



GOODWILL HIGH SCHOOL MID-CYCLE PROGRESS REPORT

16350 Mojave Drive

Victorville, Ca 92395

Victor Valley Union High School District

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**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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Chapter I

Student/Community Profile Data



I: Student/Community Profile Data

DEMOGRAPHIC DATA

The Community of Victorville

The Victor Valley Union High School District (VVUHSD) is located in northern San Bernardino County, California. Encompassing an area of approximately 255 square miles, district high schools are situated in suburban Victorville and Goodwill students come from many surrounding areas. Five distinct communities (Victorville, Adelanto, Helendale, Oro Grande, and Silver Lakes) are serviced by Goodwill High School and the VVUHSD. VVUHSD operates one Middle School (7-8), one Middle School (7-9), three High Schools (9-12), and two magnet schools (7-12), one Alternative Education Center (7-12), which houses the continuation high school (9-12), independent study programs (9-12), and the district Success program (7-12). Victor Valley Union High School District serves approximately 10,000 students.

School Description



Goodwill High School (GHS), home of the Mavericks, the continuation high school for the Victor Valley Union High School District, is part of the Districts Alternative Education campus that also houses the district independent study program and the district's Success program under the title of Goodwill Education Center (GEC). Goodwill High School is capped at 250 students from a wide range of socio-economic backgrounds.

The majority of students who attend GHS come from the three traditional high schools (Adelanto High School; Silverado High School; Victor Valley High School) within the communities of Victorville and Adelanto. Each of these schools serves approximately 2,500 students on their campuses.

The classified and certificated staff members provide an alternative approach to traditional high school education. Goodwill focuses on a personalized education that is relevant, motivational and sensitive to individual student needs. Students can recover credits by earning more credits in a shorter period of time. Classes typically do not follow the traditional schedule; by allowing students to take fall classes in the spring (and so on) students can recover the classes they need to graduate. Our staff works to

constantly give students the opportunity to review their grades and credits. Each staff member works to have a mentoring relationship with our small student population. This gives each student an opportunity to communicate on a daily basis should the student have an issue they need to discuss, either academically or personally, with an adult role model. In contrast to a traditional high school where there typically are two opportunities a year to earn credit, Goodwill offers four opportunities to earn credits thus allowing a chance for accelerated credits without the loss of a rigorous curriculum.

California PBIS Coalition Recognition

During the 2014-2015 school year, we have implemented SWPBIS (School Wide Positive Behavior Systems), in order to increase student success academically and behaviorally. SWPBIS allows every staff member (certificated and classified) to support students throughout the school day and offer interventions that they see as a student need. Our school was recognized by the California PBIS Coalition as a Silver Implementation Award recipient for the 2015-2016 school year. Additionally, we raised the bar and was recognized with the Gold Implementation Award for the 2016-2017 school year. We are the only high school in San Bernardino County to receive the Gold status.

WASC Accreditation History

Goodwill High School had been at the initial site from 1972 until 2008. In 2008 the site was moved to the Seneca site where the last WASC visiting committee recommended a six year accreditation. In 2012 the site was moved from Seneca to the Topaz site, then the following year in 2013 the site was moved to the Mojave site. This is the fifth year at this current school site. The Visiting Committee in 2003 and 2009 recommended a six-year accreditation. The Visiting Committee from the 2015 visit recommended a probationary accreditation status. We had a probationary visit in March of 2017 and our accreditation was taken off of probation and established through 2021.

Goodwill staff reviews and revisits its mission, vision, values, and Schoolwide Learning Outcomes each year. These are our established purpose, vision, and expectations:

School Purpose (Mission)

The Mission of Goodwill High School is to provide an alternative environment which insures school safety and student success by promoting academic achievement, personal independence, and structuring a foundation for becoming a productive member of society.

School Vision

Goodwill Education Center motivates students with the opportunity to recover credits while preparing them with skills needed to obtain a career and successfully transition into society through accountability, values, and a growth mindset learning environment.

Values

- We believe each student is an individual capable of learning.
- We believe all students are unique and have value.
- We believe all students have different needs.
- We believe diversity strengthens our school environment.
- We believe building growth mindsets are essential to enriching the lives of our students.
- We believe in preparing our students for college and career post-secondary transitions.
- We believe family and community are partners in the educational process.
- We believe successes need to be recognized and addressed.
- We believe motivation, accountability, and respectful values are important to support a positive school climate.
- We believe through relationships, encouragement, and compassion all students can be successful through alternatives.

School Motto

“Success through Alternatives”

We use the phrase “The M.A.V.S. Mindset” for our Schoolwide Learning Outcomes and our PBIS Behavior Expectations. The acronym M.A.V.S helps students remember the meaning of the outcomes and expectations. We use the word “Mindset” to remind students and staff of Growth Mindset strategies and the right mindset will help them succeed.

M.A.V.S. Mindset- School Wide Learning Outcomes

MOTIVATED PROBLEM SOLVERS

Apply critical thinking skills in problem solving

Apply knowledge and skills to life

Use resources to gather, analyze, organize and present information

ACCOUNTABLE AND RESPONSIBLE

Accept personal responsibility for their actions and decisions

Become responsible citizens

Make positive contributions in their community

VALUES RESPECT TO SELF AND OTHERS

Respect for other individuals

Acceptance of diverse cultures and belief systems

Tolerance for individual differences

SUCCESSFUL ACADEMICALLY AND PERSONALLY

Meet state and district standards

Work effectively in a cooperative manner

Pursue life-long personal and academic growth

Positive Behavior Intervention and Supports (PBIS) Expectations

M.A.V.S. Mindset

Motivated - Accountable - Values Respect - Successful

Teacher Observations and Evaluations

Tenured teachers have a formal scheduled observation and evaluation every two years per their teacher contract. Probationary and intern teachers have two formal observations scheduled per year and are evaluated yearly per contract. Final signed evaluations are sent to the Certificated Personnel office for review and filing. Site and district administration conducts informal observations or walkthroughs throughout the school year.

Substitute Teachers

Credentialed substitute teachers are oriented into the district as needed. A software program called "AESOP" manages the substitute needs of the district through a phone system. Each substitute teacher must meet the safeguards (fingerprints, etc.) and district requirements prior to becoming a substitute in the VVUHSD. Currently, we have a roving substitute teacher assigned to our campus. The current roving substitute has been assigned to our site since the 2016-2017 school year and is very familiar with our student population.

GHS Demographics

The number of students served at Goodwill High School has gradually decreased over the past few years. The majority of the students we serve are "At-Risk" students. Approximately 84.3% of our student population receives free and reduced lunch services and are socio-economically disadvantaged. Additionally, the majority of our students are male; 54.6% in the 2016-2017 school year.

Student Enrollment by Group

Goodwill High School represents a variety of ethnic groups with a total enrollment of 246 students as of December 2017. The highest ethnic group represented at Goodwill is Hispanic or Latino, resulting in about 44.9% of the student population. The second highest is African-American at 42.2%.

This table displays the number of students enrolled at the school who are identified as being in a particular group.

