

**PACIFIC VIEW CHARTER SCHOOL
2937 Moore Avenue
Eureka, CA 95501**

WASC/CDE FOCUS ON LEARNING

Committee Chair

**Carl Del Grande, Ed. D.
Retired Superintendent**

Committee Members

**Jack Bareilles
Grants Evaluator
Northern Humboldt Unified School District
Mckinleyville, CA**

**Christopher Mahurin, Director
CORE at Camptonville Academy
Marysville, CA**

April 25, 2012

Chapter I: Student/Community Profile

The Pacific View Charter School # 277 started serving students in Grades K-12 in January 2000. The school was granted a five year charter in 2006 and a petition of renewal was approved by Loleta School District in 2010. The main campus is located in Eureka, CA at 2937 Moore Avenue. A second campus, serving K-12 Independent Study students, is located in Crescent City, CA, approximately 95 miles north of the Eureka campus. Pacific View is a hybrid charter school that serves classroom-based and independent study clients in grades K-12. The students come from school districts in Eureka, Arcata, McKinleyville, Crescent City and the other outlying communities of Humboldt and Del Norte Counties. The unemployment rate in Humboldt County ranges from 11-12 % and has been greatly impacted during the past 30 years by the decline of the timber and commercial fishing industries. Both industries employed over 50 % of the workforce for many years and with the advent of the Redwood Park annexation in the late 1970's and environmental concerns, the timber industry became a minority employer.

At the present time, tourism is a major source of income in the county. Presently, the largest employers in Humboldt County are the university, community college, hospitals, school districts, government and a few lumber mills. The current unemployment rate in Humboldt County is 20%.

Based on the limited employment opportunities in the area, many graduates of the local high schools seek employment in other parts of the state. The majority of the students graduating from the Pacific View Charter School must find employment to support themselves. This creates a critical need for the school to make sure that all students graduate and possess the skills needed to succeed in the World of Work. The percentage of graduates attending College of the Redwoods, Humboldt State University or community colleges out of the area is very low. The administration and the school counselor began tracking students several years ago and there are plans to increase this effort over the next few years.

The school counselor and the principal are working on a plan to track this data over the next several years. As was stated earlier, the majority of the PVCS graduates must go to work immediately after high school to support themselves. Some do attend college part-time and work, which has proven to be even more difficult in these troubled economic times. In order to change this, more employment opportunities in the county must be developed. The County of Humboldt, City of Eureka and private investment groups are planning to restart the now defunct railroad infrastructure and expand the shipping/commerce options for Humboldt Bay.

The administration is made up of the following: a Director/Chief Business Officer (Part-Time), Principal (Full-Time), Dean of Students (Part-Time), School Counselor/Tech Coordinator (Part-Time). The entire certificated staff is Highly Qualified, under the No Child Left Behind criteria, consists of the following:

1. K-8 Site Based Teachers-3
2. 9-12 Site Based Teachers-1-Social Science/ELA-Full-Time, 1-Math Teacher-Part-Time, 1-Science Teacher-Part-Time, 1-PE teacher-Part-Time. (The Part-Time teachers also do elective classes).
3. Independent Study Teachers-4 (1 of the IS teachers serves as the Career/Vocational Coordinator)
4. Special Education Teachers-1-Full-Time, 1-Part-Time Teacher (Both SPED teachers have advanced degrees beyond the regular credentialing).
5. Classified Staff-1-Administrative Assistant-Responsible for Attendance/Student Data, Free/Reduced School Lunch Program, School-wide Program Support. 1-Director of Maintenance-Part-Time, 1-School Custodian-Part-Time.

The majority of the students served by the PVCS come from very low socio-economic backgrounds, with 60-70 % of the students qualifying for the Free and Reduced School Lunch programs. In addition, based on STAR-Test data 55-65 % of the students are classified as socio-economically disadvantaged. The Parent Education level for the school indicates that the majority of the parents attained a high school diploma, GED certification and/or attended some college courses.

The number of special education students served is estimated to range from 20-25 % based on students enrolled with active IEP'S or a 504 Plan and STAR Test data. The Foster/Homeless student population enrolled with the Pacific View Charter School is significantly higher than the other schools in Eureka and outlying environs. These students reside in very transient living environments, with couch surfing, homeless shelters, youth shelters and often time the streets being called "HOME". The school's student transiency rate ranges from 25-30 %, with 218 (K-12) students enrolled as of January, 2012. Many of these students were not successful in traditional or alternative educational programs and tend to move from continuation school programs through independent study, community day schools and other charter schools, when possible.

The student population is diverse, with the following groups represented:

Black/African American-1%.	American Indian-7%.
Asian-1 %	Filipino-1 %
Hispanic or Latino-17 %	Native Hawaiian/Pacific Islander-1 %
White-60 %	

1. Socioeconomically Disadvantaged-54 %
2. English Learners-3 %
3. Students with Disabilities-21 %
4. Female Population-47 %
5. Male Population-52 %

Summary of Student Achievement

From 2006 through 2011, the high school students enrolled at the school have attained an average API Growth of 24 points per year. Pacific View Charter School is now testing

95% or more of the enrolled students, which is one of the NCLB criteria it did not meet several years ago. Because of this, the school is no longer a Program Improvement School (PI). The reduction of the Transiency Rate from 40% to 25-30 % has had a major influence on the school's API/AYP criteria and other indicators. The staff has extensive experience working with at risk students and developed and implemented standards-based instructional programs that meet their diverse needs.

Assessment Summary 2009-2012 STAR-CST Results

The California Standards Tests reflect the following assessment trends that are addressed in the school's action plans and were used to create the school's identified academic needs:

1. The percentage of students scoring Below or Far Below Basic on the tests is significantly higher than the scores attained by similar students/schools at the Countywide and Statewide levels.
2. The Transiency Rate for students entering/leaving the school during a given school year is 30 %. Based on this factor, the number of students taking CST have not received a full school-year of instruction in the CORE subjects is a major detriment.
3. Many of the students entering Grades 9-12 have low academic skills in English/language arts and math. The teachers must make a variety of academic modifications in the CORE subject areas to enable the students to make satisfactory progress with the assigned work.
4. State standardized testing programs show achievement in the whole school populations. Because of the school's ongoing high Transiency Rate, 30 %, state standardized testing does not give a complete and accurate profile of the school's effectiveness. Additionally, state standardized testing does not demonstrate student growth when a student moves from far below basic but may not yet have reached grade level. The school is making greater use of the individualized assessment components of LARS, School-Wise, STAR reports, teacher tests, and CaliQity(CQ)-Assessment tests and Standards/Alignment resources; to track student's skills, especially those highly-at-risk students that are well below grade level.

