

CHAPTER 1: Student/Community Profile and Supporting Data, Including ESLR's



THE COMMUNITY

Western Sonoma County has a population of approximately 40,000 and stretches from Sebastopol to Fort Ross and from Santa Rosa to the Coast. The major town in the community is Sebastopol with a population of approximately 8000. Several smaller towns stretch along the Russian River, from nearby Forestville to Jenner, which lies at the intersection of the Russian River and the Pacific Ocean.

The Sebastopol community is socially, culturally, and economically diverse. Residents in the Sebastopol/Santa Rosa areas tend to have above average income and work in professional or technical jobs as well as in agriculture. Politically, families span the range from conservative to those who practice alternative life styles.

Although Sonoma County residents tend to earn middle to high level incomes, there is a growing percentage of low income and poverty in the area, especially in the Russian River communities. The area is primarily rural, with agricultural being the major industry. It is quickly changing from an apple-growing region to grapes and wine production, and an increasing number of farm workers have settled in the area to work the vineyards. This regional transformation has resulted in a significant change to both the school and county's demographics.

THE DISTRICT

Laguna High School is part of the West Sonoma County Union High School District (WSCUHSD). It consists of two traditional high schools, Analy and El Molino, as well as several small alternative schools: Russian River Ramparts (Independent Study); Nuevo Leon (a Small Necessary School At El Molino); a Community Day School (Analy campus) and an Independent Study Program at Analy. The combined student population of all these schools is approximately 2300.

Students in the WSCUHSD consistently score *above* the state and national average on standardized tests. This has resulted in an average of two hundred or more families requesting inter-district transfers from neighboring school districts. In addition to the inter-district transfer requests, we have ten elementary school districts serving as our partnership schools. The District has a long history of academic success and is considered to be one of the “best” in the county. It is also known for its strong athletic programs within the traditional high schools, and also for the strong athletic program within the North Bay Athletic Alternative Association (N.B.A.A.A.) conference. Additionally, the District excels in its fine arts and music programs, and is continually thankful for the plethora of supportive community service organizations.

LAGUNA HIGH SCHOOL

Laguna High School is located in Sebastopol, California, which is approximately 60 miles north of San Francisco, and twelve miles west of Santa Rosa. It is housed in an attractive setting, with all new construction completed by 1996. The student population varies between 100 to 110 students with the current ethnic make-up as follows: African-American--3%; American-Indian--2%; White, non Hispanic--62%; Hispanic--27%; Asian—2%; Pacific Islander 1%; Other--3%.

While the student population in the district is generally stable, the student population at Laguna High School is not. Families can often be dysfunctional, of lower and middle class income, and tend to move regularly, resulting in a great deal of student turnover each year. An average year might show up to 70 students transferring in and/or out of the school. As stated within the Healthy Kids Survey, counselor notes, teacher conferences and parent communication, Laguna students often possess low self-esteem, which increases the likeliness for them to exhibit high levels of truancy and disruptive classroom behavior. Overall, Laguna students possess weaker educational skills than do students from the larger, traditional high schools.

The graduation requirements for Laguna total 230 credits and match the traditional high schools within the District. This credit requirement is one of the highest in the State and may be one of the reasons why Laguna High School has been selected (consecutively) as a four-time recipient of the Model Continuation High School Award, which is awarded once every four years.

Our students have many ways to earn credits and successfully complete the graduation requirements. The most common way is to graduate from one of the three District schools. Other methods include passing the G.E.D. or the C.H.S.P.E. Students almost always come to Laguna deficient in graduation credits, so a major focus of the school counselor is to create options for credit make-up. Some options include: taking courses at the J.C.; Work Experience and Workability; community service; credit make-up packets at home or after school; R.O.P. courses; and Independent Study.

Laguna emphasizes transitioning to both higher education and the world of work. One means of this implementation is through Career Education workshops facilitated by our career counselor. In these workshops the counselor uses the *Kuder Academic and Career Inventory* with each student, allowing them the opportunity to explore many types of careers and post-secondary options. Other means of career exploration and experience include Workability for special education students, Work Experience for juniors and seniors, various elective courses, guest speakers, workshops and field trips to career fairs, and the Junior College and other vocational programs.

Offering a comprehensive core academic program is Laguna's main goal; consequently, Laguna has a relatively low number of elective options. These elective classes include: one yearbook class, a remedial reading class, four periods of art, a hands on practical construction class and an active student council. L.H.S. also offers an athletic program through the N.B.A.A.A., including co-ed volleyball, basketball and softball.

Through extensive district and community support, counseling services have increased and are available to more at risk Laguna students. Beginning in 2008, Laguna added a federally funded alcohol and drug education/counseling program entitled Project Success. The Project Success counselor is on campus three days a week and works both individually and in-group sessions with students regarding all issues involving substance use and abuse. Also, newly incorporated in 2008 is a probation-sponsored, therapeutic program titled Girl's Circle, which addresses social and emotional issues facing young female adults. In addition to these support programs, beginning in 2003, a local agency called the Lane Teen Counseling Program, has provided the funding for therapists to meet with students, two days per week, in a therapeutic setting to address critical issues and provide necessary interventions.

Also available and provided for by local service organizations is funding for students to participate in a “Ropes Course” training, which emphasizes teamwork and cooperative skills, and helps students to overcome fears, build a sense of community and increase their self-confidence, trust, and self-esteem.

SCHOOL DAY

The school day begins at 7:50. Students go to three 38-minute classes, followed by a snack break, during which a snack bar sells moderately priced snacks and dispenses free and reduced meals to students. Brunch is followed by a 20 minute Silent Sustained Reading (SSR) class in which the entire school (including teachers) read novels of their choice. Three more classes follow SSR, resulting in a six and a half period day. School ends at 12:30. Some students leave for work at this time, others may attend classes at the Santa Rosa Junior College, or enroll in various elective classes offered through Analy High School. In the 2008 – 2009 year, approximately 50% of the L.H.S. student body attended classes at the Santa Rosa Junior College and approximately 10% of juniors and seniors attended elective courses at Analy.

The L.H.S. staff uses the hours from 1:00 p.m. – 3:00 p.m. as their prep time and to attend IEP’s, meet individually with students, attend staff or team meetings where curriculum or other student/campus issues are discussed. All staff members attend the Wednesday staff meeting where an on-going evaluation of the effectiveness of the total program occurs and where individual student progress is reviewed. The staff also eats lunch together on a daily basis, and informally performs the same ongoing review of the overall program.

LAGUNA’S STAFF

Laguna’s vision statement reads: “Our vision is to create an educational environment which provides an enrichment process for students and staff, one which nurtures the ever-changing needs of each individual. In this sensitive, supportive, responsive environment, self-esteem flourishes, positive attitudes are reinforced, team-work is the norm and community involvement is valued and appreciated”.

In living up to the vision statement, Laguna has a highly dedicated and cohesive staff, committed to the overall well being of each student.

The Laguna teaching staff is comprised of ten certificated staff members, plus one full time counselor and principal. The office is maintained by two classified employees; the attendance clerk and the registrar. The beautiful Laguna campus is cared for and maintained by one custodian, along with consistent help from all students and staff. The L.H.S. personnel, whether administrative, certificated or classified, function collaboratively, taking personal pride in the accomplishments of their students and school. The staff consists of:

Title	Name	Administration	Total Years Of Service	LHS Years of Service
Principal:	B. Hoff:	Administrative Services Cred. Pupil Personnel Services Cred. Ryan Single Subject Cred. SDAIE	33	1
School Counselor	S. Reynolds	Administrative Services Credential Pupil Personnel Services Credential MFT, English Credential	36	36

Certificated				
Subject:	Name:	Credentials	Total Yrs.	L.H.S. Yrs.
English	G. De Persiis Vona	Single Subject: English	7	1.5
English	B. Smith	Language/Social Science Multiple Subj. CLAD	20	11
English	A. DelMonte	Single Subject: Choral Music Highly Qualified – English Authorized Subject – Phys Ed	12	1
Math	J. Ogston	Single Subject – Foundational Mathematics CLAD	3	1
Phys. Ed.	D. Bourdon	Single Subject – Physical Education CLAD	3	3
Science	R. Pearson	Single Subject Biology Single Subject Chemistry CLAD	21	1
Computers, Reading, Yearbook and Econ	K. Finch	Vocational Education - Credential Pupil Personnel Services Credential	25	20
Social Science Leadership	L. Horner	Single Subject Social Studies CLAD BTSA Support Provider	18	18
Special Education	N. Rasmuson	Multiple Subject Special Education – LH Credential CLAD	30	20
Fine Arts	Dale Wiley	Standard Secondary Credential – Art Special Education – LH/SH Credential CTEL	6	1

Classified Staff				
Title:	Name:		Total Yrs.	L.H.S. Yrs
Principal's Secretary	R. Davis	AA	5	2
Attendance Clerk	L. Huerta	Bilingual Translator Certificate	2	2
Custodian	M. Hogan	N/A	11	11

Support Staff				
Title:	Name:	Credentials:	Total Yrs.	L.H.S. Yrs
Therapist	M. Johnson	MFT	16	14
Therapist	C. Van Stone	LCSW	19	2
Project Success	C. Cavallo	Pupil Personnel Services Cred. Drug/Alcohol Counselor	2	1.5
Career Counselor	D. Demeduc	N/A	12	2

The staff, individually and collectively, has a strong loyalty and commitment to the school and students, and is continually focused on improving the academic, social and emotional well being of all.

LAGUNA'S STUDENT BODY

School Enrollment by grade and Ethnicity:

2009-2010

Grade Level	American Indian or Alaskan Native	Viet-nameese	Hispanic or Latino	African American not Hispanic	White, not Hispanic	Multiple or no response	TOTALS
10	0	0	6	0	11	0	17
11	1	0	6	1	20	0	28
12	2	1	15	1	34	2	55
TOTALS	3	1	27	2	65	2	100

2008-2009

Grade Level	American Indian or Alaskan Native	Filipino	Hispanic or Latino	African American not Hispanic	White, not Hispanic	Multiple or no response	TOTALS
10	1	0	2	0	10	1	14
11	0	1	8	0	24	5	38
12	1	0	23	1	24	4	53
TOTALS	2	1	33	1	58	10	105

2007-2008

Grade Level	American Indian or Alaskan Native	Filipino	Hispanic or Latino	African American not Hispanic	White, not Hispanic	Multiple or no Response	TOTALS
10	0	0	3	0	13	1	17
11	1	0	9	2	26	5	43
12	0	0	8	0	34	7	49
TOTALS	1	0	20	2	73	13	109

2006-2007

Grade Level	American Indian or Alaskan Native	Hispanic or Latino	African American not Hispanic	White, not Hispanic	Multiple or no Response	TOTALS
10	1	2	0	13	2	18
11	0	7	0	24	4	35
12	1	10	1	33	5	50
TOTALS	2	19	1	70	11	103

FREE AND REDUCED LUNCH

YEAR	FREE	REDUCED	TOTAL
2009-2010	30%	20%	50%
2008-2009	26%	15%	41%
2007-2008	29%	12%	41%
2006-2007	42%	9%	51%

STUDENT PERFORMANCE

When a student enters Laguna, the principal and counselor meet with him or her in individual interviews. A review of records for credits or graduation status occurs and standardized test results and writing samples are reviewed. In addition to assessment information provided by their records, students are given a Diagnostic Reading Test. These measures are shared with staff to ensure the proper placement of the student and to address individual ELA levels.

All Laguna students participate in the STAR and CAHSEE mandated testing. Recent Academic Performance Index (API) results indicate that Laguna has one of the highest API's in the county for Alternative Continuation High Schools with a 2009 API of 653.

The CELDT is given to all English Language Learners (ELL) students before the testing deadline of October 31, and special education students are given yearly assessments by the RSP teacher. All results are shared with staff.

The entire student body is given the opportunity to take the Healthy Kids Survey, and invariably, almost the entire student body participates. This anonymously submitted information, in turn, is used to inform the staff, school, District and State of all the implicit issues at stake within our population.

Student classroom assessment is a priority. It includes: regular classroom tests and quizzes; classroom performance; observations; projects; portfolios and independent study packets. Weekly staff meetings focus on individual student's academic, social and emotional progress, including celebrating and recognizing those who are improving or doing especially well, and selecting a student each week for Student of the Week (the student who best exemplifies Laguna's theme of "Respect, Responsibility and Rigor.")

Historically, Laguna has based its evaluation of the program on student, parent, and community feedback, shared perceptions, and review of standardized tests results. Therefore, review of program effectiveness is multi-pronged. The staff meets formally weekly (and informally daily at lunch) and reviews the progress of the most at-risk students, aspects of the program that appear to be less effective than desired, curriculum, extra-curricular activities, community relations, staff morale, etc. Our counselor reviews academic progress each quarter with every student, giving them a computer summary and written feedback on their progress toward graduation. The principal meets with the superintendent, on a regular basis, to discuss school progress

and areas needing greater focus and attention. This process has resulted in continual improvements of the school and the resulting recognition of its outstanding program. All District and Laguna staff are proud to be a four-time Model Continuation High School Award recipient and to have achieved successive six-year WASC accreditations.

Laguna will continue to include the previously mentioned evaluation methods as part of its self-analysis, but is continually moving toward a more data driven process to include review, analysis, and decision-making based upon the formalized assessments available to the staff: STAR tests, CAHSEE, CELDT, API, AYP & ASAM, plus the annual pre-post Laguna Writing Test (given in the fall and spring) will be routinely disseminated and reviewed to determine instructional needs.

We are also using site-based, on-line surveys and reading scores to inform staff about student skills and student perceptions of the Sustained Silent Reading Program. The idea is to look at several years of data that may suggest a link between increasing reading proficiency scores to increasing positive attitudes towards SSR. We understand that analysis of assessment data will provide us with insights into our strengths and weaknesses, and direction in our ongoing academic school improvement process.

On reviewing standardized data, Laguna students performed below their peers at the district's two traditional high schools. This could be reflective of their backgrounds of poverty, dysfunctional families, single parenting, mobility, little home support for academic success, etc. The data also shows wide fluctuation in student performance from year to year. We attribute that fluctuation to our high turnover rate, causing little reliability on any longitudinal scores. It is also indicative of a low sampling rate, which makes results statistically unreliable.

Student assessment results over the past few years are mixed. Some assessments indicate that Laguna students are weak in many areas. Other results indicate that Laguna students, as a whole are doing very well. The 2008 STAR math results indicate that our students are not doing as well as we would wish, with 0% of students testing into the advanced level, and only 7% of students earning a level of proficient. In the same year comparison of ELA scores, 22% of students scored in the proficient level and 5% of students scored in the advanced level. However, in looking at all students, both in ELA and math statistics, the majority of students scored in the basic or below basic levels.

On the 2008 CAHSEE, 57% of students passed the ELA section, and 49% passed the math. During that same period, 12th grade students showed a 92% passing rate for the ELA section and an 88% passing rate for the math section. The staff believes the CAHSEE results are a more accurate indication of the students' true ability and academic content knowledge.