Group	2014-2015	2015-2016	2016-2017
American Indian or Alaskan	0	2	1
Asian	1	4	0
Hispanic or Latino	87	104	83
African American or Black	82	75	78
White (not Hispanic)	15	13	11
Declined to State	3	1	0
Pacific Islander	0	4	4
Filipino	0	0	0
Two or More	0	6	8
Total	188	206	185

Socio-Economic Indicator

There has been a significant increase in the gap between Goodwill High School and the county and state in the number of students qualifying for free and reduced lunch. While the county has pretty much maintained around 71%. There is a gap of approximately 13.1.% between the county and GHS and 3.7% between the district and GHS.

School	2014-2015	2015-2016	2016-2017
Goodwill High School	160(86.0%)	166 (80.5%)	156 (84.3%)
District Total	11,198(80.6%)	10,875 (78.7%)	11,315 (80.6)
County Total	291,924(71.0%)	294,492 (72.0%)	289,624(71.2%)

Enrollment by Grade Level

Enrollment at Goodwill High School was fairly consistent until the school was moved in 2012. The school has changed sites twice since 2009. The first move was to the location on Topaz in 2012 and the second was to the current site on Mojave in 2013. With the move to the smaller campuses, current enrollment at Goodwill is approximately 246 students.

	2014-2015	2015-2016	2016-2017
9th	4	7	4
10th	16	18	16
11th	35	105	57
12th	126	74	108
Totals	186	206	185

English Language Learners

The number of English Learners (EL) at Goodwill High School decreased along with the decrease in enrollment. The majority of our EL population are lifetime EL learners.

	2014-2015	2015-2016	2016-2017
English Language Learners	19	14	13
Full English Proficient	22	25	19

Students receiving Special Education Services

Goodwill has one special education class. Special education students at GHS are either SDC or RSP and are scheduled appropriately by the counselor and their case carrier, our Special Education credentialed teacher. The district established a new ingress policy for Special Education students starting in the 2017-2018 school year. Referrals for Special Education students requesting to come to Goodwill has to be cleared through the district Special Education Office.

Truancy Rates

Goodwill truancy has decreased over that past few years. Despite the change of location of the school site and difficulties for students to have their own transportation to the school site.

School	2013-2014	2014-2015	2015-2016
Goodwill High School	13.57%	0.0%	0.0%
District Total	45.53%	11.71%	12.42%
County Total	40.16%	42.97%	39.66%

Graduation Rates

This report is Goodwill High Schools graduation rates and not based on districtwide data. Please note the 2015-2016 is the last year available. Additionally, please take into consideration these graduation rates do not reflect the number of students who caught up with their credits and returned to their school of residence or students who transferred out to graduate through the district adult education program. Lastly, please note the major change is the graduation rate data between the 2013-2014 school year and 2014-2015 could be due to the change in location and decrease in student population.

	Graduation Rates
2015-2016	15.1
2014-2015	14.4
2013-2014	24.6

Suspension and Expulsion Rates

Suspension and expulsion rates have remained consistently low over the past six years. Goodwill staff and students work to create a positive culture. Additionally, administration works to use corrective means of behavior and PBIS interventions to decrease discipline rates. Lastly, the smaller population and ingress policies contribute to the decline in discipline.

	2014-2015	2015-2016	2016-2017
Total Suspensions	6	10	7
Suspension Rate	1.3	2.1	1.6
Total Expulsions	0	0	0
Expulsion Rate	0	0	0

Student Performance Data

Goodwill measures student performance in the classroom through student participation, teacher prepared tests, teacher observation, class and homework, assessment tests, and special projects. While the CAASPP scores for GHS are low across the board both the school and district are striving to provide interventions that will help the students be prepared for the future. Goodwill was identified as a California’s Alternative School Accountability Model (ASAM) School in the 2007-08 school year. This model looked at student graduation rates, behavior, and attendance for accountability. We have been accepted to be part of the new DASS –Dashboard Alternative School Status.

CAASPP

The following table lists the percentage of students meeting standards on their CAASPP assessments. Over the past two years we have been working on our testing rates. The number of students testing have increased significantly by implementing interventions for absenteeism during testing. Additionally, Goodwill ELA and Math teachers are giving students computer-based assessments to help students become familiar with the assessment prior to CAASPP testing.

	% of Students Tested	Mean Scale Score	Exceeds Standard	Met Standard	Nearly Met Standard	Not Met Standard
English Language Arts/Literacy						
2016-2017	84.8%	2475.2	0%	14%	30%	56%
2015-2016	56.9%	2467.0	0%	9%	30%	61%
2014-2015	36.5%	2486.1	0%	7%	43%	50%
Mathematics						
2016-2017	83%	2422.1	0%	0%	6%	94%
2015-2016	59.5%	2418.8	0%	2%	3%	95%
2014-2015	31.8%	2449.3	0%	0%	7%	93%

California High School Exit Exam (CAHSEE)

The following chart shows the percentage of 10th graders that passed the CAHSEE during the March testing dates each year. CAHSEE testing has been suspended in the state of California, therefore there are no scores after 2015.

	School			District			State		
	2013	2014	2015	2013	2014	2015	2012	2013	2015
ELA	26	---	33	77	79	82	84	84	85
MATH	26	36	43	76	80	81	84	85	83

SCHOOL STAFFING

The GEC Certificated staff is composed of the following:

- 1 Principal
- 1 Dean of Students
- 1 Counselor
- 12 Teachers (7 Goodwill High School; 3 Independent Study; 2 Success)

Certificated Staff Ethnicity

Caucasian	Hispanic	African American
9	2	4

Certificated Staff Ratio of Males to Females

9:6

CLASSIFIED STAFF

The classified staff is composed of the following positions:

- 1 School Administrative Assistant III
- 1 Part-time Custodian
- 1 Part-time Librarian
- 1 Security Guard
- 1 Instructional Aide
- 1 Shared Career Guidance Technician

Classified Staff Ethnicity

Caucasian	Hispanic	African American
4	1	1

Classified Staff Ratio of Males to Females Classified Staff

2:4

SCHOOL PROGRAMS

Core Program Description

The staff of Goodwill work as a team to give students every chance for success. The curriculum is aligned to California State Standards and district pacing guides. Teachers meet on a bi-weekly basis for collaboration meetings.

At the beginning of the 2017-2018 school year a new referral process was implemented for students to enroll at Goodwill from the traditional high schools. Administrators or counselors at the traditional schools submit an application with information about student discipline, attendance, and prior intervention. Additionally, students and their parents if they are a minor write a short statement on why they would like to attend Goodwill. This process was implemented increase the positive perception that attending Goodwill is an opportunity, as well as, emphasize the purpose of our school is credit recovery.

After students are accepted to come to Goodwill, students and their parents meet with administration and sign an enrollment packet. While filling out the packet and meeting with administration, students are made familiar with Goodwill expectations, policies, requirements, goals, and School Wide Learning Outcomes. The students and parents are given copies of, and must sign for, district and school rules and requirements for behavior, academics, and attendance. Each student begins attending Goodwill with a full understanding of what is expected from them and where they stand in order to graduate. Almost all students attend GHS by choice, with less than 1% being placed here due to administrative placement (stay of expulsion).