Assessment Summary for CAHSEE from 2009-2011

The CAHSEE test results for the period from 2009-2011 reflect the following:

1. The number of students taking/passing the CAHSEE ELA and math tests has increased.
2. The number of SPED students taking/passing the CAHSEE tests has increased.
3. The percentage of students taking/passing the ELA section of the CAHSEE from 2009-2011 ranged from 63-76 %. The percentage of other students passing the CAHSEE ELA at the county and the state level ranged from 80-85 %.
4. The percentage of students taking/passing the math section of the CAHSEE from 2009-2011 ranged from 50-57 %. The percentage of other students passing the CAHSEE math tests at the county and state level ranged from 80-85 %.

5. The Highly-At-Risk and Transient students attending the school historically struggle with the ELA and math subjects. CAHSEE tests in ELA and math are very difficult for these students and many opt not to take the tests or put little effort into answering the assessment sections. The staff works closely with At-Risk/Transient students providing tutorial classes, online prep courses and other interventions to ensure that they take and really try to pass the CAHSEE tests.

Chapter II Progress Report

Major Changes

Since the spring 2009 WASC Initial Visitation, the Pacific View Charter School staff has worked diligently to address the critical academic needs as identified by staff. Despite decreased staffing, fluctuating student enrollment and fiscal shortfalls, progress toward meeting these areas has been successful. The school used the Focus on Learning process and resources as a guide for addressing the growth areas/critical areas. During the 2009-2011 school years the following **Significant Changes** took place:

1. A Homeroom Period (8:25-8:45) was added to handle more guidance topics for grades 9-12. Academic tutoring, Core Support-SPED topics and special events are reviewed and discussed at this time. Attendance monitoring during this period has decreased late arrivals and trancies.
2. The addition of a science teacher, PE teacher, math and full time English teacher has strengthened the instructional program. These changes have strengthened the core subject content areas and allow these subject area specialists to focus on their content areas. Prior to these changes, the high school teachers were teaching in several content areas and elective courses. Elective courses were expanded based on the diverse credentialing of the new teachers. In addition, the implementation of the CaliQity-Currium/Class.com online curriculum in the fall of 2011 added more core, advanced placement and elective courses.
3. The high school students are participating in expanded Career/Vocational Technical courses. The Humboldt County Office of Education-HROP courses in Game Development, CAD, Agricultural, Fire Science, and Personal Finance has been added. In addition, the Personal Finance/Work Experience teacher has accessed the following online career resources through the Humboldt County Office of Education: Kuder, California Career Resources Network which offers the Reality Check Career resources and access to an HCOE Career Specialist.
4. The Odyssey program is now offered, through the Workforce Investment Act (WIA), for students age 16-21. This program is designed to help students who may need extra support to reach their academic goals in secondary school, learning job search skills, finding jobs, and learning about college and other technical/vocational programs. In addition to the WIA program, students learn about personal finance through a course offered as an elective. During the fall of 2011, the school developed and approved the implementation of the Work Experience Education Program (WEE). The WEE provides student participation in planned, supervised learning on a job requiring adult standards of performance. This learning takes place during part of the regular school day, is a joint

- responsibility of the school, the employer, and the student, and is offered on an equal basis with other subjects. WEE makes an important contribution to the practical aspects of the student's preparation for living, which may not be entirely provided by other school courses.
5. The student population is becoming more stable, with a significant percentage of the students continuing from grades 6-8 into the high school program.
 6. During the 2009-2010 school year the school collaborated with the Humboldt Transit Agency to establish a Bus Pass program for the students who take the transit to get to school. Pacific View Charter School does not receive state transportation funding so the administration and the Humboldt Transit Agency developed the program to insure the students get to school. The Bus Pass program has been very successful, with over 90 % of the users having consistent school attendance. In addition, there is consistently a large group of high school students who have entered the local comprehensive high school(s) to participate in sports or other extra-curricular activities and then return to Pacific View Charter School after the first quarter or semester of the school year. Often times, the students return because they do not like the large size of the school, lack of instructional support, or belonging to a "specific group" within the high school. Based on data from the 2004-2005 school year, the student transiency rate of 40 % has decreased to a rate of 25-30 %. The decrease in the transiency rate increased the number of students in grades 9-12, provided additional instructional services and increased participation in state testing programs. This change also allowed the school to test at least 95 % of its students, which resulted in the removal of the school from the Federal-Program Improvement status (PI).
 7. During the 2011-2012 school year, the Pacific View Charter School became a pilot school for the CaliQity Online Program. Professional development was provided during the summer of 2011, focusing on the CaliQity Curricula offered by the California Department of Education-High Speed Network. The addition of the CQ program greatly expanded the CORE, advanced placement, elective and enrichment courses available to K-12 students. This has been a major instructional improvement for the school and allowed for the cancellation of the Global Student Network online offerings. To support the CaliQity adoption the school has purchased 40 ACER Tablets to provide students with up to date online access to the curriculum and other internet based resources. The faculty has collaborated with the CaliQity staff to provide feedback and suggestions for the revision and expansion of course offerings. From these suggestions the CaliQity staff in Ohio purchased the Class.com online courses to supplement and support the existing CQ offerings.
 8. During the spring of 2009, the school purchased and implemented the School-Wise Student Data Management System which replaced the Lighthouse Student Reporting System. With this new software the administration, staff, students, parents and state reporting agencies were able to receive an expanded variety of reports pertaining to academic performance, discipline, attendance, transcripts, grades, progress reports, graduation status, and many other relevant categories. Utilizing School-Wise and the Longitudinal Assessment Reporting System (LARS) reports are provided to teachers, parents, students, board members, and

administration and allow instant access to student performance trends on the STAR/CST Tests and CAHSEE. The School-Wise and LARS programs are invaluable resources for the management of student performance data.

Follow up Process

The 2009 Initial WASC visit was the first time Pacific View Charter School interacted with the Accrediting Commission. That visiting committee left six recommendations for the school:

1. Renew the Charter- It is critical that the Pacific View Charter School determine which entity will sponsor their Charter after June 30, 2011.
2. Identify the school's critical academic needs.
3. Develop a comprehensive staff development plan that is aligned with the school's critical academic needs.
4. Develop a Course of Study for each academic area that integrates state standards and that addresses the school's critical academic needs and is linked to lesson plans, assessments and student performance benchmarks.
5. Utilize student performance data from STAR, CAHSEE and other assessments to determine gaps in student learning.
6. The administration and Board of Directors provide the resources necessary to address the recommendations listed above.

