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District’s Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
<p>LHS welcomes all students and many of them often comment on the level of acceptance that they receive here. The staff and students create a close-knit, family-like learning environment that fosters creativity, academic rigor, personal growth, and community involvement. Most of the students are at-risk and have not been successful at the regular high school. LHS provides them with a supportive atmosphere to get a fresh start and work toward gaining credits and completing a path to a high school diploma.</p> <p>Students know that their opinions are welcomed. They have a say in what they learn and how the school runs. The demographics presented earlier show a student body characterized by intelligent, creative students who want to take an active role in their education. They are very aware that the staff cares deeply for them and their education. They aren’t looking for an easy way out- they want to be challenged, and the school is committed to providing that challenge.</p> <p>Our school greatly benefits from its supportive parents who are in regular contact with the school. The school also benefits from several community partnerships including Friends of the Library, Cambria Anonymous Neighbors (CAN), and many local businesses.</p> <p>School staff and stakeholders meet a few times a year to discuss school needs, goals, and progress. The staff and administration believe that you lead by example. School and community projects most often find the teachers working side-by-side with students in a mentoring role. The staff at Leffingwell has extensive experience working with high-risk students and does so because that is what they chose to do. The staff at Leffingwell has worked together as a team for many years, and their mutual trust, professionalism, and shared high expectations for all students have established a core part of our school culture.</p>	<ul style="list-style-type: none"> <li>● LHS Guidelines Contract</li> <li>● Community Organizations</li> <li>● School Site Council Meetings</li> </ul>

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### E3. Personal and Academic Student Support Criterion

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

**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 with Prompts

##### Adequate Personalized Support

**E3.1. Indicator:** The school has available and adequate services to support student’s personal needs.

**E3.1. Prompt:** *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
<p>Leffingwell students have access to a wide variety of personal support services, activities, and opportunities. These include the personal support of teachers and staff in a small school setting wherein personal as well as academic support characterizes the program.</p> <p>All Leffingwell students have access to extensive health education, provided by teaching staff as well as outside organizations and experts. All Leffingwell students have access to a school nurse, regular health screenings, and to drug and alcohol counseling.</p> <p>Personal support for students is available through the presence of an approachable and sympathetic school resource officer, Deputy Scott Newell.</p> <p>School Psychologist Adam Helfand is available to provide support and is well known to students.</p> <p>Considerable personal support is derived from Leffingwell’s community involvement and consequent interaction with caring adults. This community involvement also provides</p>	<ul style="list-style-type: none"> <li>● School Nurse</li> <li>● Drug/Alcohol Counseling</li> <li>● School Resource Officer</li> <li>● School Psychologist</li> </ul>

<p>personal support in the opportunities it creates for employment. Community involvement and integration in itself is a source of support for Leffingwell students.</p> <p>Personal support is also derived from the participation of Leffingwell staff, namely Lead Teacher, Grant Phillips; Instructional Aid, Nina Margo; and Registrar, Joey Davis.</p>	
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**E3.1. Additional Online Instruction Prompts:** *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
Not applicable -no students enrolled in online instruction	

**Support and Intervention Strategies Used for Student Growth/Development**

**E3.2. Indicator:** Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

**E3.2 Prompt:** *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
<p>The majority of students who enroll at LHS are credit-deficient and need to get back on track for graduation. Some also choose to attend here because of family needs or the need for the student to be employed. The staff has the flexibility to create a program that is most appropriate to the individual student.</p> <p>Upon enrollment at LHS, the student’s transcript is evaluated and a personalized program is created to meet district graduation requirements. Student choice is often built into assignments to help them attain learning goals.</p> <p>All students have equal access to classes and services at Leffingwell. Rather than fitting students into a specific schedule, the schedule is adapted to individual student needs. This flexibility ensures that the individual needs of the students are met.</p> <p>Because Leffingwell is only a four-hour program, the staff has time in the afternoon to work with individual students, or</p>	<ul style="list-style-type: none"> <li>● Credit Evaluation Form</li> <li>● Course Contracts</li> <li>● School-to-Work Program</li> <li>● Job Shadowing</li> </ul>

spend time in the community further developing learning resources and job sites, or monitoring students while they are on the job or participating in a volunteer activity.	
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**E3.2. Additional Online Instruction Prompt:** *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
N/A	

**Support Services and Learning – Interventions and Student Learning**

**E3.3. Indicator:** 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.

**E3.3. Prompt:** *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Findings	Supporting Evidence
Student learning needs are identified through a joint process involving the administration, counselor, and LHS’s lead teacher. An individualized learning program is created for each student and is continually monitored and adjusted by the LHS staff. Struggling students receive additional one-on-one assistance or small-group instruction during and/or after school to help them be successful in an alternative educational setting. Students with special learning needs, including ELL and GATE, are serviced at the comprehensive high school because of available staff. Only students with 504 plans are eligible to transfer to Leffingwell and meetings are held with the counselor, district school psychologist, and high school special education teacher to ensure that all parts of the plan are implemented.	Course Contracts Credit Evaluation Form

**E3.3. Additional Online Instruction Prompt:** *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Findings	Supporting Evidence
N/A	