Curriculum

Goodwill High School provides an accredited high school diploma program that is individualized to meet the needs of each student. Each day, new students are enrolled at GHS. At the time of enrollment, students meet with their counselor to ensure placement in the appropriate courses. Due to continuous enrollment students can finish a class and transfer to a new class as often as needed. All core classes and electives are standards based and utilizes the same curriculum as the three traditional district high schools. Due to the clientele of our school, differentiated instruction is strongly encouraged and emphasized across the curriculum. Both Math and English Language Arts curriculum had new adoptions, 2016 and 2017 respectively, to align with California State Standards.

The diploma requirements are based on district and state standards. The Victor Valley Union High School District requires 220 credits for high school graduation. All students must complete 150 credits in the following areas:

English	40	Physical Education	20
Social Science	30	Science	20
Mathematics	30	Fine Arts (May be a foreign language)	10

The last 70 credits are elective. Some students decide to graduate through Victor Valley Adult School, which is our district adult education program which only requires 170 credits to graduate.

Goodwill High School: Credit Recovery Program

GHS is a continuation high school. GHS offers comprehensive curriculum in both academic and career education in a small school setting. Curriculum is aligned with standards and students are required to meet the District and State graduation requirements. Each student is given a program that meets their individual graduation needs. Program is open entry/open exit which means that a student may start or end attendance throughout the school year. GHS provides academic, career and personal guidance. The program consists of both seat time and online coursework which allows students a variety of electives.

Independent Study: Credit Recovery Program

Independent Study is a voluntary program designed to accommodate self-motivated students who desire to do the majority of their academic work at home. The student, parent/guardian, and the teacher sign a written agreement to complete a contractual amount of work, minimally 30 hours of homework and two credits per week. Students are required to attend school and meet with their teacher once a week. The law stipulates that students must earn credits minimally required at their traditional school. If students do not earn the minimum amount of credits, Ed. Code 11702 does not allow them to remain within the Independent Study program. We have independent teachers located on the Adelanto, Silverado, and Victor Valley High School Campuses. The curriculum used has been updated and is in alignment with California State Standards.

Online Acceleration & Credit Recovery Program

Goodwill offers students the opportunity to take courses online. The courses are fully accredited and will allow students to work independently at their own pace. Students are able to take courses in order to recover credits from previous courses or to accelerate their graduation progress by earning credits in advance. In addition to traditional high school coursework, students are able to take a variety of electives that foster college and career readiness. Since the 2015 visit we have changed the platform from Plato by Edmentum and APEX Learning to the current platform which is GradPoint by Person. We changed the platform based on student and teacher feedback. We have continued with Gradpoint for the past two years based on positive feedback it has received.

Small Learning Academies-Advisory Period

Goodwill re-implemented an advisory period, otherwise known as, SLA (Small Learning Academy) period during the 2016-2017 school year. The main purpose of this period is for students develop a relationship and connect with a teacher on campus. Additionally, this period is used to teach the Schoolwide Learning Outcomes, PBIS Behavior expectations, and college and career readiness.

In the 2017-2018 school year the SLA period is being used to support math interventions. Students were selected to have advisory with our math teacher in order to work on basic math skills.

Other Curricular Programs and Activities

In order to help our students with post-secondary transitions, increase our graduation rates, and maintain a positive school culture we have implemented a variety of programs and activities. The following is a brief description of each program and/or activities:

Career Technical Education

After the 2017 Probationary Visit Goodwill increased access to Career Technical Education (CTE) courses. Starting in the 2017-2018 school year all electives, except Art, were changed to CTE courses. These courses include: Digital Literacy, Cyber Literacy, Business, and Broadcasting. Additionally, we partnered with Victor Valley High School to make zero period classes available for students on their campus in the areas of Culinary Arts, Video Game Design, Auto, and Construction.

Work Experience Education Program Description

Work Experience Education (WEE) programs in California schools are designed to link the school curriculum with the world of work. WEE has gained recognition as a vital component of modern education in the rapidly changing, complex, and technical society of today. With unskilled jobs disappearing and old skills becoming obsolete, new and transferable skills are increasingly in demand. California WEE has an important role in the total educational process. It assists young people in choosing a career wisely, preparing for full-time employment suited to their abilities and interests, and learning to work with others in successful and rewarding ways. Although these objectives are shared with other educational programs, WEE extends the students' learning experiences into the community.

WEE offers three varied types of classes:

Exploratory Work Experience Education (Non-Paid) – Provides career guidance through non-paid observations and experiences at selected sites.

Vocational Work Experience Education (Paid) - To develop and refine occupational competencies necessary to acquire paid employment, to adapt to the employment environment, and to advance in an occupation.

General Work Experience Education (Paid) – To enable Students to become productive, responsible individuals through supervised, paid employment experience.

Community College Bridge Program

Goodwill High School's participation in the Victor Valley College Bridge Program serves to transition students from high school into a post-secondary institution. Support from the school site counselors, teachers and administration are necessary to facilitate the Bridge Program. The program's core centers on the My Mentor website. With the assistance of the counselors and/or participating teachers, each student is given their own personal account on My Mentor which directly links them to the Victor Valley College website and several other resources, including Eureka and FAFSA. By exposing students to self-assessment tests and career exploration, the goal is to encourage an interest in post- secondary education. The Bridge Program, hosted by Victor Valley College contains a curriculum that includes having every student apply to Financial Aid and submit an application to VVC (even if they choose not to attend). Concurrent enrollment in high school and the college is strongly encouraged. The Bridge Program serves a vital role in fulfilling Goodwill's SLOs. Advocating and implementing post-secondary education during high school promotes lifelong learning,

exposure to diverse cultures and belief systems as well as encouraging positive contributions to the community. The objective of the Bridge Program is to familiarize continuation high school students with college and career examination before they graduate. Demystifying the college application process and making essential resources easily accessible to students, as well as personalizing the experience, will increase the likelihood of student success now and in the future.

Concurrent Enrollment with Victor Valley College

Students are encouraged to enroll in Victor Valley College courses and are offered high school units for completion of these courses. Prior approval from both VVC and GHS administration is required.

Multi-Tiered System of Support (MTSS)/Student Success Team (SST)

Goodwill is part of Victor Valley Union High School District's MTSS team. We use a multi-tiered system for both academic and behavior (PBIS). For academics, students are monitored every 4-5 weeks for D's and F's and placed in interventions (i.e. weekly or daily progress reports). Some cases students are recommended to SST team for a more individualized plan.

The Student Success Team (S.S.T.) is a problem solving and coordinating system that assists students, teachers, and families to develop positive solutions for maximizing the potential of students. SST provides a collaborative environment for the discussion of a student's concerns, development of an action plan, and progress monitoring of results. The coordination of school, home and community interventions improve student learning and provide focused/positive support to teachers, families and students. The Student Success Team may have student, parent/guardian, administrator, and teachers sign a "Student SUCCESS Agreement" to show the student that their success is supported at school and home.