Though extremely low in numbers, and not always statistically relevant, our CELDT results indicate that ELL students are performing well. The District has adopted the criteria for *Re-designating* an ELL student to *Fluent English Proficient* (RFEP) as scoring at the Proficient Level (or above) on the STAR ELA exam, and having earned a B or better in their core content English class. Both the District and the L.H.S. staff are committed to providing all ELL students the necessary assistance in achieving that goal. (See CELDT table on page 12)

CALIFORNIA STANDARDIZED TESTING & REPORTING (STAR)

2008 STAR

A=Advanced; P=Proficient; B=Basic; BB=Below Basic; F=Far Below Basic

Grades	TENTH	ELEVENTH
Total Enrolled	25	42
ENGLISH/L.A.		
Students Tested/%	21/84%	36/86%
Results	A=5% P= 5% B= 11% BB= 58% F= 21%	A=0 P=17% B=23% BB=37% F=23%
ALGEBRA I		
Students Tested/%	16/64%	14/33%
Results	A= 0 P= 0 B= 6% BB= 50% F= 44%	A= 0 P= 7% B= 0 BB= 50% F= 43%
WORLD HISTORY		
Students Tested/%	14/56%	
Results	A=0 P=7% B=14% BB= 21% F=57%	
U.S. HISTORY		
Students Tested/%		40/95%
Results		A= 0 P=18% B=28% BB= 25% F= 30%
LIFE SCI.		
Students Tested/%	24/96%	
Results	A=0 P=0 B=33% BB=38% f=29%	
EARTH SCIENCES		
Students Tested/%	4/16%	12/29%
Results	NA	A= 0 P= 8% B= 50% BB= 25% F= 17%

2007 STAR

A=Advanced; P=Proficient; B=Basic; BB=Below Basic; F=Far Below Basic

Grades	TENTH	ELEVENTH
Total Enrolled	29	35
ENGLISH/L.A.		
Students Tested/%	25/86%	32/91%
Results	A= 8 P= 16% B=32% BB= 16% F= 28%	A= 0 P= 19% B= 25% BB= 31% F= 25%
ALGEBRA I		
Students Tested/%	18/62%	11/31%

Results	A= 0 P= 6% B= 11% BB= 56% F= 28%	A= 0 P= 18% B= 18% BB= 27% F= 36%
WORLD HISTORY		
Students Tested/%	27/93%	
Results	A= 4% P= 7% B= 37% BB= 26% F= 26%	
U.S. HISTORY		
Students Tested/%		35/100%
Results		A= 3% P= 6% B= 43% BB= 29% F= 20%
LIFE SCIENCE		
Students Tested/%	27/93%	6/17%
Results	A=0 P=19% B=33% BB=15% F=33%	
EARTH SCIENCES		
Students Tested/%	15/52%	16/46%
Results	A= 7% P= 7% B= 40% BB= 33% F= 13%	A= 13% P= 38% B=38% BB=0 F=13%

2006 STAR A=Advanced; P=Proficient; B=Basic; BB=Below Basic; F=Far Below Basic

Grades	TENTH	ELEVENTH
Total Enrolled	30	39
ENGLISH/L.A.		
Students Tested/%	29/27%	35/90%
Results	A= 7% P= 17% B=21% BB= 34% F= 21%	A= 0 P= 6% B= 29% BB= 36% F= 57%
ALGEBRA I		
Students Tested/%	11/37%	17/36%
Results	A= 0 P= 0 B= 27% BB= 26% F= 36%	A= 0 P= 0 B= 7% BB= 27% F= 36%
WORLD HISTORY		
Students Tested/%	30/100%	
Results	A= 3% P= 17% B= 17% BB= 17% F= 45%	
U.S. HISTORY		
Students Tested/%		36/92%
Results		A= 0 P= 9% B= 34% BB= 14% F= 43%
LIFE SCIENCE		
Students Tested/%	28/93%	
Results	A=4% P=4% B = 29% BB=29% F=36%	
EARTH SCIENCES		
Students Tested/%	6/20%	14/36%
Results		A= 7% P= 21% B= 36% BB=21% F=14%

The picture one draws from the above data is that Laguna students are not performing to the levels desired. We see two factors that contribute to this: Some of our capable students are not taking the test seriously and some of our other students are generally lower skilled. Regardless of the cause, Laguna's goal is to have all students to perform at the Proficient Level or above.

ANNUAL PERFORMANCE INDEX (API) RESULTS

2008 API BASE	2009 API GROWTH	2008-2009 Growth
630	653	23
2007 API BASE	2008 API GROWTH	2007-2008 GROWTH
654	630	-24
2006 API BASE	2007 API GROWTH	2006-2007 GROWTH
603	654	51

While we are proud of our results and improvements, we are determined to continue to improve every aspect of our program.

ANNUAL YEARLY PROGRESS (AYP) RESULTS

Met AYP and 6 of 6 Criteria For Years: 2006 2007 2008 2009

Met Criteria:	AYP	English – Language Arts	Mathematics
Participation Rate	Yes		Yes
Percent Proficient	Yes		Yes
API		Yes	
Graduation Rate		Yes	

California High School Exit Exam: English Language Arts

	2008			2007			2006		
	Number Tested	Number Passed	Percent Passed	Number Tested	Number Passed	Percent Passed	Number Tested	Number Passed	Percent Passed
Students Tested	60	34	57	65	36	55	56	31	55
10 th Grade	21	18	86	27	18	67	29	18	62
11 th Grade	26	10	38	20	10	50	19	10	53
12 th Grade	13	12	92	18	14	77	8	7	87
Male	42	22	52	44	20	45	36	20	56
Female	18	12	67	21	16	76	20	11	55
Hispanic	13	3	23	14	9	64	6	NA	NA
White	42	28	67	42	21	50	42	25	60
English Only	55	34	62	58	30	52	55	31	56
English Learners	2	NA	NA	5	NA	NA	1	NA	NA
Econ. Disad.	28	17	61	24	13	54	28	16	57
Non-Econ. Disad.	26	14	54	30	14	47	22	13	59
Spec. Education	11	3	27	13	8	69	11	4	36

California High School Exit Exam: Mathematics

	2008			2007			2006		
	Number Tested	Number Passed	Percent Passed	Number Tested	Number Passed	Percent Passed	Number Tested	Number Passed	Percent Passed
Students Tested	68	33	49	66	28	42	65	37	57
10 th Grade	23	15	65	22	12	55	27	16	59
11 th Grade	28	10	36	28	9	32	26	13	50
12 th Grade	17	15	88	16	15	93	12	11	91
Male	43	18	42	48	20	42	43	24	56
Female	25	15	60	18	8	44	22	13	59
Hispanic	11	2	18	7	NA	NA	5	NA	NA
White	44	26	59	47	19	40	53	29	55
English Only	63	33	52	66	28	42	64	36	56
English Learners	4	NA	NA	0	0	0	1	NA	NA
Econ. Disad.	31	16	52	26	11	42	33	18	55
Non-Econ. Disad.	31	16	52	30	13	43	28	16	57
Spec. Education	13	2	15	15	5	33	11	6	55

Math results are weaker than Language Arts. Again we see Hispanics' and RSP performance lagging behind the overall population.

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST

CELDT

Overall Student
Performance Level

Number of Students/% of Students
At Each Overall Performance Level

Academic Year	2008-09	2007-08	2006-07
Number Tested	6	5	8
Advanced	0/00%	1/20%	1/13%
Early Advanced	3/50%	2/40%	3/38%
Intermediate	3/50%	2/40%	4/50%
Early Intermediate	0/ 0%	0/ 0%	0/ 0%
Beginning	0/ 0%	0/ 0%	0/0%

As you can see by the low number of English Language Learners, our data reflects only a small portion of the total number of District ELL students. However, we are proud of our achievements with this population as all students are scoring in the Intermediate level or above.

ALTERNATIVE SCHOOL ACCOUNTABILITY MODEL (ASAM)

ASAM Indicators for Laguna are as follows:
Attendance, Average Credits Completed Rate, and Graduation Rate

	2008-09	2007-08	2006-07
Attendance	94.5	96.4%	94.1%
Credits Completion	7.4	7.1 per month	8.2 per month
Graduation Rate	87.5	93.9	80%

An average rate of 95% for attendance in a continuation school is quite good. However, we want it to be higher. The more often students are in school the more learning takes place. Therefore, we continue to focus and stress school attendance. We have recently purchased an attendance system called "School Messenger" which has helped our efforts in this area.

The Credit Completion Rate shows an average between 7 and 8 credits per student, per month, which we feel is about average. Our counselor reviews credits with each student quarterly and writes a personal analysis for each student on their progress toward graduation. We have implemented a comprehensive education, career, life planning, and goal setting curriculum to help motivate students to complete as many credits as possible in the shortest amount of time. We believe that students who have a focus on their future perform better in school and in other aspects of their lives.

Graduation Rate is our third ASAM indicator.

GRADUATION RATES FOR TOTAL POPULATION

YEAR	DROP-OUTS GRADE 12	GRADUATES	GRADUATION RATE
2009	4	28	88
2008	2	31	94
2007	4	18	82
2006	6	26	81

GRADUATION RATES BY ETHNICITY

Year	American Indian or American Native	Hispanic Or Latinos	African American Not Hispanic	White Not Hispanic	Multiple Response	Total
2009-2008	0	10	0	17	1	28
2008-2007	1	5	0	25	0	31
2007-2006	0	3	0	15	0	18

Review of data indicates a wide variation in graduation rate from year to year. This is due to the small size of the school and its ever-changing student-body. However, the staff of Laguna is committed to either graduating its students or preparing them for ongoing education through passing the G.E.D., the C.H.S.P.E., or attending the Junior College on turning eighteen.

STUDENT/PARENT/STAFF SURVEYS

	STUDENTS (71)	PARENTS (20)	STAFF (16)
School Climate	2.7	3.8	3.3
Academic Program	2.8	3.2	3
Support Services	2.9	3.4	3.3

The above numbers represent the average score ranging between 1 – 4, with 1 being poor, 2 being average, 3 being good and 4 being excellent.

The overall view of students, parents, and staff appears to be that Laguna is doing an average to good job in creating an environment conducive to and supportive of academic learning. There is general consensus that all areas could improve.

Analysis of student work in evaluating achievement of expected school-wide learning results and academic standards indicates that the Laguna staff is on track in preparing students for meeting standards and expected school-wide learning results. However, review of previous non-mastered standards often has to be addressed before teachers can progress to grade-level standards. Student work is meaningful and includes short and long term projects, portfolios, simulations, collaborative group work, discussions, hands-on and kinesthetic lessons, etc. Lessons are designed to help students develop higher level thinking skills. Every effort is made to individualize work to the extent possible and to meet the individual needs of students, especially English Language Learners, Special Education students, and the economically disadvantaged. Academic progress by many of these “at-risk” students is dramatic and many of them become campus leaders.

2007-2008: Sustained Silent Reading - Student Self-Assessment

All students were asked in the spring of 2008 to complete an eleven-question self-assessment survey of their self-perceived attitudes, behaviors and skill levels about reading. This survey was intended to inform Laguna staff about student perceptions of SSR so we as a staff could perhaps make positive additions to our reading program. The data was interesting. It suggests several different views of how and what students value in reading and what their interest levels currently are.

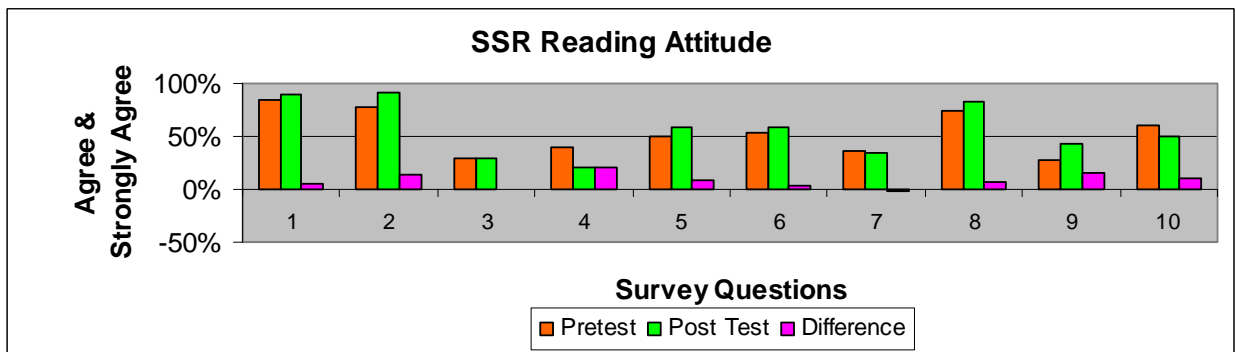
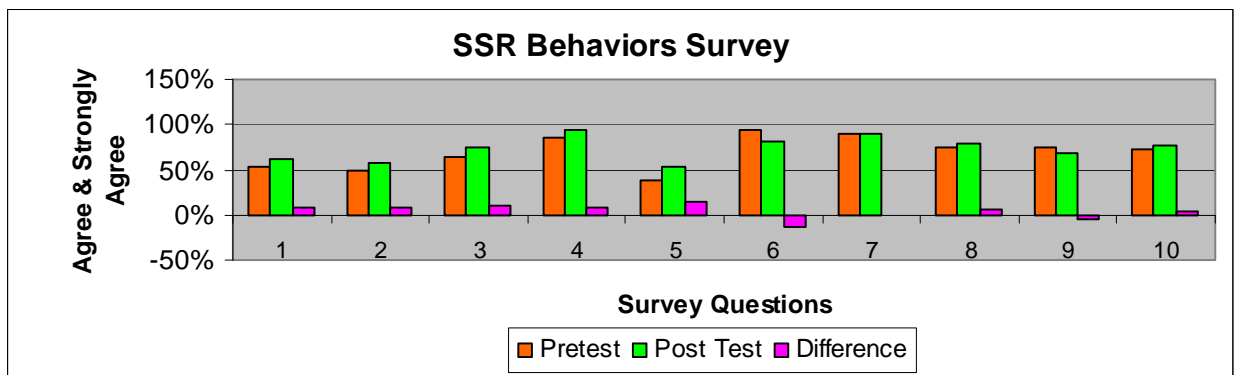
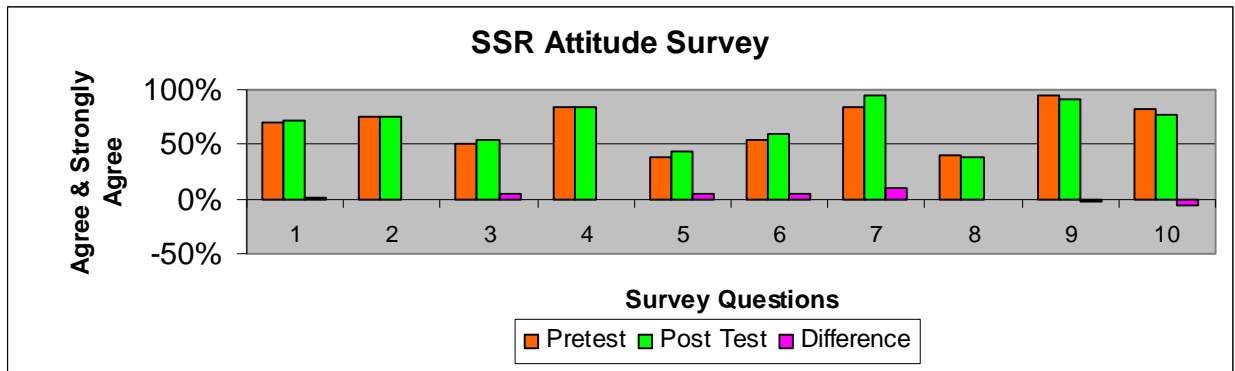
The 2008 survey, which was our first attempt to assess reading habits, attitudes and behaviors, was naïve. The students were directed to circle more than one answer to any question and thus the data ultimately had to be condensed into positive and negative responses so the staff could glean some information from student attitudes towards reading and specifically, the Sustained Silent Reading program, SSR. In general we found there were more positive than negative attitudes and behaviors towards reading at home and at school. This at least was a starting point, aside from the literature about SSR, for Laguna to justify further study into the effectiveness of our SSR program.