The administration, faculty, staff and Board of Directors addressed each of these recommendations in a responsible manner and a summary of their actions follows:

#1 In November of 2010, Charter #277 was renewed through June 30, 2016. The petition for renewal was approved by the Loleta Union School District and the California Department of Education.

#2 Action Plan to identify the school's Critical Academic Needs:

From fall 2009 through the spring 2012, the school conducted an ongoing review of the following student performance indicators to determine the school's critical academic needs. The following student performance data was analyzed:

- STAR Test results, CST Tests, teacher assessments for English/language arts, math, social science, science
- CAHSEE Test Results-Eng/Lang Arts and Math-Algebra
- Course Grades for 9-12 Core Curriculum- the percentage of failing students, D grades and students with Incompletes
- Longitudinal Assessment Reporting System (LARS), School-Wise, Accelerated Reader/Math, and STAR Test data
- Following the analysis of these documents, the critical academic needs were identified and an action plan designed to address these needs began to form.

#3 Embedded within the school's action plan is the staff development plan. Each of the five goal areas identified in the action plan has a staff development component. The current budget may limit access to travel, conference fees and on-site presenters; nevertheless, the elements for a responsive staff development plan are in place.

#4 Many Course of Study documents have been created. Fully implementing this recommendation will take additional time; however, the school has made reasonable progress in this recommendation area and as new courses are added, they are required to meet this recommendation.

#5 The school has begun to examine student performance data and using that analysis to drive instruction, allocate staffing and purchase instructional material. The analysis was used to determine the critical academic needs and the action plan created to address these needs.

#6 The Board of Directors and administration have developed a sound financial plan for the charter and given the status of state and federal funding, the allotted resources are sufficient to address the action plans.

Chapter III: Self Study Process

EXPECTED SCHOOLWIDE LEARNING RESULTS

A Pacific View Charter School Graduate will be:

RESPONSIBLE COMMUNITY CONTRIBUTOR WHO WILL:

Demonstrate ethical and productive citizenship.

Be responsible for the immediate environment.

Work individually and in groups.

Have an awareness of and respect for cultural diversity and languages.

Respect differing opinions and beliefs.

COMMUNICATOR WHO WILL:

Read write speak, and listen reflectively and critically.

Use graphs, statistics, and respond effectively to verbal and non-verbal messages.

Resolve conflicts through positive, nonviolent actions.

CRITICAL THINKER WHO WILL:

Locate, organize, interpret, process, and apply information.

Use various problem solving strategies.

Recognize the need to make responsible, ethical decisions.

Assess situations from different points of view.

Produce work that reflects different learning styles.

RESPONSIBLE USER OF TECHNOLOGY WHO WILL:

Use technology ethically and responsibly.

Demonstrate the ability to adapt to emerging technologies.

LIFELONG LEARNER WHO WILL:

Demonstrate organizational and time management skills.

Set realistic, yet challenging goals.

Establish and practice appropriate hygiene, proper nutrition, and physical fitness.

Be familiar with Career and Vocational pathways leading to future employment.

Demonstrate an appreciation for reading for enjoyment and learning.

Self Study Process

In 2009, all stakeholders were involved in an exercise to determine: “What should Pacific View Charter School look like in 2012”. Using data from the School/Community Profile, the administration, faculty, staff and board began to plan and implement future programs that focus on the attainment of the ESLR’S and ongoing improvement in student achievement. The stakeholders identified the following:

1. Increased staff awareness of specific student academic needs.
2. Use student performance data to identify staff development needs.
3. Clearly identify academic needs of Special Education students. (IEP and 504 Plans)
4. Develop strategies to meet the diverse academic needs of Highly-At-Risk students.

Ron Flenner, the current Dean of Students was assigned the self study coordinator role and the school determined that each of the Focus on Learning Areas would be addressed by a “Committee of the Whole”. Given the size of the school and its current configuration, this seemed to be the most feasible approach to address the five focus group areas and to develop the self study. Each of the five areas was addressed using the WASC rubrics, indicators, with areas of strength and areas of growth identified.

In summary, the self study involved representation from all stakeholders. Involving parents in the process was difficult. The student body is transient and parents rarely get involved with the school itself. The administration and staff did make a reasonable effort to reach out to include parents in the process.

The school showed evidence that they addressed the previous recommendations seriously and the Focus on Learning process was followed correctly.

Chapter IVA: Organization, Vision and Purpose, Governance, Leadership, Staff and Resources

A1: The visiting committee found that Pacific View Charter School has a strong, commonly shared, identity. The staff cares dearly about, and strives to support all students in a meaningful way. The students being served have not been fully successful in the traditional school setting and greatly benefit from the additional attention and care provided by Pacific View Charter School. Many of the students have disruptive home

lives, learning disabilities, credit deficiencies, financial and transportation hardships, and other unique challenges making them “at-risk” students. In response, the Pacific View Charter School leaders and staff believe that “all students should have a chance,” that “all students can graduate,” and that “all students can be successful.”

The Pacific View Charter School mission statement is as follows:

Our Mission is to improve the lives of all students through a program focused on nurturing and education while supporting parental choice and individualized instruction resulting in measurably increased knowledge and understanding.

The visiting committee found the mission statement to be adequate, but not a direct reflection of the shared identity and passion expressed by staff.

Expected Schoolwide Learning Results have been established with the intent of guiding students towards becoming lifelong learners. The visiting committee believes the ESLRS can be further refined in a collaborative process with stakeholders.

A stated goal of Pacific View Charter School is to expand the input from students and parents. In an on-going process, students and parents can participate in refining the foundational statements, identifying critical need areas, and developing an action plan to meet these areas.

A2. Pacific View Charter School # 277 is a California Non-Profit Corporation that retains a 5-member Board of Directors. The board consists of representatives from the following areas: 1. Community members: 2. Business Community: 3. Parents: 4. Local educators and community and parents. Involvement in the governance of the school is assured by virtue of their participation with the Board of Directors. The Board of Directors meets monthly, and communication between administration and board members is positive and frequent.

The visiting committee found that the board works closely with the administration to promote the mission and monitor the success of the school. The board receives ongoing input from key staff at monthly board meetings. Board actions to support school philosophy and address the student’s critical needs were evident in the approved minutes and record of actions taken since 2009. Allocation of funds for the hardware (Acer notebooks) and implementation of the CaliQity Online Learning Management System and associated curriculum is a specific example of importance.

