



Geyserville New Tech Academy Mid-Cycle Progress Report

1300 Moody Lane
Geyserville, CA 95441

Geyserville Unified School District

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Accrediting Commission for Schools

Western Association of Schools and Colleges

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I: Student/Community Profile Data

LOCATION

Geyserville is approximately twenty miles north of Santa Rosa, CA in northern Sonoma County. It is an old farming community set in the valley and surrounded by vineyards. Its diverse population includes founding families, vineyard owners, land managers, laborers, seasonal workers, and people employed in a wide variety of occupations in Sonoma and the surrounding counties.

Geyserville New Tech Academy (previously known as Geyserville Educational Park) is one of two sites in the Geyserville Unified School District. This site houses the Middle School, High School, and Buena Vista High Schools. The main school building was built in 1969-70 and was originally designed as an “open” classroom but was later subdivided by panel walls. In November 1995 through the Measure B bond, reconstruction allowed for the construction of permanent walls and windows in the main building. Measure A bond issue February 2008 enabled the district to update facilities in 2009 and 2010 with new carpets, wall coverings, update electrical systems, install more internet cables, replace the roof and make additional repairs.

Geyserville High School students utilize various technologies to access and manage information, and create final projects for presentations. Students experience an interdisciplinary curriculum driven by a common core reflecting various disciplines and concentrating on effective communication, complex thinking and high standards of performance. Our goal is to enable students to develop a positive vision of themselves, and to become responsible, independent, self-directed learners.

Safety and security are recognizable qualities of our campus, as it is a nurturing and caring family environment. Surveys have repeatedly shown that students and their parents feel that they are physically safe on campus and that this situation is highly valued by both parents and students.

The New Tech Network describes itself as “a design partner for school change”. They believe “Schools can inspire and engage all students. Teachers can offer relevant and authentic learning experiences in all subjects. Students can develop skills essential for both college and career, in addition to mastering academics. As a leading design partner for comprehensive school change, New Tech Network has proven public schools can accomplish all of these aspirations. We do not operate schools; instead, we work with districts and communities throughout the country to transform schools into innovative learning environments.”

SCHOOL MISSION and VISION

Vision/Mission

Geyserville New Tech Academy's goal is to guide its students through a meaningful and challenging standards-based curriculum. As a result, each graduate will become a lifelong learner, capable of developing and planning a course of action; and have the perseverance and competency to succeed.

We foster this vision by ensuring each learning experience embodies at least one of the following:

Knowledge and Thinking

- Students reason, problem-solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline.

Agency

- **Develop Growth Mindset:** Students understand that they *can grow their intelligence and skills through effort, practice, and challenge.*
- **Take Ownership Over One's Learning:** *Students learn how to learn and monitor progress to be successful on tasks, school, and life.*

Written communication

- **Written Communication:** Students effectively communicate knowledge and thinking through writing by organizing and structuring ideas and using discipline appropriate language and conventions.

Oral communication

- **Oral Communication:** Students communicate knowledge and thinking through effective oral presentations (Clarity, Evidence, Organization, Language Use, Use of Digital Media/Visual displays, presentation skills).

Collaboration

- Students are productive member of diverse teams through strong interpersonal communication and a commitment to shared success, leadership, and initiative.

Our measurable goals to assess our progress towards meeting our vision are the following

<p>Knowledge and Thinking</p>	<ul style="list-style-type: none"> • 2% increase in the percent of students who meet or exceed the state standards for mathematics and English Language Arts each year on CAASPP • At least 3 EL students or at least 10% of EL students will be reclassified each year • At least 40% of EL students will meet the CELDT Criterion. • 3% increase of students who report positive learning experiences through Project Based Learning. • Under the “Knowledge and Thinking” category in the gradebook, the average school wide score will be at least 75%.
<p>Agency</p>	<ul style="list-style-type: none"> • Suspension rate less than 5% each year • Expulsion rate of 0% • Truancy rate of less than 15% • Decrease Chronic Absenteeism Rate by 1% each year • School Attendance Rate above 95% • 0% Dropout rate • 3% increase of students who report discipline is fair, enforced and based on rules they established • 90%+ of students feel safe on campus. • Under the “Agency” category in the gradebook, the average school wide score will be 75% .
<p>Written Communication</p>	<ul style="list-style-type: none"> • 2% increase in the percent of students who are considered “above standard” in Writing • 2% increase in the percent of students who are considered “above standard” in Research and Inquiry on CAASPP • Under the “Written Communication” category in the gradebook, the average school wide score will be 70%.
<p>Oral Communication</p>	<ul style="list-style-type: none"> • At least 88% of students report doing presentations in class • Under the “Oral Communication” category in the gradebook, the average school wide number of activities in this category will be at least 5 per semester. • Under the “Oral Communication” category in the gradebook, the average school wide score will be 70%.
<p>Collaboration</p>	<ul style="list-style-type: none"> • At least 93% of students report working in groups in their classrooms • At least 80% of students report that they have learned to collaborate with others • 3% increase of students who report positive peer relationships on campus • Under the “Collaboration” category in the gradebook, the average school wide score will be 70%.
<p><i>As result, each graduate will become a lifelong learner, capable of developing and planning a course of action; and have the perseverance and competency to succeed.</i></p>	
<p>Our Graduates</p>	<ul style="list-style-type: none"> • At least a 94% graduation rate • 2% increase in the percent of students who meet the A-G subject requirements each year. • 2% increase in the number of students taking CTE courses • At least 10 students enrolled in at least one AP Course each year. • 2% increase of students who report their school is preparing them for college or career.

STUDENTS

Geyserville School District is a very small school district. In 2015-2016 there were a total of 242 students in the entire district.

In 2016-2017, Geyserville New Tech Academy has a high school (grades 9th-12th) enrollment of 67 students and a middle school (6th-8th grade) enrollment of 61 students, for a total of 128 students. In the past 5 years the smallest number of students in a grade level has been 11 students and the highest number of students in a grade level has been 27 students. The chart below demonstrates the small school nature of our school.

Enrollment	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Grade 6	15	17	19	15	19
Grade 7	27	16	16	21	19
Grade 8	19	25	15	11	22
Grade 9	22	21	20	15	17
Grade 10	25	21	19	19	16
Grade 11	13	21	23	17	18
Grade 12	15	14	20	18	18
Total	136	135	132	116	122

A note and disclaimer: as a small school we are constantly mindful of using percentages for comparing data. One student often represents such a large percentage of the total and so huge percentage increases and decreases can sometimes just be accounted for by the number of students in the category being analyzed.

We have students attending Geyserville who are on inter-district agreements who live in the Santa Rosa City, Windsor, Healdsburg, or Cloverdale districts. A number of students have chosen Geyserville as their “school of choice.”

Gender

We are around half girls and half boys each year, with some slight changes each year, and with slightly more girls than boys.

Gender	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Female	57% (78/136)	51% (69/135)	50% (66/132)	53% (62/116)	56% (68/122)
Male	43% (58/136)	49% (66/135)	50% (66/132)	47% (54/116)	44% (54/122)

Ethnicity

Close to two-thirds of our students are Latino, a third of students are Anglo/Caucasian, and 5% or less of students are other ethnicities. These statistics have been consistent over the past 3 years.

Ethnicity	2014-2015	2015-2016	2016-2017
Latino	61% (80/132)	64% (74/116)	66% (80/122)
Anglo/Caucasian	34% (45/132)	33% (39/116)	30% (36/122)
Asian, African American, Pacific Islander, Two or More Races	5% (7/132)	3% (3/116)	4% (5/122)

Average Daily Attendance

Average Daily Attendance Rate among Middle and High School students is approximately 95% percent. Ideally we want our ADA to be above 95%.

ADA	2013-2014	2014-2015	2015-2016	2016-2017 (So Far)
Cumulative Enrollment	96%	95%	92%	95%

Truancy

Our truancy rate is below the county average, however, it is much higher than we would like. We expect that our efforts to improve engagement will decrease our truancy rate.

Truancy	2013-2014	2014-2015	2015-2016
Cumulative Enrollment	138	140	124
Truant Students	15	26	15
Truancy Rate	11%	19%	12%
County Comparison (K-12)	22%	24%	NA

Chronic Absenteeism Rate

Our Chronic absenteeism rate is consistently below 15%, however, we would like to decrease this by at least 1% each year. Approximately 4 or 5 of the students are middle school students, while the rest are high school students.

Chronic Absenteeism	2013-2014	2014-2015	2015-2016
	9% (12/132)	13% (15/116)	12% (15/122)

English Language Learners (ELL)

Until this year, approximately one quarter of our students are usually considered English Language Learners. Currently we only have 15 EL students. We have had between 3 and 13 students reclassified in one year. Every teacher has completed either SDAIE training or received CLAD certification and we now have one ELAS (English Language Authorization Spanish teacher who is the English language learner resource teacher who serves the needs of our English Language Learners and works with the student services liaison to make sure the ELs are met. The staff continually reviews and discusses ways to better meet the needs of our EL students and other students who are struggling. We have had an increasing number of students being RFEP'd each year.

ELL	2013-2014	2014-2015	2015-2016	2016-2017
EL Enrollment	27% (37/135)	26% (34/132)	22% (26/116)	12% (15/122)
RFEP*	3 students	6 students	11 students	13 students

**This report lists the number of students redesignated from EL to FEP status since the last census, so October to October.*

New data points listed on dataquest provide us with some insight about our EL students. About one-half of our students are considered “Ever EL’s” which is “A student who is currently an English learner (EL) or who was formerly designated as an EL, but who has now been reclassified fluent English proficient (RFEP). In 2015-2016, 81% (21 students) of our EL students were considered EL for 6 or more years and 24% (or 5 students) were considered a “Long-Term English Learner”, which is significantly lower than the county LTEL rate of 60%.

New EL Datapoints	2015-2016
Ever EL's* (EL+RFEP)	52% (60/116)
EL Students for 6+ Years	81% (21/26)

LTEL**	23% (5/21)
LTEL -County Comparison	60%

***Ever-EL**: A student who is currently an English learner (EL) or who was formerly designated as an EL, but who has now been reclassified fluent English proficient (RFEP).

****Long-Term English Learner (LTEL)**: An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six or more years; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the CELDT; and (4) for students in grades 6 to 9, inclusive, has scored at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL; and (2) the assessment component of LTEL determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above. For more information see Education Code 313.1

Free and Reduced Lunch

Approximately two-thirds of our students receive free or reduced lunch as compared to an average of 46% of students in the county. Students who are on Free and Reduced lunch demonstrate to us the added struggles they may have at home that we must be mindful of (one example being their access to computers and internet after school).

Free and Reduced	2013-2014	2014-2015	2015-2016	2016-2017
Free and Reduced Lunch	61% (82/135)	67% (88/132)	64% (74/116)	67% (82/122)*
County Comparison (K-12)	46%	47%	44%	NA

*lunch applications still arriving.

Discipline

Our suspension rate has been at 10% or below for the past 3 years and our expulsion rate has continued to be 0%. In 2015-2016 our suspension rate dropped significantly. We feel our work to improve engagement through the New Tech Network has helped to decrease the suspension rate and improve school culture..

Discipline	2013-2014	2014-2015	2015-2016
Expulsion	0%	0%	0%
Suspension	10% (14/138)	9% (12/140)	1.7% (2/116)
Suspension-Neighboring HS/MS #1	9% (100/1085)	6% (62/1096)	NA
Suspension-Neighboring HS #2	7% (32/448)	6% (24/434)	NA

Special Education Students

The Special Education Program employs a combination of pullout, team-teaching, collaboration, and full-inclusion approaches for the middle school students. High school students are encouraged to participate in full-inclusion and receive personal tutoring at tutorial and during an assigned period of instruction with the resource specialist team. This program includes a full-time resource specialist, a part-time aide and psychologist, and consultants for the deaf and hard of hearing students and those on the autism spectrum. Scheduling is a challenge as there are students requiring services at the Middle and High sites simultaneously. There is always a discussion and concern on how to increase support and services to our students with special needs to ensure success in every class.

Discipline	2013-2014	2014-2015	2015-2016	2016-2017
IEP's	28	25	22	11% (13/122)
504's	5	9	11	4% (5/122)

Average Class Size

We have a very low average class size making great class dynamics and personalized attention.

Teacher Ratio	2014-2015	2015-2016
Art	12.3	11.0
Computer Education	15.5	10.5
Drama/Theater	7.0	10.0
English Language Arts	10.7	12.4
Foreign Languages	8.2	11.5
Health Education	10.0	9.0
Mathematics	13.9	11.3
Physical Education	20.8	13.0
Science	15.3	14.1
History/Social Science	18	15.4
Career Technical Education	17.5	19.3

Establishing a Positive Culture

Each year our students participate in the New Tech Network survey on Positive School Culture. The areas that we are on the lower end of the New Tech Network range are listed in orange and are the following 1) % of students who report positive learning experiences through PBL, 2) % of students report discipline is fair, enforced and based on rules they established, and 3) % of students report their school is preparing them for college or career (although we saw 16% growth in this area from 15-16 to 16-17). Areas of strength (considering we are only a year 2 NTN school) are listed in green and include: 1) % of students report positive peer relationships on campus.

Culture	2015-2016	2016-2017	Range of NTN Schools (16-17)
% of students who report positive connection to the school	77%	80%	71%-98%
% of students who report positive learning experiences through PBL	52%	49%	43%-98%
% of students report discipline is fair, enforced and based on rules they established	54%	58%	37%-94%
% of students report positive peer relationships on campus	80%	83%	43%-98%
% of students who report positive adult relationships on campus	73%	81%	67%-97%
% of students report their school is preparing them for college or career.	48%	64%	59%-94%

Student Survey

The results from the above table are derived from the specific questions below. Items where 80% of students responded with “strongly agree” or “somewhat agree” are highlighted in green. These items speak to a collaborative school culture where students feel safe on campus. Items in orange are items where 40%-60% of students responded with “strongly agree” or “somewhat agree” and are areas to look further into such as rules and discipline and preparing students for life after graduation. The other areas are areas that we expect to increase as we fully implement the New Tech Network strategies.

Student Survey	2016-2017 (Strongly Agree or Somewhat Agree)
I am proud of my school's academics	83%
I am proud of my teachers	76%
I am proud of my classmates	66%
I am proud of my school's involvement in the community.	72%
I contribute positively to my school	83%
I have been recognized for something positive at my schools	67%
I take on leadership roles in my school	61%
I am encouraged to be a strong learner at my school	75%
I have learned to collaborate with other students	83%
Students in groups share responsibility for the work	74%
School staff and students make the rules together	48%
The rules make sense	46%
There is a process for students to change the rules	65%
Rules are enforced fairly for all students	54%
Students who break the rules talk with school staff to understand what they did wrong.	66%
Students who break the rules can earn back trust from teachers and peers.	73%
I feel physically safe on campus.	90%
My peers treat me with respect.	78%

I feel accepted for who I am at school.	78%
Students at my school feel physically safe.	87%
Students at my school respect each other.	69%
Most students at my school get along	76%
Nearly everyone is accepted at my school.	84%
Adults in my school are available to talk about problems I have with school work.	86%
Adults in my school are available to talk about problems I have with other students at school.	76%
Adults in my school are happy for me when good things happen in my life.	87%
Adults in my school show concern when I have a bad day.	69%
I feel like I can be myself around the adults in my school.	76%
Adults in my school listen to what I have to say.	79%
My school talks with students about options after high school.	84%
My school teaches job hunting skills.	54%
My school helps with college applications.	79%
My school provides information about what is required to be accepted at the college of my choice.	75%

The following student survey results demonstrate that we need to continue to our work in the areas of making projects more engaging for students.

Student Survey: <i>During projects in your classes, how often do the following happen?</i>	2016-2017 (Most of the time or Always)
I feel excited about the work	25%
I am allowed to be creative	52%
I present to an audience other than students and teachers	33%
I talk with experts and community members about my ideas to solve problems	20%
I learn the skills to successfully complete projects.	51%

There is also still work to be done towards preparing our students for graduation as seen by the following student survey results.