2008-2009: Silent Sustained Reading - Survey Monkey Data Results

All students were asked in the fall and spring of the 2008-09 school year to complete a three-part (ten questions per section) survey of their attitudes, behaviors and skill levels about reading. After doing some limited research, and discussing the issues about survey bias, we decided to use Survey Monkey.com to conduct our next survey. The benefits were that we could get the data professionally calculated immediately and there was no cost for this service.

In the pre test, 40 % of the students wanted a shorter time period for SSR and only 20% of the students felt that way when they completed the post test. Interestingly, 94% of the students believed that reading more helps a person improve reading skills. Students also showed a 14% increase in their willingness to share what they are reading with other students. (See the results on the next page)

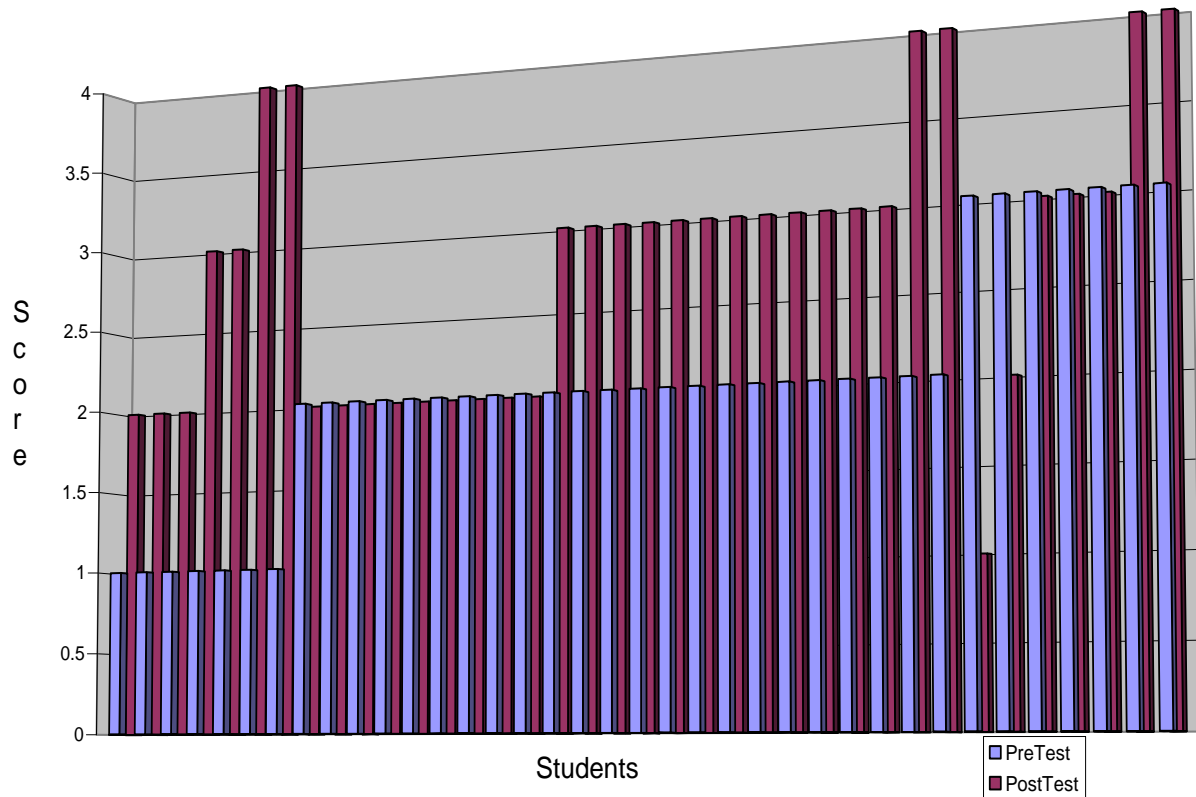
2008-2009 Silent Sustained Reading Survey Results:



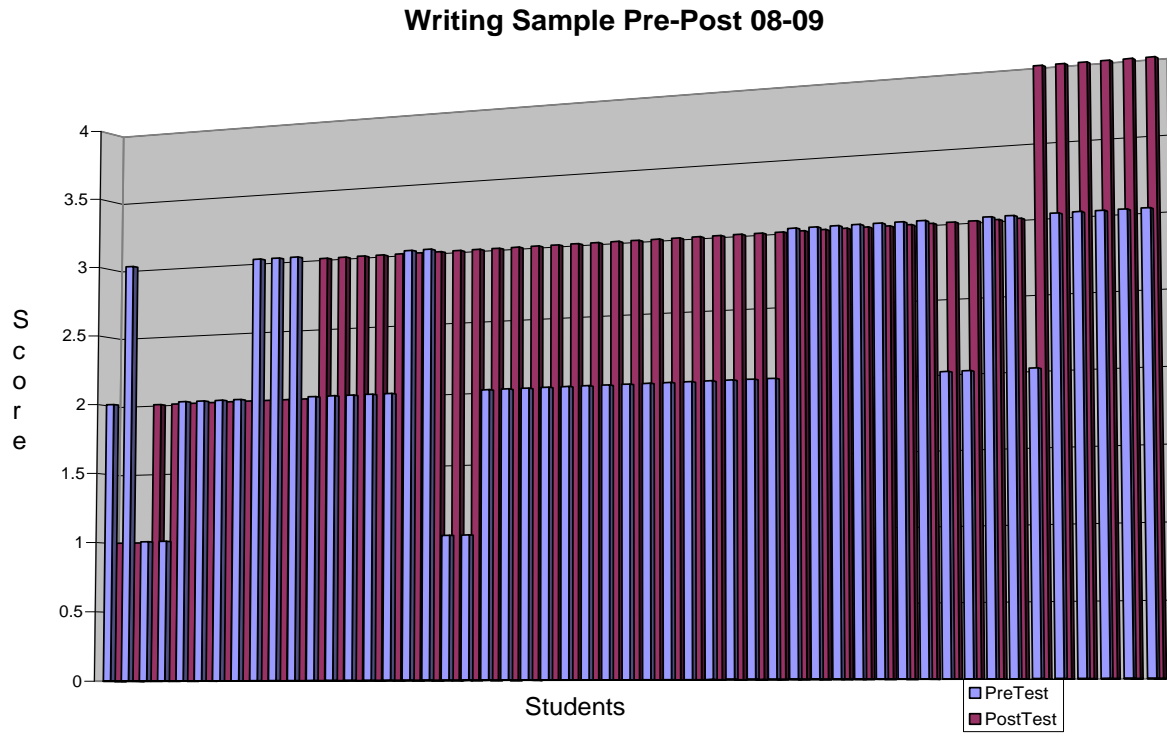
2007-2009: Laguna Writing Sample - Pre/Post Data:

The Laguna High School Pre and Post Test Writing sample was developed and implemented in the fall of 2007 using a standard prompt requiring the students to write an eight-sentence paragraph. Paragraphs are scored according to the CAHSEE Language Arts scoring criteria of 1-4. Data shown for the two school years 2007-2008 and 2008-2009 reflect only those students who took both the pre and the post test writing sample. Although all Laguna students typically took the writing sample pre and/or post test when it was given, only those who had two scores were shown in the data for purposes of test validity.

Writing Sample Pre-Post 07-08



In 2008-2009, 52 students took both pre and post test. 64.9% of this group advanced at least one point and/or one level.



CHAPTER 1: SUMMARY

As a staff, we are committed to ongoing individual and school-wide improvement. It is a constant focus and theme for each staff member, including the classified employees and support staff.

We are determined that 100% of our students pass the CAHSEE and that all students score in the advanced or proficient range on the STAR tests. We are committed to improving our students' performance in the identified critical academic needs areas of Math and English. We are well on our way to matching course content with State standards. We have recently implemented *Kuder*, a comprehensive education/life/career planning program that will focus on goal setting. Students with clear, attainable goals enjoy school more, find meaning in it, perform better academically and go on to lead healthy, productive lives. Our intention is to make more effective use of available student data. We believe that this information is a valuable and necessary component in assessing individual aspects as well as the over-all Laguna instructional program.

EXPECTED SCHOOLWIDE LEARNING RESULTS

LAGUNA HIGH SCHOOL WILL PREPARE ITS GRADUATES OR DEPARTING STUDENTS TO BE:

A. ACADEMICALLY CAPABLE INDIVIDUALS WHO DEMONSTRATE:

1. A strong academic foundation
2. The ability to think analytically and critically
3. Effective listening and communication skills
4. Goal setting and task completion skills
5. The motivation to become life-long learners

B. SOCIALLY APPROPRIATE AND RESPONSIBLE CITIZENS WHO:

1. Treat others with respect and sensitivity
2. Have an awareness of and appreciation for cultural diversity
3. Are aware of personal strengths and weaknesses
4. Are involved in productive employment
5. Participate collaboratively in the community
6. Possess problem solving and decision making skills
7. Practice a healthy lifestyle

CHAPTER II: Student/Community Profile – Overall Summary

Areas of Strength:

A comprehensive analysis of all pertinent Laguna High School data is summarized below in terms of areas of strength and areas of need.

Areas of Strength

- Student daily attendance has held steady at about 95% percent since 2005. The daily efforts of our attendance clerk, who calls home for each student with a full day's absence and the effectiveness of the School Messenger system, has caused our truancy rates to fall dramatically. Our goal is to maintain this 95% rate, and to increase it as much as possible on a yearly basis, without ever falling below an average of 95% percent.
- Credit completion maintains constant with students averaging between 7 and 8 credits per month, over the past four years. We also have many students attending the SRJC and/or Analy High School for additional core or elective credit.
- Student graduation rates vary between 80% and 95% percent. We attribute this variance to our high mobility rate and to the number of students who need a 5th year in order to earn their required credits. We are identifying ways to address these issues and the confusion it creates around graduation percentages.
- Discipline issues are moderate, involving mostly tardies, disruptive behavior and minor insubordination offenses. More serious offenses, such as drug violations, fighting, or assaults are less than 2% of the total number of discipline referrals. (See discipline reports in the appendix)
- Our API scores continue to be the highest in the county. Laguna High Schools 2009 API score was 653, showing a 23 point growth from 2008. Over the last four years, our average API score has been 635, consistently higher than any other alternative school in the county. Our target API is 700+.
- We have met all AYP criteria for the last three years (based on graduation rate, attendance rate and credit completion)
- English Learners are too low in numbers to be classified as a significant subgroup, but the students we do have are doing an excellent job in acquiring their English language skills! Our CELDT scores for the past three years reflect that 0% of our EL students are scoring below the Intermediate level.

Areas of Need:

1. There is a need to improve student learning in English/Language Arts for Hispanic students and reduce the achievement gap between this group and the white students.
- *2. There is a need to improve student learning in English/Language Arts for all students and reduce the achievement gap between our white students and our lower achieving subgroups of Hispanic students, English Learners, socio-economically disadvantaged students and students with disabilities.
3. There is a need to improve student learning in mathematics for all students and reduce the achievement gap between our white students and our lower achieving subgroups of Hispanic students, English Learners, socio-economically disadvantaged students and students with disabilities.
- *4. There is a need to improve student learning in Algebra I (a graduation requirement) for most students and reduce the achievement gap between our white students and our lower achieving subgroups of Hispanic students, English Learners, socio-economically disadvantaged students and students with disabilities.
- *5. There is a need to continuously improve student learning for all students across all core subject areas and reduce the achievement gap between our white students and our lower achieving subgroups of Hispanic students, English Learners, socio-economically disadvantaged students and students with disabilities.

*Identified Critical Academic Needs

Through examination of the data and input from the Laguna staff, the academic needs identified in numbers two, four and five have been targeted as our critical academic needs.

School wide Student Learning Outcomes: We currently have in place expected school wide learning results (ESLR's). We will re-examine our expected school wide learning results through this self-study process by correlating Student Learning Outcomes with our top Critical Academic Needs.

The following questions have been raised from the data analysis and related to the Critical Academic Needs:

Essential Questions:

1. How effective are the current programs we currently have in place? What are they?
2. What are we actually doing school wide to help this group of students become more successful? What additional information/data do we need? How are re-designated students performing in all subjects?
3. What types of programs, policies, and procedures might the school implement to assist low achieving students to increase their proficiency?
4. Are we enrolling students in the most appropriate classes? Do we have timely and appropriate data to do this? If not, can we get it?
5. Does the master schedule facilitate appropriate placement?
6. What type of professional development is necessary to meet these needs? Does funding exist to support this?
7. What additional intervention programs are successful in other alternative/continuation high schools that Laguna High School could consider using? Does funding exist to support this?