The visiting committee found individual board members extend the purpose of the school through community outreach. The Youth Ability program is a strong example of board members helping to extend opportunities for students beyond the traditional school boundaries.

A3. Discussions with administrators and staff provided evidence that academic results are used to make decisions that are aligned with the school’s purpose. Leadership

reviewed assessment data to determine need areas, and to align resources accordingly. For example, CST Math scores were predominately Far Below and Below Basic. Pacific View used this student achievement data to focus on improvement of student mathematics performance and hired a credentialed math teacher to provide text, online, and CAHSEE Prep interventions.

The administration and board work collaboratively to monitor and refine the schoolwide action plan. Collaboration is on-going and is evident in monthly board meeting minutes and actions.

Staff is involved in data analysis and planning. Each teacher is given CST results through the LARS system detailing student performance in the performance strands of ELA and math. Leadership meets with each teacher to review the performance and to discuss individual plans for improvement.

Though parent involvement is often difficult to establish in an “at-risk” environment, parent representation is in place within the board membership as established in the charter. Activating a charter site council is a potential way to expand parent input.

A4. The Pacific View Charter School teaching staff is fully certified and meets the Highly Qualified Teacher Requirements of No Child Left Behind (NCLB). Several of the staff members are certified as Subject Area specialists (PE, science, math, and social science, ELA) with both special education teachers holding advanced credentials.

Beyond certification, the visiting committee found the teaching staff to be dedicated to delivering a quality education and nurturing environment for each student.

Pacific View Charter School has a high population of students with special needs. In the Independent Study program, SPED students are often assigned to Special Education teachers for the delivery of the general education program. This approach ensures the needed modifications to give students the best access to learning. Furthermore, communication between general education and special education staff is strong and benefits all students.

The administrative team averages over 25 years of teaching and administrative experience. This background gives the Pacific View Charter School administrative team extensive training and experience.

A5. The visiting committee found strength in the informal support and training among administrative and teaching staff. Administrative staff is easily accessible if teachers have questions about responsibilities, operational practices, decision-making processes and the relationship of leadership and staff. Fluid communication between all staff members enables a sharing of expertise and system of support that directly benefits students. Initial training has been provided in CaliQity, and on-going support is available through the counselor and peer users. Pacific View Charter School staff collectively

acknowledged a need for more formal training in CaliQity, and leadership is actively planning for that need.

A6 & A7. Pacific View Charter School has short and long-range planning strategies in place to meet staff changes, fiscal adjustments, instructional changes and any other operational needs that may arise. These resources are aligned and allocated to meet the diverse academic needs of the students, which includes, but is not limited to the attainment of the academic standards and ESLRS.

The board's allocation of funds to adopt CaliQity Online resources for fall 2011 is an example of strategic planning. With CaliQity and other curricula and instruction, PVCS students are receiving instruction that supports the attainment of the academic standards and ESLR'S.

Pacific View has an exemplary Chief Financial Officer that has over 30 years of educational program/budget development experience. Pacific View has a 3-year budget plan that allocates appropriate funding for the effective operation of the school.

State budget cuts and the withholding of revenues due to budget shortfalls have been difficult for all schools. In addition, a recent audit adjustment required Pacific View Charter School to greatly reduce expenses within the fiscal year. Pacific View Charter School has established access to cash through Charter Capital to withstand the funding deferrals. To reduce expenses, and to avoid layoffs, staff received two 5% reductions. Leadership has openly committed, and is planning to restore those reductions as increased revenue is secured.

The visiting committee found Pacific View Charter School located in a quiet and safe residential neighborhood in Eureka. However, the facility is not specifically designed for educational use. The visiting committee recommends that the board and administration continue to evaluate facility options to ensure that the staff and students accomplish academic standards and the expected schoolwide learning results in classrooms that are safe, clean, organized, and equipped with appropriate technology.

A8. Pacific View Charter School has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school has contracted with, and the CFO works closely with, the Humboldt County Office of Education-Business Services staff to insure that all fiscal practices meet/exceed the established guidelines and audit criteria.

The Pacific View Charter School has a reserve account that meets and exceeds the amount established by the CDE/Department of Finance. A plan to expand the reserve has been established.

Pacific View Charter School provided educational services to students since 2000 and has never had any fiscal mismanagement episodes, reflecting the sound financial practices that in place.

Areas of Strength:

1. Pacific View has a clear Mission Statement and has established Expected School-wide Learning Results.
2. The Pacific View Charter Renewal Petition was approved by the Pacific View Board in 2010 and the sponsoring Loleta Union School District Board in 2011.
3. Pacific View has a high-quality Governance process in place with a Board of Directors that supports all aspects of the learning process and active participation of the stakeholders.
4. Pacific View has ongoing high-quality collaboration/communication between the staff, administration, board, parents and students in support of the academic/fiscal/personnel needs of the school.
5. Pacific View has High Quality Teachers (HQT) providing exemplary instruction for the site-based and Independent Study students.
6. Pacific View administration staff has a wealth of experience that provides exemplary leadership in the areas of: 1. Curriculum/Instruction, 2. Teacher Evaluation/Support, 3. Fiscal/Personnel Management, 4. Technology Resource Management.
7. Pacific View staff has access to high-quality, needs/research-based professional development choices that support the academic standards/ESLR'S.
8. Pacific View operates under sound fiscal/personnel policies and practices to support learning.
9. Pacific View has high-quality audit and fiscal management guidelines in place to ensure fiscal mismanagement does not happen.

Key Issues:

1. Pacific View will work to gain more input from the stakeholders on the review/revision of the Mission Statement and ESLRS.
2. Pacific View will expand the Professional Development Plan to include more training on the Curricular/Assessment applications of the CaliQity online courses.
3. Identify and apply for available grant funds to support academic elective courses that may be reduced or eliminated due to the proposed 2012-2013 budget reductions.
4. Expand the number of Career/Vocational/Technical resources so that more students can participate in Real World/World of Work Experiences.
5. In spite of ongoing budget shortfalls, the administration and staff need to develop a technology plan that will increase the technology available for staff and students and provide appropriate TRAINING for all independent study and site based teachers.
6. The visiting committee recommends that the board and administration continue to evaluate facility options to ensure access to classrooms that are safe, clean, organized, and equipped with appropriate technology.

Chapter IV B: Standards Based Learning Curriculum

B1: Pacific View utilizes a wide variety of standards-based textbooks and online curricula (predominantly CaliQity, Currium and Class.com) thus all students have access to a standards based curriculum.