School Wide Positive Behavior Interventions & Supports (SWPBIS)

In our efforts to establish Goodwill High School as a successful, welcoming and purposeful learning environment, we are in the process of implementing a program called School Wide Positive Behavioral Interventions & Supports (SWPBIS). SWPBIS actively encourages students to achieve their academic potential while also behaving with good character. Students who are respectful, responsible and ready act appropriately so they maximize their learning opportunities and do not detract or interfere with the learning opportunities of their classmates.

In addition to learning how to be successful, teachers and staff will recognize and reward students for better-than-expected behavior. Staff selects a "student of the month" for students they observe acting with exceptional behavior. These students get to participate in special activities. PBIS is a behavioral multi-tiered system of support.

As stated before, our PBIS Program was recognized for implementation at the Silver level in 2016 and Gold level in 2017.

Family Engagement Opportunities

Goodwill has increased our efforts to increase communication and connect with families. Over the past four years we have held “Coffee with the Principal” for families to have discussions with administration. New in the 2017-2018 school year we have held family dinner nights and math family fun nights. Attendance for the family dinner nights have been very positive, however we are working to increase attendance for the family math nights and “Coffee with the Principal”.

College and Career Readiness

College and Career readiness at GHS is the preparation for students to transition from high school to college and/or the workforce when they graduate. GHS staff works hard to make students aware of the expectations and requirements for post-secondary transitions. Additionally, students are exposed to college and career readiness in their content classes as part of the California State Standards being taught.

Lastly, GHS holds multiple presentations throughout the school year and a college and career fair. A variety of colleges and representatives from different organizations come to the campus to make presentations and/or display an information booth. Students are able to find out requirements and information from universities, colleges, vocational schools, careers and military.

Identified Learner Needs

Researched-based effective instructional strategies used in continuation schools to increase student success and improve graduation rates.

Development of technology as a tool to enhance engagement and student learning.

Provide clear communication to students about behavior expectations and requirements for graduation.

Develop Career Technical Education (CTE) pathways and expose students to a variety of post-secondary options.

Questions for Staff Discussion

What strategies can we use to increase student engagement?

What are ways we can increase the use of technology?

What strategies can we use to communicate SLOs and behavior expectations?

How can we improve college and career readiness and post-secondary transitions?

Chapter II

Significant Changes and Developments



II: Significant Changes and Developments

District Staff

Since the 2015 visit we have had an abundant amount of changes in personnel at the site and district level. The district changes include all new assistant superintendents. The district hired new Assistant Superintendents in the areas of Educational Services, Human Resources, and Business Services. Both the Assistant Superintendent of Human Resources and Business Services had two new hires since 2017. Additionally, the Assistant Superintendent of Human Resources changed to a Sr. Director position. Lastly, the current Assistant Superintendent of Business Services was hired Fall 2017 and is an interim.

The Assistant Superintendent of Educational Services was promoted from her previous position as Director of LCAP, Common Core, and other special projects. Additionally, we have a new Director of TechEd, English Language Arts coordinator, and CTE/ROP Alternative Education Coordinator. The impact of the changes in leadership at the district level has been positive. The personnel current directors and coordinators are the same from the 2017 visit.

We have been able to make changes at the site level because of the support of the new district personnel. Currently, we have been able to increase the use of technology on campus and install security cameras with the help of the TechEd department. Additionally, Educational Services works with our staff members to adapt district pacing for alternative education and adding the SLA (Small Learning Academies) period. Lastly, human resources contributed to the addition of our staff to increase our course offerings and programs.

Site Staff

Since the 2015 WASC visit we have six new staff members as well as three teachers with new assignments. Of those, there was one new hire (Social Studies) and one new assignment since the 2017 visit. In summer 2016, one of our independent study teachers retired, and the English teacher for the seat time program moved into the position. With this change we hired a new teacher who could teach English and Art. In the past, we only offered Art History through our online learning system to fulfill the fine art graduation requirement. During the fall of 2016, the other independent study teacher retired and the math teacher in the seat time program moved to fill the vacancy. The teacher was hired for this position in December 2016. For the 2017-2018 school we opened another independent study position and

Other changes since the 2015 visit were: We have a Physical Education teacher from Victor Valley High School that comes to Goodwill for one period per day. Although, students are able to take Physical Education online, the addition of a non-online course allows students to be able to be active. Another change was moving the former high school success teacher to the continuation high school seat time program. This allowed us to service special education students. The continuation high school did not offer special

education services during the 2015 visit. Therefore, we hired a new success high school teacher. In addition, we opened a new position and hired a new middle school success teacher. We also hired a Library Technician. Originally, we were sharing the Library Technician with another school site. Then we had a variety of substitutes prior to hiring a permanent person. A part-time College and Career Technician was hired in 2016 for our site, however she is currently substituting at another school site during the 2017-2018 school year. Lastly, we are in the process of hiring an OCI (On Campus Intervention Counselor) for the Spring of 2018 to help students social-emotional learning and increase student academic success.

Facilities

As mentioned in the first section, Goodwill has changed school sites three times since 2012. The current school site is the same as the 2015 visit, but there were changes to the campus to improve student academic success, school culture, and safety. During the 2015 visit the library was not functional. The room had boxes of books, but they were not on shelves. The only function of the library was to check out textbooks. Currently, the library is fully functional with students checking out books for casual reading. Our College and Career Technician was relocated to the library so students could have better access to her and so she could be more visible. To increase school culture the school trim was painted from green to the school color of maroon. Additionally, room seven was changed into a cafeteria/multipurpose room. The room is used so students have a place to eat lunch during inclement weather, as well as, a place to hold meetings and college/career presentations. Lastly, during the summer of 2016 we installed surveillance cameras. The cameras were recommended by students, parents, and staff through surveys and forums for the WASC process.

Online Learning

During the 2015 visit we were piloting a new online system, Edmentum by Plato. We found that the platform was not working well with our student population. Therefore, the following year we changed to the APEX online platform. Again, through feedback from students and staff, it was decided to try another platform. During the 2017 visit we were using GradPoint by Pearson Education and have continued the contract based on positive feedback from students and staff.

Technology

Since 2015 we have tremendously increased the amount of technology on campus. In 2015 the campus had two computer labs (one with desktop computers and the other with client servers) which were used to facilitate the online courses and computer electives. As of Fall 2017, we have seven Chromebook carts on campus (one with forty Chromebooks, two with thirty-six, and four with twenty Chromebooks) and three Chromebook Cabinets (each hold 12 Chromebooks for the independent study classes). Additionally, all classrooms have document cameras, LCD projectors, MobilInterwrite Pads, and SurfacePro tablets.. Furthermore, the four interactive whiteboards that were

already on campus were fixed by the TechEd department and are being used by three of the Goodwill High School teachers (Math, Social Studies, and SpEd) and one Success Program teacher.