CHAPTER III: Progress Report

SCHOOLWIDE CRITICAL AREAS FOR FOLLOW-UP

1. Alignment of school curriculum with District/State standards and school ESLRs, balanced against student needs with an emphasis on the use of data to plan and improve the program

- New District aligned, State approved text books
- Consulting the standards when creating lessons
- Copy standards and share with the students
- Distribute copies to each student
- Intervention Data Book
- Staff Input

2. Implementation of a formal assessment tool for incoming students in the area of math, reading, and language arts with pre and post testing

- Every new student gets a 1 minute timed reading passage (8th grade level) for fluency
- Students are given the San Diego Quick Assessment to determine reading decoding levels
- Students identified as low readers are placed in the Reading Improvement Class
- Pre-test (teacher made) writing sample in English classes
- Pre-test (teacher made) math test in mathematics classes
- Pre-post testing
- SSR Surveys
- Study Island
- School Language Arts/Math pre-post assessment tools

3. Teacher training in standards-based instruction

- BTSA
- Reading Intervention workshop
- Two trained teachers that are BTSA Support Providers
- Reading Summit
- CTEL
- All CLAD and/or SDAIE trained teachers
- Teachers asked by administration to attend at least one workshop per year
- Site Staff Development
- District Staff Development
- WASC committee and chair experience

4. Improved academic skills for all students

- Skills Tutor
- API raised 23 points (from 630 to 653)
- Generally, every year more students pass the CAHSEE
- An increase in 10th grade CAHSEE passing rate
- “My Skills and Read Naturally” programs
- Provided additional therapy and group options for entire student body.
- School wide goal to increase the number of seniors who attend the SRJC
- Strong push for sophomores, juniors and seniors to attend Analy High School afternoon elective and ROP classes

5. Improved graduation rate, credit completion and attendance

- Attendance clerk calls every student who misses a full day of school
- Purchase of the School Messenger System
- Increased our I.S. program to meet student needs and increase graduation rates
- 50% of the 2008-2009 student body attended the Santa Rosa Junior College
- Use and common practice of a school SART committee.
- Actively participate in the County SARB Referral Program
- ASAM criteria is focused on graduation rate, credit completion and attendance

6. Develop an ongoing process for reviewing the Vision Statement and ESLRs

- Weekly staff meetings
- Consistent review of STAR, CAHSEE, ASAM and classroom assessment data
- Ongoing “improvement program” philosophy developed via student/teacher/counselor/admin input

Additional areas to be strengthened

1. The infusion of advanced mathematics into the curriculum is necessary to meet state requirements and prepare students for post high school opportunities

- The addition of a post Alg 1 class called Explorations in Math
- The focus of placing students according to their math level (when possible)
- The hiring of an experienced math teacher

2. The school leadership and staff develop and implement ways to have a strong parent, student and community involvement in the entire school improvement process

Parent/Laguna Connections

- Site Council
- Phone calls home
- Good news letters
- Back to School / Open House / Graduation Ceremonies
- Project Success
- Parent Surveys
- Environmental Program
- Community Mentors
- Harmony Farms and Rotary

Community/Laguna Connections

- Rotary
- Strong Volunteer Base
- Project Success
- Teen Counseling Project
- Site Council
- Newspaper

Student / Laguna Connections

- Interact
- Student of the week/month/year
- Leadership Class
- Student Council
- Community Mentors to assist w/ school projects and goals
- Project Success
- Student Surveys
- Ropes Course Team Building
- Site Council
- Sports
- Environmental Program
- Harmony Farms and Rotary
- Literary Magazine

3. The school leadership team in collaboration with staff and other stakeholders refine the school wide action plan sections, especially in relation to the impact of the actions on student achievement

- Annual review by staff/stakeholders

A. STANDARDS-BASED STUDENT LEARNING: CURRICULUM AND INSTRUCTION

1. Development of instruments and activities for evaluating student achievement of ESLRs and standards, which include entrance and exit exams for students and student cross-curricular portfolios

- Portfolio work using Word, PowerPoint, Excel, Kuder Career Inventory
- Kuder assessment for every student
- Practice goal setting with all seniors
- PowerPoint presentations by students
- Stock Market game
- Mock Checking accounts
- Voter registration
- Credit update and goal setting per quarter with every senior
- Pre and Post writing samples with every new student
- SSR Surveys
- Project based and Inter-discipline curriculum: Practical Construction
- Community mentors with the development of the garden and green house
- Defined our ASAM's around graduation rate, credit completion and attendance
- District Wellness Committee focused on individual students health and welfare

2. Alignment of school curriculum with District/State standards and school ESLRs, balanced against student needs, with an emphasis on the use of data to plan and improve the program

- New District aligned, State approved text books with mapping
- Consulting the standards when creating lessons

3. Teacher training in standards-based instruction:

- BTSA
- Reading Improvement
- Two trained teachers that are BTSA Support Providers
- Reading Summit
- CTEL
- All CLAD and/or SDAIE trained teachers/counselor/admin
- Teachers asked by administration to attend at least one workshop per year
- Site Staff Development
- District Staff Development

4. Improved academic skills for all students

- Skills Tutor
- API raised 23 points (from 630 to 653)
- Generally, every year more students pass the CAHSEE
- An increase in 10th grade CAHSEE passing rate
- “My Skills and Read Naturally” programs
- Individual and group counseling sessions
- School wide goal to increase the number of students who attend the SRJC
- Strong push for sophomores, juniors and seniors to attend Analy High School afternoon elective and ROP classes

B. STANDARDS–BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

1. Development of instruments and activities for evaluating student achievement of ESLRs and standards

- Portfolio work using word, Power Point, excel, Kuder Career Inventory
- Kuder assessment for every student
- Practice goal setting with all seniors
- Power Point presentations by students
- Stock Market game
- Mock checking accounts
- Voter registration
- Credit update and goal setting per quarter with every student
- Pre and Post writing samples with every new student
- SSR Surveys
- Project based and Inter-discipline curriculum: Practical Construction
- Community mentors with the development of the garden and green house
- Defined our ASAM’s around graduation rate, credit completion and attendance
- District Wellness Committee focused on individual student’s health and welfare

2. Greater emphasis on the use of data to plan and drive the curriculum

- Every year the STAR data was disseminated and discussed with staff
- ASAM
- Healthy Kids Survey Results were disseminated and discussed
- To increase math scores a new math teacher was hired that has a successful history with alternative ed students
- Four new teachers were hired – all very experienced and strong in backgrounds with alternative education students
- Maintaining a constant focus on creating homogenous classes (limiting the mixed grade and ability levels)
- Focus on remediation to increase students to grade level proficiency
- Identified low readers are placed into the Reading Improvement Class

3. Implementation of a formal assessment tool for incoming students in the areas of math, reading, and language arts with pre and post testing

- Every new student is given a 1 minute timed reading passage (8th grade level) for fluency
- New students are given the San Diego Quick Assessment to determine reading decoding levels
- Students identified as low readers are placed in the Reading Improvement Class
- Pre-test (teacher made) writing sample in English classes
- Pre-test (teacher made) math test in mathematics classes
- Tutorials
- An emphasis on pre-post testing

4. Build on silent reading program to improve student success in reading

- All students participate in 20 minutes of daily SSR
- Use of Survey Monkey as an assessment tool
- Use of the District supported e-library data base
- Connection with the Analy library and all of it's resources
- Parent, who for years, has brought in and donated age level books

C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

1. The infusion of advanced mathematics into the curriculum (algebra and possibly geometry) is necessary to meet state requirements and prepare students for post high school opportunities

- The addition of a post Alg 1 class called Explorations in Math
- The focus of placing students according to their math level (when possible)
- The hiring of an experienced math teacher

- 2. A plan whereby students are connected to at least one adult, in addition to the counselor, who provides support and guidance**
 - All students connect with teachers on an individual need/basis (small school environment)
 - Career counseling instrument called Kuder is implemented with all students
 - Project Success is on campus three days per week for its third year
 - Two therapists are on campus one day each

- 3. Improved academic skills for all students**
 - Constant focus on standards based instruction
 - All staff maintaining high expectations and standards
 - Strong focus on students attending the SRJC
 - 50% of all 2009 students attended the SRJC for at least one class
 - Skills Tutor
 - API raised 23 points (from 630 to 653)
 - Generally, every year more students pass the CAHSEE
 - An increase in 10th grade CAHSEE passing rate
 - “My Skills and Read Naturally” programs
 - The purchase of the Study Island CAHSEE prep program
 - Provided additional therapeutic/counseling options
 - School wide goal to increase the number of seniors who attend the SRJC
 - Strong push for sophomores, juniors and seniors to attend Analy High School afternoon elective and ROP classes

D. CULTURE

- 1. Increase the numbers of opportunities for students to become involved in school wide decisions**
 - Student Council
 - Leadership Class
 - Suggestion box
 - Student Board Rep
 - School barbecues
 - Strong faculty/student communication
 - Interact Club
 - Holiday celebrations
 - Dear America Project Topics

- 2. Revitalize the staff sense of team on a regular basis**
 - Staff social gatherings
 - School barbecues
 - Celebration of staff birthdays
 - Individual check-ins with the principal
 - Weekly staff meetings
 - A common lunch period

E. LEADERSHIP AND STAFF

1. Additional ways to communicate with parents

- Good news letters
- Phone calls
- Website
- School Messenger
- Newsletter
- E-mail
- Back to School Night phone calls
- In person conferences

2. Greater emphasis on the use of data to plan and improve the program:

- CAHSEE, STAR, Healthy Kids Survey and the Wellness Committee data are disseminated to staff
- Entrance reading assessment used to place students into the Reading Improvement class
- Use of “Survey Monkey” for SSR data
- Math teacher’s entrance level test for math students
- English teachers’ entrance level test for English students
- Intervention Modification Binder

3. Implementation of a formal assessment tool for incoming students in the areas of math, reading, and language arts with pre and post testing

- Read Naturally program is used for determining and improving reading levels
- San Diego Quick Assessment is used for de-coding levels
- A one minute timed reading assessment is used for determining fluency levels
- Math and English (teacher) pre tests for level determination
- WRAT
- Study Island
- School Writing Pre-Post test

4. Need for additional resources for staff development:

- NCLB funds to support standards based instruction
- NCLB funds to support conferences, workshops and peer observations
- Microsoft grant for technology support and development
- Rotary Grants for specific needs of requesting teachers
- Teen Counseling Project monies for additional support
- SCOE for ongoing training and instruction in all matters of curriculum

5. Further staff training in reading instruction:

- English teachers went to SCOE trainings
- Emphasis on reading books of choice to accommodate interest and reading levels

6. Preparing teachers for teaching outside area of expertise

- NCLB conferences
- SCOE workshops
- Peer Assistant and Review Committee
- BTSA support
- Harry Wong Series
- Site Staff Development
- District Staff Development
- On-going sharing of district resources
- College coursework

F. VISION AND PURPOSE

1. Develop a plan to coordinate alternative education programs in the district to best meet student needs

- Developed an expanded an Independent Study program
- Encourage students to enroll in Analy High School's elective courses
- Encourage students to enroll in the Santa Rosa Junior College
- Enroll at risk youth into the Community Day School (vs. expulsion)
- Have all students participate in the Kuder Academic and Personal Inventory for Career Development
- Provide resources for the GED and the CHSPE when graduation is not possible
- Encourage all students to stay in school until graduation – including a 5th year if needed

2. Develop an ongoing process for reviewing the Vision, ESLRs, which includes students, parents, and community members

- Discuss with staff, students and board members the vision and ESLR focus at the beginning of each year, and then informally throughout the remainder of the year.
- Share vision and ESLR's with student council at the beginning of each year.
- Share vision and ESLR's with leadership class and board representative
- Share vision and ESLR's with Site Council committee members

Chapter IV: Self Study Findings

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

A1. To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels?

To what extent is the school's purpose supported by the governing board and the central administration and further defined by expected school wide learning results and the academic standards?

We have developed a mission statement that reflects the vision and purpose of Laguna High School:

Our vision is to create an educational environment, which provides an enrichment process for students and staff, one which nurtures the ever-changing needs of each individual. In this sensitive, supportive, responsive environment, self-esteem flourishes, positive attitudes are reinforced, teamwork is the norm and community involvement is valued and appreciated.

The mission statement and expected school wide learning results attest to our belief that all students can achieve at high levels, and that school can be a nurturing place where students learn how to be happy and healthy citizens. We identify each student's needs and attempt to address those needs.

Our small campus with mid-day release, allows students to meet with their teachers and counselor after school for extra help and provides a time for both academic and therapeutic interventions and assistance.

The Laguna High School program not only offers a comprehensive core curriculum, but electives including art, practical construction, leadership and computer applications, career education and yearbook. Our staff also strongly encourages all juniors and seniors to attend ROP or other elective classes at both Analy High School and the local Junior College. This variety helps to engage students that have different academic/vocational needs and interests. Our Silent Sustained Reading (SSR) program continues to thrive, and studies indicate that it is making a positive difference to students regarding reading for pleasure.

The student survey shows that 72% believe the support services at Laguna are good to outstanding and less than 2% of the students think the services are poor. This is most likely due to the strong commitment of our entire staff and to the additional therapeutic support services provided by the District therapists, the Teen Counseling Project and our local West County Community Services organization. Also, a Drug and Alcohol Diversion Program, started by our counselor, is now being supervised and funded by the County Probation Office. This agency now extends services to families as well as to the referred student.

The climate of Laguna is considered to be good to outstanding by 64% of our students, with less than 2% believing it to be poor. Students find the support and caring they need from the staff at Laguna.

Our vision is further supported by our administration through staff meetings. Within the current focus on academic standards, teachers are allowed considerable academic freedom; the governing board supports Laguna's progressive, quality curriculum, and welcomes us to share our successes with them at their meetings.

A2. To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected school wide learning results and academic standards based on data-driven instructional decisions for the school?

The bylaws include the primary responsibilities of the board: the educational welfare of every child; basic skills such as reading, writing, math competency, verbal communication, motor skills development, decision making, and self-esteem; supporting the student's opportunity to develop to the maximum of their ability. The district asks that we certify that every student has access to a textbook. They ask that we review our book selections with them before adoption to ensure they align with the standards. The district supports the ESLRs as follows:

- **Academically Capable Individuals:** The board adopts a common standards aligned curriculum that is used by all schools within the district. The board holds regularly scheduled meetings that include open sessions that allow communication from parents, community, staff, CTA, and interested others with regard to academic proficiency. The District's Mission Statement determines that the highest priority of the board is "to provide high quality instruction as student achievement is the top priority." The "advocacy of the ESLRs is the primary responsibility of the board," and its "overall philosophy is aligned with the ESLRs."
- **Socially Appropriate and Responsible Citizens:** In terms of social responsibility they have supported and been an active part of Green Schools and strongly support and encourage service learning.

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

Through the School Improvement Plan (SIP), Site Council and board meetings, the Board clearly delegates responsibilities to principals, teachers, counselors, parents, students, other staff and community. The principal then delegates many responsibilities to (and solicits much decision-making assistance from) the staff through weekly staff meetings.

The Rotary Club and various individual community members provide financial support to Laguna in areas where the Board cannot, such as supplemental funding for library books, student awards, a school garden/greenhouse and ropes course.

Responsibility flows from the Board to the superintendent to the administration, counselor and teachers. The superintendent makes decisions wherever the Board has not provided guidelines.

To what extent does the governing board regularly monitor results and approve the single school wide action plan and its relationship to the Local Education Association (LEA) plan?

The Board and Superintendent receive the scores for the state-mandated California High School Exit Exam, as well as STAR results. Also, all departments made presentations to the board on their curricula four years ago (with a hard copy binder).

A3. To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the ESLR's and academic standards?

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

The school's formal and informal leadership consists of the principal, counselor, teachers, classified staff and outreach therapists. Through weekly class meetings and staff meetings, decisions are made regarding the overall school program focusing on student success.

The school's leadership participates in making decisions for school improvement, resource allocation, and master scheduling to ensure that all students achieve the ESLR's and academic standards.