Student Survey <i>How ready do you feel for each of the following?</i>	2016-2017 (Somewhat ready, but nervous or Ready to go!)
Getting a job	80%
Applying for college	45%
Obtaining financial aid for college	50%
Taking classes at a community college	54%
Enrolling in a 4-year college	41%
Success in college	56%

Parent Surveys

Safety and security are recognizable qualities of our campus, as it is a nurturing and caring family environment. Surveys have repeatedly shown that students and their parents feel that they are physically safe on campus and that this situation is highly valued by both parents and students. Geyserville HS and MS are proud of the “small school” “family feel” enjoyed here. Students feeling respected by the school personnel and in turn demonstrating respect towards adult staff promote the family feeling of the school. Items where 85% or more of parents responded with “strongly agree” or “somewhat agree” are highlighted in green. These items speak to the caring and supportive nature of our school. Items in orange are items where 54%-68% of parents responded with “strongly agree” or “somewhat agree” and are areas to look further into, such as increasing use of ECHO, seeking parent input regularly, and assisting students academically and socially/emotionally.

Parent Survey	2015-2016 (K-12 parent survey) 22 of 28 parents who responded were 6th-12th grade parents
I use ECHO Parent Portal to monitor grades (6-12 only)	61% (11/18)
There is someone at school I can communicate with in my home language (if other than English)	74% (20/27)
The school grounds and buildings are clean and in good condition	93% (25/27)
My child feels connected to the school	89% (24/27)
The School is providing a safe and positive learning environment	88% (23/26)
There is at least one trusted adult at school whom my child will seek out if they have a problem	92% (24/26)
My child has at least one friend at school	100% (26/26)
The school regularly seeks parent input and participation	54% (14/26)
The school assists students struggling academically	68% (17/25)
The school assists students who are struggling socially/emotionally	64% (16/25)
The school promotes academic success for ALL students	80% (20/25)
The school encourages all students to enroll in challenging courses regardless of their race, ethnicity or nationality.	76% (19/25)
The school keeps me well-informed	72% (18/25)

about school activities.	
The school provides healthy food choices.	80% (20/25)
The school communicates the importance of respecting all cultural beliefs and practices.	80% (20/25)
The school provides instructional materials that reflect my child's culture, ethnicity, and identity.	72% (18/25)
The school enforces rules equally for all students.	76% (19/25)
The school promptly responds to my questions, phone calls, messages and/or emails.	88% (22/25)
The school motivates students to learn.	80% (20/25)
The school has adults who really care about students.	96% (24/25)
The teachers and other adults work hard to help students with schoolwork when they need it.	76% (19/25)
The school is working to implement the Common Core Standards.	76% (19/25)
The school is preparing students to be college and career ready.	76% (19/25)
The school contacts me in a timely manner regarding repeat occurrences of low academic scores, behavioral issues, and/or missed attendance for my child.	64% (16/25)

Technology

In 2015-2016 100% of our students had access to a computer/chromebook for classwork. A majority of assignments are all done online. Students and parents have access to student grades online and students often complete group projects online using various google features (google docs, google slides, google spreadsheet).

The results of the most recent technology survey are below. Some items that stand out are the following:

Items of strength:

- **93%** student report collaborating using google docs!
- **95%** of students utilize the internet for searching for information
- **61%** Develop/present multimedia presentations (although we would like this to be higher)
- **72%** of students say they are asked to cite information (although we would like this to be higher)

Items to look further into:

- **14%** of students do not have internet access at home.
- **14%** of students do not find it easy to send an email.
- Snapchat and text messages (and possibly google) might be the best ways to communicate with students via social media.

Technology Survey	2016-2017
How often do you use computer in class?	96% Almost daily
Do you have a school owned laptop/chromebook to use in class	4.3% (4) Yes, and I can sometimes take it home 93.6% (88) Yes but I cannot take it home 2.1% (2) I don't have access to one at school* 6.4% (6) I use my own laptop approved by the school
I learn technology easily	35% (33) Strongly Agree 43%(41) Agree
How often do you send text messages	72% (68) Almost daily
Do you have internet access at home?	86% (81) Yes 14% (13) No
Is your internet access wireless?	86% (78) Yes 14% (13) No
How easy is it for you to	<u>Very Easy or Easy</u> 86% Send an email 58% Attached a printer to my computer 57% Create a spreadsheet 66% Edit a photo 56% Record and edit audio/video 86% Download and install apps 93% Collaborate using google docs 59% Find out if online content is trustworthy:

<p>How often do you use the following social networks</p>	<p>Almost daily/Weekly 28% Facebook 95% Google ** 14% Twitter 69% Snapchat</p> <p>**They may have thought of this for the search instead of the social media aspect</p>
<p>If you wanted to learn more about something, how often would you</p>	<p>All of the time or More than half the time</p> <p>41% Ask a question in online social network 95% Search the internet 11% Buy a book 73% Ask a friend or teacher 17% Go to the library</p>
<p>Who has talked to you about using the internet and cell phone responsibly</p>	<p>Top 2: 82% Parent Guardian 75% Teacher or adult at school</p>
<p>How often do a majority of your teachers ask you to:</p>	<p><u>Daily/at least weekly</u> 89% Online space for documents 68% Collaborate online with classmates 14% Collaborate with students at other schools</p>
<p>How often do a majority of your teachers ask you to</p>	<p><u>Daily/at least weekly</u> 29% Write online 55% Receive feedback 11% Use chat or video chat 22% Collaborate online with teachers 60% Use web tools</p>
<p>How often do a majority of your teachers ask you to...</p>	<p><u>At least weekly or monthly</u> 29% Use a digital camera 61% Develop/present multimedia presentations 23% Create and upload art, music, movie 16% Create e-portfolios 29% Create models or simulations 66% Solve problems that require math using tools</p>
<p>How often do a majority of your teachers ask you to...</p>	<p><u>At least weekly or monthly</u> 85% Conduct research online 58% Conduct experiences using tech 67% Solve problems 65% Collect and analyze data 66% Make an argument using evidence</p>
<p>How often do a majority of your teachers teach the following</p>	<p>72%Cite information 29%Share information 59% Act respectfully 49%Online bullying 52% Trustworthy online content</p>
<p>How often do you get to choose what you learn about</p>	<p>Almost daily, weekly or monthly 32%</p>

New Tech Network Data

During our last WASC visit we were transitioning to the philosophies and practice embodied by the New Tech Network. There have been many changes as we transition to this new way of teaching, most notably project based learning. Project based learning takes additional time, resources and evaluation to get right, but we know that it benefits student learning.

According to the New Tech Network Annual Outcomes Report we see the statistics of all the schools in the network and the progress they are making. As we become more established we will have solid data that will demonstrate how this program has improved our school.

NTN Students (Annual Outcome Report)	2015-2016
Higher order thinking skills (between 9th and 12th grade year than comparison groups).	Growth of 61% more
College Enrollment Rate	70%
Persist in 4-year college Rate	92%
Graduation Rate	91%
11th and 12th grade AP Course Enrollment	81%
Students who are proud of their school	82%
Students who report being encouraged to be a strong leader	83%
Students who believe they contribute positively to their school	87%
Students who believe their teachers care about their success	85%
Students who report regularly working in groups in their classes	93%

These results demonstrate a promising impact on students learning and the ability to succeed after high school. We are most impressed by the persistent in college rate of 92%. This demonstrates that the skills of project based learning make a huge impact on students ability to work on higher level tasks.

STUDENT PERFORMANCE

Below lists the summary of our progress towards our measurable objectives listed at the beginning of this document.

2015-2016 SLO Progress Report (as of Nov 2016)	Data	Met Goal?
<i>Knowledge and Thinking</i>		
2% increase in the percent of students who meet or exceed the state standards for mathematics each year	Math -3%	No
2% increase in the percent of students who meet or exceed the state standards for English Language Arts each year	English -8%	No
At least 3 EL students or at least 10% of EL students will be reclassified each year	15	Yes!
At least 40% of EL students will meet the CELDT Criterion.	40%	Yes
3% increase of students who report positive learning experiences through Project Based Learning	-3%	No
Under the “Knowledge and Thinking” category in the gradebook, the average school wide score will be at least 75%.	75%*	Yes

<i>Agency (Area of Focus for 2015-2016)</i>		
Suspension rate less than 5% each year	1.7%	Yes!
Expulsion rate of 0%	0%	Yes
Truancy rate of less than 15%	12%	Yes
Decrease Chronic Absenteeism Rate by 1% each year	-1%	Yes
School Attendance Rate above 95%	95%	Yes
0% Dropout rate	0%	Yes
3% increase of students who report discipline is fair, enforced and based on rules they established	+4%	Yes
90%+ of students feel safe on campus.	90%	Yes
Under the “Agency” category in the gradebook, the average school wide score will be 75% .	79%*	Yes

Written Communication (Area of Focus for 2016-2017)		
2% increase in the percent of students who are considered “above standard” in Writing	-1%	No
2% increase in the percent of students who are considered “above standard” in Research and Inquiry on CAASPP	-5%	No
Under the “Written Communication” category in the gradebook, the average school wide score will be 70%.	71%*	Yes

Oral Communication		
Under the “Oral Communication” category in the gradebook, the average school wide number of activities in this category will be at least 5 per semester.	6*	Yes
At least 88% of students report doing presentations in class	100%	Yes
Under the “Oral Communication” category in the gradebook, the average school wide score will be 70%.	74%*	Yes

Collaboration		
At least 93% report working in groups in their classrooms	93%	Yes
At least 80% of students report that they have learned to collaborate with others	83%	Yes
3% increase of students who report positive peer relationships on campus	+3%	Yes
Under the “Collaboration” category in the gradebook, the average school wide score will be 70%.	72%*	Yes

As result, each graduate will become a lifelong learner, capable of developing and planning a course of action; and have the perseverance and competency to succeed.

Our Graduates		
At least a 94% graduation rate	100%	Yes
2% increase in the percent of students who meet the A-G subject requirements each year	2%	Yes

2% increase in the number of students taking CTE courses	+39%	Yes!!
At least 10 students enrolled in at least one AP Course each year.	12	Yes
2% increase of students who report their school is preparing them for college or career.	+16%	Yes!

*These items were assessed in November of 2016

We have always strived to foster a successful academic achievement culture. We have fully transitioned to the Common Core Standards, however, we are still in the process of transitioning our assignments to the Project Based Learning and utilizing grading rubrics from the New Tech Network. Evaluation of Project Based Learning assignments are much different than typical assessments seen in many other classrooms. There are not multiple choice questions seen in the evaluation of these assignments.

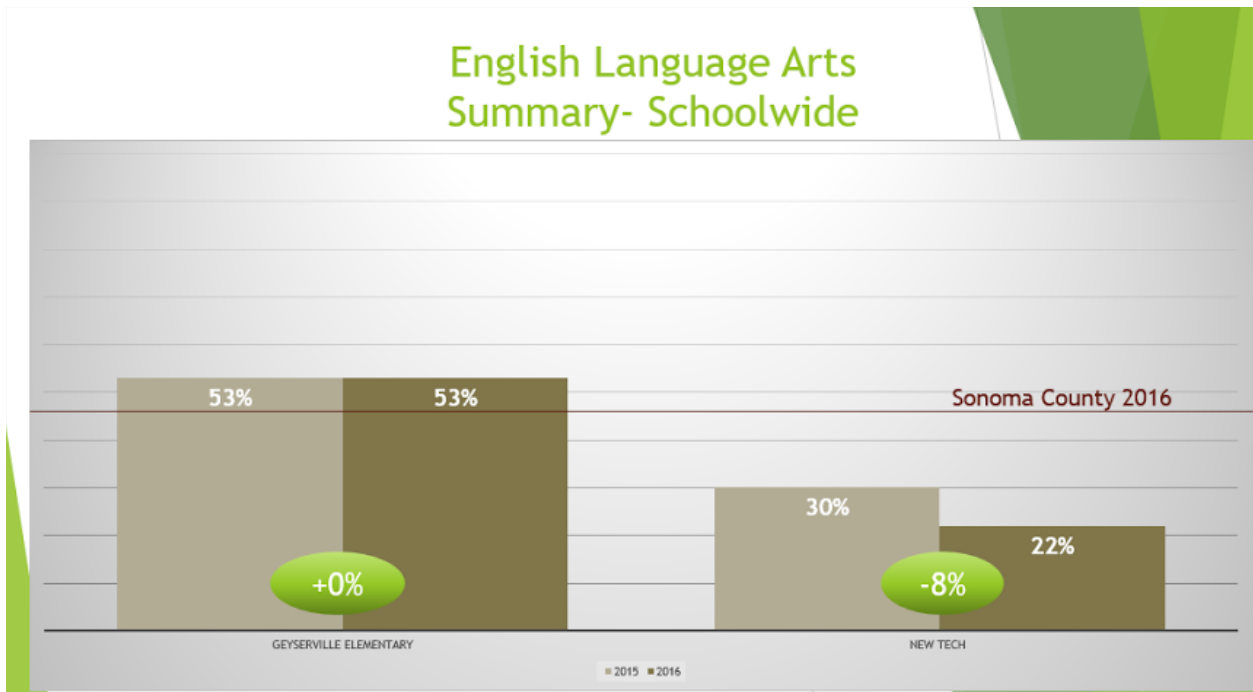
We now have two years of CAASPP data to analyze. Unfortunately, our results do not show growth. We do not want to make excuses for these results, but we do want to be transparent about why these results do not necessarily demonstrate our success.

1. As we transitioned to New Tech Network state testing was put on hold and so it was not part of our conversations.
2. The first year the CAASPP was given we were told it would not count and it would be a baseline. AYP and API results was also not provided during this year.
3. The second year the CAASPP was given we unfortunately just conducted business as usual and did not put any time into the preparation or discussion of this test, students just took it.
4. Since our program is based on project based learning it assess students in different ways which is a different style than the CAASPP.
5. There were a total of 3 math teachers in one position throughout the 2015-2016 school year (teacher, then subs) causing some challenges for that department.
6. Not all 11th grades students take mathematics during their junior year.

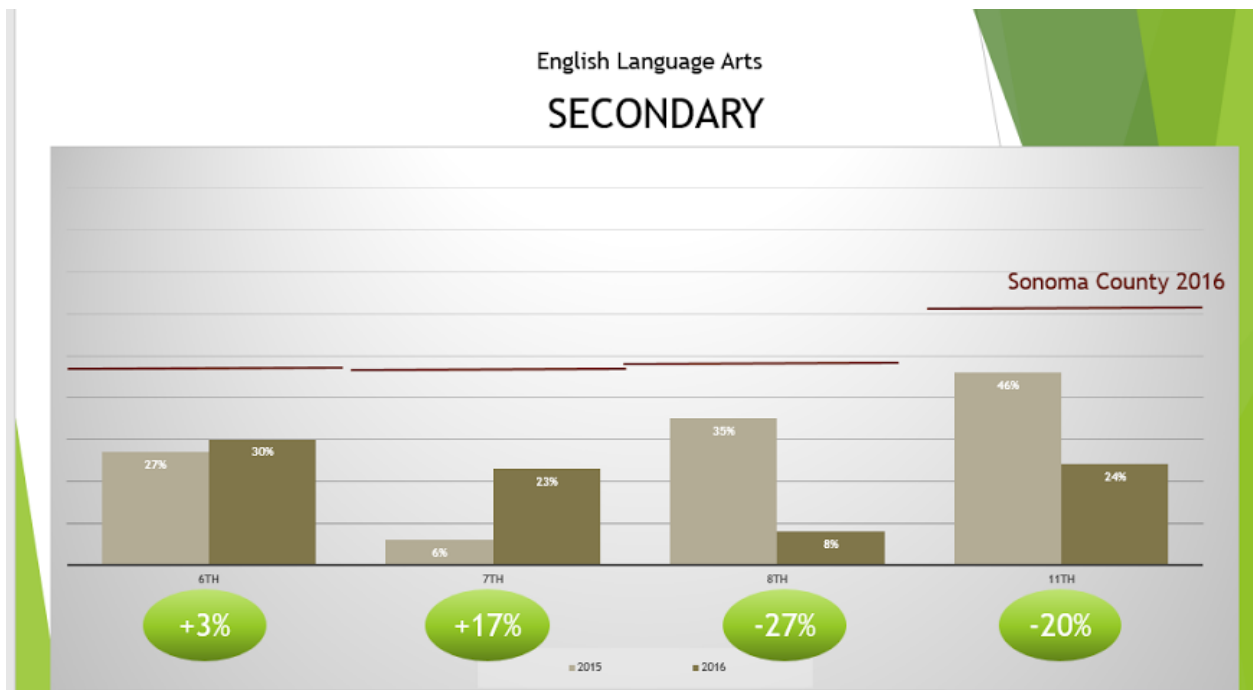
We plan on looking more into this decrease in our progress to determine how to increase our student achievement results. This may included utilizing the state resources and interim assessments to get a sense of what types of things our students need to work on in order to demonstrate their mastery of the standards.