The district has made the Google Classroom environment available for all teaching staff. Professional development for Google classroom and the School City program was made available to staff during Professional Development days prior to the school year, as well as, through a district Google classroom for staff members. Goodwill held a Google classroom training on campus in the Fall of 2017, which was facilitated by the Goodwill social studies teacher. Lastly, the TechEd department installed additional internet access points on the campus to allow multiple Chromebooks to be in use at once.

Textbook Adoption

There was a math textbook adoption in the Spring of 2016. New textbooks, along with an online component that are in alignment with California State Standards, were distributed to school sites for the start of the 2016-2017 school year. The district decided to move from Holt to Carnegie Learning. The textbooks are consumables and are for the following math courses: Integrated Math I, Integrated Math II, and Integrated Math III.

The English Language Arts adoption took place in the Spring of 2017. Similar to the math new adoption, the curriculum consist with an online component and is aligned with California State Standards. The new textbooks were distributed at the start of the 2017-2018 school year.

New Courses and Programs

New courses and programs have been added since the previous visit. As mentioned in the "Site Staff" section we are now offering some classes that were only offered online in the past. We are offering a non-virtual art and physical education class. Additionally we have added broadcasting as a new elective in the 2016-2017 school year. Lastly, for the 2017-2018 school year we increased our CTE (Career Technical Education) courses. These courses include: Digital Literacy, Business, Cyber Literacy, and Office Operations and Technology. Additionally, students can take zero period CTE courses at Victor Valley High School in the areas of Culinary Arts, Video Game Design, Auto, and Construction.

We have added an SLA (Small Learning Academy) period back into the master schedule as of the 2016-2017 school year. Staff members asked for the period to be placed back to help increase student achievement. During this period, teachers facilitate activities in the areas of: Positive Behavior Interventions and Supports (PBIS) and the school Schoolwide Learning Outcomes (SLOs), Growth Mindset, College and Career readiness, and academic and personal goal settings. Additionally, the period allows students to have an adult mentor on campus. Furthermore, students are able to work with teachers to track the credits they have earned and progress towards

graduation. Along with SLA, students are issued a MAVS Mindset planner to aide with tracking their credits, classes, and coursework. Additionally, we have selected students to go into certain SLA classes for intervention or leadership purposes.

Another program that we added back in the 2016-2017 school year was the work experience education (WEE) program. Students travel to Victor Valley High School once a week to learn about entering the workforce. Students are taught skills for filling out applications, creating resumes, and preparing for interviews.

Other

Here are some other significant changes and information that have occurred since the 2015 visit. Goodwill started providing students with the opportunity to go on field trips to increase college and career readiness and real life applications. In the area of school culture, Goodwill received the Silver Award as a recognition from the California PBIS Coalition for Implementation Progress in 2016 and the Gold Award recognition in 2017. The implementation of PBIS has contributed to students learning the SLOs and behavior expectations. Additionally, Goodwill is using the school messenger system weekly to increase communication and family engagement. Our School Site Council has changed from twelve to eight due to our small school size. The change in membership size has increased the productivity of school Site council meetings by allowing meetings to maintain a quorum.

Another change since the 2015 visit was to the school SLOs. During the 2015-2016 school year the staff reviewed the mission statement, created value statements, revised the schools SLOs, revised the schools behavior expectations, and created a vision statement. The purpose was to make sure all components were in alignment and for Goodwill to have a clear focus for the students. Additionally, staff members and administration went on visits to model continuation high schools to observe how other programs increase student achievement. One change that came from the visits were to incorporate benchmark assessments in the areas of math and ELA to help students become familiar with the new CAASPP assessment system prior to testing in the spring. Additionally, we now offer afterschool tutoring in the area of math for the 2017-2018 school year. Furthermore, for the first time in 2018 we will be offering 11 Grade students the opportunity to participate in the district's "SAT day". Additionally new in the 2017-2018 school year, we have partnered with the US Army and California National Guard to give students the opportunity to take the ASVAB on campus.

Lastly, both the Principal and Dean of Students received "Administrator of the Year" awards for Continuation Education through the Association of California School Administrators (ACSA) for Region 12 (San Bernardino County) in the year 2016 and 2017 respectively. Furthermore, in addition to our California PBIS Coalition awards mentioned above, Goodwill students participated in the 2018 High Desert Water Summit Curiosity Quest Problem Solvers competition. The Goodwill Problem Solver Team competed against five other high desert schools and was named runner up to the first place team winning a \$1000 cash prize for Goodwill High School.

Chapter III

Ongoing School Improvement



III: Ongoing School Improvement

The process of engagement used for all stakeholders to review student achievement data was through meetings, forums, and surveys. Student data is shared through School Site council meetings, Collaboration/Staff meetings, and presented to the school board. The meetings, forums, and surveys below describe how student achievement is reviewed and how we involve a variety of stakeholders. This process used to prepare for the 2017 visit is the same for this visit with the exception of the addition of WASC student forums and the PBIS School Climate Survey.

Collaboration/Staff Meetings

Collaboration meetings occur every other Wednesday when students are released early. Staff use alternating Wednesday's to discuss student progress using a multitude of indicators for success. Observation provides staff opportunities to see who is working to complete credits. Test scores from summative assessments are used on an individual basis because each staff member is in a separate content area. Staff share concerns over students who are having difficulty achieving credits, they often share strategies that have worked for one teacher, or volunteer to council a student who is having success in their class, but difficulty in another. Additionally, staff reviews WASC/SPSA goals and collaborate new ideas to improve Goodwill to increase student success.

Administration uses collaboration to provide professional development opportunities to the staff. These can include such topics as PBIS strategies, LCAP/SPSA/WASC goals, and best practices for the teaching profession as well as technology use in the classroom.

Both staff and administration collaboration meetings review data and address the questions developed from our learner critical needs.

WASC Leadership Team Meetings

The WASC Leadership Team meets quarterly to plan data collection, review data and make decisions as to what information will be presented to the staff regarding WASC. In preparation for a visitation year, the team also plans the discussion for the collaboration days that generates the information which has been used to develop this report.

School Improvement Walkthroughs

The District Cabinet is a team of District Administrators, along with County Administration, who visit the schools each semester to observe the staff and provide feedback on ways to improve instruction. They are well versed in the School's action plan and make suggestions accordingly. After each visit, the committee meets with administration and leaves a report of areas of strengths and areas of growth.

Administration reviews the report with staff during collaboration meetings and other stakeholders during School Site Council.

School Site Council

The School Site Council consists of two parents/guardians/community member, two students, two teachers, one classified staff member, and an administrator. The Council meets once a month to discuss concerns and review and approve the School Plan for Student Achievement, WASC goals, and disseminate district LCAP and DAC information. Additionally, data and other important school information is presented during these meetings. The student participants collect data in the form of student surveys to help address the needs of the student body.

LCAP Forums/Surveys

Each year, the District LCAP committee includes a parent representative from the School Site Council to monitor and report back to the council plans and decisions that will impact our school. The LCAP committee also uses surveys to collect data from our students and parents that help drive the decision making when addressing budget allocation. Additionally, the district director of LCAP visits the campus and holds LCAP forums with students and parents (separately) to allow them to address the needs of the school site.