Student achievement data – CAHSEE, CST's, ASAM, credits earned and surveys, are regularly analyzed by the school leadership. Decisions made for school improvement and resource allocations, revision and review of school educational policies and procedures such as the master schedule and intensive instruction are based on conclusions derived from such data.

Analysis of student achievement data, both site and district wide, determines Laguna High School's allocation of funding resources, staff development and program implementation. Administration and staff have worked with parents and students to generate enthusiasm and buy-in for the STAR test. Positive incentives were offered and as a result, STAR scores average in the mid 600's, but improvement is still necessary. Program decisions are then generated from those results. Continued focuses on reading, a modification of the Science program and higher-level math courses have been developed. Along with teacher recommendations and grades, STAR test data is included when considering student placement (as much as possible in a small school).

The school staff and stakeholders (parents) annually review and revise the single school wide action plan based on the analysis of data and identified school and student needs. The site plan is submitted for annual review and approval by the school board.

A4. To what extent does a qualified staff facilitate achievement of the academic standards and the expected school wide learning results through a system of preparation, induction, and ongoing professional development?

In addition to sharing daily common prep periods, teachers eat lunch together and meet every Wednesday for official staff meetings. During their common prep periods, teachers have time to discuss student achievement, align program to the standards, work collaboratively on lessons and discuss issues of the day. Staff meetings are for selecting Student of the Week/Month and for all matters of school business. Staff meetings are typically 1 ½ to 2 hours in length.

New teachers are given an on-site orientation to the campus and mentoring services are easily obtained when needed. We work with the county BTSA program and have two trained Support Providers on staff.

The District Superintendent offered support for current teachers to complete their CLAD or SDAIE training. Training is also available to EL teachers through special monies, and to all teachers through NCLB monies. Staff development participation is supported by the Site Council, and teachers participate in a wide range of activities including, BTSA, Aiming High, RTI and Reading Improvement.

Other teachers report trainings in classroom management, suicide prevention, Safe Schools Ambassador and Kuder. The English teachers have participated in the CTA “Good Teaching Conference” and the “Expository Reading, Writing Curriculum”, (ERWC). Laguna teachers articulate curriculum and instructional practices with the other district teachers throughout the year via District in-service days and other informal opportunities.

The RSP teacher communicates with all mainstream teachers, as needed, during the school year. However, are striving to do a better job in reporting student needs to the rest of the staff on a regular basis. The RSP teacher attends workshops offered throughout the year at the Sonoma County Office of Education (SCOE), or the District Office on specific topics such as IEP guidelines, 504 requirements, autism, reading improvement and other policy issues.

A5. To what extent is leadership and staff involved in ongoing research or databased correlated professional development that focuses on identified student learning needs?

Student learning needs are identified in our Expected School wide Learning Results. Teachers participate in ongoing professional development to increase their ability to meet these needs. CPT time is used for staff training and collaboration. This time has been used for aligning curriculum to the standards, creating assignments and rubrics and technology trainings specific to their field. Test results such as STAR, as well as department tests, are examined and evaluated. Changes in curriculum are based upon the needs of the students. All newly purchased textbooks are standards based, and most recently we have purchased texts for: Algebra 1, Science, US History and Government. The District has developed a textbook purchasing rotation, with all schools in the district adopting the same standards based texts.

Staff meetings have included presentations on CST's, CAHSEE, CELDT and STAR results. Student groups that have been identified with learning needs and possible interventions are discussed. STAR tests results are disaggregated and discussed, but we need to more fully use these results to drive instructional practices. This would be an area of focus for the future.

In-services at the start of the year include several technology-training sessions, an introduction to the BTSA program for beginning teachers and support providers, and a session on the California Standards for the Teaching Profession. The district provided financial support for teachers who needed to complete SDAIE or CLAD training. The district monitors the credential status of all teachers. Non-credentialed teachers are supported through the local BTSA program. Beginning teachers are provided an on-site support provider. Teachers are strongly encouraged to attend conferences, observe other classroom teachers (both within and outside of our district) and to participate in any county or State training opportunity that is related to their field.

By district requirement, all tenured teachers were evaluated every two years. Beginning this year that policy has changed, and now teachers who have a minimum of five years experience within the District, with successful evaluations, can opt out of their every other year evaluation requirement. They may choose between a CSTP based evaluation or an Alternative Evaluation which can be project based and completed either individually or as a member of a group. Probationary and temporary teachers are evaluated two times a year. Each teacher must determine his/her professional development goals and state how they meet the needs of students. Mentoring is available for teachers who have a need, and the Peer Assistance and Review panel is active and available to those who choose to participate.

A6. To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected school wide learning results?

Laguna High School is operating with severe budget cuts due to a decline in state funding and a declining enrollment within the District. Through staff meetings, a concern was expressed that with the loss of three sections this year, there were not enough classes to meet student needs. This was felt in terms of both core and elective classes. The student survey was more positive, with most students reporting they felt academic services were sufficient.

Laguna High School has helped the District budget by accepting a large number of inter-district transfers into the school from outside the district. Currently, Laguna has 10% of its students attending from outside the district attendance area. The present elementary district shows a decline in enrollment on the horizon. Laguna hopes to attract and hold the inter-districts to help balance out this trend. This trend is caused by increases in housing costs in the Sebastopol area making it less affordable for young couples with children.

The Laguna community has been very helpful in support of the school. For example, through the use of community resources, several classroom libraries were established, funding for on-site therapist was provided, participation in a ropes course was possible and cash donations amounting to approximately \$2000.00 were secured. We now have a Sunrise Rotary organization (where the principal is a member), which is very actively raising money for our students' social and academic programs.

The purchase of textbooks is ongoing and all books meet State Content Standards as they are replaced. Greater funding is needed in this area. Resources are applied to all students in the school.

Laguna has a very small number of English Language Learners, but those students are tested, supported and monitored according to site, district and State guidelines.

A newly structured integrated science program has been added for students since the three-year visitation, including an integrated, project based curriculum involving the school garden, which is evolving into an environmental program focused on green gardening and solar energy. The department has also created new lab assignments and acquired some new physical science equipment.

Changes have also taken place in the mathematics program since the last accreditation. A new course was added and a new teacher with alternative education experience was hired. These changes will provide additional choices and develop a more appropriate program for students based on their levels of proficiency.

A technology grant was implemented and completed since the last full WASC. Technology now needs to be upgraded and a long-range plan needs to be developed by the District Technology Committee.

The School Improvement Plan, developed by the Laguna Site Council has identified the following goals:

- A. One section of remedial classes for Title 1 students. (Two if possible)
- B. Purchase of the Reading Naturally Program.
- C. Purchase of the Skills Tutor program.
- D. Purchase of the STAR Reading test.
- E. Study Island
- F. Brain X

The Teen Counseling Program has been developed to support at-risk youth on the campus by providing a licensed Marriage and Family Therapist (MFT) and a Licensed Clinical Social Worker (LCSW) on campus, each for one full day.

Two years ago we received a three-year federally funded grant called Project Success which provides a counselor to us three days per week, to work with students, parents and staff around issues involving drugs and alcohol. This counselor also facilitates the “Girls Circle” groups, a probation funded program that has been highly successful within judicial systems and schools.

In addition, the district implemented a new drug and alcohol program for students going through the school disciplinary process for violations in this area. The program is sponsored by the County Probation Office and is facilitated through a community service organization called West County Community Services. This program works with both students and their families.

The Safe Schools Ambassador (SSA) program was implemented during the 2004-2005 school year. The District and Community Service Organizations funded the program at this time, and 60% of Laguna students participated. All Laguna teachers were trained over a two-year period, regular meetings were held with students and a trained SSA Laguna staff member facilitated all meetings. (This program is no longer operating in this fashion.)

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

Areas of Strength:

- Continual commitment to and implementation of the school's mission and vision and its impact on student achievement.
- Communication and collaboration with school site, district personnel and board members through administrative meetings, board updates, district and site website.
- A Vision statement and ESLR's that are uniquely Laguna High School's, these were written through a synergistic process involving all staff members.
- Communication and reinforcement of mission and vision statements, and ESLR's to all stakeholders.
- Mission and vision and ESLR's that are realistic, measurable and attainable for all students.
- Prudent use of limited school financial resources to improve student achievement of academic standards and ESLR's.
- All teachers have HQT status and meet all state requirements.
- Professional development focuses on improving overall student academic achievement in core subject and areas including personal wellness.
- School district provides professional development opportunities based on district needs for student academic improvement and allows schools to focus on site professional development needs.
- Financial resources to support professional development.
- The staff meets weekly to discuss the achievement and progress of all students; individual and site strategies for interventions are reviewed and agreed upon.
- Data and student work samples are reviewed.
- In addition to the defined leadership roles at the school (principal, counselor) leadership roles are adopted by individual staff and students.
- The continuing evolution of our science and mathematics programs.
- District's evaluation tool for certificated staff has been revised and accurately evaluates the teaching practices and performance of a continuation high school setting based on the California Standards for the Teaching Profession.
- We have a strong vision of success for all students that is supported by our program and our leadership.

Areas for Growth:

- Participation of all stakeholders is needed in the development and implementation of the ESLR's, Mission and Vision statements.
- Increased parent participation in the decision making process through a school site council.
- Difficulty in conducting accurate data analysis and conclusions about student performance on CST's due to small numbers of students testing. We have the participation rate, just very low numbers to get a valid statistical score.
- Laguna High School has begun compiling data on student performance including the CST's, CELDT, CAHSEE and classroom objectives, but needs a formalized assessment program.
- Limited financial support for staff to coach, shadow, and observe each other as well as time to visit and observe other continuation school programs.
- The need for a district wide data collection system to enable school sites to retrieve, manage and store formal and informal assessments on student learning.
- The need to restore a full time campus aid.

B: Standards-based Student Learning: Curriculum

B1. To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and expected school wide learning results?

All students at Laguna High School have access to and participate in a standards-based academic curriculum in all subject areas that prepares them to achieve the expected-school wide learning results and the school's mission and vision statements.

Over the past 6 years, Laguna teachers have worked to connect their curriculum to the standards, introducing state-approved, standards-based textbooks. Laguna's STAR test results have overall, continued to improve accordingly.

Sixty five percent (65%) of Laguna students rate their academic programs as good to outstanding on student surveys. Teachers also feel that students have a challenging program. Our parent survey reveals that parents believe Laguna teachers teach basic skills as well as challenging students with higher academic standards. They believe our teachers to be the strength of our school.

In accordance with our governing board's policy, Laguna strives to provide challenging curricula that meet the California Standards in core subjects and the Frameworks in other subjects. During the WASC process, all teachers in every discipline chose a piece of work to analyze: they wrote about how it meets the Standards and what ESLR's were addressed. They shared these with other staff members and discussed what areas of their curriculum they would most like to see improve. Examples of this work can be found in every classroom.

The math teacher aligns all three levels of the curriculum with the State Content Standards and with Analy High School's math department. This is done to ensure that Laguna students will be able to meet the standards required by Analy or El Molino math departments so that when they transition back into those high schools, they will be successful. Also within the mathematics program, individual instruction is developed according to an entry-level assessment, the same one that is used at the other high schools.

The science teacher's curriculum consists of both physical and life sciences and is supported through the use of a standards based textbook. Although our class periods are relatively short, the teacher is able to organize various lab activities and experiments as well as lectures with aligned worksheets and assignments. The teacher requires all students to take notes, both for labs and classroom presentations, and to organize those notes into journals. Again, due to student credit and graduation needs, one science class is integrated, including both physical and life science components.

The language arts assessments from the STAR Reading test, CST scores, the analysis of incoming grades, and the examination of student work in English classes reveal that the majority of our students lack basic literacy skills in reading and writing. Proven best practices are needed to improve students' proficiency in strategic reading and writing. The staff and principal are researching ways to assist the lowest level students and hope to have a system in place by the beginning of the 2010 – 2011 school year.

The English Learners are mainstreamed into all core classes and then supported as needed through our reading improvement course, by our RSP program or by individual teachers as

needed. Currently, we have only 5 EL students and they have all scored Early Advanced or better on the 2009 CELDT.

The social science department aligns curriculum according to the State standards, District requirements and to meet student credit/graduation needs. Since most students enter a continuation high school deficient in credits, one of our primary curricular goals (in all departments) is to ensure that all students have the opportunity to earn the credits they need to meet graduation requirements. Our District's requirement for social science requires all students to pass four years of courses including; geography/health, world history, US history and government/economics. Due to this requirement, many students enter deficient in social science credits.

Physical Education aligns to the state framework by emphasizing life long fitness and daily stretching and cardiovascular workouts. Our PE teacher also teaches at Analy High School and is able to use their facilities, as they are available.

The special education teacher provides support for all RSP students, placing them in mainstream classes whenever possible. The RSP teacher regularly uses assessments to guide instructional practices and ensure progress. Our resource room is also open to non-special education students for reading, writing and math assistance, on an individual basis when needed.

Other elective courses provide instruction in both individual and group activities, such as the yearbook, computer and practical construction classes. Goal setting, analytical thinking, computer skills, construction, irrigation installation and team building are some of the areas addressed within the elective courses.

The reading improvement course places students at their appropriate grade level in the Read Naturally program and monitors their progress regularly. Most students will improve one grade level within 9 - 12 weeks. All progress is documented on the computer and students receive ongoing feedback.

The fine arts program uses the current State Frameworks in designing both curricular and instructional practices. The teacher works collaboratively with fine art teachers from other schools within the district, as well as with our math and science teachers on the "Science and Art Fusion Program" via UC Davis.

Several departments are working on integrating curriculum. The science and practical construction classes are planning a process in which the life science students study the growth of the plants while the construction crew maintains the greenhouse and provides for the necessary irrigation. The English and Social Studies Departments have worked together analyzing major historical events through novels and documentaries. The Fine Arts and Math departments are integrating lessons involving the painting of a school mural, with math students assisting art students with the measurements and centering of the mural.

Elective courses, including computer applications, reading improvement and yearbook, require students to have a portfolio which shows evidence of their work in word, power-point, excel, keyboarding and career education. Students all complete the Kuder interest inventories and create a power point on a career of their choice.

Our structured school day ends at 12:30 p.m., which allows teachers to collaborate and to work with students on remedial activities or credit make up. This also allows our students the

opportunity (when there are openings) to attend afternoon elective classes on the Analy campus. Those classes include both agriculture and fine/practical art courses. The Analy ROP Ag program offers both elective and core science classes, and its FFA members regularly win regional and state championships. Our students are also able to attend the Junior College, with 50% of last year's students attending one or more classes.

B2. To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?

The counseling department provides academic outreach services to every student. Students receive the courses they need in terms of credit make-up and graduation requirements. Every student is given the opportunity to earn extra credits through after-school work, both within and outside of the classroom. The counselor meets with juniors and seniors at least once per quarter, reviewing their individual learning plan and helping them prepare a graduation strategy. She also strongly encourages every student to attend the SRJC and helps them with the enrollment process.