However, due to the three levels of student attendance (site-based students, Independent Study students who come regularly to Pacific View for support and independent study students who come one hour per week) there are essentially three different student populations being served. These each experience a different level of standards based learning—though the curriculum is standards based.

Subject Area Binders: By providing a guide for all teaching staff, the Subject Area Binders help ensure that all three types of students receive a standards-based curriculum.

The online courses help provide the opportunity for all students to partake in a coherent curricula that support the achievement of the state standards.

While all of these resources are available to the site-based and IS teachers there is an expressed need for structured collaboration time to ensure alignment across the instructional programs for all students.

The self-study mentions how “all teachers have had training on the use of these materials” and how some teachers have engaged in further professional development—in great part through BTSA. BTSA and other professional development appear not to focus on the specific curricular needs of Pacific View’s adopted curricular materials. The need for further training (particularly in CQ) has been expressed by numerous staff.

There is an informal format in place to identify and discuss areas of student need and share successful strategies aimed specifically at the student population.

B2: All Pacific View students have access to the school’s entire program. For instance, independent study students have the opportunity to move to the site-based program.

Upon enrollment to Pacific View students transcripts and their need for credit recovery are quickly determined. School counselor, Dr. Betsy Burch, special education teacher Suzie Kison and Independent Study instructor Marguerite Wheeler conduct a transcript review and that review provides the basis for each student’s coursework plan.

The site-based students are enrolled in the courses, while the Independent Study students meet with their teacher and complete the Master Agreement, which serves as the road-map for graduation. Based-upon meeting with students they were aware of the courses required to graduate.

The Pacific View administration and teaching staff pay close attention to students’ CAHSEE status. If a student has not passed the tests the student is provided with information on the testing cycles. Both Ms. Hulbert in English and Ms. Ventuleth in math provide focused instruction to the site-based students to help them pass the CAHSEE. Students in Independent Study receive support using the CQ online CAHSEE prep courses as well as in-class support and instruction for those who come to the school site for additional hours each week.

This support is apparent in the Special Ed population who receives targeted interventions and thus passes the CAHSEE at a rate higher than the rest of the population.

Pacific View offers both online as well as paper-based curricula for students to make-up units. Based-upon conversations with staff a majority of Pacific View students in grades 10-12 arrive at the school behind in units. There is a clear need for additional support for students who are behind in units and Pacific View is to be commended for offering the Credit Recovery Academy to assist/support the students in need of credit recovery.

A-G requirements: Not all Pacific View academic courses meet the A-G requirements that preclude a student from going directly from Pacific View to a CSU or UC.

Community College Options: Pacific View students can enroll in online courses and earn additional graduation credits as well as college credits. They also have the opportunity to co-enroll in certain classes at College of the Redwoods.

College of the Redwoods is the primary post-secondary destination for those Pacific View students who enroll in college.

B3: The Pacific View counselor, teachers and administration place obvious emphasis in supporting students so that upon completion of the high school program the students will have met all of the requirements for graduation set by the PVCS. An example of this is the online summer courses that will be offered in the summer of 2012 so that twelfth grade students who have not yet earned 230 units can complete the required units during the summer and thus graduate before the new school year begins.

It appears the majority of students participate in either the newly available online Personal Finance course and that site-based students participate in the Personal Finance course offered by Ms. Wheeler.

Because so many Pacific View students arrive deficient in credits, there are frequent graduation progress checks and with the implementation of online courses as students earn additional units they also are made aware of their progress towards graduation. In the Student Group, all upper class students were very well aware of their status towards meeting the graduation requirements.

Areas of Strength:

1. Pacific View closely monitors student progress towards meeting graduation requirements.
2. Pacific View offers a variety of standards-aligned course offerings.
3. The newly implemented CQ online curriculum greatly expands Pacific View's standards-based course offerings.
4. The successful partnership with the Workability (TPP) and Youth Ability Programs is a model to be copied and expanded upon.

Key issues:

1. Professional development focusing on the use of the CQ online curriculum both before the start of the 2012-13 school year and then throughout the school year.
2. With the increasing use of the CQ online curriculum there is a need to review past STAR/CST results to determine in which standards students are showing the greatest success. This could align with curricular area review of the core standards and the identification of power standards (standards that will be more highly emphasized).
3. CAHSEE support is apparent in the student population who receives targeted interventions and thus passes the CAHSEE at a rate higher than the rest of the population. The school should consider expanding this program of targeted-intervention to all independent study students who do not pass the CAHSEE the first time.
4. As expressed more than once there is a need for greatly enhanced data collection of information of Pacific View graduates.
5. There is a need to establish and utilize a systemic use of student performance assessment strategies.
6. As identified in the self study, there is a need to provide greater vocational and career courses and internship opportunities using CaliQuity's business and technology focused classes, Humboldt Regional Occupation Program, work experience, and community partners. This could also include reinstating the Ceramics courses, expanding the Drawing/Painting classes and re-opening the Garden/Ag classes.
7. With the emphasis on vocational skills and the increased use of online curricula there is a need to ensure all students are technologically proficient including word processing and online research skills.

Chapter IVC: Standards-Based Student Learning-Instruction

C1: It is apparent that the teachers at Pacific View care deeply about their students and that the school as a whole works towards the goal of giving all students a second or third chance for success at school and also in life. Both the site-based students and the IS students who come on a daily or near daily basis are comfortable at the school and want to be there. This supportive environment is a real strength of the school.

The teachers at Pacific View are appropriately credentialed and thus "Highly Qualified" according to the regulations of the most recent reauthorization of the Elementary and Secondary Education Act (ESEA), more commonly known as No Child Left Behind.

Due to the varied nature of instruction/educational experiences provided by Pacific View there is great variety in the levels which students are involved in challenging standards-based learning.

Students in the site-based program engage in hands-on activities in science class, receive support and standards-aligned instruction in math, engage in higher level thinking and

questioning in English and history classes and participate in a health and PE program that when possible is tailored to the needs of each student and meets state standards.

Independent Study students who come regularly to the campus receive support and instruction that allows them to make-up missing units and successfully complete their courses of study. The IS teachers (and all teachers at Pacific View) also positively affect and support their students to help the students find more success in life.

Pacific View has made progress towards implementing a standards-based curriculum. As stated earlier, by providing a guide for all teaching staff, the Subject Area Binders help ensure that all three types of students receive a standards-based curriculum. However, use of the binders/common curriculum varies across the three types of student-experiences and teachers indicated a desire for regular, structured opportunities to collaborate to ensure that all three types of students are receiving comparable educational experiences.