California Healthy Kids Surveys

Every year prior to the 2017-2108 school year the California Healthy Kids Survey (CHKS) was administered. This is an anonymous, confidential survey of youth resiliency, protective factors, and risk behaviors. It is administered to students at grades five, seven, nine, and eleven. It enables schools and communities to collect and analyze data regarding local youth health risks and behaviors, school connectedness, protective factors, and school violence. School administration reviews this information to help drive decision making for school improvement. Starting in the 2017-2018 school year the district switched to Panorama Survey to gather similar information.

WASC Surveys/WASC Forums

WASC Surveys help guide the WASC committee in providing information on how the School is progressing towards their goals as determined by the previous WASC report.

WASC student forums were held in preparation for the March 2018 visit. These forums consisted of groups of students randomly selected from homeroom classes to discuss school improvement, WASC/SPSA goals, and allow students to have a voice.

Presentation to Board

Each year the Administration makes a presentation to the School Board which provides information of how our school programs are addressing our Single Plan for Student Achievement (SPSA) goals. This presentation includes explanation of programs offered, highlights of accolades and parental involvement opportunities such as Back to School Night and Awards Night. They also talk about the community involvement our school fosters, which include blood drives, guest speakers from various agencies, and field trip opportunities which provide information on post-graduation opportunities.

End of Year Survey

An End of the Year Survey is also administered to staff and students which provides feedback on program implementation. Results from this survey are used to help determine improvements for the following school year.

PBIS School Climate Survey

New for the 2017-2018 school, students were given a School Climate Survey that was distributed through PBISApps. This survey is similar to the Ca Healthy Kids Survey, with an emphasis on school safety and student behavior.

PBIS TFI/SAS Data

Goodwill has used PBIS TFI (Tiered Fidelity Inventory) and SAS (School Assessment Survey) data to evaluate school safety and monitor the implementation of PBIS. These tools survey students and staff on the schools behavior expectations and review our multi-tiered system of supports.

Chapter IV

Progress on Critical Areas for Follow-up/ Schoolwide Action Plan



IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

Critical Areas for Follow Up from WASC VC 2015

Areas of Growth

- **Integrate multiple researcher-based effective instructional strategies used in continuation schools to differentiate instruction without lowering level of rigor**

Various staff members participated in different professional developments to improve instruction. Our math and English Language Arts teachers participated in a series of meetings with the district Math and ELA coordinators to adapt the curriculum to the continuation high school setting while maintaining rigor. Additionally, staff members attended the California Continuation Education Association (CCEA) conference to learn new strategies to bring back to the site. Lastly, staff and administration visited model and recommended continuation high schools to observe and learn new strategies used in instruction.

Addressed in Schoolwide Action Plan Goal 1.

- **Create multiple measures to inform learning objectives and instruction that best fit student needs**

Teaching staff works to articulate learning objectives to students verbally and visually. Teachers' differentiate instruction based on student needs. Additionally, teachers are using instructional strategies based on the actions taken above. Currently, staff is working to incorporate technology to further meet the needs of students.

Addressed in Schoolwide Action Plan Goal 1 and 2.

- **Student learning and work should reflect instructional strategies that are cognitively engaging and culturally relevant**

Student learning and work are reflected through projects, essays, and assessments. Actions to improve instructional strategies include meetings with instructional coordinators, professional developments, and visits to other continuation high schools. Staff continually reflects on instruction, assignments, and assessments for student improvement.

Addressed in Schoolwide Action Plan Goal 1.

- **Establish a clear plan incorporating the college and career readiness standards**

The staff agreed during the 2015-16 school year to add an additional SLA (Small Learning Academy) period into the master schedule with a focus on college and career readiness. Additionally, beyond applying real world applications in lessons, teaching staff have been working to make connection to college and careers in their core content classes. Furthermore, we have implemented field trips to college fairs,

college or career locations (i.e. Fab School), and cultural institutions that connect to content standards (i.e. Museum of Tolerance). Lastly, guest speakers from college and career institutions present to students opportunities for them after high school.

Addressed in Schoolwide Action Plan Goal 1 and 3.

Areas to be Strengthened

- **Continue to monitor CAHSEE passing rate and provide interventions embedded in classroom instruction**

Although the CAHSEE has been suspended, our Math and English teachers are still working to integrate intervention in their respective content areas. We are now participating in the district Math and English benchmark assessments to have data to better assess classroom instruction.

Addressed in Schoolwide Action Plan Goal 1 through math and ELA.

- **Continue to develop technology as a tool to enhance direct instruction for student learning and engagement**

Since the 2015 visit technology has increased abundantly. All teachers have access to a SurfacePro, Document Camera, LCD Projector, Mobi, and Chromebooks. Additionally, teacher were given training on the Interactive whiteboards and Mobi's during the 2015-2016 school year. At the time of the last visit we did not have a Chromebook cart, but now have 5 Chromebook carts (one with 40 Chromebooks and four with 20 Chromebooks) on site. Furthermore, additional wireless access points were placed throughout the campus. Lastly, staff members have and will attend the CUE conference, as well as, other professional development opportunities to develop technology as a tool.

Addressed in Schoolwide Action Plan Goal 2.

- **Continue to provide clear communication to students about behavior expectations in addition to learning objectives**

Staff and students revised and reviewed the schools Schoolwide Learning Outcomes (SLOs) and Positive Behavior Intervention and Supports (PBIS) behavior expectations to the acronym M.A.V.S. (Motivated, Accountable, Values Respect, and Successful). The learning and behavior expectations are communicated to students when they meet with administration and sign their Enrollment Agreement, when they receive their M.A.V.S. Mindset planner in Counseling as they receive their student schedule, through activities during the SLA (Small Learning Academies) period, and through various posters placed throughout the school.

Addressed in Schoolwide Action Plan Goal 3.

Recommendations from WASC VC 2017

There were no critical areas for follow-up, however there were recommendations made by the 2017 visiting committee. Below is the progress we have made so far:

- **Develop ways to increase graduation rates and decrease drop-out rates.**

Goodwill is continually seeking ways to increase graduation rates. The graduation rates in this report are Goodwill High School and not the Victor Valley Union High School Districts. We are currently keeping records for students who earn credits with us and then graduate through the VVUHSD Adult School. Additionally, we have started after school tutoring and are monitoring students based on academic achievement throughout the school year. We are researching ways to improve and increase our MTSS Tier 2 and 3 interventions for academic success. We have continued to visit other continuation high schools to explore ideas for school improvement. We are looking into literacy/reading programs to implement for the 2018-2019 school year. Lastly, we are in the process of developing a data chart to focus mentoring efforts.⁴

Addressed in Schoolwide Action Plan Goal 1

- **Continue to seek District support for long term stability in location and viability of campus**

At this time the VVUHSD has decided to keep Goodwill's location on the current campus.