CAASPP Results

ENGLISH LANGUAGE ARTS



Overall our students at New Tech Academy did not make growth from 2015 to 2016 and are below the average for Sonoma County (which includes all students K-12).

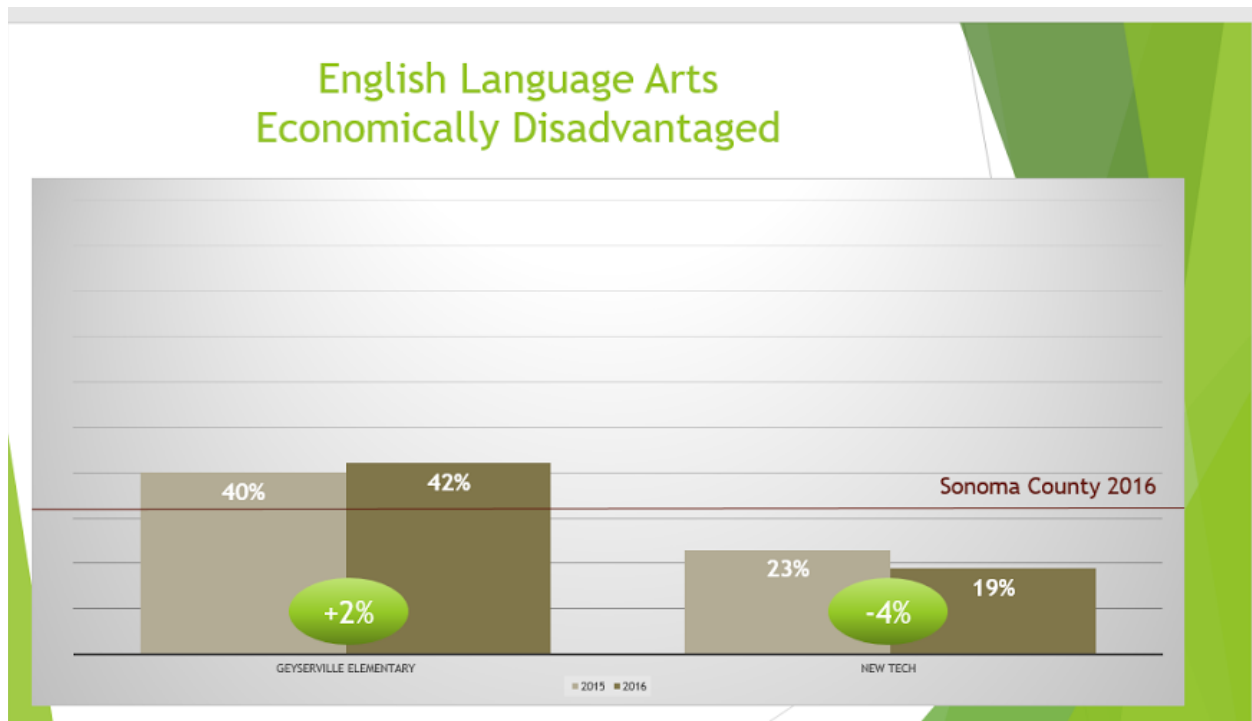


**It is important to note when reviewing these results that the number of students in each class is extremely low compared to most schools and so the impact of one student either increasing or decreasing the results is between 5% and 8% depending on the grade level.

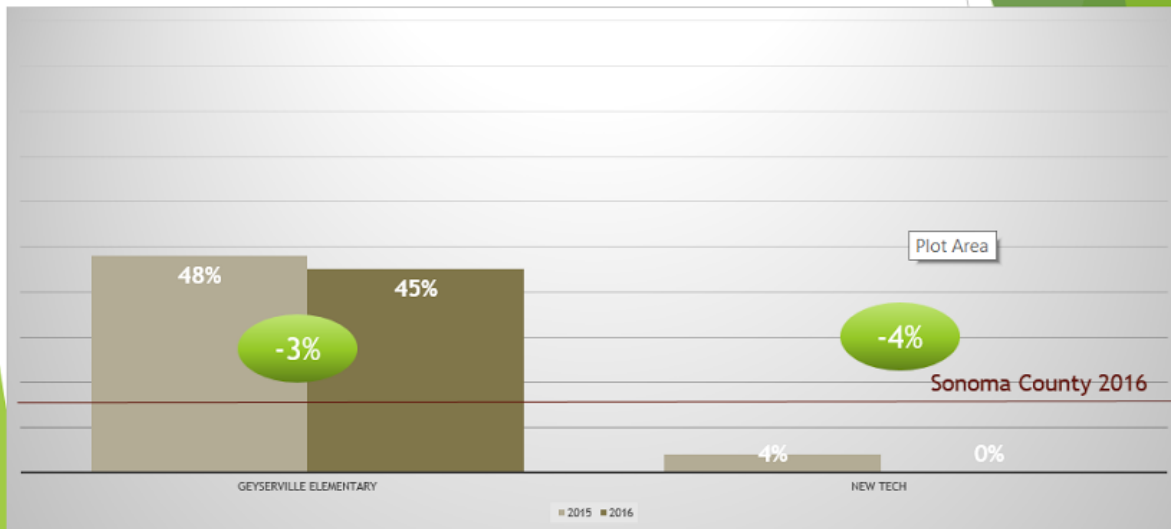
Number and percent of students who met or exceeded the standards in English Language Arts:

	6th	7th	8th	11th
2015	27% (5/19)	6% (1/16)	35% (5/14)	46% (10/22)
2016	30% (5/17)	23% (5/22)	8% (1/12)	24% (4/17)
For 2016 the impact of 1 student	6%	5%	8%	6%

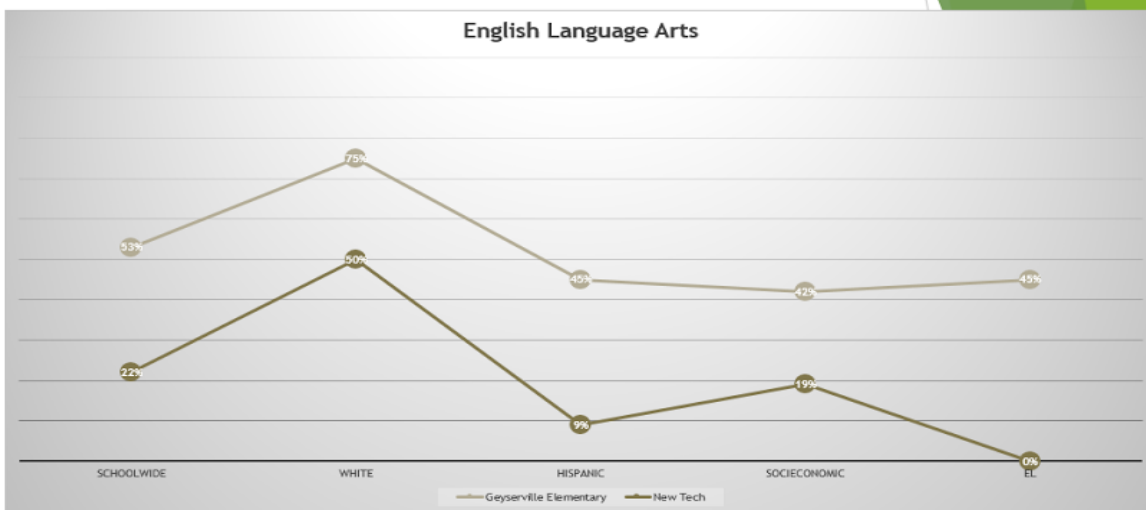
When we look at a cohort of students (not the exact match) we see that the number of students who met or exceeded the standards remained the same. The 11th grade scores showed the most drop, however, we do not have data on how these students would have done previously to see if any growth was made.



English Language Arts English Language Learners

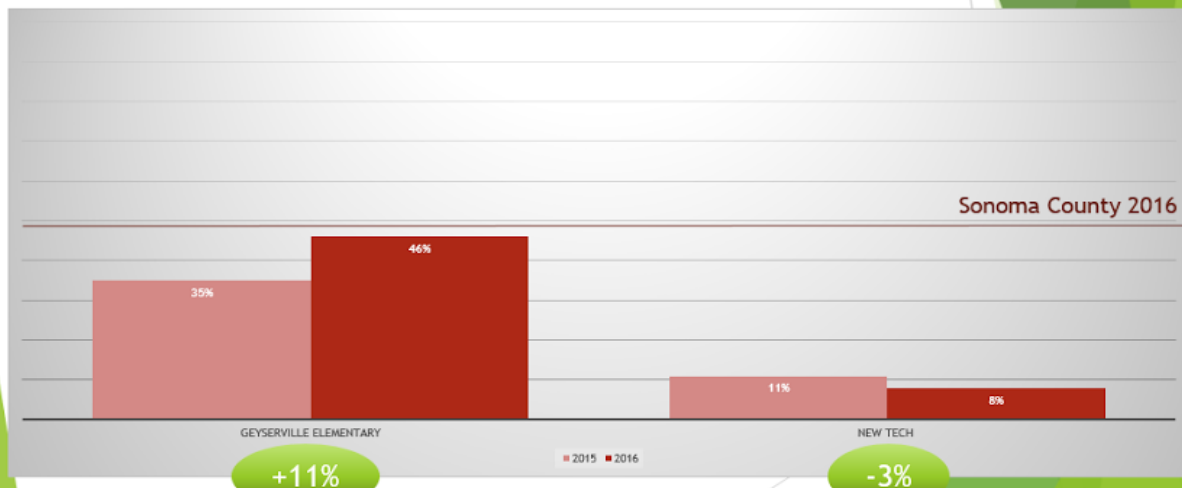


English Language Arts- 2016 Comparison

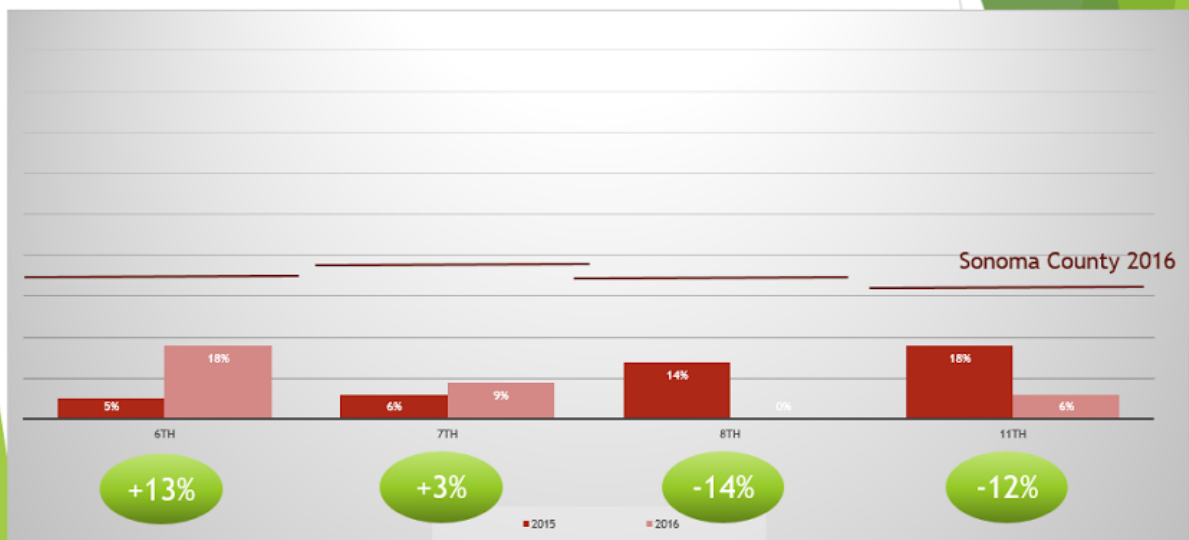


In analyzing our subgroup data, again as a disclaimer these numbers are even smaller, we notice our white students outperform all our subgroups and even our schoolwide data. The EL and Hispanic students appear to be struggling the most. However, it is important to note that when EL students meet or exceed the standards they typically are RFEP'd which takes them out of this subgroup, therefore the students who are in this subgroup change and do not remain constant. We hope that soon we will be able to evaluation "Ever EL's" which includes the progress of both EL and RFEP students to provide us with an accurate analysis of this group of students. 31% (4/13) of our RFEP students met or exceeded the standard in 2016.

Mathematics Summary- Schoolwide



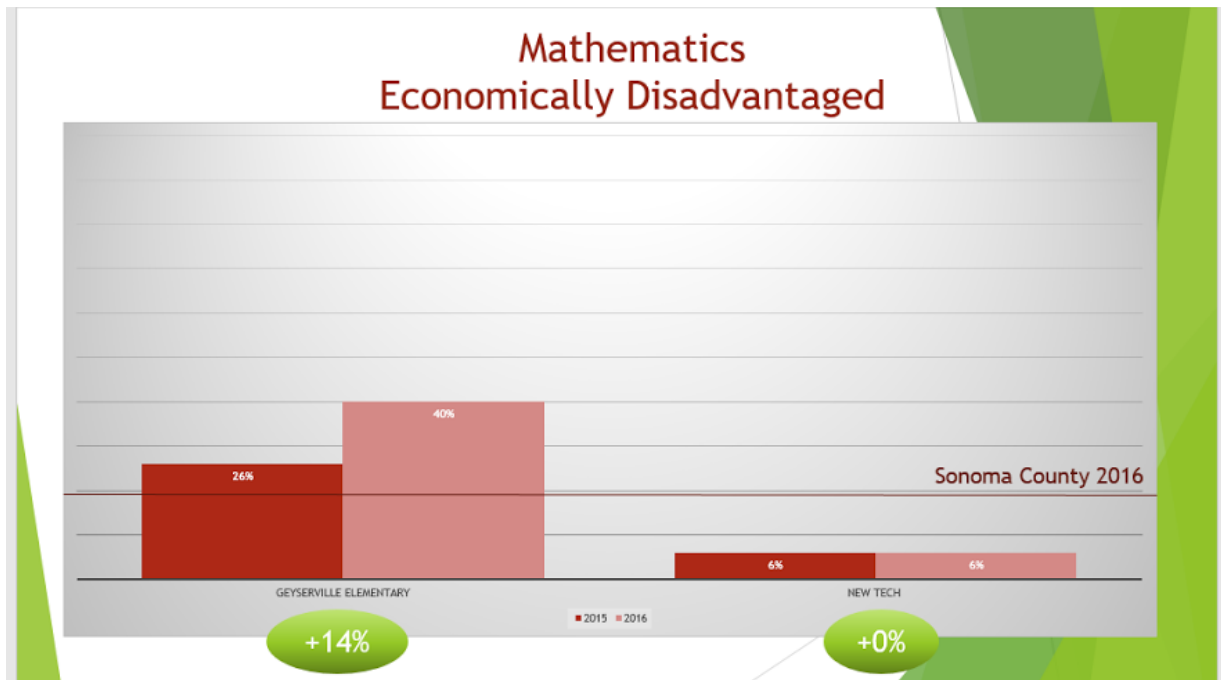
Mathematics SECONDARY



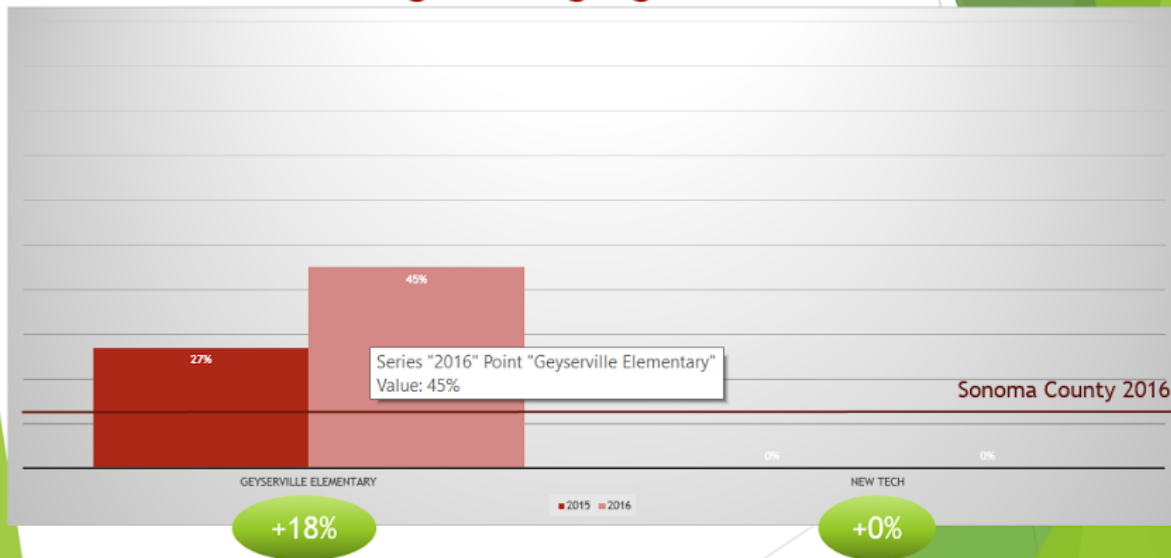
Number and percent of students who met or exceeded the standards in mathematics