The desire was expressed that all three types of students complete common benchmark assessments and when possible common assignments—as a means of checking progress across the three instructional models.

While higher level questioning was observed in numerous classes, it is unclear how IS students who meet with their instructor once a week engage in similar higher level thinking and work.

Both teachers and administrators emphasized the need to provide the students with Career Technical Education options so Pacific View students are prepared to enter the workforce or pursue vocational training after graduation.

C2: As described above, on-site instruction engages students in higher level thinking skills. Furthermore, IS students who regularly come to the school are exposed to a variety of resources, including technology that extend beyond the textbook. The challenge is to provide instruction to once-a-week IS students that requires them to utilize higher level thinking, problem solving and written/verbal skills to attain the standards and ESLR'S.

The addition of the CQ online courses in fall 2011 has greatly expanded the resources available to the teachers so that students can participate in online classes that with teacher support will actively engage students by having them use higher level thinking skills.

As made clear to the visiting team by the Pacific View staff, the promise of CQ and other online resources will only be reached through focused professional development and ongoing collaboration among the teachers.

Areas of Strength:

1. Students in the site-based program engage in hands-on activities in science class, receive support and standards-aligned instruction in math, engage in higher level thinking and questioning in English and history classes and

participate in a health and PE program that when possible is tailored to the needs of each student and meets state standards

2. Independent Study students who come regularly to the campus receive support and instruction that allows them to make-up missing units and successfully complete their courses of study.
3. The school supports instruction in math, science, reading/ELA and social science with a variety of technology resources. Students at the site have access to ACER tablets and computer labs.
4. The school provides CAHSEE preparation and support to all students who need help.
5. The addition of the CaliQity-Currium-Class.com online elective courses has greatly expanded the offerings for all students.

Key Issues:

1. Due to the three-tiered nature of student involvement at the school there is a significant challenge to ensure once-a-week Independent Study students are involved in challenging learning experiences and receive the support they need to be successful.
2. The visiting committee believes Pacific View Charter School should investigate modifying the schedule through for instance an alternating block schedule to give independent study students more access to site-based opportunities.
3. There is a need to develop or select common benchmark assessments and when possible common assignments for all students to complete regardless of which program they participate—as a means of checking progress across the three instructional models.
4. There is a stated need that teachers participate in professional development and are given regular collaboration time to support the goal that instruction for all three types of students emphasize higher order thinking skills and experiences that reach beyond the textbook and the classroom.

Chapter IVD: Standards-based Student Learning- Assessment and Accountability

D1 – D4: There are already a number of effective practices in place to review student learning at Pacific View. At the beginning of each school year, as the state CST results become available, Ms. Hall uses the LARS system to create progress reports for each student which she then reviews with the student's teacher.

As part of the enrollment process at Pacific View, a student's transcripts and cum file is reviewed by Ms. Hall (and frequently Ms. Burch) to determine correct class placement and if the student has received additional support services such as Special Education.

Four times a year students receive a report card which includes both the grades and units earned for classes that quarter. After both the 1st and 3rd quarters, the school holds parent-

teacher conferences which according to school staff which have a very high parental attendance rate.

Furthermore, each semester IS teacher meet with the parents to collaborate on Master Agreements and review student progress toward graduation. In addition, to these sessions, phone call and emails are used to communicate about the progress being made to attain the academic standards and ESLR'S.

The increasing use of SchoolWise is allowing the school to better track student progress and maintain student records. But while the implementation of SchoolWise is a great improvement compared to the previous system it appears that the system is a typical student data system comparable to systems such as Powerschool, Data Director or Schoolmaster which are in use locally. The school is to be commended for now having such a system, but it the natural limitations of SchoolWise prevents it from helping guide formative assessment using short term student performance data to guide and improve instruction.

These effective practices form a foundation on which to address assessment and communication issues that were brought up in the visitation. These areas for growth include:

Data Assessment:

There is a current lack of ongoing formative assessment of student data by staff. As was suggested by Mr. Flenner, one way to address this challenge is to copy the model used by Stellar Charter High School in Redding where teams of teachers meet for an hour a week in data teams to review student performance on common assessments.

While the CQ system does include common assessments, which if used and reviewed regularly, can be used to formatively guide instruction, a number of staff mentioned the desire to select where already available and find or create where not, common assessments for both IS and site-based students. If student performance on these common assessments is reviewed as part of the weekly hour-long data team meetings, it will inform instruction and support curricular development.

Conducting weekly data team meetings in which teachers and the administration review student progress using common assessments will allow Pacific View to in the word of the self study, use “these assessment results . . . for Instructional Planning/Modifications to ensure that academic standards and ESLR'S are attained.”

Communication:

Both SchoolWise and the CQ curriculum present an opportunity to improve communication of student progress within the school and staff as well as to students and parents. For instance, in a classroom visit and in a Focus Group meeting, visiting team members were told about how when using the CQ system students can check their own

progress. When later asked about this, students unanimously praised this feature of the program.

While the CQ system allows for 24-7 access, the traditional grade recording system including the Monthly Learning Logs for IS students, is not kept digitally, and thus is not available online to students and parents. Currently the IS teachers provide a monthly update to Ms. Hall who then enters the grades and units into the SchoolWise system.

Use of the ENGRADE online grade book by a number of teachers provides an excellent foundation to expand the use of electronic grade books in both site-based and independent study classrooms. As described by Pacific View staff, parents and students both can view their student's grades using the online grade book. This would allow parents and students to keep track of student progress in both CQ and classroom and non-digital assignments.

Areas of Strength

1. Pacific View is to be commended for holding parent teacher conferences after both the 1st and 3rd quarters which according to school staff which have a very high parental attendance rate. These provide a real opportunity to make connections with students' families.
2. Pacific View's student enrollment process ensures that teachers and staff are aware of the academic standing and any other educational issues of all students who enroll.
3. The increasing use of CQ allows students and families to track student progress online and in real time.
4. Pacific View is using the SchoolWise student/school data system as appropriate to help increase access to student data and facilitate record keeping.

Key Issues:

1. The self study states "the administration will collaborate with the staff and board to develop a comprehensive professional development program that targets training with an emphasis on standards-based instruction, multi-level assessment tools, alignment with ESLR's, Career, Vocational and Technical content, and CaliQity online courses." The visiting committee would like to see a detailed plan of this professional development that lists specific topics to be studied and PD activities to be offered/attended starting in the autumn of 2012.
2. With the implementation of the SchoolWise student and school information system and now that SchoolWise supports the use of the ENGRADE grade book system there is the opportunity for all teachers to use this grade book system so that along with the CQ classes parents and students would then have the ability to check-on student progress in real time.