The teachers offer extensive support to all students, including test taking strategies, drop-in tutorials available daily and special make-up opportunities as needed. Class size averages of 17:1 ensure that every student receives individual attention and the academic, social and emotional support they need to be successful.

Every 11th and 12th grade student participated in the Kuder program with our Career Center Counselor and business teacher. Via the Kuder program, students have a career plan suited to their individual characteristics and aspirations. They develop resumes, interview skills and job preparedness through direct instruction and career counseling sessions. Our Career Center also provides for job fairs on and off campus and arranges for individuals from various career fields to present information to students.

RSP students are mainstreamed, where appropriate, into the regular program.

The counselor is continuously available to help students update and re-evaluate their course selections and their long-term goals.

Laguna supports a culture of post-secondary education for both academic and vocational interests. Students are encouraged to pursue their future of choice by establishing goals and creating a plan to achieve those goals.

Frequent contact with parents by phone and e-mail encourage parent involvement with students' progress and social/emotional needs.

The Workability and New Ways Workers programs assist special education students in finding meaningful employment and on the job training. The Transitional Partnership Program (TPP) works with seniors to support them in transitioning into the Junior College or

other career oriented programs as they approach graduation. This often includes internships in local businesses.

B3. To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

Laguna's high school has an outstanding graduation rate with approximately 98% of its students earning a high school diploma. This sometimes requires a fifth year of attendance by the students, but due to the tenacity of our school counselor almost every student who enters Laguna High School will earn a high school diploma.

Also assisting in maintaining our high graduation rate are the options and special schedules available to students. The flexibility of our curriculum, in offering a combination of core classes within one period, allows students to make up their credit deficiencies and progress toward meeting graduation requirements. Classes are offered to bring students up to grade level and to remediate skills needed to pass standardized tests. Pre -Algebra classes (1A and 1B) have been designed to accommodate students who need a slower pace to successfully complete the required Algebra curriculum. The 17:1 class size ratio in all core classes assures a strong foundation of basic skills and content standards. Tutorial options and credit make up is available to all students on a daily basis. Students requesting additional help and make-up work will always be accommodated. All students have a close relationship with at least one teacher on campus, and when a one on one tutorial is needed or asked for, the teacher always ensures that it happens.

Summer school and after school classes are offered to students who are deficient or who fail required classes. A rigorous Independent Study program is available to students who need that alternative to Laguna's regular program.

Laguna High School's 12:30 p.m. release time offers flexibility to seniors who have jobs or who are seeking additional alternatives in meeting their graduation requirements.

Laguna High School students enjoy a comprehensive curriculum with options for concurrent enrollment at Santa Rosa Junior College and Analy High School. Credits from these academic institutions help to fulfill student graduation requirements as well as enrichment or interest (e.g. art, auto, child development, college readiness, culinary, welding, etc).

The Special Education Department works with students to complete all requirements and to pass the CAHSSE. (Even in years when passing the CAHSSE is not required for Special Education students, it remains a supported and encouraged requirement).

Advanced music or choral students are enrolled in those classes at Analy, if it fits with the Laguna schedule.

Independent study contracts are offered for short-term absences of up to 14 days to help keep students current with class content and homework. To improve home/school communication, we have 8 grading periods in which parents receive reports.

B4. To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected school wide learning results?

The class size ratios of 17:1 allow special attention to all students in their classes. Teachers are free to modify teaching and assessment strategies as needed for all students.

Several departments and individual teachers include learning experiences such as: mock elections, stock market game, farm programs, Interact, career fairs, college orientation, the Dear America Project, Veterans of Foreign War essay contests, voter registration, blood drives and a ropes course experiential training program. The Literary Magazine offers space to all students who want to enter poems or short stories. Drama, choral and band students are supported by the Analy High School programs and occasionally a student may take an academic course not offered at Laguna through the Analy High School curriculum.

Classes may use the Analy High School library and receive the same support as the Analy students, such as e-library subscriptions, full use of library resources, books and online data bases that can be used on and off campus.

B: Standards-based Student Learning:

Curriculum Areas of Strength:

- Teacher collaboration time for ongoing evaluation of the overall school program.
- Courses are challenging and meaningful to students' lives.
- A full time Pupil Personnel Services Counselor supports all students in their academic learning.
- Students' access to advanced placement programs and classes at the local high schools and junior college.
- Funding and availability of a school-to-career counselor to assist students with their individual learning plans and post-secondary plans.
- Students consistently monitoring their progress with the school counselor.
- The school's ability to accommodate student requests for class changes as needed.
- Financial Football: A personal budgeting simulation used in class with seniors.
- Students' capability of accessing post secondary education opportunities due to geographical and financial assistance.
- Ongoing communication and monitoring of students' completion of graduation requirements with students and their parents.
- School and staff's ability to make academic accommodations and modifications for students at risk of not graduating: tutoring, flexible scheduling, and credit make-up opportunities.
- Our high API scores and graduation rates.

- Our 98% CAHSEE passing rate for seniors.
- The strong curricular support and connection with the Analy High School programs.
- The success of our students when they transfer back into the traditional high schools.
- The development of three math levels, pre Algebra 1, Algebra 1 and Explorations in Math.
- The vigor of our fine arts department.
- The ability of our social science department to teach a combined core class.
- The strength of our special education department whose services offer basic skills development to non RSP students.
- Our science lab activities and experiments.
- The commitment of teachers to meet all students' academic, social and emotional needs.
- Class size averages are adhered to as recommended by the State Department of Education.
- The emphasis on career skills and development.
- Allocating two I.S.P. sections to meet the needs of seniors who work or who are 5th year students.
- The yearbook and other elective courses.

Areas for Growth:

- School wide curriculum guides that are aligned with the standards.
- The lack of preparedness in higher math and English for incoming and current students to access college preparatory classes.
- The need for a school wide literacy plan to address students' low literacy skills in reading, writing and math: academic vocabulary instruction, strategic reading
- A uniform writing model is needed to strengthen students' ability to write essays. Students can be classified as reluctant to non-readers and writers. Writing is a laborious and painful task.
- To place English students into classes suited to their competence.
- Improve the use of standardized test assessments to drive curriculum development.
- Increase the number of part time teachers to full time status.
- Increased funding for technological materials, maintenance, and support.
- Increased funding for adequate textbooks and materials.
- Increased funding for a full time school aide.
- Reinstate the CAHSEE prep class.

C: Standards-based Student Learning: Instruction

C1. To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected school-wide learning results?

C2. To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Because of the diverse academic background of continuation high school students, teachers are constantly redesigning and modifying their courses to meet student needs. Teachers make accommodations and modifications to facilitate student learning: small group/large group instruction, individualized instruction and computerized instruction. For example, in 2006, our RSP teacher wrote a grant to assist low-average readers. The grant money was used to purchase a computerized program called “Read Naturally”. This program allows all identified low-average readers to work independently, at their identified grade level for mastery. The “Read Naturally” program has proven to be very effective in improving student reading abilities and proficiencies. Students who use this program have been known to improve one grade level per quarter. However, the loss of our full time RSP classroom aid has compromised the effectiveness of this program.

All Laguna teachers are committed to using the best instructional strategies in their classrooms, and strive to achieve 100 percent student engagement in learning. Some of their methods include: cooperative learning, scaffolding, SDAIE, graphic organizers, visual aides and small group instruction. Observations of student engagement are done randomly by the staff (teachers, counselor, principal) and discussed at the Wednesday staff meetings. Teachers receive immediate feedback regarding their instructional practices, student level of engagement and the overall tone of the classroom environment.

Teachers use a wide variety of instructional materials, grade-level texts, and resources to enhance student learning. In economics, students participate in the “Stock Market Simulation”, “Financial Football” and “Country PowerPoint”. Science students participate in lab activities, field trips and maintain journals to help them develop organizational skills. In English, research papers, power-point presentations, essay writing and critical thinking skills are emphasized on a routine basis. Our Independent Study program supports students, when possible, in web based learning activities (CAD and Sketch Up) and career exploration. All classes use visual arts, posters, film and computers to enhance student understanding and comprehension of lessons. Students at Laguna are active participants in their learning.

While Laguna teachers are vigilant and highly committed to maintaining high standards of CST based instructional practices, there are two main obstacles to overcome with their implementation. The first obstacle is the varying levels of proficiency within the student body. Student academic levels are typically below basic to far below basic and can vary between four grades levels of proficiency. This variance in ability makes unified instruction extremely difficult. The second obstacle is the high percent of student transience. Laguna teachers have little to no control in how *long* students will remain in their classes, or in *how or when* students will enter or leave. We typically start and end each year with approximately 100 students, however, the transience rate will average around 50%, creating chaos in teachers lesson development. We are looking for ways to guide the entry and exit of students, and while the District is supportive they cannot control the movement of families to and from our area.

Laguna recognizes the need for all students to achieve academic standards that create post-high school opportunities. Our courses are aimed at addressing the academic standards and the expected school-wide learning results. Students participate in a meaning-centered curriculum that encourages them to think conceptually, solve problems, and communicate their ideas effectively. The curriculum emphasizes connecting new learning to prior knowledge, constructing new knowledge, and applying learning in real-life contexts. Students are placed in sequences in the curriculum that lead to a basic, general education. Learning is both textbook-oriented and project-based. Laguna consistently challenges students to raise their academic expectations and standards.

Instructional practices include:

- English students are given writing sample assessments using the same rubric as the CAHSEE writing sample scoring guide: 1-4.
- RSP students are exposed to the least restrictive environments with various means of support. They are also mainstreamed into regular academic classes immediately upon reaching the necessary proficiency.
- Independent Study students are actively engaged in career exploration.
- All science students perform laboratory experiments using the scientific method to learn essential standards.
- All science students participate in laboratory experiments in both physical and life science courses. Students, both individually and in small groups, write the results and processes of all experiments and keep them in their lab notebooks.
- All English students participate in active reading, writing, listening and speaking tasks, aligned with course curriculum and content standards. Instructional practices include free writes, critical thinking analysis, content driven quizzes and tests with group and classroom discussion. Students read essays, short stories, plays and non-fiction literature, both aloud and silently.

- Math students solve word problems and algebraic equations both on an individual basis and in groups. Instructional methods include: lecture, group and individual in class assignments, quizzes and tests. Presentations of new material will occur during one full period with the next few periods working on problem mastery. Students receive one on one instruction during the in class work.
- In some social studies classes, students have the opportunity to choose the number of exam questions to answer allowing them to be challenged according to their needs.
- In economics, students participate in the stock market game, financial football, currency and money-market games, Internet searches and develop a Country power point w/ rubrics.
- EL students are mainstreamed and therefore offered challenging, standards-based instruction. Remediation, for EL RSP students is available as needed through individualized instruction with the RSP teacher.
- The English department develops rubrics for their students that describe the learning expectations and grading policies before certain assignments.
- Laguna offers an Independent Study Program for those students who are unable to attend school during the regular hours. The assignments are tailored to student interests, particularly career interests. Whenever possible, assignments are project based.
- All of our experienced teachers have participated in workshops and classes and received CLAD or SDAIE certification. New teachers now graduate from their preparatory programs with both a CLAD certificate and training.
- All RSP students participate in research papers, power point presentations, interactive reading development and academic essay writing.
- RSP writing assessments uses the same rubric as the CAHSEE writing sample scoring guide.
- Every teacher offers students opportunities to improve their performance with individual instruction, study packets and after school tutorials.
- Workability program allows off campus employment for RSP students.
- Students conduct research for The Garden Project.
- Our elective classes increase technological skills and knowledge via classes such as yearbook and computer applications.

- In the fine arts department, the teacher presents five definitions from the State Content Standards Glossary of Terms for the visual arts which students use throughout the assignment. Also within the fine arts department, rubrics are used to grade the large art projects each quarter, with both student and teacher evaluating the work.
- The Literary Magazine provides students an opportunity to write and publish short stories, poems or articles of choice.

C: Standards-based Student Learning: Instruction

Areas of Strength:

- Teachers' commitment to excellence and student achievement.
- The staff has become much more aware of the subject matter content standards.
- The addition of a credentialed math teacher.
- The 12:30 release time provides for added flexibility for students to take advantage of off campus electives, Junior College programs or work experience.
- The weekly staff meetings.
- 65% of students rate their instruction as average or outstanding.
- The counselor arranges for every student to receive the courses they need to meet graduation assignments, either through Laguna, Analy or the Junior College.
- The counselor arranges for community tutors to work with students who need additional help in basic skills.
- The counselor encourages every student to take classes at the junior college and facilitates their enrollment.

Areas for Growth:

- To achieve 100 percent student engagement in what is being taught.
- Strengthening the reading and writing ability of all students.
- Implementation of a researched-based writing model and academic vocabulary instruction in all content classes.
- Increase students completion of classroom assignments which require them to write
- Increase the supply of Standards based textbooks.
- Increase the funding and general support for professional development.
- Computers and associated technology are obsolete and breaking down.
- Technology support is inadequate.
- New science equipment and supplies need to be purchased.
- Development of rubrics to guide student learning.

D. Standards-based Student Learning: Assessment and Accountability

D1: To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders?

D2: To what extent do teachers employ a variety of assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational process of every student?

Laguna High School is in the initial stages of establishing a professional assessment process to collect, disaggregate, analyze and report student performance data to teachers, parents, and other stakeholders. Through our Wednesday staff meetings, common learning outcomes will be clearly articulated and documented. Each student’s attainment of the outcomes will be clearly monitored and kept in the student outcomes binder. Teachers will have common evaluation tools and strategies in place to assess student mastery of these outcomes in order to respond to students who are not progressing satisfactorily.

In addition to CSTs, CAHSEE, CELDT, survey results, ASAM, and informal pre-and post-assessments, Laguna High School will continue to determine incoming student’s skill levels in English and math. We have used STAR reading tests and math pre and post testing over the years to assign classes. Our goal is to eventually have several assessment tools that are easily managed and can help us to monitor student progress.

In addition to assessments provided by district adopted curriculum, Laguna High School teachers strive to provide all students with multiple means of measuring what has been taught both formal and informal: quick writes, essays, lab instruction, traditional multiple choice tests, discussion, student presentations and problem-based student projects.

In the past few years teachers have worked towards activity-based instruction and assessment. On a regular basis, teachers use the following assessments:

Science labs	Skit performance
Projects	Presentations
Artwork	Group collaborations
Video projects	Portfolios
Skills testing	Self-evaluations
Service Learning projects	Speeches
Creative writing	Books

While there is still a considerable use of traditional tests--essay, short answer and multiple-choice--teachers are experimenting with partner tests and test corrections, allowing students to collaborate and re-work their original efforts.

Some teachers are using projects and simulations as a means to evaluate student understanding, such as the stock market game in the senior economics class demonstrates. Also in the economics class, power-point presentations and culminating projects are used as assessment tools in addition to traditional multiple-choice tests. Students are allowed to re-take the tests on-line until they pass.

The practical construction class regularly uses products as an evaluation tool. Students create irrigation lines, build benches and fences for the garden area, and landscaping design and maintenance are used throughout the school.