**Equitable Support to Enable All Students Access to a Rigorous Curriculum**

**E3.4. Indicator:** Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

**E3.4. Prompt:** *Evaluate the school’s effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students ( i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Findings	Supporting Evidence
<p>LHS offers an alternative schedule for all of its students, based on their individual needs. This allows students to participate in rigorous and challenging community-based learning outside of the traditional classroom setting. Because of credit-deficiency, all students are encouraged to enroll in summer school and participate in various occupational opportunities that will fulfill their service-learning requirement for graduation. LHS students can also earn credits toward graduation by enrolling in the High School Enrichment Program offered through Cuesta College.</p>	<ul style="list-style-type: none"> <li>● Summer School Enrollment</li> <li>● Cuesta College School-to-Work Program</li> <li>● High School Enrichment Program</li> </ul>

**Co-Curricular Activities**

**E3.5. Indicator:** 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.

**E3.5. Prompt:** *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
<p>Getting the students involved in co-curricular activities is what Leffingwell High School does well. All students are required to participate in vocational education and community service. Because of this, the students build on their curricular activities, develop vocational knowledge and skills, enhance their critical thinking, and become capable employees and productive citizens.</p>	<ul style="list-style-type: none"> <li>● Cuesta School-To-Work Program</li> <li>● Job Shadowing</li> <li>● Mentor Evaluations</li> </ul>

**E3.5. Additional Online Instruction Prompt:** *Evaluate the school’s processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students’ involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
<p>Not applicable</p>	

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

### **Summary (including comments about the critical learner needs)**

The staff at Leffingwell High School has extensive experience working with at-risk students. The small school environment allows for individualized instruction and learning to take place. Students' ideas and opinions are respected, giving them a stake in their education. Disciplinary policies and procedures are clear and fairly enforced and all students are required to sign the "Guidelines We Agree Upon."

Leffingwell High School is a safe, clean, and orderly place to attend school. The campus is small and students take pride in showcasing their work. The staff leads by example, creating high expectations for students, as well as joint projects that involve both staff and students.

All Leffingwell students participate in vocational and community service activities. This requirement helps to foster a positive perception of the program and our students. Community support and involvement in educating our students is strong. This is evident through the generous contributions to our scholarship program that assists students in furthering their education beyond high school.

### **Prioritize the strengths and areas for growth for Category E.**

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

- The low staff-to-student ratio provides for individualized instruction and attention, allows for greater student engagement, and facilitates the close monitoring of student progress.
- The community is highly involved through employment opportunities, community service projects, and scholarship donations.
- Clean, safe campus
- Vocational, academic, and personal counseling
- Good reputation of students and program within the community
- Close connection with Cuesta College and its School to Work Program



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

- Continue to work with community employers and service groups to provide valuable learning experiences for LHS students
- Improve opportunities for collaboration with the comprehensive high school
- Improve use of technology to track academic progress (Illuminate or some other program that allows us to track variable credits)

## **Prioritized Areas of Growth Needs from Categories A through E**

Prioritize the growth areas from the five categories.

- ❖ To continue to advance students' college and career readiness
- ❖ To expand students' communication and critical thinking in literacy
- ❖ To accelerate students' academic outcomes in mathematics

## **Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs**

Leffingwell High School remains committed to serving the needs of its diverse student population and preparing them for a successful path after graduation. In working on this Self-Study, we have also recognized the need for alignment of all school plans - the LCAP, the SPSA, and our WASC Action Plans. There is a need to focus on the college/career readiness of our students so that they have the necessary skills in the latest systems and technology and access to resources that enable them to make informed choices. A second critical need is to continue to expand students' communication and critical thinking skills. Academic literacy and general language and vocabulary development is crucial for student achievement. Finally, in alignment with district goals, attention needs to be given to instructional strategies designed to increase math proficiency related to real-world applications.

# DRAFT

Draft as staff continues to submit revision to the Chair of the WASC Visiting Committee

## Chapter V: Schoolwide Action Plan

- A. **Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**
- B. **State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.**
- C. **Describe the school’s follow-up process, ensuring an ongoing improvement process.**

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

### Action Plan #1

Critical Area of Improvement	Support Strategies	Follow Up Process
<p>To continue to advance students’ college and career readiness</p>	<ol style="list-style-type: none"> <li>1. Improve student access to online vocational/career information, with skill and interest assessments</li> <li>2. Increases student access to, and utilization of, online classes and college information</li> <li>3. More fully integrate technology activities into the course contracts</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop/revise post-secondary plan in conjunction with transcript evaluation process upon enrollment at LHS</li> <li>2. Log of student enrollment and participation in online courses; Utilize Cuesta College website and online application process</li> <li>3. List of contracts and technology activities aligned with standards</li> </ol>

**Action Plan #2**

<b>Critical Area of Improvement</b>	<b>Support Strategies</b>	<b>Follow Up Process</b>
To expand students' communication and critical thinking in literacy	1. Increase and revise integrated literacy practices across the curriculum	1. Writing assignments across the curriculum as per student contracts

**Action Plan #3**

<b>Critical Area of Improvement</b>	<b>Support Strategies</b>	<b>Follow Up Process</b>
To accelerate students' academic outcomes in mathematics	<ol style="list-style-type: none"> <li>1. Update math curriculum materials to meet rigorous state standards</li> <li>2. Improve "working world" math skills relevant to current employment or post-secondary plans</li> </ol>	<ol style="list-style-type: none"> <li>1. Administer math assessments related to diverse student abilities</li> <li>2. Teacher and Employer/mentor meetings and evaluations</li> </ol>

**Appendices: (Hard Copies are contained in the WASC Binder)**