3. The district, administration and staff improve academic rigor and establish best practices through the utilization and analysis of multiple forms of data and development of common formative assessments.
4. Starting in autumn 2012, provide PD and support so that teams of teachers begin meeting for an hour a week in data teams to review student performance on common assessments.
5. Expand the use of the SchoolWise system to all classroom teachers and include in that the use of the ENGRADE grade book program (which now aligns with SchoolWise).

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

E1. The Pacific View Charter School is pro-active in implementing processes for the ongoing involvement of parents and the community, including, but not limited to, being active partners in the teaching/learning process. In support of this, when a student first enrolls, an intake meeting is held with the parent(s)/student, principal and counselor to review the policies/procedures of the school. During the intake meeting the counselor informs parents and students of the various academic programs available and collaboratively a decision is made to enroll in a program that best meets the academic and social needs of the student. Parents participate in twice-yearly parent teacher conference sessions. Teaching staff and administration regularly communicate with parents through e-mail, texts, and phone calls. Regular newsletters, holiday events, and fundraisers are additional ways Pacific View Charter School involves families.

For every high school student, the staff immediately conducts credit review of the transcripts and other documents to determine students program and their status in the graduation process. This review includes CAHSEE requirements and course deficiencies. Parents and students are made aware of the results of the credit review and of the individual learning program created for the student. Educational opportunities to meet the needs of each student are discussed with each student/parent, including the Credit Recovery Academy.

Students with active IEPs or 504 Plans the counselor will collaborate with the parent(s), student, teachers and SPED staff to insure that the IEP Goals & Objectives are included in the learning plan and that the necessary modifications/resources are aligned to insure that the IEP/504 contents are covered. All parents of students enrolled in Special Education programs will meet at least once each school year to review their child's academic progress and participate in a writing of their students IEP along with the SPED staff.

The administration and staff utilize the community resources to support students as they strive to attain the academic standards/ESLRs/graduation and become productive members of the local community, state and nation. Administration and staff contact appropriate agency personnel to assist the students with a desire to do community service, career exploration or to experience other real world environments. These agencies include but are not limited to: 1. Social Services; 2. HCOE Career Staff; 3. Community

College Counselors; 4. Law Enforcement; 5. Health Services; 6. Foster & Homeless Youth Programs; 7. Private Counseling Services and others as are accessible.

E2: The visiting committee found, without exception, an administration and staff committed to serving each student and maintaining a safe school culture. Students on campus have a positive attitude towards Pacific View Charter School. Improved attendance and grades reflect the safe and nurturing environment created at the school

The administration and staff monitor teacher referrals, formal suspension notices, and records of the SST meetings and other parent contact information. This tracking and monitoring system has enabled Pacific View Charter School to more efficiently support all students in maintaining a safe and supportive learning environment.

Students and staff report a minimum amount of behavior violations. All staff participate in the supervision of every student, site-based or independent study. Administrators are available to support teaching staff, when needed, to deal with behavior issues. Collaborative discipline, close relationships between students and staff, and small “home” setting ensure a positive school environment. Because of these factors many students enroll in Pacific View Charter School to avoid large classes, group/peer pressure, and to experience a more supportive environment to complete the graduation requirements.

E3. Pacific View Charter School strives to provide all high school students, site-based or independent study, with an individual plan towards graduation. This plan begins to develop with the intake process at the time of enrollment.

Supports are available to students including Credit Recovery Academy, CaliQity online courses, HS Counselor availability, and CAHSEE Prep courses. Reviews of class schedules and Master Agreements help ensure that proper planning has taken place to best support each student.

Special Education instructors are a critical resource for students and staff. On-going collaboration between SPED and general education staff, administration, and parents is utilized to directly support the large SPED population, and indirectly, all students.

The counselor completes high school graduation credit checks of all 12th grade students at the beginning of the school year and periodically reviews the credit checks with the 12th graders. Through the use of the departmentalized transcripts available through SchoolWise Data Management System the students and parents are able to easily understand what credits have been complete and those that are in progress. Students in 9-11 can request a graduation check from the Counselor at any time, which serves as an update on the progress they are making toward graduation. This is a real motivator for many students that prior to attending Pacific View Charter School had little success in school or hoped to graduate. The graduation check process is a clear priority and real strength of the Pacific View Charter School program.

Pacific View Charter School provides access to a school psychologist, speech therapist, school nurse and counseling services through the Humboldt County Office of Education and private-licensed contractors.

E4: Pacific View Charter School has successfully developed a high school culture to increase the opportunities for all students. Student Government and student sponsored events are great examples of the positive high school culture. Many students participate in special events including prom, community service fundraisers, and spirit days. Staff interact regularly to best identify needs and to create opportunities for all students.

The school works closely with Foster & Homeless Youth Agency and other community agencies to expand opportunities. Work Ability (TPP), Youth Ability, and coordination with Health Sport are strong examples of community collaboration to create opportunities for students.

In the future, the Pacific View Charter School plans to greatly expand Career/Vocational/Technical offerings and options for all students to enter the workforce through job shadowing, internships, paid/unpaid assignments, Humboldt Regional Occupation Program (HROP), community college certificate programs such as Agribusiness, Green Energy Development , Fire Science and other options as available.

Areas of Strength:

1. Pacific View Charter School is committed to serving each student and maintaining a safe school culture.
2. Pacific View Charter School has successfully developed a high school culture to increase the opportunities for all students.
3. On-going collaboration between SPED and general education staff, administration, and parents is utilized to directly support the large SPED population, and all students
4. Pacific View Charter School is pro-active in implementing processes for the ongoing involvement of parents and the community, including, but not limited to, being active partners in the teaching/learning process.
5. All students/parents entering the Pacific View meet with the principal, counselor and teacher through an intake process, to review the policies/procedures of the school and to determine if Pacific View is the right school for the student(s).
6. Every high school student(s) entering the Pacific View will undergo a comprehensive Academic Advising session with the counselor to develop a learning plan that includes the following: 1. Credits completed/required to graduate; 2. CAHSEE Status-Taken/Passed; 3. CAHSEE Prep classes setup if the client as not passed the test; 4. Credit Recovery-if required; 5. IEP/504 services if required; 6. Class Schedule completed.
7. The counselor is an integral member of the team that the Pacific View Charter uses strategically to insure that all students have access to support services.

