

Executive Summary for Geyserville WASC Report

PPT

Chapter I: Progress Report

This section describes the significant developments since our last visit (most notably the natural disasters and pandemic that our community has experienced), the process for implementing and monitoring our action plan (LCAP), the progress we have made on the action plan and the recommendations from the visiting committee since last visit. Overall, we must continue our work on many of the existing goals and actions established by our 2018-2019 action plan (LCAP).

Chapter II: Student/Community Profile Data

The data provided in this section is a comprehensive list of all data available from various reports submitted each year (SARC, CBEDS, LCAP, Local Indicators, ELAC, etc) and some additional data. Being a small school with a small number of students, percentages and quantitative data continues to be a statistical challenge. However, the data is useful and interesting and provided us with many thoughts and questions. Overall, the highlights of this section include:

- Our project based learning model utilizes current educational research on how to prepare students for college and career.
- 100% of our students have an electronic device to use on campus.
- Due to the small size of our school district, percentages can swing either direction heavily so looking at the number of students is often more helpful.
- We have significantly improved the suspension rates at our school
- We have a high number of chronic absences (except for Hispanic students), however, with COVID-19 and distance learning this indicator takes on a new meaning and new challenges.
- ELA scores improved
- Students in the cohort have a great graduation rate

Chapter III: Self-Study Findings

All staff members participated in one focus group. Focus group members determined the growth and strength areas for each of the following categories: [Organization](#), [Curriculum](#), [Instruction](#), [Assessment and Accountability](#), and [School Culture and Support for Student personal and Academic Growth](#).

Staff members worked together to compile information, evidence and narrative summaries about each aspect of our school through the lens of the specific category and determined [prioritized strength and growth areas](#).

Our top four areas of strength include:

- Congruence and Integration Among Disciplines
- Vision – Mission – Schoolwide Learner Outcomes
- Accessibility to Curriculum for all students
- Staff Communication
- School Safety and Safety Plan

Our top four areas of growth include:

- Career Preparedness and Real World Experiences + Post High School Transitions
- Creative and Critical Thinking + Application of Learning
- Schoolwide Modifications Based on Assessment Results
- Small School Culture

Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

The following items are a compilation of all the different areas from the WASC report that were considered prior to developing our action plan (LCAP) and helped us identify major student learning needs.

Previous WASC Recommendations

- Continue to work on instructional strategies and techniques so that students are able to demonstrate proficient knowledge in all disciplines, with an emphasis on English/Language Arts and Mathematics as measured by the CAASPP
- Continue to work on developing local formative and summative assessments to gauge student mastery of concepts
- Collecting and analyzing data needs to be an ongoing schoolwide process in order to demonstrate and update student progress
- Continue to explore ways to ensure that more students complete the A-G requirements upon graduation through more access to necessary classes, as well as appropriate instructional support for all students.
- Continue to provide staff with a focused professional development program in order to provide more powerful teaching and learning across the curriculum.
- Provide all students with career and college planning throughout their four years of high school.

Two to three major preliminary student learner needs based on the data [\(from Data Profile\)](#).

- Continue to work on social-emotional support and safe school culture for students (especially as related to the impact of COVID-19 and fire trauma)
- Continue to work on engaging activities and Project Based Learning activities to assist with decreasing truancy, increasing attendance, and decreasing suspension rates (especially strategies related to engaging learners, ensuring relevant and authentic learning experiences, developing skills essential for both college and career, and mastering academics)
- Continue to support students who are struggling and increase academic achievement

Focus Group Findings (Prioritized Top 4)

- Career Preparedness and Real World Experiences + Post High School Transitions
- Creative and Critical Thinking + Application of Learning
- Schoolwide Modifications Based on Assessment Results
- Small School Culture

California School Dashboard Results

- Continue strategies used to decrease suspension rate (it's working!)
- Monitor and address chronic absenteeism.
- Continue to increase student achievement

California State Priorities

- LCFF Priority 1 – Basics (Teachers, Instructional Materials, Facilities)
- LCFF Priority 2 – Implementation of Academic Standards
- LCFF Priority 3 – Parent Engagement
- LCFF Priority 4 – Performance on Standardized Tests
- LCFF Priority 5 – Pupil Engagement
- LCFF Priority 6 – School Climate
- LCFF Priority 7 – Access to a Broad Course of Study
- LCFF Priority 8 – Other Pupil Outcomes

COVID-19 Impact areas

- Student learning loss
- Social-emotional needs

Chapter V: Schoolwide Action Plan

Being an incredibly small school district and school, our LCAP is our WASC action plan. The summary of our plan is listed below. The WASC report provides a detailed version of each action and the LCAP in June will provide the details related to funding, measurable outcomes and progress on the Learning Continuity and Attendance Plan.

<i>Goal 1</i>	<i>Goal 2</i>	<i>Goal 3</i>
<i>Provide safe, secure, and welcoming school environments</i>	<i>Increase student achievement and engagement</i>	<i>Instructional Support for EL, low-income and at-risk</i>
<ul style="list-style-type: none"> ● General Maintenance & Facility Upgrades ● Supervision ● School Climate ● Family Engagement ● Community Outreach 	<ul style="list-style-type: none"> ● Technology ● Highly Qualified Staff ● Instructional Materials ● Staff Development ● Data Analysis ● Engaging experiences ● College and Career Prep ● Buena Vista High School 	<ul style="list-style-type: none"> ● English Language Development (ELD) ● Instructional Support ● Counseling ● Intervention

The goals and actions have been rearranged from 2019-2020 to align with county recommendations. Based on the WASC process we added or will provide additional funding for the following items:

- **General Maintenance & Facility Upgrades:** We are very fortunate that our community passed the bond and so we are able to upgrade and enhance our facilities.
- **School Climate:** Changed title from “safe school culture” to encompass more actions. Added Stop-It app, Keystone Therapy, House Events, and activities to enhance school connectedness.
- **Community Outreach:** Added “Leverage community resources to provide additional internships, shadowing and industry tours “ (to reflect WASC work)
- **Data Analysis:** modified language in this section to reflect WASC work
- **College and Career Preparedness:** Separated “Engaging and Rigorous Experiences” to “Engaging Experiences” and “College and Career Preparedness”. Provided more detail for each sub-action. Added AVID Skills Schoolwide (to reflect WASC work)
- Goal 3 was focused on areas to provide instructional support to Increase or improve services for English Learners and Low-income students and students who are failing, or most at risk of failing, to meet challenging State academic standards
- **COVID-19 Learning Loss:** included students experiencing learning loss related to COVID-19 to goal 3