The use of technology, especially grading programs, has permitted some teachers to keep accurate comparisons of student assessments and grades.

Laguna teachers go to a wide variety of conferences to expand, increase and improve their assessment processes.

Classroom benchmarks and standardized test scores are used by teachers to assess and revise their instructional programs as needed.

Teachers are asking students to use technology in class assignments, such as word processing, graphing, spreadsheets, videos, and even web design. We feel continued improvement in this area is warranted.

According to the Student Survey, 65% of students feel they are well prepared in their core classes. They also report that the staff and school resources are there to support them. Seventy two percent (72%) favorably rate their school's student support services.(See support services in the survey section of the appendix).

D3: To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the ESLR's?

D4: To what extent does the assessment of student achievement in relation to the academic standards and the ESLR's results drive the school's program, its regular evaluation and improvement and usage of resources?

The school's ASAM report, SARC and informal reports to the Board of Trustees provides all shareholders information regarding student achievement, dropout and suspension rates, and AYP/ API standings.

The staff meets weekly to discuss student achievement results as available: CST's, CELDT, CAHSEE, student and parent survey results and teacher observations. Courses of action for interventions, changes of class scheduling and offerings, innovative program offerings like the Practical Construction course have been devised from this collaborative time. Categorical funding and non-restricted funding resources are dedicated to program improvement.

The school counselor and principal meet with students and parents to write individual learning plans. Plans are reviewed and monitored by the site administrator, counselor, student and parent. Students' testing results in the CST's, CAHSEE, re-designation options,

504 plans, special education needs, and progress towards graduation are discussed. Academic goals are set.

We use STAR and standardized test results, on a limited basis, to measure core departments' achievement of Content Standards. We would like to use this data more and it will be a meaningful part of our Action Plan. The Content Standards are a focus of nearly all departments, but the level to which they are addressed varies. In the core subject areas, the textbooks are aligned with state standards. In the math and science departments, teachers have developed exams that assess students' knowledge of these standards by analyzing test items.

In monitoring the achievement of our ESLRs, the teachers began to identify which assignments satisfy which ESLR. For our WASC preparation this fall, each department spent time reviewing how their assignments and assessments met the various ESLRS and content standards. The teachers recently reviewed the ESLRs, and believe them to be a meaningful document. We are still working on consistently identifying what they look like when successfully completed by a student. During the WASC process, all teachers had an opportunity to assess their own use of Academic Standards and ESLRs in relation to their classroom assignments.

Departments are continually modifying their courses and objectives based on both teacher-developed and standardized assessment tools. Assessment driven modifications include:

- The development of a new elective math course, "Explorations in Math" to support higher achieving students in their preparation for post secondary endeavors.
- Structural changes in Science to reflect the content standards.
- Use of more computer-based assessments and assignments in the Reading Improvement and Yearbook classes.
- Student development of a comprehensive Web page in economics.
- The re-examination of our social studies curriculum and text to better reflect current standards.
- The incorporation of a new health curriculum.

We also have District adopted staff development days in which the focus includes assessment of student achievement in relation to STAR and CAHSEE results, but we need to develop a model that provides for regular dissemination of data which can be used to drive instructional and assessment practices.

Standards-based student learning: Assessment

Areas of Strength:

- Laguna has consistently demonstrated its ability to score as the top continuation school in the county with high API scores and a 98% CAHSEE passing rate.
- The use of hands-on and collaborative activities for students is becoming more and more commonplace.

- Integrated, project based curriculum is growing, with teachers and staff asking students to contribute to their community and school by participating in the garden project, the outdoor classroom project, the challenge course and with the overall maintenance of school and local community grounds.
- Students are assessed in a more personal and individualized manner due to smaller class sizes.
- Teachers communicate with each other about which methods of assessment works best for which students.
- Assessment is not designed to be threatening or overwhelming to students.
- Students are allowed alternative methods of assessment if needed.
- Alternative assessment tools are available for students with learning disabilities.
- Students are given opportunities to be assessed at different paces and at different levels of learning according to their individual needs.
- A major strength of Laguna High School is the teachers. They are constantly improving their craft, whether by attending workshops or through informal reflections and conversations. They are driven to improve their lessons to reach and benefit all students.

Areas for Growth:

- The CSTs should become a more focused and continued method of assessment.
- The use of common assessment tools to drive instructional practices.
- More assessment options for those students whose primary language is not English
- In the past few years, Laguna High School has lost 3 classroom sections. The CAHSEE support class, one section of science and one section of English.
- Also due to the financial crisis, the state of technology at the school has severely declined with more and more computers becoming non functional. There is also less technical support for teachers and staff.
- While teachers have increased their awareness of the ESLRs and support their students' achievement of the ESLRs, they have yet to complete a more formal system of evaluation. Currently, the state testing and state standards have supplanted their efforts.
- Continuously evaluate and adjust assessment methods.

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

E1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

Upon enrollment into Laguna High School, the student and parents meet with the principal and counselor. At this meeting, rules and expectations are discussed as well as opportunities for the students. All parties involved are aware of their respective responsibilities. Parents are encouraged to become actively involved in their child's education. There have been several incidents where parent and community members approach us with ideas for student involvement in a variety of activities such as internships, peer mediation, working with seniors in a retirement home, Super Playground, employment, and more. Community members have also come to us with volunteer possibilities. For many years we have had two retired volunteers assisting students with basic skills, both academically and socially. For non-English speaking parents, our attendance clerk is our interpreter and assists in I.E.P.'s and intake meetings. The interpreter also translates written correspondence and forms, and assists in making phone calls regarding attendance. All parents personally receive a phone invitation to Back-To-School Night. This is one of our successful attempts to reach parents. Staff and parents meet each other, prompting open communication regarding students' needs. Phone calls home regarding attendance and behavior are common. Information is shared and solutions sought. "Good News" postcards are sent by the staff to acknowledge positive behaviors. These are highly regarded by both parents and students.

To promote parent and community involvement in the school, administration and teachers are active in community organizations such as the Sunrise Rotary Club, local gardening projects, Harmony Farms, local businesses, Interact supporters and the Parcel Tax Committee. The staff writes articles for local newspapers about Laguna and invites them to attend our events. Parents are always participants on our Site Council.

Perhaps the most telling example of community involvement revolves around the last parcel tax elections. The 1998 parcel tax was up for renewal in the 2005 general election, but failed. The horrified community rallied at a subsequent meeting of the Parcel Tax Committee and convinced the school board to go forward with a special election. Through the relentless efforts of these community members and Laguna staff, the special election was held and the parcel tax was approved, saving numerous school programs and allowing Laguna to continue with support services and elective programs.

Laguna encourages parents to stay connected to the school via the school web site, a highly informative and easily accessed site where the latest news and updates can be found. Registration packets, field trips, health updates, career education information and links, yearbook information, testing information and student of the week announcements are posted. Staff contact information, and all school information, is updated on a weekly basis. Many parents have commented on how much they enjoy and depend on our web site, saying it is resourceful, professional and informative.

The counseling department also provides many services to parents. A typical day may include as many as five parents who drop in to check on the progress of their student. In addition to actual school visits, many parents call on a daily basis to check on attendance, discipline or

credit issues. The Laguna counselor is well known throughout the community as she has been here for 36 years. Parents, past graduates, and community members all know her and feel welcome to visit Laguna whenever a need or opportunity avails itself. The counselor and all outreach programs are considered to be one of Laguna High School's main strengths.

Laguna currently has 20 students whose home language is Spanish, and 5 students are Limited English Proficient (LEP). Informational meetings are held as needed and a District English Language Advisory Committee (D-ELAC) meets on a regular basis. Laguna has a bilingual attendance clerk, (certified as an official translator), who works with the students and staff, provides translation services between parents and all school officials, and translates mailings to Spanish speaking families and many other duties relating to supporting our Spanish speaking families. An EL Lead Teacher was added (as a stipend position) and his duties include administering the CELDT test and re-designating EL students.

In an effort to keep parents informed about their student's progress in class they receive progress reports midway through each quarter. These reports include comments, and with quarter grades, provide three opportunities to catch problems with a student's academic progress each semester. Our counselor meets with each student every nine weeks, and teachers and administrators regularly contact parents regarding academic, behavior, and attendance problems. Laguna's counselor receives an average of 10 parent calls a day, which are returned within a 24-hour period. Most teachers send home course information sheets for parents to sign. These provide descriptions of the activities their students will be participating in and inform them how they can be of help. The teachers, counselor, and administrator can also be easily reached by phone, voice and e-mail.

When parents are concerned about their student's performance, they can have their student complete a Weekly Progress Reports, where individual teachers can give parents information about grades and assignments. A copy of the Progress Report is in the Appendix.

Our school board meets once a month, providing members of the community a regular forum to voice their concerns; their input is appreciated and valued. Laguna parents also continue to serve on standing and ad-hoc committees, such as Budget and Technology.

The local Rotary clubs are also involved with our schools and annually provide an average of \$20-\$30,000 for the exclusive benefit of students from West Sonoma County.

Laguna and the two traditional high schools share a Career Center director, the Workability program and the Transitional Partnership Program (TPP) all of whom find jobs for special needs students and provide counseling and social services for at risk and low income students. New Ways Workers is a major coordinator of our school-community partnerships, involving 50 local businesses and serves many district students.

Laguna High School provides numerous means and opportunities for parents and community members to become involved with the school, as noted in the above examples, and encourages students and staff to be actively involved in the community we serve. While some parents do participate in the educational process at Laguna, there are a substantial number of parents that do not. We continue to look for ways to encourage and motivate parental involvement.

E2. To what extent is the school a safe, clean, and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

Laguna High School has a strong reputation for providing an overall atmosphere that is effective in the academic and emotional nurturing of every student. Classes at all levels are characterized by diverse student groups, and all students, whatever their abilities, are continually encouraged to meet the challenges of a standards based curriculum. Teachers are knowledgeable about their students' learning needs and modify their approaches to maximize the learning potential of all students. Teachers know the levels of their classes and individual students, and adjust expectations accordingly. Activities and services are focused on providing support for students to be successful in all aspects of the Laguna program. This support includes technological support, tutoring opportunities, small reading groups, and individualized instruction. Laguna has financial support and professional development opportunities from the District and County to meet the academic needs of its students.

Student safety and the cleanliness of the campus continue to be a major strength of Laguna High School. The students take pride in the beautiful campus setting, and you will rarely find trash littering the campus after break and lunch. Our staff also supports the efforts of our custodian by cleaning their rooms and helping to facilitate campus pride. The faculty has a strong presence around the campus both before and after school, with snack break supervision being shared on a daily basis. One of the expectations of Laguna is that students respect one another and all diverse situations, and that school time is a safe time, where if conflicts occur, they are addressed and resolved with mediation and adult assistance. In fact, Laguna's practical construction class is building a meditation area for individuals to use when in need of a special place to think and be calm.

In alignment with a new State law, measures were taken to address the issue of general intolerance and specifically homophobia, including strict consequences for acts of hate language. Laguna students are encouraged to express themselves in positive, constructive ways and to allow others to express and represent who they are. When name-calling or language becomes disrespectful, the situation is addressed.

Laguna had a Safe Schools Ambassador Program, which provided training in how to address people who are hurting or bullying other students. Our Leadership Class now incorporates these values and the students act as campus monitors in the effort to promote a campus free of hostility.

W SCUHSD has an informal dress code and an inappropriate language code. Despite our efforts, profanity, sometimes undirected but too often personally directed, continues to occur too often for the comfort of the general student and staff population. As the influence of gang behavior increases, we will need to be more specific with the dress code restrictions. Dress code and inappropriate language are both areas of concern and in need of improvement.

Theft of personal and professional items is a problem. Some of these incidents are the result of students leaving their school bags unsupervised for extended periods of time. To insure a safe environment, cameras are placed throughout the campus. They are monitored by the principal and director of maintenance. Drug use seems to be on the rise, with Oxy-Contin making itself more available within both the school and local communities.

One area of improvement has been the focus of a comprehensive emergency procedure plan. A system has been developed, describing the process to follow with differing kinds of emergencies and practice drills are scheduled throughout the year. Most classroom doors lock from the inside, as required for campus intruder drills. We need to install these types of locks on every classroom door to ensure the safety of all teachers and students. Emergency kits are located in each classroom.

Last year we had 45 sections and this year we have 42. Our enrollment remains constant, averaging between 100 and 110 students. This year, a science, English and CAHSEE prep class were cut. The cut in science has resulted in some 10th graders not being able to take a science class.

Laguna has high academic expectations and works hard to motivate students to meet those expectations. To improve STAR results Laguna moved the test schedule to the latest possible time in the school year food was provided in the mornings before testing, incentives were given to students, and some restructuring of curriculum was done to assure that topics usually taught late in the year were addressed before the exam.

Expectations and support for non-college bound students is an area of needed improvement. We are concerned about the lack of skill-based courses that could *actually* lead students into a career. We would like to more fully address current job market needs, such as computer based or service jobs. Some students enroll at the Junior College for these types of classes, but it is getting more and more difficult for them to enroll as collegiate resources are suffering from the same economic down turn as are the public high schools. Because our program is limited, and the State budget so constrained, we have been unable to institute the elective courses needed to assist students in their career preparedness, such as culinary, advanced technology, hospitality, welding or computer assisted drafting classes. It is our hope that the evolution of our environmental program will be a gateway training vehicle for jobs in the future.

Laguna works hard to support EL students, as our test scores show. We do not have specific EL support classes, but the few identified EL students receive additional academic support as needed or identified. The entire staff believes that the campus aide position should be re-instated. The last aide was felt to be invaluable to the overall success of the students and the campus in general. EL students could also benefit from the assistance of this aide.

We are also concerned about support for students that have not experienced academic success in the past. Our non-mandatory after school tutorial/credit make up time provides an opportunity for those students wanting help. Teachers cannot require students to attend after school tutorials, and run into problems with students work schedules, transportation issues or family constraints. For students who seek help, our after school programs, the community supported tutoring during the school day and our credit make up packets combine as an excellent program opportunity. Students also attend Analy's English, social studies after school make-up credit (classes) for seniors.

All in all, Laguna High School is a safe, clean and orderly campus that nurtures students and inspires learning. One has only to walk around the campus during passing time, attend a class or walk through the quad during the morning break, to witness the camaraderie that students have amongst themselves and with the staff. Laguna welcomes adult visitors with an open invitation to attend classes or to have a meeting with the principal or counselor. Visitors find

Laguna to be a friendly, comfortable, clean and a well-ordered environment. Laguna has a relaxed, positive atmosphere conducive to learning and student wellness.

E3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

Support is available to all students and includes opportunities for academic, social and emotional growth. Every nine weeks students receive an updated individualized learning plan to keep them on track for graduation. Tutoring support is available after school for those who choose to take advantage of it, and credit make-up packets are available in all core/elective subjects. Private tutors are also available through volunteer organizations and occur on a weekly basis.

The Laguna counselor and our career counselor work with students on four-year plans via the Kuder Personal Inventory. These plans are reviewed each year and created for new incoming students. The career counselor, who comes one day a week, tries to see each student (especially seniors) as many times as needed per year and has an open-door policy for students who request services.