	6th	7th	8th	11th
2015	5% (1/19)	6% (1/16)	14% (2/14)	18% (4/22)
2016	18% (3/17)	9% (2/22)	0% (0/12)	6% (1/17)
For 2016 the impact of 1 student	6%	5%	8%	6%

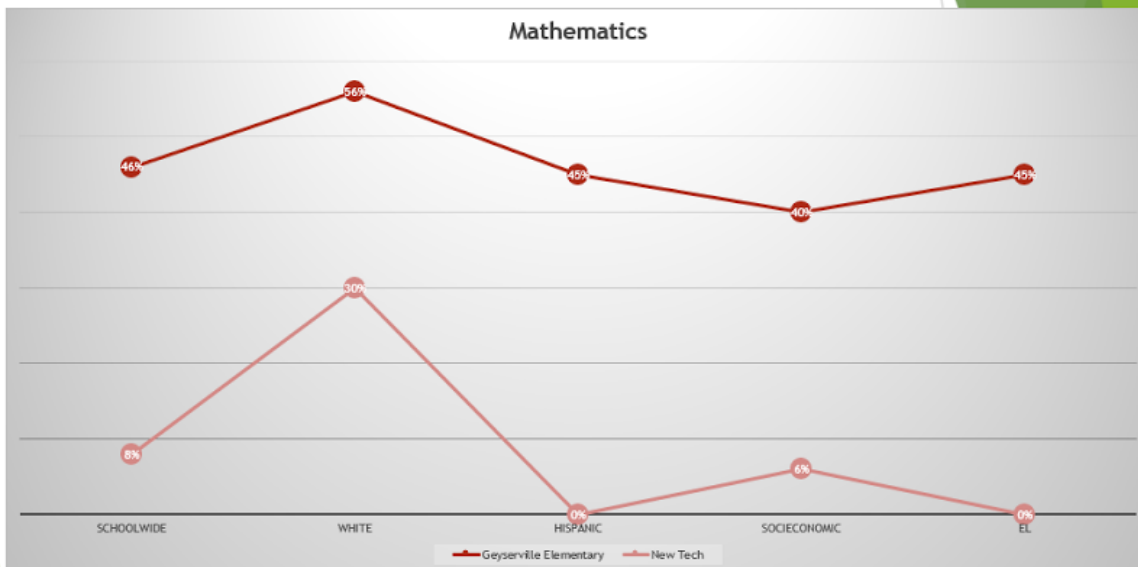
In 6th and 7th grade we did see some growth in mathematics, while in 8th and 11th we did not see growth. In looking at cohort data (not exact match) we see that from 6th to 7th there was an increase in the number of students who met or exceeded the standard (1 more student). We see a drop of 1 students from 7th to 8th grade. The 11th grade scores showed the most drop, however, we do not have data on how these students would have done previously to see if any growth was made.



Mathematics English Language Learners



Mathematics- 2016 Comparison



In analyzing our subgroup data, again as a disclaimer these numbers are even smaller, we notice our white students outperform all our subgroups and even our schoolwide data. The EL and Hispanic students appear to be struggling the most. However, it is important to note that when EL students meet or exceed the standards they typically are RFEP'd which takes them out of this subgroup, therefore the students who are in this subgroup change and do not remain

constant. We hope that soon we will be able to evaluation “Ever EL’s” which includes the progress of both EL and RFEP students to provide us with an accurate analysis of this group of students. 21% (3/14) of our RFEP students met or exceeded the standard in 2016.

SUB-CATEGORY Breakdown

We also find a similar downward trend for our sub-categories and the percent of students who scored “above standard”, except for “Listening” where there was a 2% increase.

CAASPP Sub-category (Score “above standard”)	2014-2015	2015-2016
English Language Arts		
Reading	13%	10%
Writing	8%	7%
Listening	4%	6%
Research/Inquiry	13%	7%
Mathematics		
Concepts and Procedures	3%	3%
Problem Solving and Modeling and Data Analysis	3%	1%
Communicate Reasoning	6%	3%

Science-CST

There was a drop in our 10th grade Science scores in 2015-2016. There was also a drop at the county level, however, this drop was not as significant as the drop in our scores (although 1 student impacts the percentage by 5%).

Science-Advanced or Proficient	2012-2013	2013-2014	2014-2015	2015-2016
10th Grade	63% (12/19)	70% (12/17)	69% (11/16)	55% (10/18)
County Comparison	56%	57%	56%	53%

-10th Grade				
8th Grade	86% (13/15)	84% (16/19)	75% (8/12)	NA. 9 students Testing
County Comparison -8th Grade	65%	66%	64%	62%

Learning Outcome Data (November 2016-2017)

Each assignment provided is graded based on one or more of the learning outcomes. Below shows a summary of the average score for each learning outcome in all courses in the content area and the average number of activities for each learning outcome. In 2015-2016 we spent much time focusing on the learning outcome of “Agency”. The table below shows a good number of activities being associated with “agency”. During the 2016-2017 school year we are focusing on the learning outcome of “Written communication”. Based on this data we want to continue our work with New Tech Network and will consider focusing on the “Collaboration” learning outcome during the 2017-2018 school year as this has the lowest number of activities. In addition, we need to work with the mathematics department to develop ways to effectively use the rubrics in the mathematics class.

Snapshot date: November 10, 2016

Course	Knowledge and Thinking	Written Communication	Oral Communication	Agency	Collaboration
English Language Arts					
Average score on learning outcome	77%	78%	82%	77%	86%
Average # of activities	29	18	13	30	9
Mathematics					
Average score on learning outcome	72%	56%	51%	86%	37%
Average # of activities	5	1	1	11	1
Science					
Average score on learning outcome	81%	77%	81%	78%	84%
Average # of activities	20	16	7	21	7

Social Studies					
Average score on learning outcome	72%	71%	82%	76%	82%
Average # of activities	15	13	4	15	4

School-wide Core Content Area Averages					
Average score on learning outcome	75%	71%	74%	79%	72%
Average # of activities	17	12	6	19	5

CELDT DATA

A majority of our students are at the Early Advanced or Intermediate level.

CELDT	2013-2014	2014-2015	2015-2016
Advanced	Data not correct on dataquest (only lists 6 students, when there were 37 EL Students)	9% (3/34)	0% (0/25)
Early Advanced		38% (13/34)	40% (10/25)
Intermediate		32% (11/34)	44%(11/25)
Early Intermediate		12%(4/34)	8% (2/25)
Beginning		9% (3/34)	8% (2/25)
Meet the CELDT Criterion*		50% (15/30)	40% (10/25)
County Comparison-CELDT Criterion	40%	42%	42%

*For grades two through twelve (2–12), the CELDT criterion is an overall score of Early Advanced or higher and scores for each domain (listening, speaking, reading, and writing) at Intermediate or higher. For kindergarten and grade one (K–1), the CELDT criterion is an overall score of Early Advanced or higher and scores for the listening and speaking domains at Intermediate or higher. The reading and writing domain scores are not considered for K–1.

Physical Fitness Report

Nearly all of our 9th grade students meet the healthy fitness zone for 4 or more (there are 6) physical fitness areas. Compared to the state we are doing extremely well in this particular area.

Physical Fitness Report	2013-2014	2014-2015	2015-2016
Grade 9: Meeting 4 or more fitness areas	88% (8/9)	92% (12/13)	
County Comparison	78%	77%	

College and Career Preparation

Our graduation rate for our students is exceptional. All of them have been graduating for the past 3 years!! We do have some continued work to do towards our students meeting the UC/CSU Subject Requirements, however, we have made progress!! During the 2016-2017 school year we plan to get more of our courses approved by the UC system. In 2013-2014 0% of our students met the UC/CSU requirements, 1 year later there was a 25% increase and increase by 2% the following year.

Every high school student has a Personal Learning Plan portfolio, which is currently monitored by the principal and Student Liaison Counselor and reviewed on an annual basis. These portfolios contain a copy of the ESLRs, graduation and UC/CSU requirements, scholarship information, a copy of the student's transcript and his/her community service worksheet, as well as an activity worksheet which tracks extracurricular activity participation.

Graduates	2012-2013	2013-2014	2014-2015	2015-2016
Cohort Graduation Rate	94% (15/16)	100% (13/13)	100% (19/19)	100% (18/18)*
A-G Courses Met	0% (0/16)	0% (0/13)	26% (5/19)	28% (5/18)

*not verified on dataquest yet.

Geyserville's family atmosphere tends to draw graduates back as support staff. For example, we have had alumni return to be employed by the district in the offices, employed in the cafeteria, volunteer in the classroom, help on Outdoor Ed, UGH (Unite Geyserville High) Day and for the past several years graduates have been hired as coaches for our middle school athletic teams. In addition, many of our alumni have children who now attend our school.

Student Survey

Based on these student survey results we would like to address how to ensure all students have a plan after they graduate and clarify what each term means so that there are not so many students who put “other” when their other term is actually in the list.

Plan after graduation	2012-2013
I don't have a plan	11% (7 students)
Enter the workforce	5% (3 students)
Enlist in the military	5% (3 students)
Enroll in community college	19% (12 students)
Enroll in a technical or trade school	6% (4 students)
Enroll in a 4-year college	Enroll in a 4 year college (20 students)
Other	21% (13 students) (beauty school, move to florida for college, travel, party and play video games, gap year then enroll in a 4 year college, be at home and take care of my dog, staying at home and eating, university, military or college first I am not sure yet, enroll in an art school, army)

Advanced Placement Exams

Being a small school providing Advanced Placement courses have been challenging. We have tried the online AP course, however, students who try this model often drop the course. They like and need the attention from their teacher in order to master this type of challenging course. Advanced Placement classes in English literature, calculus, Spanish and biology, when needed, are among our course offerings.

Advanced Placement	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Courses Offered (on site) / # of students				AP Literature: 10 students AP Statistics: 9 students.	AP Language and Composition: 12 students

College Prep Exams

The number of students who take the SAT and ACT is pretty low compared to other schools.

College Prep Exams: Number Tested	2012-2013	2013-2014	2014-2015
SAT	23% (5/22)	42% (6/14)	0% (0/20)
ACT	0% (0/22)	13% (2/15)	0% (0/20)

CURRICULUM AND WELL ROUNDED EDUCATION

Geyserville New Tech Academy has implemented the California Common Core State Standards. We test all students and takes the necessary steps to ensure that resource students are evaluated using the appropriate accommodations and/or modifications that have been deemed appropriate by the Individualized Education Program team. We have an English Language Learner Resource Teacher who teams with staff to support all levels of English Language Learners in core curricular classes. A student liaison counselor is available daily for course work selection, college information and one-on-one personal assistance.

Project Based Learning

The following is from NTN: <https://newtechnetwork.org/resources/project-based-learning/> and details out committment to project based learning in the classroom

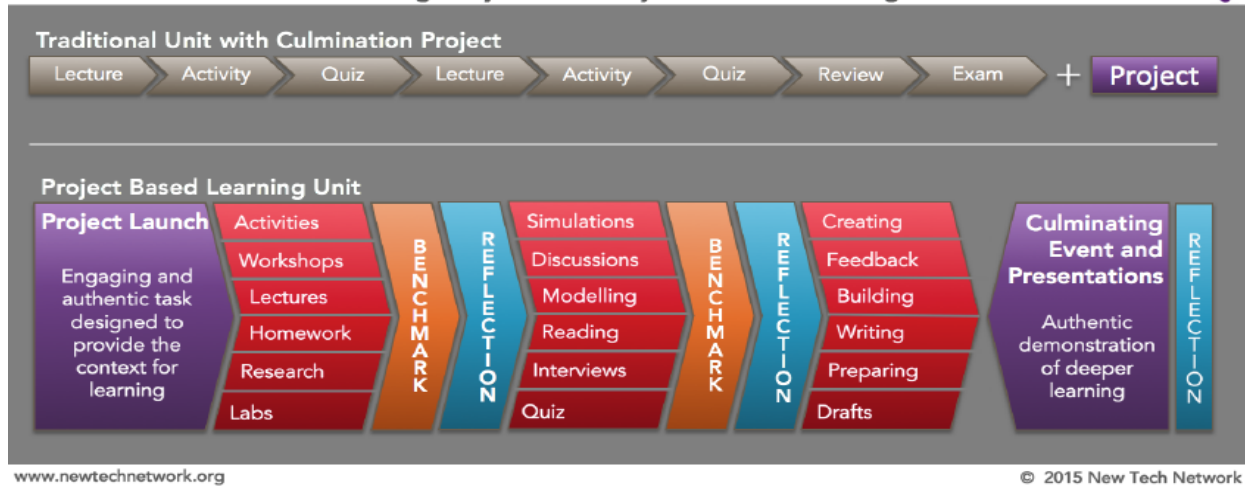
In PBL, learning is contextual, creative, and shared. Students collaborate on meaningful projects that require critical thinking, creativity, and communication in order for them to answer challenging questions or solve complex problems. By making learning relevant to them in this way, students see a purpose for mastering state-required skills and content concepts.

Students aren't just assessed on their understanding of academic content, but on their ability to successfully apply that content when solving authentic problems. Through this process, project based learning gives students the opportunity to develop the real life skills required for success in today's world.

New Tech Network schools also use Problem-based learning. PrBL is a form of inquiry-based instruction used primarily in Mathematics that places the students in several smaller Problem scenarios rather than a single, large Project scenario. Supported by NCTM and the NSF, much

of what makes PBL so successful is present in a PrBL environment, including Entry Events, the Need-to-Know (NTK) process, and student-centered scaffolding.

Doing Projects vs. Project Based Learning



Course Access

In addition to the core curriculum of A – G classes, Geyserville students are offered elective courses in art, drama, science fiction, marine biology, astronomy, physics, chemistry, Spanish I, II and III, anthropology, culinary arts, psychology, ethnic studies, KGEP (video broadcasting), graphic design, computer applications, ceramics, yearbook, vocational classes such as wood, and construction/welding and advanced math classes such as Algebra II, trigonometry, pre-calculus, statistics, and calculus as needed. Because of our small school size not all of these electives are scheduled each year. Chemistry and physics are offered in alternate years so all students can enroll if they desire. Some of the electives such as science fiction, marine biology and astronomy are offered to the students when they choose their electives and the courses with the highest student interest are offered that year.

Activities

Our students have access to an assortment of activities such as student government, the athletic program (we have a no-cut policy), cheerleading, CSF, CJSF, MEChA, the backpacking club, Ballet Folklorico, Adopt a Highway and Red Ribbon-Drug Enlightenment programs. These programs help to improve a culture of community and leadership.

House

All students are placed in a “House”. This House system has been effective in the past as it allows students to interact in a diverse, cross-age manner in academic and athletic activities. We have had House activities such as Jeopardy, spelling bee, Trivia Pursuit (focused on school and academic course facts), as well as sporting activities such as flag football, basketball, volleyball, soccer and ultimate Frisbee competitions. In addition, Houses are utilized to better manage students in a diverse manner for such events as campus beautification and ESLRs review. Students develop a strong sense of community and leadership within these houses.

Athletic Program

We continue to have an athletic program with a no-cut policy in which everyone has a chance to participate.