- **Greater consideration for appropriate teacher placement at GHS**

We have had new staff members added to the Maverick family over the past two years. All new hires were made aware that Goodwill High School is a continuation with a large "At-risk" population. Goodwill administration were able to select all new staff members in order to ensure they were an appropriate placement for GHS.

- **Increase CTE and Vocational course offerings**

Goodwill has increased CTE course offerings in the 2017-2018 school year. All of the elective course offerings with an exception of Art, have been changed to CTE courses. On the Goodwill campus students are able to take the following CTE courses: Cyber Literacy, Business I or II, Office Operations and Technology, Digital Literacy 1 or II, and Broadcasting I or II. Additionally, students have the opportunity to take CTE courses as a zero period or with a modified schedule at Victor Valley High School. The courses offered are: Construction, Auto, Video Game Design, and Restaurant (Culinary Arts).

Addressed in Schoolwide Action Plan Goal 3

- **Continue to seek ways to increase course offerings and to create extracurricular activities.**

We are always looking at ways to expand course offerings and co/extracurricular activities at Goodwill. We have increased the number of field trips we offer throughout the school year. We have four field trips scheduled for the 2017-2018 school year. They range from going to The Fab School and Long Beach State University for college and career readiness, as well as, going to the Aquarium of the Pacific and see Beauty and the Beast in theater to expose students to cultural and educational environments outside of school.

We are working to have athletics. We are hoping to join an alternative athletic league in 2018-2019 school year. Currently, we offer intermural sports among our students during lunch. Students are able to participate in football and basketball tournaments. Additionally, we host an annual student/staff kickball game.

We have attempted to provide afterschool enrichment programs, however the majority of students choose not to stay. We are continuing to look at different programs to spark student interest.

Additionally, we hold a schoolwide field day and BBQ at the end of each school year, senior breakfast or lunch, and community outreach. We participate with Pennies for Patience's, Blood Drives through Life Stream, we hosted a clothing drive in the Fall of 2017 for students in need and then donated the clothes left over to charity.

Lastly, we have our PBIS Ambassadors who act in the capacity of leadership to help new students learn about Goodwill expectations and provide peer interventions. We are looking to bring back a formal ASB or leadership class when our master schedule is able to accommodate the course.

Addressed in Schoolwide Action Plan Goal 3

Chapter V

Action Plan Refinements



V: Schoolwide Action Plan Refinements

The current Action Plan goals were based off the probationary visiting committee report. There were no identified “Critical Areas of Need”, however there were areas of concerns. The areas of concern are addressed in this document. The Action Plan is linked to the District Local Control Accountability Plan (LCAP) and to the site Single Plan for Student Achievement (SPSA). We are looking to implement aspects of the plan immediately, but other aspects will be implemented as funding and resources are made available. The growth targets are based on continuous improvement over the next four years. The plan will be reviewed annually and integrated within the SPSA each year.

NOTE: Modifications based on the WASC 2017 Visiting Committee. The major modifications were the addition to increase graduation rates and CTE courses in goal #1 and goal #3 respectively.

Critical Need: Curriculum and Instruction

Goal #1:

Increase graduation rates through interventions, implementation of Common Core State Standards, professional development, alternative education aligned pacing guides, and – when available- new Common Core State Standards- aligned materials.

Connection to LCAP Goal:

Increase the number of pupils who are on track to graduate college and career ready.

Promote pupil engagement and achievement in a safe, respectful well maintained and equipped school learning environment.

Connection to SPSA Goal(s):

Increase English and Math Proficiency and Conditional Ready Scores by 5% on CAASPP Assessment

Connection to Expected School wide Learning Outcomes Addressed:

SUCCESSFUL ACADEMICALLY AND PERSONALLY – Meet State and District Standards, Pursue life-long personal and academic growth

ACCOUNTABLE AND RESPONSIBLE – Make Positive Contributions to Their Community

Rationale:

Students who attend Goodwill are behind in credits and is in danger of not graduating.

Our program provides students with the opportunity to earn credits at a faster pace than the traditional comprehensive high school. Some students earn credits to return to their school of residence on track to graduate, while other earn credits to graduate as a Goodwill student. It is our desire to ensure the success of students despite their final graduation place. Therefore, the Common Core State Standard curriculum aligned to the needs of credit recovery will allow students to participate in the same amount of rigor as the comprehensive while moving at a faster pace. Due to the transient nature of Goodwill, we found that using credits earned as a measure for achievement based on the old ASAM (Alternative School Accountably Model) would be appropriate for our school.

Supporting Data:

Use of our AERIES system to run reports on student data.

Growth Targets: Increase graduation rate 5% each year.

Evaluation of the Progress for Ongoing Improvement:

Monitor student passing rates regularly as they are available

Monitor the implementation of school wide interventions

Monitor meetings with student that are not passing courses ensure success students needing remediation

Monitor the implementation of new CCSS aligned pacing guides

Monitor collaboration meeting agendas, professional developments, and use of instructional materials

Follow Up Process Progress:

Data Reporting: Report accurate data to the state.

Action Plan Progress: Data will be reported by Administrators to district and School Site Council quarterly. Goodwill staff will revisit the action plan annually.

Evaluate the effectiveness of collaboration meeting agendas to focus on critical needs.

ACTION	RESPONSIBLE PERSON(S) INVOLVED	EVALUATION	TIMELINE	REPORTING
Develop Academic Council to monitor student progress and interventions	Admin/Teachers	Data of credits earned by students	Jan 2017- Dec 2017	Admin/Teachers report at Collaboration meetings/Monthly
Research existing intervention models and programs to be implemented	District and Site Administrators	Visits to other alternative school sites	Ongoing	Administration will report findings at staff and SSC meetings
Visit continuation high schools with positive instructional programs	District and Site Administrators	Visits to other alternative school sites	Ongoing	Administration will report findings at staff and SSC meetings
Allocate time at collaboration meetings to review data on student progress and identify students with intervention needs.	Site Administration	Collaboration Meeting Agendas/ Minutes	End of each grading period	Teachers report to administration student progress
Adapt district approved pacing guides to align CCS with modifications for alternative education.	District and Site Administrators District Coordinators Teachers Counselor	Analyze teacher and student feedback	May 2017	Teachers report to administration progress with new guides
Participate in District approved ELA/Math CCSS Professional Development	ELA and Math Teachers	Conference Request Reports	Ongoing	Teachers report what was gained from PD
Continue to participate in ELA/Math District Provided Professional Development	ELA and Math Teachers	PD agendas	Ongoing	Teachers report what was gained from PD

Critical Need: Technology

Goal #2:

To use technology as an instructional tool to increase student engagement and overall success.

Connection to LCAP Goal(s):

Increase the number of pupils who are on track to graduate college and career ready.

Promote pupil engagement and achievement in a safe, respectful well maintained and equipped school learning environment.