Laguna's focus is to maintain strong academic standards. Our API scores have averaged in the mid 600's over the last 4 years, and our goal is to reach 700 within the next two years. Our future and overall goal is to meet the California goal of 800. Current statistics indicate that Star testing results are up from the previous year. Our graduation rate was 87.5% for 2009 and all seniors, who did not drop out, return for a 5th year to pass the CAHSEE or G.E.D.

E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

All students have access to personal support services through the school and through local community organizations. Teachers and staff know the students as individuals and provide for their support and guidance. The staff has a general understanding of alternatives for student support. Weekly staff meetings focus on student issues. Students are referred for counseling and special programs at this time. The school places emphasis on student attendance and contacts students and parents whenever absences occur. Students are encouraged to participate in school-sponsored activities such as sports, yearbook, and Interact. The approach to guidance and counseling is school-wide, focusing on students' personal, career, and academic interests and goals. The guidance and counseling staff work with the students to look at prior experiences and personal needs in relation to both academic courses and career interests. Counselors work with the principal and teachers to identify students who may be at risk and to intervene effectively. When in need, students and their families can easily access social, psychological, and health services through a school-based network of school and community organizations that work together to solve problems and share resources. A full time school counselor is critical for student success.

As an alternative/continuation high school, one of our greatest concerns is of substance abuse by our students. Three years ago, the District, in conjunction with the Sonoma County Office of Education, applied for and received a three year Project Success Grant that provides for a three day per week, full time drug and alcohol counselor. Our Project Success counselor is in her third year and we are optimistic that this federal grant will be continued for another three

years. The Project Success counselor works with both individual students and organized groups. She works with the families of students in crisis and also coordinates with the probation department offering “Families in Action”, a program for drug or alcohol offenders which host 8 weeks of sessions for both parents and their students. Also in conjunction with the County Probation department, a “Girls Circle” is hosted on campus with “Boys Council” soon to be implemented.

We believe that we have a truly outstanding counseling program and that services for academic, personal, social and career development are ongoing and consistent. Laguna has had a full time counselor for the past 36 years and is committed to maintaining this level of needed services for our districts most at-risk youth. This is a crucial and major strength of our program and our student’s success.

Some other strengths in this area include:

- Two therapists, each working one-day per week.
- One career coordinator working one-day per week.
- An informal focus and use of the Safe School Ambassador Program Model.
- Local health clinic contacts.
- Many county agencies for the homeless or for food services.
- Outstanding community relations
- Weekly staff meetings that are critical to the success of the school. They allow the staff an opportunity to review student progress and then provide help and assistance for students at risk.
- The school offers several opportunities for students to become more involved: Leadership, yearbook, service learning, journalism, student council, the ropes course, garden project, Interact (Cajun Festival) and sports.
- Teachers have an opportunity to really know their students because the class sizes are limited to 17:1, and strong relationships are the norm.

Currently, our school counselor, serves approximately 104 students. She meets with each student at least twice a semester for academic support and daily with those who need personal support. She discusses goals and academic achievement as well as specific individual needs. She provides an in-depth orientation for incoming students and their parents. She also regularly calls in students to discuss progress reports and low grades, advise about specific course offerings, adjust schedules when necessary and devise or revise academic plans based on student performance. She is responsible for seeing that students get support to make up lost credits and to pass required tests. Students have a choice of after-school programs to make up lost credits or Independent Study. Some students with serious behavior infractions can be transferred to the Community Day School, a one-room school for students who need to be more closely monitored.

Our school counselor works with teachers and our career coordinator to develop a Personal Learning Plan (PLP) with every student through the Kuder program. Every student receives a copy of their transcript and their individual graduation requirement needs. Our counselor, fondly known as Mother Laguna, is a 36 year veteran of Laguna High School, and provides for a personalized and proactive plan to be in place for all students. She also announces, over the loud speaker, every student’s birthday, and on behalf of the whole school, wishes them a

happy birthday. It is this kind of action and relationship that makes Laguna strong. We believe our counseling program and our ability to form positive connections with students, is one of the reasons we have such a high graduation rate and so many student successes.

Laguna teachers work with counselors to help motivate students in their academic progress. Teachers provide 5-week progress reports in each of the 4 quarters of the year. Many teachers call home or e-mail, and provide students and parents with assignment and grade printouts to encourage immediate improvement. Teachers participate weekly on informal Student Study Teams (SST) along with the counselor and principal to discuss ways of improving student academic performance.

Communication with parents, in general, occurs primarily through daily attendance calls, our web site, quarterly newsletters, in-take meetings and committee work. Our newsletter is a publication designed to keep parents informed of any and all events on campus. It features a Counselor's corner, where parents can learn of available resources or programs, a Principal's update on the current school activities and goals, upcoming events and interesting stories of individual and group student successes. The newsletter always encourages parents to be involved in their student's education and to visit the campus.

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

Areas of Strength:

- Outstanding individual and group counseling support for all students.
- Formal weekly discussions about student behavior and achievement.
- Staff collaboration (at lunch time and weekly staff meetings).
- Clean, beautiful and safe campus.
- Positive, tolerant atmosphere with good rapport between students, and between students and staff.
- Students routinely seek adult advice.
- "Laguna Culture"/ "Home" / "Family": descriptors from staff, students and parents.
- Strong academic and personal focus.
- Theme: respect, responsibility and rigor.
- School improvement is ongoing: student council, Interact, Project Success, Girls Circle, Kuder and overall academic achievement.
- Ongoing selection of "Student of the Week" "Student of the Month" and "Student of the Year".

Areas for Growth:

- Laguna has lost its campus aid, eliminating the on-going individual tutoring and mentoring that previously occurred on a daily basis.
- Increase the number of opportunities for students to become involved in school wide decisions.
- Laguna has to continue to develop means for parents and the community to become actively involved in the educational process.
- Laguna has to continue to improve methods of communication to meet the needs of non-English speaking families.
- Continue to reduce the amount of profanity commonly used on campus.

WASC FOCUS GROUPS CONSIDERED THE FOLLOWING EVIDENCE

- Administrative and staff observations, discussions and reflections
- Parent/student surveys and interviews
- School Accountability Report Card
- School Board minutes
- Comprehensive School Safety Plan
- Board bylaws
- Master Schedule
- STAR/CAHSEE test scores
- AYP/API/ASAM Results
- School based test results, formal and teacher based
- Tutorial/ credit make up data
- Professional development participation
- Site Council Recommendations
- West County Community Service Organization
- Sonoma County Probation
- Sebastopol Police
- Newspaper articles

LAGUNA HIGH SCHOOL SCHOOLWIDE ACTION PLAN

Goal 1: Alignment of all core curriculum to California Content Standards

Rationale: To develop an appropriately challenging curriculum, which enhances and supports our Vision, ESLR's, and Academic Standards.

ESLR's: The implementation of these plans will impact ESLR's A1, A2, A3, A4, and A5.

TASK	PERSON(S) RESPONSIBLE	RESOURCES	MEANS TO ASSESS IMPROVEMET	TIMELINE	METHODS TO REPORT
1. Teacher training in standards-based instruction	Administration and Staff	CA Content Standards Trainer from SCOE District in-service opportunities Site in-service opportunities Weekly staff meetings Peer support	Newly adopted teacher evaluation tool Administrative classroom observations Peer observations Staff surveys Student surveys	School year 2010-2011 and on-going	Administrative Council meetings Staff meetings Parent communications Site Council Board meetings

2. Work on standards-based lesson plans/unit plans.	Staff	<p>Analy High School curriculum and instructional practices and observations</p> <p>Staff meetings to share, discuss work and results</p> <p>CA Content Standards Sample lesson plans</p> <p>Standards-based rubrics</p> <p>Use of local assessments</p>	<p>Administrative observations</p> <p>Peer observations</p> <p>Lesson plan review</p>	School year 2010-2011 and on-going	<p>Administrative Council meetings</p> <p>Staff meetings.</p> <p>District Staff Development workshops</p> <p>Site Staff Development workshops</p> <p>Site Council.</p>
3. Acquire standards and competencies for non-core classes (electives)	Administration and staff	<p>CA. Department of Education.</p> <p>SCOE</p>	Same as above	Same as above	Same as above

LAGUNA HIGH SCHOOL SCHOOLWIDE ACTION PLAN

Goal 2: Improve student overall achievement in English Language Arts/ Reading.

Rationale: On formal and informal reading assessments (STAR, CST's, CAHSEE and Classroom Criteria), Laguna High School students are in general functioning in the below basic or far below basic ranges on their CST's. Through observations of student performance and evaluation of student work in all classes, we find that our students tend to be reluctant and/or non-readers. ELA and Reading are a priority now, especially with the demands of the NCLB (requiring that all students be proficient by 2014) and the high school exit exam.

ESLR's: The implementation of these plans will impact ESLR's A1, A2, A3, A4, A5. and S3, S4, S6 and S7.

TASK	PERSON(S) RESPONSIBLE	RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT
1. To implement a school-wide reading plan that will include strategic reading in academic content areas, general and academic vocabulary, and leisure reading to increase comprehension and retention.	Administration English teachers RSP teacher Title 1 teachers SSR teachers	Informal assessment data Master Schedule alignment Formal Assessment: <ul style="list-style-type: none"> • Read Naturally • WRAT • Stanford • Skills Tutor • Study Island 	Formal and informal assessments: <ul style="list-style-type: none"> • STAR • CASHEE • CELDT • API and AYP growth targets • Student work samples • ASAM credit completion rates and graduation 	School year 2010-2011 and on-going.	School Board: <ul style="list-style-type: none"> • School Site Plan • SARC • State CAHSEE website. Parents/Students/Community: <ul style="list-style-type: none"> • Report cards • CAHSEE home reports • CST home reports • Conferences • Individual Learning Plans • Surveys • School Website

		<ul style="list-style-type: none"> STAR Reading 	<p>rates</p> <ul style="list-style-type: none"> School researched assessment programs 		<p>Staff:</p> <ul style="list-style-type: none"> Staff meetings Analysis of data Student progress Report cards Surveys
2. Be able to read at grade level and test at basic or better on CST's and CAHSEE.	Administration, English teachers, RSP teacher, Title 1 teachers and SSR teachers.	All formal and informal assessment programs. (Those listed in task #1)	<p>Formal and informal assessments.:</p> <ul style="list-style-type: none"> STAR CST CAHSEE ASAM Research-based reading programs 	School year 2010-2011 and on-going.	Same as above.
3. Create life-long readers	Administration and all staff	<p>Daily SSR time.</p> <p>Classroom and Analy libraries.</p> <p>Book donations from the community.</p>	<p>Informal discussions and observations with students.</p> <p>Teacher assessment of student interest.</p> <p>Student surveys.</p> <p>Number of books read and reported on per year.</p>	School year 2010- 2011 and on-going	<p>Student surveys.</p> <p>Parent surveys.</p> <p>Staff meetings.</p>

LAGUNA HIGH SCHOOL SCHOOLWIDE ACTION PLAN

Goal 3: Improve student overall achievement in algebra.

Rationale: On formal and informal mathematics assessments (STAR, CST's, CAHSEE and Classroom Criteria), Laguna High School students are in general in the below basic or far below basic ranges on the CST's. Through observations of student performance and evaluation of student work in all classes, we find that our students tend to be below or far below basic. Mathematics/Algebra is a priority now especially with the demands of the NCLB (requiring that all students be proficient by 2014) and the high school exit exam.

ESLRs: The implementation of these plans will impact ESLR's A1, A2, A3, A4 and A5.

TASK	PERSON(S) RESPONSIBLE	RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT
1. For every incoming student who requires math credit, or for those who have not yet passed the CAHSEE, assess their level of competency using a formal, research based assessment tool.	Counselor Math teacher	Existing formal and informal assessment tools Standardized teacher in-take exam	Study Island Assessment program Teacher quarterly exams CST Scores CAHSEE Score Student work samples ASAM credit completion rates and graduation rate Analysis of pre-post data	School year 2010-2011 and on-going	Assessment results updated and shared between the math teacher/ school counselor/student/ parent and staff Updated Individual learning plan Report cards Classroom test scores CAHSEE scores CST scores
Formalize instruction to address each individuals assessment scores	Administration in collaboration with the school counselor and	Standardized text Existing formal and informal assessment	Same as task # 1	School year 2010-2011 and on-going	Same as task # 1

	the math teacher	tools Alignment of curriculum and instructional practices to standards			
3. At the end of each quarter, and the conclusion of the course, assess each student's math level to measure growth, grade level and academic need	Administration in collaboration with the school counselor and the math teacher	Staff informal standardized tests School researched-based formal assessment	Same as task # 1	School year 2010-2011 and on-going	<p>School Board:</p> <ul style="list-style-type: none"> • School Site Plan • SARC • State CAHSEE website. <p>Parents/Students/Community:</p> <ul style="list-style-type: none"> • Report cards • CAHSEE home reports • CST home reports • Conferences • Individual Learning Plans • Surveys • School Website <p>Staff:</p> <ul style="list-style-type: none"> • Staff meetings • Analysis of data • Student progress • Report cards • Surveys

LAGUNA HIGH SCHOOL SCHOOLWIDE ACTION PLAN

Goal 4: Develop formative and summative assessments for LHS core curriculums that are aligned with the California content standards.

Rationale: There is a need for common measurable assessments to evaluate student achievement in all content areas and specific content standards.

ESLR's: The implementation of these plans will impact ESLR's A1, A2, A3, A4, A5, and S3, S4, S6, S7.

TASK	PERSON(S) RESPONSIBLE	RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	METHODS TO REPORT
1. Standardization of formative assessments in all content areas to improve daily instruction via instructor knowledge of student standards mastery.	Administration All Staff District	NCLB Funds Title 1 Funds General Fund SCOE BTSA forms and processes "New" teacher evaluation tool	Administrative observation and evaluation. Peer observation Staff surveys and feedback Student Scores	School year 2010-2011 and on going.	Administrative Council School Board reports Staff meetings. Staff surveys. Student surveys.

<p>2. Standardization of summative assessments in all content areas to assess student mastery of content standards.</p>	<p>Administration All Staff</p>	<p>General fund. Title 1 funds. Microsoft funds. Community Grants.</p>	<p>Researched based assessment programs:</p> <ul style="list-style-type: none"> • Read Naturally • Star Reading • Skill Tutor • Study Island <p>Teacher generated assessments at the end of each quarter/semester.</p>	<p>School year 2010-2011 and on going.</p>	<p>School Board:</p> <ul style="list-style-type: none"> • School Site Plan • SARC • State CAHSEE website. • ASAM data <p>Parents/Students/Community:</p> <ul style="list-style-type: none"> • Report cards • CAHSEE home reports • Conferences • Individual Learning Plans • Surveys • School Website <p>Staff:</p> <ul style="list-style-type: none"> • Staff meetings • Analysis of data • Student progress • Report cards • Surveys
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