Career Technical Education

Our Career Technical Education (CTE) program consists of middle school wood shop and high school industrial arts (general and advanced, depending upon student interest). In addition, CTE offers construction and welding (general and advanced) through the Sonoma County Office of Education Regional Occupational Program. The CTE classes have completed many projects for the school and community that include: additional outside lunch tables (wood and metal), elementary and Geyserville New Tech Academy school signs and utility trailers sold to the community. The Career Technical Education program also includes courses such as: computer application, media production, yearbook, graphic design, drama, studio art, ceramics and jewelry. Media production classes produce KGEP, our popular on-campus video program. Yearbook class produces the yearbook and sporadically the "Broncho Express", the school newspaper. In addition, art class builds the sets for the annual drama productions.

Over the years we have increased our offering of CTE courses for our students.

CTE	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
# of CTE Courses offered	3	2	2	4	4
# of students enrolled	8% (11/136)	28% (39/135)	27% (35/132)	66% (77/116)	38%(46/122)

STAFF

Our professional GNTA staff includes ten full-time credentialed teachers. All are highly qualified. Our school has recently undergone a period of turnover where over 50% of staff has been hired on since the last WASC evaluation. In the past, staff has left due to professional growth, family relocation, retirement, death or personal reasons. The ethnic background of instructors is 11% percent Latino/Latino and 89% percent Anglo/Caucasian. Overall, twenty-nine percent of our teaching staff holds Masters degrees. The oldest credentialed instructor is sixty-four n years of age, while the youngest is twenty-six; the longest a teacher on staff has worked in the district

has been here thirty-two years. Our staff brings with it many experiences outside of teaching, which benefit our small school environment. In addition, to having training within their teaching field, various staff members have obtained further training and certification in CLAD, BCLAD, SDAIE, AVID, BTSA, EMT as well as completed various literacy, mathematics, technological and science training and workshops.

Additionally, there is a full-time principal/academic counselor, secretary/campus supervisor, two cafeteria staff members, student liaison counselor and translator, and one full-time and two part-time custodians. Part-time support includes a resource aide, a library coordinator who has a K-12 multiple subject credential, counselors, coaches, a nurse, and a psychologist.

We also have a position titled community engagement coordinator (27.5 hrs/week). This person helps with community service opportunities for students, parent volunteer outreach, develops the career fair, also working on developing an internship program for eleventh graders to work for three weeks out in the community to develop their job skills.

Teaching staff is encouraged to attend conferences and workshops that help them teach to state standards, common core curriculum and empower them in their positions.

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Pupil Teacher Ratio

Being a very small school we have a lower pupil teacher ratio, nearly half of what it is for the county.

Teacher Ratio	2013-2014 (HS only)	2014-2015	2015-2016	2016-2017
Pupil teacher ratio*	10	11.5	11.7	10.1
County Comparison	20.9	19.6	NA	NA

*The enrollment in a school or district divided by the full-time equivalent (FTE) number.

Classified Staff

Our classified staff FTE has stayed consistent over the past 4 years.

Classified	2013-2014 (HS only)	2014-2015	2015-2016	2016-2017
Paraprofessionals	2.14	2.14	2.14	1.15

Office/Clerical	1.0	1.0	1.0	1.0
Other Classified	1.0	1.0	1.0	1.14
	20.9	19.6	NA	NA

Professional Development

A majority of our professional development comes from New Tech Network trainings or coaching. The table below describe our NTN Professional Development activities and number of total professional development hours done through the New Tech Network.

New Tech PD Notes	2014-2015	2015-2016
PL@NTN Convenings	0	3 x 7.5 hours
Virtual Workshop	0	1 x 2 hours
Fall Leadership Summit	2 (12 hours each)	0
Spring Leadership Summit	2 (12 hours each)	3 x 12 hours
Annual Conference	13	6
Total PD hours	48	59

Every Wednesday we provide Adult Learning Time. The development of this time is driven by staff needs and discussed by leadership team (comprised of principal, teacher thought partner and teacher coach) and New Tech Network Coach. Additional professional development opportunities that our staff have participated in include the following: EL Collaborative, SCOE Class offerings and Restorative Practices.

Staff Survey Results

The following are the results from a staff survey in 2015-2016 and 2016-2017. Items where 85% of staff responded with “strongly agree” or “somewhat agree/agree” both years are highlighted in green. These items speak to the collaborative and “close knit” nature of our staff. Items in yellow are questions where the percentage of staff who “somewhat agree” or “strongly agree” improved to levels above 85%. Items in orange are items where only 70%-78% of teachers responded with “strongly agree” or “somewhat agree” in 2016-2017 and are areas to look further into. These items included the following:

- The school's schedule allows adequate time for teacher collaboration. (70%)
- My colleagues believe all students can achieve at high levels (78%)
- Schools rules are enforced equally for all students. (78%)
- Our school's purpose, mission, and efforts will ensure all students graduate aware, eligible, and prepared for college and careers. (73%)

Survey Results	2015-2016 (Agree or Strongly Agree)	2016-2017 (Somewhat Agree or Strongly Agree)
I am very proud to work at this school	88% (23/26) Strongly agree: 69%	100% (11/11) Strongly agree: 91%
I find my work at this school fulfilling.	88% (23/26) Strongly agree: 62%	100% (11/11) Strongly agree: 73%
I feel accepted at this school for who I am.	96% (25/26) Strongly agree: 65%	NA*
I look forward to coming to work each day.	88% (23/26) Strongly agree: 42%	100% (11/11) Strongly agree: 64%
I feel physically safe on campus.	100% (26/26) Strongly agree: 73%	100% (11/11) Strongly agree: 81%
Individual perspectives and ideas are valued by our staff.	88% (23/26)	NA*
The most effective teachers and staff are retained at this school	NA*	91% (10/11) Strongly agree: 36%
Our staff distributes and shares responsibility.	81% (21/26)	NA*
Staff leadership is cultivated in a variety of ways at our school.	77% (20/26)	NA*
Our staff routinely have opportunities to reflect with each other.	77% (20/26)	NA*
We support psychologically safe interactions between staff members.	92% (24/26)	NA*
At this school, teachers are treated and respected as educational professionals.	NA*	100% (11/11) Strongly agree: 81%
Our school has a clear purpose and vision.	88% (21/24) Strongly agree: 33%	100% (11/11) Strongly agree: 36%
We have effective, concrete processes for learning together.	83% (20/24) Strongly agree: 21%	100% (8/10) Strongly agree: 50%
The school's schedule allows adequate time for teacher collaboration.	NA	70% (7/10) Strongly agree: 30%

We have the time and space we need to adequately structure our learning.	58% (15/26)	NA*
We effectively utilize a variety of tools, such as protocols, to support our learning.	79% (19/24) Strongly agree: 17%	90% (9/10) Strongly agree: 40%
We routinely analyze information about teaching and learning, student work, and data together to inform our practice.	74% (17/23) Strongly agree: 26%	90% (9/10) Strongly agree: 50%
We routinely develop strategies for improvement based on data we have analyzed.	71% (17/24) Strongly agree: 17%	90% (9/10) Strongly agree: 50%
I believe all students can achieve at high levels.	83% (20/24) Strongly agree: 33%	90% (9/10) Strongly agree: 50%
My colleagues believe all students can achieve at high levels.	75% (18/24) Strongly agree: 17%	78% (7/9) Strongly agree: 11%
The school staff respects diversity.	NA*	100% (10/10) Strongly agree: 30%
Students in this school respect each other's differences (for example, gender, race, culture, etc.).	NA*	91% (10/11) Strongly agree:36%
Schools rules are enforced equally for all students.	NA*	78% (9/11) Strongly agree:54%
I have many opportunities to give and receive constructive feedback with my colleagues.	71% (17/24) Strongly agree:25%	100% (11/11) Strongly agree:54%
I find feedback from my colleagues relevant to my professional growth.	96% (23/24) Strongly agree:42%	100% (10/10) Strongly agree:70%
I feel supported in continuing to grow as a professional educator.	88% (21/24) Strongly agree:54%	100% (11/11) Strongly agree:80%
When I have a personal learning need, I feel empowered to take next steps to pursue that learning.	88% (21/24) Strongly agree:29%	NA*

Our school's purpose, mission, and efforts will ensure all students graduate aware, eligible, and prepared for college and careers.	79% (19/26) Strongly agree:33%	73% (8/11) Strongly agree: 45%
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*NA represents questions that were not placed on the survey for that year.

EXTERNAL FACTORS

An active Booster Club and Site Council allow for the community to become involved. Bilingual parents are invited to D/ELAC (District English Learner Advisory Committee) meetings in which guest speakers are scheduled to help them understand the education system, family dynamics and parenting skills. In addition, our Emergency Preparedness Coordinator presents our District Emergency Preparedness Plan as it applied to the parents. There are consistently twenty to thirty parents at these meetings. Currently D/ELAC is sponsoring a two-night workshop for bilingual parents to increase awareness regarding graduation requirements and the importance of pursuing higher education.

On-going communication is a key component to parent-teacher relations and programs that affect their students' lives. Middle school parents are invited twice a year for student-parent-teacher conferences.

Pertinent information is translated into Spanish and sent home as the need arises, as well as quarterly, in order to offer opportunities for parents to stay informed and meet with the staff concerning issues of interest and importance. The school has a web page that offers information about the school.

Outside consultants are brought in on an as-needed basis; for example, local service organizations such as The Center for Social and Environmental Stewardship are contracted with our school to provide a part-time counselor for one-to-one counseling. These outside organizations are represented at staff meetings on a regular basis to keep the lines of communication open.

ACCREDITATION HISTORY

Geyserville New Tech Academy began the WASC accrediting process in 1990 when it was called Pursuing Excellence. It was at this time that Joe Geysler, the perfect graduate, was created, which marked the beginning of the Expected School wide Learner Results.

Then, in 1996, Education Park participated in the Focus on Learning process. The Leadership Team completed a thorough self-study process resulting in eight new ESLRs that reflected the perfect high-school graduate for the twentieth century. The Visiting Committee recommended a six-year accreditation that the State awarded.

In 2002 and 2008 Education Park participated in the Focus on Learning process. The ESLRs were again reviewed and progress was made to embed them into the curriculum. The Leadership Team completed another thorough self-study and implemented Action Plans. The Visiting Committee recommended, and the State awarded the six years with a one-day review in March of the third year. Following this self-review, common planning times on Wednesdays were to be dedicated once a month to focus group meetings to continuously implement and/or revise the Action Plans. The teaching staff reviewed the ESLRS / SLOs and revised them to reflect our intended updating to 21st Century learning and an increase in technology and collaborative project based learning.

Geyserville New Tech Academy continues to provide a safe and caring environment and strive to educate and produce compassionate citizens who achieve and perform at all levels of learning, are prepared to live and work collaboratively in the 21st century while they live fulfilling lives and contribute to their community and the world. Our highly qualified and caring faculty and staff challenge each student to his or her highest potential in this life-long pursuit of learning, excellence, and service to

CONCLUSIONS BASED ON THE DATA

As we reflect on the data of our School Profile we identify the following conclusions:

- We must continue to implement strategies and philosophies of the New Tech Network in order to actualize our expected results (especially strategies related to engaging learners, ensuring relevant and authentic learning experiences, developing skills essential for both college and career, and mastering academics)
- Continue our work with developing project based learning activities that are aligned to common core standards.
- We must explore ways to prepare our students for the CAASPP tests.
- Continue to find ways to support our EL students and any students who are struggling.
- Continue to provide professional development to staff that is meaningful and strategic.
- Continue to use data (qualitative and quantitative) to inform our decisions
- Continue to work on engaging activities and Project Based Learning activities to assist with decreasing truancy, increasing attendance, and decreasing suspension rates.
- Continue to utilize New Tech Network resources and strategies to assist with the interest of students attending college after graduation.

II: Significant Changes and Developments

Staffing Changes

Description of Changes: We have had some staffing changes since our last visit. Our current Superintendent/Principal, Debbie Bertolucci was the math teacher during the previous WASC visit, then became principal and now superintendent/principal. Over the past 3 years we have had 10 new teachers, who have replaced staff members who were here during the last visit.

Description of Impact: Since we have transitioned to the New Tech the impact of any one leadership or teacher position, does not impact the process and goals as much as it might have previously. This model provides a framework for all leadership positions and teacher positions to follow, ensure streamline implementation as new staff members arrive. We feel we have a great team

Full Implementation of New Tech Academy

Description of Changes: Beginning in 2013 we became a New Tech Network school and have been implementing and refining this model of school at our site since the last visit. In fact many of our actions were based on implementing this model at our school. The transition to project based learning has been important, but there is always a lot to do to create quality project based learning activities.

Description of Impact: We have seen an impressive change in our school culture and our students after implementing this new model. All of our students have a technology device they use for their classroom. In addition to the technology impact, students have begun looking at problems through an inquiry based lens. There is less emphasis on rote memorization and more focus on asking questions and knowing what information you need and where you can find it.

Common Core Standards

Description of Changes: The transition to the Common Core Standards has brought about much change in the education system nationwide. For the past 3 years we have been identifying and aligning new curriculum that is aligned to the common core standards. Luckily with PBL many of the Common Core concepts are already embedded.

Description of Impact: Changing to a new set of standards has been a good, but a lot of work. There is so much to do to ensure everything is aligned to our standards. Each subject has its own specific changes to align with CCSS, but the overall emphasis is looking at inquiry based and problem based learning and preparing our students for college and career post high school.

LCAP

Description of Changes: Throughout the past 3 years we have transitioned to the LCAP as being tool for goal and budget development.

Description of Impact: The LCAP has provided with our school with more control over Supplemental/Concentration funding that comes into our school and has provided us with a framework for setting goals and actions.

Change

Description of Changes: During the 2015-2016 school year we had 3 different teachers fill a math position, some of the teachers were substitute teachers.

Description of Impact: This impacted our mathematics CAASP scores as did not see growth during the 2015-2016 school year.

II: Ongoing School Improvement

Stakeholder Engagement

Being a small community, where everyone knows each other, stakeholder engagement comes naturally and is often found in discussions on campus and off campus with staff members and community members. However, we met throughout the year to develop this progress report.

- We provide the opportunity for all stakeholder engagement in the following ways
 - Staff Feedback
 - Public forum (open to community members and parents)
 - Board approval

Progress Used to Prepare the Progress Report

- After reviewing the previous report, we compiled all necessary information.
- Administrative staff put together the initial draft (including collecting all the data).
- Before school started each group reviewed each section, provided comments, ideas to develop further, and questions they wanted to explore.
- These groups met again to edit and update the sections.
- A small subset of the staff (mostly staff that was also here last year) met to edit and update the draft
- Once a month as a staff we reviewed and edited different sections of the report.
- Staff reviewed and provided input about the entire document (via google docs)
- A notice to parents that the WASC report was ready for review and input was sent home and placed online.
- DELAC members and our Education Foundation Members also reviewed and provided input.
- The report was then sent to the Board for review and approval.