Connection to SPSA Goal(s):

Use technology as an instructional tool to increase student engagement

Connection to Expected School wide Learning Outcomes Addressed:

MOTIVATED PROBLEM SOLVERS –Apply critical thinking skills in problem solving; Apply knowledge and skills to life; Use resources to gather, analyze, organize and present information

SUCCESSFUL ACADEMICALLY AND PERSONALLY – Life Long Learners; Meet state and district standards

ACCOUNTABLE AND RESPONSIBLE – Make positive contributions to their community, Become respected Citizens

Rationale:

21st century students live in a technology based society. There is a need to use technology to optimize instruction and as a resource for information. The need for technology was one of the top findings from the self-study evaluation.

Supporting Data:

Currently we have two computer labs at are used for online courses exclusively. We currently have five Chromebook carts for use, however there is limited student use.

Evaluation of the Progress for Ongoing Improvement:

Monitor student use of technology on campus
Monitor teacher use of technology on campus
Monitor use of technology for college and career readiness
Monitor amount of technology professional development

Follow Up Process Progress:

Data Reporting: Report technology use to School Site Council.

Action Plan Progress: Administration will report technology usage data to staff annually.
Goodwill staff will revisit action plan annually.

ACTION	RESPONSIBLE PERSON(S) INVOLVED	EVALUATION	TIMELINE	REPORTING
Technology used as an aid for instruction	Site Administrators Teachers	Walkthroughs Technology Survey	Ongoing	Teachers report to administration
Student use of technology to demonstrate learning	Site Administrators Teachers	Walkthroughs Survey	Ongoing	Administration reports to staff at staff meetings
Refresh existing staff/classroom technology	Site Administrators Teachers	PD Agendas/ Minutes	Ongoing	Teachers report to administration
Implementation of technology such as Chromebooks, MOBIs, ad Smartboards to support instructional focus and student engagement.	Site Administrators	Walkthroughs Technology Survey	Ongoing	Administration reports to staff at staff meetings
Provide Technology Professional Development Opportunities	District and Site Administrators Teachers	Professional Development Calendar	Ongoing	Teachers report to other staff members and administration
Use of technology for college and career readiness	Site Administrators Teachers Counselor Career Guidance	Walkthroughs Technology Survey	Ongoing	Staff reports use to administration
Provide parent station in library and career guidance office for online parent access.	Site Administrators	Analyze use of tech by parents	Fall 2017	Career guidance and Librarian report to administration
Utilize web-based intervention programs to support students.	Site Administrators Teachers Counselor Career Guidance	Walkthroughs Technology Survey	Ongoing	Teachers report to administration

Create site technology survey	Site Administrators Counselor Career Guidance	Analyze results from survey	Ongoing	Administration reports findings to staff
Create technology calendar to focus on specific strategies throughout the year	Leadership Team	Walkthroughs Technology Survey	Fall 2017	Leadership reports to staff and Admin.

Critical Need: Culture and Support

Goal #3:

Create a learning environment and school climate which improves students' attendance, post-secondary transitions (i.e. college; career; military; vocational), and overall involvement (i.e. parent/family; co-curricular activities).

Connection to LCAP Goal:

Increase the number of pupils who are on track to graduate college and career ready.

Connection to SPSA Goal(s):

There is not a direct connection to the current SPSA goals, however, through the self-study process this was found to be a critical need.

Connection to Expected School wide Learning Outcomes Addressed:

MOTIVATED PROBLEM SOLVERS - Apply critical thinking skills in problem solving; Apply knowledge and skills to life

ACCOUNTABLE AND RESPONSIBLE-Accept personal responsibility for their actions and decisions; Become responsible citizens; Make positive contributions in their community

VALUE RESPECT TO SELF AND OTHERS - Respect for other individuals; Acceptance of diverse cultures and belief systems; Tolerance for individual differences

SUCCESSFUL ACADEMICALLY AND PERSONALLY- Meet state and district standards; Work effectively in a cooperative manner; Pursue life-long personal and academic growth

Rationale:

Our Expected School Wide Learning Outcomes go beyond high school education. Graduation is the first step to becoming a productive citizen in society, but the ability to transition after is essential. Students tend to drop out of high school when they do not have a plan for the future or understanding of the options they have. Students need to be aware of post-secondary

Supporting Data:

Student Surveys and interviews revealed that many of our students would like more preparation for post-secondary transitions.

Growth Targets: The growth target will be to decrease truancy rate by 2% each year and increase family involvement.

Evaluation of the Progress for Ongoing Improvement:

- Monitor students in the bridge program
- Track effectiveness of this program through exit surveys
- Monitor participation at parent/family events
- Monitor amount of speakers and events held for college and career readiness

Follow Up Process Progress:

Data Reporting: Report accurate data to the state

Action Plan Progress: Administration will report truancy and discipline data to staff quarterly. Goodwill staff will revisit action plan annually.

ACTION	RESPONSIBLE PERSON(S) INVOLVED	EVALUATION	TIMELINE	REPORTING
Increase CTE/vocational opportunities	Site Administrators Counselor	Analyze the amount of opportunities available	Fall 2017	Administration reports to staff at staff meetings
Implement PBIS school wide	Site Administrators All Staff	Analyze referrals and suspensions.	Ongoing	Administration reports discipline report to staff.
Communicate SLO and PBIS expectations	Site Administrators All Staff	Analyze referrals and suspensions.	Ongoing	Administration report to staff.
Utilize technology and social media to communicate with parents, promote involvement, and solicit input	Site Administrators Teachers Counselor Career Guidance	Analyze the percent of participation at events and on surveys	Ongoing	Administration reports to staff at staff meetings

Hold annual parent meetings	Site Administrators	Parent meeting sign in sheets	Quarterly	Administration reports to staff at staff meetings
Provide written parent communication in English and Spanish	Site Administrators	Review communication	Ongoing	Administration reports to staff at staff and SSC meetings
Continue to analyze referral and suspension information to identify patterns of misconduct.	Site Administrators Teachers	Analyze referrals and suspensions	Monthly	Administration reports discipline report to staff.
Identify meaningful participation activities by administering parent and student surveys	Site Administrators	Analyze survey results.	Annually	Administration reports to staff
Promote the services provided by Counseling and the Career Guidance Tech	Site Administrators Counselor Career Guidance Tech	Analyze use of counseling and Career Guidance Tech usage	Ongoing	Counseling and Career Guidance reports to administration
Continue with STAR passes and Student of the Month Awards	Site Administrators Teachers	Analyze number of students earning STAR passes	Monthly	Administration reports to staff
Implement and review Bridge Program with VVC	Site Administrators Career Guidance Counselor	Analyze student participation	Ongoing	Counseling and Career Guidance reports to administration
Review and monitor student attendance.	Site Administrators	Analyze attendance reports	Monthly	Administration reports to staff at staff and SSC meetings

Exit survey given at senior meeting prior to graduation ceremony	Site Administrators Counselor Career Guidance	Analyze survey results	Annually	Counseling and Career Guidance reports to administration
Create student survey for suggestions of guest speakers/topics.	Site Administrators Counselor Career Guidance	Analyze survey results	Annually	Counseling and Career Guidance reports to administration
Give Ca Healthy Chks Survey to parents, students, and staff	Site Administration	Analyze survey results	Annually	Administration reports to staff