8. Students want to attend the school because they are able to avoid many of the environments and diversions that exist at the larger high schools and detract the students from attaining the academic standards/ESLRS/Graduation.

Key Issues:

- 1 Increase the elective opportunities for students on campus (ex. Ceramics, Game Design, Web Design, Photography).
- 2 Expand the Career/Vocational/ Technical offerings and options to for all students to enter the workforce through job shadowing, internships, paid/unpaid assignments, Humboldt Regional Occupation Program (HROP), community college certificate programs such as Agribusiness, Green Energy Development, Fire Science and other options as available.
- 3 Expand the professional development opportunities related to working with At-Risk students (ex. conflict resolution strategies, bullying, and classroom management).
- 4 Seek to implement a peer counseling/conflict resolution program to further the positive culture at Pacific View Charter School.
- 5 Expand Wrap-Around services to insure that all students receive the support required to attain the Academic Standards/ESLRS/Graduation.

Chapter IV: Synthesis of Schoolwide Areas of Strength and Schoolwide Critical Areas for Follow-up

General Comments:

The stakeholders and the self study coordinator are commended for their preparation of the Focus on Learning document. The administration, faculty, staff and students are praised for assisting the visiting committee in the collection and clarification of student performance data that was needed in order to analyze the effectiveness of the school.

Schoolwide Areas of Strength

1. The administration, faculty, staff and students are commended for completing the WASC Focus on Learning Process and setting the stage for real and lasting school improvement.
2. The administration, faculty, staff and students are commended for their willingness to explore new instructional strategies that engage students and increase student achievement. Examples include CaliQity, Currium and Class.com, Accelerated Reader, Credit Recovery and the ACER tablets.
3. The faculty, staff, administration, counselor, parents and community for creating a safe, caring school environment where students can work at their own pace and develop the life skills need to be successful.
4. The personalization of the educational process for each student within a supportive environment where the student is welcome and respected, both personally and academically, by several caring adults.

Schoolwide Critical Areas for Follow-up

The subsequent list of critical areas for follow up is a synthesis of the following: growth areas addressed in the action plan, recommendations from the WASC Initial Visit Committee, and observations identified by the visiting committee. The visiting committee concurs with the school's identified critical areas outlined in the action plan. These are summarized below:

1. Increase the academic and personal support programs to assist all students as they strive to attain the academic standards, Expected Schoolwide Learning Results, and graduation, especially for those individual students who are challenged by the content of the core curriculum.
2. Continue the present program of career, vocational and technical courses, with the long-range goal of adding more workplace options for the students to experience such as job shadowing, internships, paid/non-paid employment, and certification programs in related vocational skills.
3. Refine the school's action plan to address the recommendations below and expand the action plans to (a) include budgets, (b) identify which ESLR/standard is being addressed, and, (c) identify what staff development will be needed to attain these goals. The revised action plans must be so pervasive and systemic that they are easily translated into daily instruction and become part of the cultural fabric of Pacific View Charter School.

In addition, the visiting committee has identified areas that need to be strengthened:

4. The leadership and instructional staff fully utilize the results from analyzing student achievement data to modify instruction (particularly in reading, writing and math), determine staff development strategies, allocate funding and move students toward mastering the school's Expected Schoolwide Learning Expectations.
5. Pacific View Charter School needs to expand their professional development plan to: (a) include more training in the curriculum and assessment applications of the CaliQity-Currium-Class.com online courses, (b) development of common formative assessments, and (c) establish best-practices through the utilization and analysis of multiple forms of data including both CQ and other common assessments.
6. In spite of ongoing budget shortfalls, the administration and staff need to develop a technology plan that will increase the technology available for staff and students and provide appropriate TRAINING for all independent study and site-based teachers.
7. The administration and faculty implement regularly scheduled collaboration time for teachers and administrators to (a) formatively review student test and assessment data to drive instruction, and (b) provide professional development to support implementation of online curriculum and other teaching resources.

Chapter V: Ongoing School Improvement

The Pacific View Charter School action plan was collaboratively developed by the leadership team and administration. The action plan is updated yearly as part of the school's Single Plan for Student Achievement. The action plan focuses on five major goals. The goals are:

Goal 1: Improve student understanding of math concepts for all students, with specific focus on those students achieving Below Basic/Far Below Basic on the STAR-CST tests and not passing the CAHSEE math sections.

Goal 2: Increase student understanding and knowledge of the social science curricula, with a specific focus on those students achieving Below Basic / Far Below Basic on the STAR-CST tests in US history, world history, and government / economics.

Goal 3: Improve student understanding and knowledge of English Language Arts concepts and applications, with a specific focus on those students achieving Below Basic / Far Below Basic on the STAR-CST tests and not passing the CAHSEE-ELA sections.

Goal 4: Improve student understanding and knowledge of science concepts and applications, with a specific focus on those students achieving Below Basic / Far Below Basic on the STAR-CST tests and not passing the CAHSEE-ELA sections.

Goal 5: Improve student awareness/access to Career/Vocational/Technical courses and resources, by providing students the opportunity to participate in jobs shadowing, internships, paid/unpaid assignments, Humboldt Regional Occupation Program (HROP), community college certificate programs such as Agribusiness, Green Energy Development, Fire Science and other options as available.

The format utilized to display the action plan includes: specific steps, who is responsible, timelines, and a means to assess improvement. For these action plan goals to be achieved, it is essential that the plan be refined to address the "Schoolwide Critical Areas for Follow-up" listed above. The plans must be further expanded to identify budgets, which ESLR is being addressed and what staff development will be needed to attain these goals.

Factors Supporting School Improvement:

California Charter School laws and monitoring by the sponsoring school district will necessitate compliance with the recommendations left by the visiting committee and provide incentive to achieve the goals identified in the action plan. There is also a veteran leadership team at the school who will provide the expertise and resources necessary to effectively address the "Critical Areas for Follow-up".

Potential Impediments:

Clearly, all schools in California are facing an unparalleled budget crisis. This will hinder achieving the goals of the plan in several ways. Will there be enough staff, resources and planning time to effectively address a rather ambitious action plan?

A second impediment will be the continuous turn-over in the teaching staff. Because many of faculty members are part-time and comparatively underpaid, there is a constant turnover in the teaching staff. This creates a lack of continuity which results in staff development activities and trainings often having to be revised to accommodate newer faculty.

Capacity:

The visiting committee determined that because of the dedication and commitment of the faculty and staff and the tenacity of a veteran administration, the revised action plans submitted to WASC can be successfully implemented.