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

ACTION PLAN ANALYSIS

Action Plan #1 Students demonstrate proficient knowledge in most disciplines as defined by state standards		
Action Plan Task	Analytical Comments	Supporting Evidence (Impacted Student Achievement)
Change to New Tech Network with higher interest PBL and some team taught classes	<p>-Completed-</p> <p>We have fully transitioned to the New Tech Network. 100% of teachers have been trained in the philosophies and practice of PBL. We currently have 2 sets of team teaching courses (ELA/Science, Humanities) and a co-teaching course of Art/Graphic Design.</p> <p>As part of this transition we also use the New Tech Network's ECHO system (web-based) platform that we do everything through. All students, teachers and interested parents are taught how to utilize this program.</p>	<p>New Tech Network Survey Data</p> <p>49% of students report positive learning experiences, through PBL. (-3%)</p> <p>New Tech Network Annual Outcomes Report <i>(as evidence of the outcomes we will experience as we become a more established New Tech Network School)</i></p> <p>NTN Students:</p> <ul style="list-style-type: none"> * grow 61% more in higher order thinking skills between 9th and 12th grade year than comparison groups. * enroll in college at a rate of 70% *persist in 4-year colleges at a rate of 92%. *graduation rate of 91%
Align curriculum in math, English and science to common core standards	<p>-Completed-</p> <p>Mathematics and English curriculum have been fully aligned to Common Core Standards. We will begin transitioning to the Next Generation Science standards during the 17-18 school year.</p>	
Implement CPM (college preparatory math)	<p>-Completed-</p>	

curriculum being piloted now.	We have fully transitioned to the CPM curriculum in all high school math classes..	*11th and 12th grade AP Course enrollment of 81%
CPM for grades 6th through 12	CPM was found to be ineffective in the middle school classes. So we changed to using the curriculum, Core Connections for 6 th -8 th grade.	<i>NTN Culture Survey Results</i> * 82% of students are proud of their school * 83% of students report being encouraged to be a strong leader
Targeted homogeneous and heterogeneous workshops to help small groups of students	<p>-Revised-</p> <p>In previous years we used our “Wednesday Workshop” time as time to target students who were in needed of extra support in mathematics and English Language Arts.</p> <p>We felt enrichment opportunities for our students was something that was important, so during the 16-17 school year all students will have access to enrichment opportunities and intervention activities will happen during a math intervention course and/or during 7th period Learning Center time.</p> <p>We have now transitioned to providing these type of intervention classes during the school day as a Math Intervention Course and a 7th period Learning Center to help support struggling students.</p>	<p>*87% of students believe they contribute positively to their school</p> <p>*87% report learning to work well with others</p> <p>*85% believe their teachers care about their success</p> <p>*93% report regularly working in groups in their classes.</p> <p>CAASPP Results</p> <p><u>ELA</u></p> <p>GNTA:</p> <p>2015 ELA: 30% Met or Exceeded</p> <p>2016 ELA: 22% Met or Exceeded</p> <p><i>11th Grade</i></p> <p>2015 ELA: 46% Met or Exceeded</p> <p>2016 ELA: 24% Met or Exceeded</p> <p><u>Math</u></p> <p>GNTA:</p> <p>2015 Math: 11% Met or Exceeded</p> <p>2016 Math: 8% Met or Exceeded</p>
PBL curriculum with major projects and student presentations	Implemented with Ongoing Revisions PBL curriculum is happening in each classroom with major projects and student presentations. Projects do not happen for every assignment, however, all assignments are considered “Inquiry Based.” Oral Communication is a Learning outcome that is assessed for various assignments.	
Develop and schedule team taught classes	Implemented with Ongoing Revisions	

	<p>We currently have 2 sets of team teaching courses (ELA/Science, Humanities) and a co-teaching course of Art/Graphic Design.</p>	<p><i>11th Grade</i> 2015 ELA: 18% Met or Exceeded 2016 ELA: 6 % Met or Exceeded</p>
<p>Read 180 reading program (aligned to common core)</p>	<p>-Ongoing- The Read 180 (reading)/System 44 (phonetics) program has been implemented in the ELD class. New ELs have been enrolled. ELD teacher will review data provided by program to guide teaching. The program improves phonics and overall reading levels. Students are working simultaneously with CCSS, CCR skills and language proficiency with ELD teacher in order to move into mainstream English class and bring up reading level while working with the English language.</p> <p>ELD teacher is taking an ELL Collaborative course at SCOE to collaborate with other districts and build the community and share with staff to help identify more literacy and proficiency needs to implement in classroom.</p> <p>During the 2016-2017 school year, the middle school students (including ELs) will also use the computer program, Lexia, to support students reading and writing skills.</p>	<p>CAASPP Results <u>ELA (EL Students Only)</u> <i>GNTA (19 Students)</i> 2015 ELA: 4% Met or Exceeded 2016 ELA: 0% Met or Exceeded</p> <p>CELDT Results Advanced: 14-15:9%, 15-16: 0% Ear. Adva.: 14-15:38%, 15-16:40% Intermediate: 14-15:32%, 15-16:44% Ear. Inter: 14-15:12%, 15-16: 8% Beginning: 14-15:9%, 15-16:8%</p> <p>Meeting CELDT Criterion 14-15: 47% 15-16: 40%</p> <p>Reclassification Rates 16-17: 61% (19/31) students of GNTA classified as EL are being reclassified as English proficient.</p> <p>16-17: 45% (5/11) students of the high school are</p>

		being reclassified with a possible four more who have an IEP are also considered as reclassified given the data.
Critical Areas for Follow Up Addressed in this Action		
Intervention for mathematics instruction, especially Algebra I Students demonstrate proficient knowledge in all disciplines as defined by state standards Provide access to computers and ECHO at all times for all stakeholders, including parents		

<p>Action Plan #2 Students are interested and involved in the academic work they are doing while respectfully and effectively collaborating with others. They become increasingly more confident, proficient and self-directed knowing they will be supported as they take risks academically.</p>		
Action Plan Task	Analytical Comments	Supporting Evidence (Impacted Student Achievement)
<p><i>Implement PBL curriculum with higher interest major projects, real world projects in the community and student presentations to class, student body and community members.</i></p>	<p>Implemented–Ongoing Revisions PBL curriculum is moving towards 100% implementation in each classroom with higher interests for major projects, implementing real world projects within the school and community with student presentations in classes, using student body and community members.</p> <p>Middle School Projects include the following outcomes:</p> <ul style="list-style-type: none"> ● Creation of materials <ul style="list-style-type: none"> ○ Children’s books ○ Comic book ○ Roller coasters ○ Essays ○ Research papers ● Drama <ul style="list-style-type: none"> ○ Puppet show 	<p>2016-2017 80% of students report positive learning experiences, through PBL.(+3%) 83% of students report positive peer relationships on campus (+3%) 73% of student report positive adult relationships</p> <p>A-G Courses for UC/CSU 12-13: 0% (0/17 students) 13-14: 0% (0/14 students) 14-15: 26% (5/19 students) 15-16: 28% (5/18)</p>

	<ul style="list-style-type: none"> ○ Podcast ○ Newscast ○ Infomercial ○ Skits ● Presentations <ul style="list-style-type: none"> ○ Displayboards ○ Debate ○ Model ○ Political campaign ○ Powerpoint ○ Museum Exhibit <ul style="list-style-type: none"> ■ Docent ● Activities <ul style="list-style-type: none"> ○ Competitions <p>High School Projects include the following outcomes:</p> <ul style="list-style-type: none"> ● Creation of Materials <ul style="list-style-type: none"> ○ Research papers ○ Economic newsletter ○ Essays ○ Social issue mobiles ○ Children's books in Spanish ○ Mock murals ○ Editorials ○ Brochures ○ Web page building ● Activities <ul style="list-style-type: none"> ○ Sonoma County watershed awareness ○ Weekly journals ○ Geography exercises ○ Dialectical journals ○ Diverse learning activities ● Drama <ul style="list-style-type: none"> ○ Skits ● Presentations <ul style="list-style-type: none"> ○ Displayboards ○ Socratic seminars ○ Internet safety ○ Powerpoints ○ Art critiques 	<p>Graduation Rate Class of 2015: 100% Class of 2016: 100%</p> <p>New Tech Network Annual Outcomes Report <i>(as evidence of the outcomes we will experience as we become a more established New Tech Network School)</i></p> <p><i>NTN Students:</i></p> <ul style="list-style-type: none"> * grow 61% more in higher order thinking skills between 9th and 12th grade year than comparison groups. * enroll in college at a rate of 70% *persist in 4-year colleges at a rate of 92%. *graduation rate of 91% *11th and 12th grade AP Course enrollment of 81% <p><i>NTN Culture Survey Results (GNTA students)</i></p> <ul style="list-style-type: none"> *82% of students are proud of their school *83% of students report being encouraged to be a strong leader *87% of students believe they contribute positively to their school *87% report learning to work well with others *85% believe their teachers care about their success *93% report regularly working in groups in their classes.
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	<p>CPM PBL curriculum is used in mathematics courses (9-12) and teacher created or collected curriculum is implemented in all other classes. There is a New Tech resource library that offers a resource of teacher tested projects.</p> <p>Connection with elementary school.</p> <ul style="list-style-type: none"> ● Puppet show 6 to 3 and 4 ● Yearbook HS to admin ● Children's book 8 to K, HS to pre K ● Internet Safety Pres. HS to K - 5 <p>Several art projects in both MS and HS culminated in exhibits including a local fair's art competition and a local vendor showing the work, customers were wanting to purchase several works, and county student art exhibits.</p>	<p>At least 93% report working in groups in their classrooms</p> <p>83% of students report that they have learned to collaborate with others</p> <p>3% increase of students who report positive peer relationships on campus</p> <p>Learning Outcome Data November 2016 for each category in math, science, English, and Social Studies</p> <p>Average % correct Knowledge and Thinking: 75% Written Communication:71% Oral Communication:74% Agency:79% Collaboration:72%</p> <p>Average # of Assignments in each Learning Outcome Area (Nov 2016)</p> <p>Knowledge and Thinking: 17 Written Communication:12 Oral Communication:6 Agency:19 Collaboration:5</p>
<p><i>Workshops to increase student buy-in to their education and to change school culture to a more respectful attitude</i></p>	<p>-Ongoing-</p> <p>Our Workshop on Wednesdays is offered to all students. One Wednesday is dedicated to enrichment, one is dedicated to "House" competitions, one is dedicated to student assemblies, and one is dedicated to culture building/team building.</p> <p>School focuses on our core "values;" Trust, Respect and Responsibility.</p> <ul style="list-style-type: none"> ● Posters/Images in classrooms ● Discussions with students 	<p>Decrease in Suspension rate: 13-14: 11.5%, 14-15:8.6%, 15-16: 1.7%</p> <p>Maintained 0 Expulsions</p>

	<p>The school is currently researching and developing Restorative Justice practices to better align our schools behavior management system with our core values of trust, respect and responsibility.</p>	
<p><i>Projects in classes require student input at all stages</i></p>	<p>Ongoing All projects from students do not look the exact same. Students are involved in being self-reflective and self-directed in accomplishing their projects. Periodic check-in's, benchmarks and formative and summative assessments along the way are used to ensure students are making progress. Students have the flexibility to design their own learning.</p> <p>PBL structure</p> <ul style="list-style-type: none"> ● Knows and Need to Knows ● No set outcome ● benchmarks 	<p>Agency Metrics Items:</p> <ul style="list-style-type: none"> ● Suspension rate 1.7% ● Expulsion rate: 0% ● Truancy Rate: 12% ● Chronic Absenteeism rate: 12% ● School attendance: 95% ● 4% increase of students who report discipline is fair, enforced and based on rules they established ● 90%+ of students feel safe on campus. ● At least 75% schoolwide average for Agency learning outcome on assignments.
<p><i>Increase student confidence and ownership of academic efforts</i></p>	<p>Ongoing As part of the New Tech Network we have adopted rubrics that assess Agency, Written Communication, Oral Communication, Collaboration and Knowledge/Thinking. Agency relates directly to Carol Dweck's concept of Growth Mindset which is aimed at increasing confidence and ownership in academic efforts. During the 2015-2016 school year we spent a good amount of time defining what this means for our school and how we want to define and use this component of the rubric. The vast majority of assignments are assessed using these learning outcomes therefore most assignments include Agency; student confidence and ownership of academic efforts.</p> <p>As a staff we developed the following late policy this year.</p>	<p>Nov 2016. Agency: Average % correct in gradebook: 79% Average number of assignments: 19</p>

	<p>Late Policy - gain full agency points for turning in late work. Effort is made, by student focused. Students must take ownership of their learning and choose to complete the process in order to turn in late assignments.</p>	
Critical Areas for Follow Up Addressed in this Action		
<ul style="list-style-type: none"> • Teaching strategies to motivate students to improve grade level performance • Students need to be more motivated and engaged in learning experiences 		

Action Plan #3 Student writing is clearly and consistently organized, fully developed, fluent, and generally free of errors as appropriate to their grade level and the discipline. Students competently use appropriate technology to further their education.

Action Plan Task	Analytical Comments	Supporting Evidence (Impacted Student Achievement)
<i>Survey to determine access and use of technology by students</i>	<p>Completed</p> <p>100% of our students have access to technology and the Internet while at school. Students either bring their own device with permission or we supply a Chromebook. In both cases students and parents are required to sign a Technology Agreement at the beginning of the year.</p>	<p>100% of students have access to a technology device during school hours.</p>
<i>NTN curriculum requires each student to have an IT device</i>		
<i>Evaluate various 1:1 technology for students</i>		
<i>Purchase laptops for use by each student</i>		
<i>Read 180 writing program.</i>	<p>Ongoing</p> <p>Read 180 program is used in all ELD courses. During the 2016-2017 school year, the middle school ELD courses will also use the computer program, Lexia, to</p>	

	support students reading and writing skills.	
<i>Develop and implement policy guidelines for plagiarism</i>	<p>-In progress-</p> <p>Due to half of the GNTA staff leaving the district, a schoolwide plagiarism policy was not developed. Middle school teachers developed a plagiarism self-paced project which is used to enlighten students on plagiarism and once completed students can re-submit previous work. High School teachers are in the process of developing with the hope to implement their own plagiarism policy, but are open to aligning their policy with the middle school's in the 2016/2017 school year.</p> <p>Our focus of inquiry for this year is written communication. PD is focused around what strategies/classroom activities are being implemented in classrooms. Staff dialog around those strategies and what is helping students move towards proficient.</p>	<p><u>Writing Data</u></p> <p>Nov 2016. Written Communication:</p> <p>Average % correct in gradebook: 71%</p> <p>Average number of assignments: 12</p> <p>Teacher observations the first year of implementation of NTN with chromebooks demonstrated an increase in the amount of writing being done each day.</p>
<i>More writing in classes requiring use of computer technology</i>	<p>-Completed-</p> <p>As part of the New Tech Network, Written Communication is part of our rubric for nearly all of our assignments. Since all students have access to a computer, students create most of their written communication via Google Docs.</p> <p>During the 2016-2017 school year we are focusing on looking in depth at the "Written Communication" rubric and discussing how we utilize this in the classroom.</p>	
<i>ECHO gradebook incorporates student learner outcome of</i>	<p>-Completed-</p> <p>The learner outcome of "written communication" is not part of every assignment, but is part of most</p>	

<p><i>"written communication" in every assignment.</i></p>	<p>assignments. The ECHO gradebook does incorporate student learning outcome of "Written Communication"</p>	
<p><i>Students need 21st century computer technology skills</i></p>	<p>Ongoing As part of the New Tech Network our students are developing their Information, Media, and Technology skills. Each student engages with: google docs, google forms, computer classes, Microsoft applications, Adobe Photoshop, and email preparing them for becoming a life long learner. In addition, students navigate their learning through Echo.</p>	
<p><i>Keyboarding is a part of a mandatory* 6th grade elective</i></p>	<p>Ongoing During their sixth grade year students in the Fall are enrolled in Communication Skills, a combination of keyboarding and speech. During the keyboarding the students are learning the correct method to type efficiently and effectively by completing Typing Club, a typing program found on the school's chromebooks.</p>	
<p><i>Teachers incorporate more scaffolded writing starters.</i></p>	<p>Ongoing Our ELD teacher is part of the EL Collaborative at SCOE. She brings back EL strategies to use in the classroom. These strategies and discussion happen during our teacher collaboration time on early release Wednesday.</p> <p>Some teachers use scaffolding writing starters more than others in their classroom. However, scaffolding is always happening. Some teachers have "Workshop" in the class to address challenging concepts with a small group of students while the rest of the class works on their classwork.</p>	
<p>Critical Areas for Follow Up Addressed in this Action</p>		
<p>More proficiency in student writing and communication</p>		

Action Plan #4 Student data and achievement should be reviewed in a continuing manner. This includes consistent formative and summative assessments to evaluate progress towards academic standards and the mastery of our school's ESLRs (SLOs)

Action Plan Task	Analytical Comments	Supporting Evidence (Impacted Student Achievement)
<p><i>CELDT Annually evaluates language skills and results need to be analyzed</i></p>	<p>Ongoing</p> <p>Being a small school we have the luxury of meeting as a staff to discuss data. CELDT data is one of the results that we analyze, collectively. The RSP teacher and the ELD teacher analyze and review CELDT Data. Data analyzed provides information and insight as to determine student placement in in classes, techniques and strategies to support EL in understanding content, academic text, engagement in discourse and to produce academic texts. After reviewing the CELDT scores we determine which students need extra support (Read 180, Lexia, Writing Workshop classes, etc.). As teachers we determine which SDAIE techniques we may need to use in the classroom to support our English Language Learners.</p> <p>The lowest students are placed in Literacy/English Language Development and follow Proficiency Guidelines according to CA ELD Standards. ELD teacher uses ACTFL proficiency standards to measure students language proficiency with “I can” statements along with data collected from student work and shares that with staff at check-in. As teachers we determine which English Language Development techniques we may need to use in the classroom (skills focused vs content focused) and focus on</p>	<p><u>CELDT Results</u></p> <p>Advanced: 14-15:9%, 15-16: 0% Ear. Adva.: 14-15:38%, 15-16:40% Intermediate:14-15:32%, 15-16:44% Ear. Inter: 14-15:12%, 15-16: 8% Beginning: 14-15:9%, 15-16:8%</p> <p>40% of EL students met the CELDT Criterion</p>

	learning English in the context of the classroom in addition to using it in context.	
<i>CST/STAR math & Science skills and results need to be analyzed</i>	<p>Ongoing-Science CST Only</p> <p>CST/STAR for mathematics is no longer applicable. CST Science still exists. As a small staff we meet collectively and review test scores to discuss Science Scores. We then look at these scores based as compared to the state. We will utilize SBAC data to support student progress in science and mathematics.</p>	<p><u>Science</u></p> <p><i>GNTA (10th grade)</i></p> <p>2015 Science: 69% Advanced or Proficient</p> <p>2016 Science: 55% Advanced or Proficient</p> <p><i>County Comparison: (10th grade)</i></p> <p>2015 Science:56% Advanced or Proficient</p> <p>2016 Science:53% Advanced or Proficient</p>
<i>CAHSEE results used to plan student intervention and appropriate courses</i>	<p>Not Applicable</p> <p>CAHSEE is no longer required by the state of California as a graduation requirement.</p>	
<i>Smarter Balance testing data will be analyzed as it becomes available</i>	<p>Ongoing</p> <p>As a small staff we also meet to discuss test scores of SBAC/CST results. This is done during our Wednesday Adult Learning Time. 15-16 is the second year we have had test results to analyze (14-15 was the 1st year of SBAC and 15-16 that we were able to compare our results and [progress over 2 years. In 13-14 there was no testing). We then look at these scores based as compared to the county/state.</p> <p>As we analyze data we must take into account that we have such a small number of students that a few students can really affect the reported percentages/outcomes.</p>	<p><u>ELA</u></p> <p><i>GNTA:</i></p> <p>2015 ELA: 30% Met or Exceeded</p> <p>2016 ELA: 22% Met or Exceeded</p> <p><i>11th Grade</i></p> <p>2015 ELA: 46% Met or Exceeded</p> <p>2016 ELA: 24% Met or Exceeded</p> <p><u>Math</u></p> <p><i>GNTA:</i></p> <p>2015 Math:11% Met or Exceeded</p>

<p>Quarterly student reviews use the "multiple student learner outcome" data recorded in the ECHO gradebooks by each teacher.</p>	<p>Revised</p> <p>We decided that quarterly reviews of students was too late to be discussing students who are in need of extra help. Instead we bring student concerns to our Wednesday Adult Learning Time and discuss how that student is doing in all the classes and if anyone has any insight on what is going on for that student.</p>	<p>2016 Math: 8% Met or Exceeded</p> <p><i>11th Grade</i></p> <p>2015 ELA: 18% Met or Exceeded</p> <p>2016 ELA: 6 % Met or Exceeded</p>
<p>Student reviews. Each individual student's progress in each class is discussed by all teachers. nue</p>	<p>Staff discussed implementation of including a Student Concerns agenda item so staff can discuss struggling students</p>	
<p>Formative assessments are easily done with the ECHO format. ECHO allows for instantaneous feed-back to teacher of student comprehension</p>	<p>Ongoing</p> <p>Formative assessments are done constantly and are done with the ECHO format. Having the system online and accessible to student and parents allows for instantaneous feedback.</p> <p>In addition, we often use google docs to provide feedback to students on their work. This is instantaneous and highly effective.</p>	<p>66% of parents surveyed use ECHO to monitor student grades</p>
<p>Teacher and publisher developed summative assessments are administered</p>	<p>Ongoing</p> <p>Teachers use publisher developed and teacher developed summative assessments to ensure students are meeting the standards. Summative assessments are being utilized in the classroom as appropriate. Many teachers provide end of unit summative assessments.</p> <p>Teachers use summative assessments to determine what concepts they need to review.</p>	<p>All teachers use the ECHO system to document students grades. Each assignment is associated with at least one learning outcome.</p>

Critical Areas for Follow Up Addressed in this Action

Ongoing, continuous and systemic analysis of data to fully understand student areas of need

Ongoing and continuous daily formative assessment using the results to adjust curriculum and differentiate instruction

An objective, systemic and measurable method of gauging student progress on mastering the ESLRs

Action Plan #5 Professional staff development will focus on improved classroom techniques, technology and strategies leading to more powerful teaching and learning for all students.

Action Plan Task	Analytical Comments	Supporting Evidence (Impacted Student Achievement)
Evaluate and purchase laptops for all student.	Completed 100% of our students have access to technology. Students either bring their own device or we supply a Chromebook for them.	We are part of the New Tech Network that provides evidence of success for their program: http://www.newtechnetwork.org/news/new-tech-network-students-above-national-average-high-school-graduation-and-college-enrollment
Arrange dates for all staff to visit a NTN school site for a residency training	Completed In the Summer of 2014 all staff did a week at Napa New Tech High School for residency training (including training on ECHO). In 2015 two new staff members, the principal and two veteran teachers went to Chicago for training and one went to Napa New Tech High for shadowing. In 2015, we sent four staff members to Da Vinci High School in Davis, Ca for a full day of shadow and collaboration. We have two new staff members during the 16-17 school year who will also be doing a visit. We often collaborate with Napa New Tech High and DaVinci Charter Academy to share resources and ideas.	http://www.newtechnetwork.org/sites/default/files/resources/2014ntnstudentoutcomesreport1.pdf Effectiveness of Project Based Learning: http://www.newtechnetwork.org/sites/default/files/dri/pblresearch2.pdf
Week- intensive PD training in NewTech methods and ECHO		Professional Development Hours: 14-15: 48 Hours 15-16: 59 hours
PD training by Jose Garcia for all staff	Completed Jose Garcia was our Personal Coach from New Tech Network. Our new coach for 15-16 is Tom Gaines.	Staff Survey Results <i>We have effective, concrete processes for learning together.</i>

	<p>Our New Tech Network coach visits at least two times per year and we do a phone conference with him every two weeks. During these phone calls we discuss what the priorities are for Adult Learning Time (how are teachers doing, what are the needs, what the coach should focus on when he comes for the visit). The coach also does observations in the classroom with rubrics and then discusses it with teachers/staff that afternoon.</p>	<p>15-16: 83% 16-17:100%</p> <p><i>The school's schedule allows adequate time for teacher collaboration</i> 16-17:70%</p> <p><i>We effectively utilize a variety of tools, such as protocols, to support our learning.</i> 15-16: 79% 16-17:90%</p>
<p><i>Need continuing PD training</i></p>	<p>Ongoing</p> <p>Every Wednesday we provide Adult Learning Time. The development of this time is driven by staff needs and discussed by leadership team (comprised of principal, teacher thought partner and teacher coach) and New Tech Network Coach.</p> <p>School has created and filled the role of On campus Teacher Coach to work with staff on project development and implementation.</p> <p>We often use student work in our discussions to help us frame the needs we have for professional development.</p>	<p><i>We routinely analyze information about teaching and learning, student work, and data together to inform our practice</i> 15-16: 74% 16-17:90%.</p>
<p><i>Train staff in use of ECHO grade book software</i></p>	<p>Fully implemented, but Ongoing</p> <p>100% of staff have been trained in the ECHO grade book software. This is a dynamic tool that we need up to date training on each year. We conduct this training through the Online Learning modules provided by the New Tech Network. In addition, we address an PD needs for ECHO during our beginning of the year trainings.</p> <p>Teachers (Bekker, Boone and Klug) attended a training for an updated Learning Management System. Teachers worked through a NTN created module, Echo 101</p>	<p>66% of students feel comfortable using the ECHO platform</p> <p>61% of parents surveyed use ECHO to monitor their student's grades.</p>

	<p>for Staff, to gain an understanding of the new ECHO platform. The teachers who attended the training then gave a PD session with the staff and ran the same module they had at the training.</p> <p>New teachers meet with IT and then go through the online learning modules. They can always work with the New Tech Coach or any veteran teacher to answer any questions they have on ECHO.</p> <p>The School Board approved an additional three days for the 2016/2017 calendar for training in the new ECHO (LMS).</p>	
<p><i>Survey to assess staff level of skill and confidence in New Tech techniques and determine PD needs</i></p>	<p>Ongoing New Tech Network provides us with their own surveys to administer to staff, students, and parents. Once we obtain these results we discuss them as a staff and determine next steps.</p>	<p>NTN Student Survey Results 80 % of students report positive connection to the school (+3%) 49 % of students report positive learning experiences through PBL (-3%)</p>
<p><i>NTN PD trainer will be on campus once each month for further individual training and evaluation of our progress.</i></p>	<p>Completed... 2 times per year Ongoing This action related to the first year of implementation. During the 2014-2015 school year our New Tech Coach came out 7 times for a site visit. After establishing the program, the New Tech coach comes out twice a year.</p>	<p>58% of students report discipline is fair, enforced and based on rules they established (+4%) 83% of students report positive peer relationships on campus (+3%) 81% of students who report positive adult relationships on campus (+8%)</p>
<p><i>Survey to assess student level of skill and interest in New Tech techniques and determine PD needs.</i></p>	<p>Ongoing New Tech Network provides us with their own surveys to administer to staff, students, and parents. Once we obtain these results we discuss them as a staff and determine next steps.</p>	<p>64% of students report their school is preparing them for college or career (+16%) Staff Survey (See Staff Survey Results in the School and Community profile)</p>
<p>Critical Areas for Follow Up Addressed in this Action</p>		

The school leadership and staff need to implement and monitor a meaningful, focused and collaborative staff development program that provides ongoing support for the school's Focus on Learning Action Plans.

PROGRESS ON CRITICAL AREAS FOR FOLLOW-UP BY VISITING COMMITTEE

The Visiting Committee saw a need for providing access to computers and ECHO at all times for all stakeholders, including parents.

See Action #1

Additional Notes:

- All students have access to chromebooks during their classes as of August 25, 2014
- Computer lab and library are open and available with access to ECHO before and after school
- Teachers, parents, students have access to ECHO.
- Parent nights are provided so that new parents can become familiar with accessing and using ECHO. Training is provided by our staff.
- Approximately 80% of the students have access to on-line computers at home.
- The students whose families who do not have internet access either because of remote location or because of the cost of access have been given a thumb drive to take home and do school work there then easily upload to ECHO at school

The Visiting Committee saw a need for more access to and information about online AP courses available to all students.

- We are currently using Edunuity as our online course platform. We send information home on the different courses students can take on this platform and encourage our higher achieving students to take AP classes.
- We offer AP classes on campus as requested by students. Depending on the year, this has included AP English Lang, Calculus, Biology, Spanish language and Spanish Literature. We have had 1 request for on-line AP class (history) in the past 20 years, unfortunately this student dropped the course within the first semester. During the 15-16 school year we had 10 students take AP Literature and 9 students take AP Statistics.
- We currently have 8 students (approximately 10%) of the high school taking regular on-line classes and 0 taking AP Online Courses..

The Visiting Committee saw a need for more of the students to demonstrate proficient knowledge in all disciplines as defined by State

See Action #1 above

The Visiting Committee saw a need for more students to be more motivated and engaged in the learning experiences

See Action #2 above

Additional Notes:

- The adoption of the NewTech model of PBL (project based learning) has increased student involvement in their learning as judged by student interviews and teacher assessment.
- Students often are involved in defining the norms of behavior in their class.
- Students working in groups discuss strengths and weaknesses and assign differing roles in group presentations.
- See <http://www.newtechnetwork.org/sites/default/files/dr/pblresearch2.pdf> On the research associated with Project Based Learning
- Though PBL, students are driving their education through lists of Knows and Need to Knows about the project. The classroom is tailored directly to what the students need to know which increases interest and buy in.

The Visiting Committee saw a need for more proficiency in student writing and communication

See Action #3 above

Additional Notes:

- NewTech rubrics include written and oral communication so students will be aware of

writing across the curriculum as all teachers are working with students to raise their level of proficiency.

- The NTN method also includes CRA (College Ready Assessments) in writing for each class. The CRA include literacy tasks which assess their ability to communicate clearly in addition to knowledge and assessment.

The Visiting Committee saw a need for the school leadership and staff to implement and monitor a meaningful focused and collaborative staff development program that provides for ongoing support for the school's Focus on Learning Action Plans.

See Action #5

Additional Notes:

- Our staff meet every Wednesday for 1 hour and 20 minutes. 1 Wednesday is dedicated to business items, 1 Wednesday is dedicated to "Critical Friends" (--define here--), and 2 Wednesday are dedicated to Adult Learning Time.
- New Tech Network helps us establish norms for this time and make it a meaningful experience.

The Visiting Committee saw a need for intervention for mathematics instruction, especially Algebra 1

See Action #1

- We have implemented CPM 9th-12th grade classes.
- We provide 2 Math Intervention Classes for students in need of intervention.
- At the middle school level we provide a Homework Club after school for struggling students.

The Visiting Committee saw a need for ongoing, systematic analysis of data to fully understand student areas of need.

See Action #4 above

The Visiting Committee saw a need for ongoing and continuous daily formative assessment using the results to adjust curriculum and differentiate instruction.

See Action #4 above

- The ECHO platform facilitates daily formative assessments by making it easy for the teacher to give the students journal prompts and see immediately what they know and what they need to learn
- Many teachers are using quick exit tickets to gauge the level of understanding at the conclusion of class so that they will be able to adjust curriculum and differentiate instruction.

The Visiting Committee saw a need for an objective, systematic and measurable method of gauging student progression mastering the ESLRS

We adopted the NTN system to ensure that we have an objective, systematic and measurable means to gauge student progress on the ESLRS (SLOWS) which our staff, school board, leadership team and community have agreed are important. Each of these learning outcomes are assessed through our grading rubrics of assignments.

Knowledge and Thinking

- Students reason, problem-solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline.

Agency

- **Develop Growth Mindset:** Students understand that they *can grow their intelligence and skills through effort, practice, and challenge.*
- **Take Ownership Over One's Learning:** *Students learn how to learn and monitor progress to be successful on tasks, school, and life.*

Oral Communication

- **Oral Communication:** Students communicate knowledge and thinking through effective oral presentations (Clarity, Evidence, Organization, Language Use, Use of Digital Media/Visual displays, presentation skills).

Written Communication

- **Written Communication:** Students effectively communicate knowledge and thinking through writing by organizing and structuring ideas and using discipline appropriate language and conventions.

Collaboration

- Students are productive member of diverse teams through strong interpersonal communication and a commitment to shared success, leadership, and initiative.

Course learning outcomes are available to all students and parents at any time to assess the student's' mastery of the outcomes. As part of the ECHO gradebook each assignment is associated with at least one learning outcome.

Please also see our 2015-2016 Progress Report in section 1 that demonstrates our measureable outcomes related to each ESLR.

The Visiting Committee saw a need for teaching strategies to motivate students to improve grade level performance.

See Action #2 and #1 above

V: Schoolwide Action Plan Refinements

We have been working very hard since the last WASC visit to implement each of our actions and tasks. Most notably we have fully transitioned to the New Tech Network model, our classes are implementing project based learning and all of our students have access to a computer/chromebook! Below you will find a summary of tasks completed, tasks that still to be completed, tasks abandoned/revised, and ongoing tasks to be included in our WASC action plan for the next 3 years.

Tasks Completed

- Change to New Tech Network with higher interest PBL and some team taught classes
- Align curriculum in math, English and science to common core standards
- Implement CPM (college preparatory math) curriculum being piloted now.
- CPM for grades 9th through 12
- Survey to determine access and use of technology by students
- NTN curriculum requires each student to have an IT device
- Evaluate various 1:1 technology for students
- Purchase laptops for use by each student
- Middle school developed and implement policy guidelines for plagiarism
- More writing in classes requiring use of computer technology
- ECHO gradebook incorporates student learner outcome of "written communication" in every assignment.
- Evaluate and purchase laptops for all student.
- Arrange dates for all staff to visit a NTN school site for a residency training
- Week- intensive PD training in NewTech methods and ECHO
- PD training by Jose Garcia for all staff
- NTN PD trainer will be on campus two times per year for further individual training and evaluation of our progress.

Tasks to still be completed

- Align curriculum in science to Next Generation Science Standards

Tasks abandoned or revised (See Analytical Comments under Section IV)

- CPM for grades 6th through 8th (other curriculum used)
- CAHSEE results used to plan student intervention and appropriate courses
- Quarterly student reviews use the "multiple student learner outcome" data recorded in the ECHO gradebooks by each teacher.
- Targeted homogeneous and heterogeneous workshops to help small groups of student.

Ongoing Tasks (to continue in our action plan)

- PBL curriculum with major projects and student presentations
- Develop and schedule team taught classes
- Read 180 reading program (aligned to common core)
- Implement PBL curriculum with higher interest major projects, real world projects in the community and student presentations to class, student body and community members.
- Workshops to increase student buy-in to their education and to change school culture to a more respectful attitude
- Projects in classes require student input at all stages
- Increase student confidence and ownership of academic efforts
- Read 180 writing program
- Students need 21st century computer technology skills
- Teachers incorporate more scaffolded writing starters.
- Need continuing PD training
- Train staff in use of ECHO grade book software
- Survey to assess staff level of skill and confidence in New Tech techniques and determine PD needs
- Survey to assess student level of skill and interest in New Tech techniques and determine PD needs
- CELDT Annually evaluates language skills and results need to be analyzed
- CST/STAR math & Science skills and results need to be analyzed
- Smarter Balance testing data will be analyzed as it becomes available
- Student reviews. Each individual student's progress in each class is discussed by all teachers.
- Formative assessments are easily done with the ECHO format. ECHO allows for instantaneous feed-back to teacher of student comprehension
- Teacher and publisher developed summative assessments are administered

In today's education system our LCAP Goals must be a driving force of each of our action plans. Therefore, we have taken the ongoing or still to be completed tasks/goals and moved them to fit under one of our LCAP goals or have include GNTA specific goals to address our WASC goals that do not fall our LCAP Plan. The following is the correlation from previous actions to new LCAP Goals.

Action 1:

Proficient Knowledge correlates to LCAP Goal 2: Increase student achievement and engagement. Increase student scoring proficient and above on CCSS/SBAC benchmark ELA and Math

Action 2:

Engagement correlates to LCAP Goal 3: Increase student engagement

Action 3:

Student Writing correlates to GNTA Only Goal 6 (maintaining this instead of full implementation)

Action 4:

Data Analysis correlates to LCAP Goal 5 (new for 17-18)

Action 5:

Professional Development correlates to LCAP Goal 2: Increase student achievement and engagement. Increase student scoring proficient and above on CCSS/SBAC benchmark ELA and Math

Additional LCAP Goals are Goal 1: Provide safe and secure school environments and Goal 4: Increase Parent Involvement

Overall LCAP goals include: Goal 1: Provide safe and secure school environments, Goal 2: Increase student achievement and engagement. Increase student scoring proficient and above on CCSS/SBAC benchmark ELA and Math Goal 3: Increase student engagement, Goal 4: Increase Parent Involvement

WASC Update Action Plan (aligned with LCAP)

Goal 1: <i>Provide safe and secure school environments</i>		
Assessment/Evaluation		
<ul style="list-style-type: none"> • FIT survey states all facilities are in good repair • 85% of Parent survey and 95% of student surveys say they feel the school is safe • Maintain suspension rate of 2.5% • Maintain 0 expulsion 		
LCAP Action	GNTA Only WASC Addition Action	Notes
General Maintenance & Operation repairs, supplies and services		
Yard Duty & Campus Supervision costs		Provide supervision during break and lunch.

		Teachers supervise during class
Provide counseling services for students		On site counselor for students referred to school counselor (1 day per week, 4 hours per day)
Provide school Psychologist & Behavior Intervention	Provide for students referred to special education coordinator.	
Correlation to Previous Action Plan		
No correlation, but important.		

Goal 2: Increase student achievement and engagement. Increase student scoring proficient and above on CCSS/SBAC benchmark ELA and Math

Assessment/Evaluation

- Benchmark + 2%
- CELDT: Increase proficiency by 10%
- Increase reclassification by 2%
- CCSS and ELD Standards implementation baseline 85%
- HS Dropout Rate: 0
- MS Dropout Rate: 0
- 1 CTE courses/pathways
- 100% of High School students will have access to CTE courses.
- Maintain teacher misassignments at 0.
- 35% of students will meet the A-G requirements
- Increase the number of students who pass the AP exam by 5%
- 100% of students will have access to CCSS instructional materials
- Increase use of technology to implement state standards-100% of students will have access to technology at least once a week.
- Maintain a High School Graduation of 90% or higher
- Decrease % students with D's or F's in core subjects (Math, Eng & Science goal is less than 28%)

LCAP Action	GNTA Only WASC Addition Action	Notes
<p>Technology:</p> <p>Increase use of technology to implement state standards-100% of students will have access to technology at least once a week. All GNTA students have access daily to technology using one-to-one Chromebooks.</p>	<p>All GNTA students will have access daily to technology using one-to-one Chromebooks or their own personal laptop.</p> <p>Continue training in use of ECHO and implemented a school wide ECHO 101 Module for students and staff at the start of the 2016/2017 school year.</p>	<p>Students need 21st century computer skills.</p> <p>Software Administer surveys students and staff yearly to determine skill and interest in New Tech techniques for possible implementation within curriculum</p>
<p>Professional Development focusing on Common Core Standards to increase the implementation of CCSS and ELD standards</p>	<p>Each Wednesday will either be 1) School Business, 2) Critical Friends or 3) Adult Learning Time where we address any PD needs established by our leadership team (including out NTN coach).</p> <p>Teachers are given opportunities to attend statewide Common Core workshops to better implement new standards within classroom.</p> <p>Teachers also given release time to visit other school sites to expose themselves to other techniques/methods</p>	
<p>Curriculum Purchase CCSS Instructional materials. 100% of students will have access to CCSS instructional materials</p>	<p>Develop and Implement PBL curriculum with higher interest major projects, real world projects and student presentations.</p> <p>Textbooks aligned with CCSS requirements in all classes. Projects in classes require student input at all stages.</p> <p>Offer online A-G certified curriculum for students who are interested in classes outside the scope of the classes available within the school</p>	
<p>ELD Instruction to increase proficiency and reclassification for ELL students.</p>	<p>Classes utilize visual activities, Total Physical Response method (TPR), and peer scaffolding to better support ELD students' understanding. Teachers are using more strategies in the mainstream classroom for</p>	

	<p>EL comprehension.</p> <p>Continue to implement READ 180 Program.</p> <p>ELD teacher will take a ELL Collaborative with the county (SCOE) and return with information and shared strategies for staff. In addition, after review of CELDT the ELD teacher will offer an elective course next semester in developing writing in English and/or Spanish (lowest overall in CELDT scores) to the ELLs to improve grade level writing skills and in 2017-18 provide a dual language learning opportunity.</p> <p>The RSP teacher and the ELD teacher will implement a mandatory attendance at the Learning Center (middle school homework club/after school students) so that ELLs will receive additional help available in both English and Spanish.</p>	
<p>Support Classes</p> <p>Continue Math support class for Middle and High School students. Increase student achievement. Study skills class for Special Education students. Learning Centers for all students performing below grade level.</p>	<p>Add two support classes in year 2016/2017: Math support and Learning Center. Also, add a credit recovery class for students falling behind in credits in addition to the already existing Study skills class where students work on .</p>	
<p>Highly Qualified staff</p> <p>Increase student achievement. Provide 1 CTE courses/pathways-100% of High School students will have access to CTE courses.</p>	<p>Develop and schedule team taught classes Recruit and hire teachers with credentials matching classes taught. CTE offerings in subjects such as graphic design, industrial art, culinary science. Other classes available based on students' need and interest.</p>	
<p>.</p>	<p>A-G Increase % of students that meet the A-G requirements.</p>	<p>Submit course descriptions for A-G courses to UC Doorways in February of 2017.</p>

	<p>AP Increase the number of students who pass the AP exam.</p> <p>Provide AP classes yearly for upperclassmen and qualifying students. Subjects include but not limited to English, Literature, Statistics, Biology and Spanish. Classes with interest but without a large enough population can be given online opportunities for AP classes.</p>	
	<p>Agency Create opportunities for lifelong learner. Increase student confidence and ownership of academic efforts</p>	Utilize Agency Rubrics for assignments.
	<p>CAASPP Identify additional ways to increase achievement on CAASPP exams. 1) Including exploring how to support students who are not taking mathematics their junior year</p>	

Correlation to Previous WASC Action Plan

Action #1: Students demonstrate proficient knowledge in most disciplines as defined by state standards.

Action #5: Professional staff development will focus on improved classroom techniques, technology and strategies leading to more powerful teaching and learning for all students.

Goal 3: Increase student engagement

Assessment/Evaluation

- Maintain a district wide truancy rate of 20% or less.
- Maintain Annual Attendance Rate of 94% or higher
- Course Access to Visual and Performing Arts, Applied Arts, Career Technical Education, Health and PE is available to all students, including English Learners, Low income, foster youth and students with disabilities (No CTE available for Elementary)
- CTE: 3 Courses
- 100% of Middle and High school students will have access to Interscholastic sports

- Increase of 5% of students enrolling in AP courses.

LCAP Action	GNTA Only WASC Addition Action	Notes
<p>Sports Provide interscholastic sports-100% of Middle and High school students will have access to Interscholastic sports</p>	<p>Offer sports to both middle and high school students based on interest. Middle school options include co-ed soccer, basketball, and girls volleyball</p> <p>High school options include co-ed soccer, basketball, girls volleyball, tennis, golf and ballet folklorico</p>	
<p>CTE Courses- 100% of Middle and High school students have access to CTE courses.</p>	<p>CTE offered in subjects such as graphic design, industrial art, culinary science. Other classes available based on students' need and interest.</p>	
<p>Intervention Provide Intervention services to students with disabilities, students not performing at standards, and students at risk of becoming truant. Goal to increase engagement and decrease absences and truancy.</p>	<p>Special education evaluation and SST available by parent or teacher request. Study Skills class available for students underperforming regardless of student's special education classification. Multiple periods of Math Support classes taught by the resource teacher as well math instructor.</p> <p>Additional special education aides available for resource students within the mainstream classroom. School secretary handles initial truancy and identify students at risk of chronic truancy. School Attendance Review Board available for students with identified issues.</p>	
	<p>Exploratory Workshops are held monthly to increase student buy-in to their education, show that learning is a lifelong process and to change school culture to a more respectful attitude</p>	
	<p>Project Based Learning: Continue to implement Project Based Learning</p>	

	Online Courses: Provide online courses (including AP courses) to expand students access to courses of study	
	AP Courses Student have access to AP courses of interest.	
Correlation to Previous Action Plan		
Action #2: Students are interested and involved in the academic work they are doing while respectfully and effectively collaborating with others. They become increasingly more confident, proficient and self-directed knowing they will be supported as they take risks academically.		

Goal 4: Increase Parent Involvement		
Assessment/Evaluation		
<ul style="list-style-type: none"> • Increase Parent Involvement by 5% • At least 20% of volunteers include parents of English Learners, Low Income, foster youth and students with disabilities • 70% of parents feel that they are adequately informed about things happening at the school. 		
LCAP Action	GNTA Only WASC Addition Action	Notes
Parent Information Nights Parent Information Night before school starts • Information on New Tech Academy Parent Site Visits at least one per year	Provide High school orientation before start of school for all high school families. Cover information such as schedules, lockers, and extracurricular opportunities. Back to school night held mid-September for middle and high school families to interact with teachers. Childcare and dinner offerings help encourage more parent/family attendance. Echo site parent accounts encourages student monitoring and training on ECHO provided for parents.	

	<p>Final spring Exhibit Night allows for parents to see students' accomplishments and understand student progress through the course of the year.</p> <p>All teachers provided with echo email address to facilitate communication between student parent and teacher</p>	
<p>Parent Participation Increase parent participation-use all call system to remind them of upcoming events.</p> <p>PR/Volunteer coordinator to create volunteer database.</p> <p>More outreach materials and use of Facebook and district website.</p>	<p>Utilize the community engagement liaison to better educate the community with information and events occurring at the school. Website updated daily with day's events and announcements for parents access.</p>	<p>All Call systems used and provides parents with phone call, voicemail, text message and connected email to maximize parent contact.</p>
<p>Correlation to Previous Action Plan</p>		
<p></p>		

<p>Goal 5 (GNTA only for 16-17): <i>Student data and achievement should be reviewed in a continuing manner. This includes consistent formative and summative assessments to evaluate progress towards academic standards and the mastery our school's ESLRs (SLOs)</i></p>
<p>Assessment/Evaluation</p> <ul style="list-style-type: none"> • At least 3 EL students or at least 10% of EL students will be reclassified each year • Learning Outcome Progress Report goals and metrics. • 55%+ of staff will strongly agree that we “have effective, concrete processes for learning together” • 50%+ of staff will strongly agree that “we effectively utilize a variety of tools, such as protocols, to support our learning.” • 55%+ of our staff will strongly agree that “We routinely analyze information about teaching and

- learning, student work, and data together to inform our practice.”
- **55%+** of our staff will strongly agree that “We routinely develop strategies for improvement based on data we have analyzed.”

LCAP Action	GNTA Only WASC Addition Action	Notes
	<p>CELDT Annually evaluates language skills and results need to be analyzed</p>	<p>Each of these are analyzed during Adult Learning Time.</p>
	<p>SBAC Smarter Balance testing data will be analyzed as it becomes available</p>	<p>Protocols from the New Tech Network are used to analyze data.</p>
	<p>Student Progress Student's individual progress in each class is discussed by all teachers.</p> <p>Informal student reviews are used to properly place students and before acceptance into extracurricular activities</p> <p>Student work is analyzed to understand the challenges and strengths and next steps as educators.</p>	<p>Qualitative data (ie, student work samples) are a priority in our data analysis as we are still developing, revising and evaluating projects/curriculum.</p>
	<p>Formative assessments are easily done with the ECHO format. ECHO allows for instantaneous feedback to teacher of student comprehension</p> <p>Students are given formative assessments beyond simply written tests in the form of visual presentations, product production, and oral presentation</p>	
	<p>Summative Assessments Teacher and publisher developed summative assessments are administered</p> <p>Math (MDTP, UC San Diego) placement tests are provided at the beginning of the year to ensure students are accurately placed within the correct class.</p>	
	<p>Students are assessed on understanding within class using check in (thumbs and cards) methods for instant feedback to teachers. Teachers are able to modify the lesson accordingly within the class period.</p>	

Correlation to Previous Action Plan

Action Plan #4 Student data and achievement should be reviewed in a continuing manner. This includes consistent formative and summative assessments to evaluate progress towards academic standards and the mastery of our school's ESLRs (SLOs)

Goal 6 (GNTA Only) *Student writing is clearly and consistently organized, fully developed, fluent, and generally free of errors as appropriate to their grade level and the discipline. Students competently use appropriate technology to further their education.*

Assessment/Evaluation

- 2% increase in the percent of students who are considered “above standard” in Writing
- 2% increase in the percent of students who are considered “above standard” in Research and Inquiry on CAASPP
- Under the “Written Communication” category in the gradebook, the average school wide score will be 70%.

LCAP Action	GNTA Only WASC Addition Action	Notes
	<p>This year our SWLO Focus is on Written Communication For the past two years our staff has chosen a focus element from our SWLOs to get a larger picture of what our entire school is doing in any particular outcome. This year we have chosen the Written Communication outcome as a way to understand and better suit the students needs in this particular learning outcome, as well as come to an agreement on how this learning outcome will be assessed throughout the school</p>	
	<p>Teachers incorporate more scaffolded writing starters.</p>	
	<p>New Tech Network standard includes written communication</p>	

	as a portion of the grades assigned to projects. Major projects will have some element of written communication in the assignment and rubric	
	Teachers in non-traditional writing subjects will find ways to incorporate written work into assignments. Examples include, but are not limited to, writing about topics in foreign language classes, reading primary source scientific documents in science classes are writing reviews of the paper.	
	Students use Google office tools (Google drive) to collaborate with peers on written assignments practicing writing and editing simultaneously while working to produce a complete product.	

Correlation to Previous Action Plan	
Action Plan #3 Student writing is clearly and consistently organized, fully developed, fluent, and generally free of errors as appropriate to their grade level and the discipline. Students competently use appropriate technology to further their education.	