

**SELF-STUDY VISITING COMMITTEE REPORT**  
**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

**FOR**

**REYN FRANCA**

**4041 Main Street, Denair, CA**

**Reyn Franca School Annex**

**1601 N Berkeley, Turlock, CA**

**April 14-17, 2013**

**Visiting Committee Members**

Cynthia Cody Probasco  
Fremont Christian School

Chris Crowe  
Valley Christian Academy

Lynn Carr  
Martin's Achievement School

## **Chapter I: Student/Community Profile**

Reyn Franca School is a private Non-Public School which was established in 1986. It is the educational component of Creative Alternatives, Inc., an organization founded in 1976 with the intent of providing a variety of services to children at risk. Creative Alternatives operates Level 11 closed environment group homes in which 50% of the students at Reyn Franca reside. The school serves students who would normally be attending public schools as their least restrictive environment (LRE), if it were not for their maladaptive behaviors. The school program is designed to enable students to become contributing members of society, while obtaining a quality education and the necessary skill sets for re-entry into a public school setting.

Reyn Franca School is located at two sites, one in Denair and one in Turlock. The Turlock annex houses grades 1-5, the Denair site houses grades 6-12. The Denair site is adjacent to Denair High School. The school converted some private residences, added some modular buildings. A large permanent building housing six classrooms and a small food service area was completed in 2009.

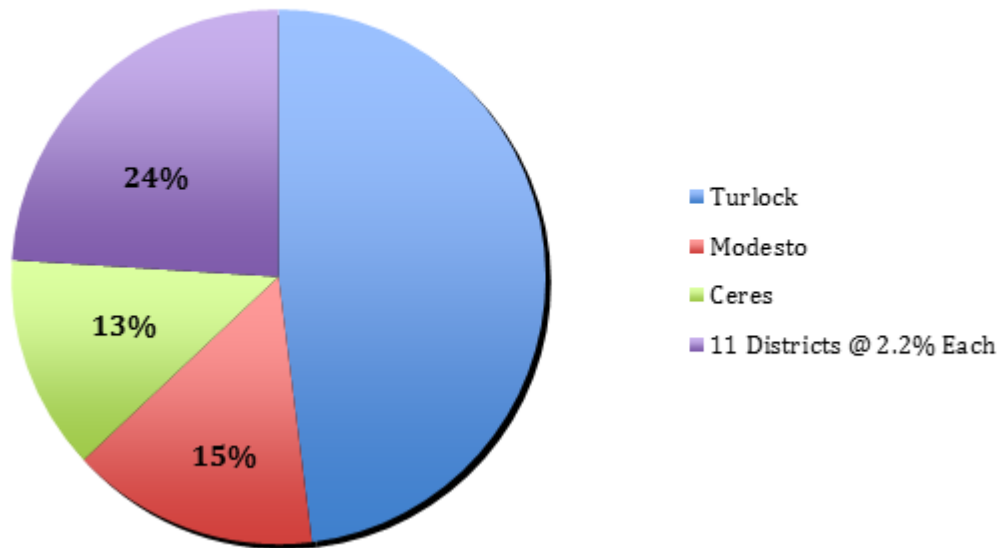
Denair is an unincorporated community of 4,000 residents in the rural area east of Turlock (population: 68,000) in Stanislaus County. The county has a high poverty rate, high unemployment, an under-educated population and a high rate of drug/gang activity. The current economy has caused increasing unemployment and housing foreclosures. Historically, most Denair residents engage in farming, which is still the mainstay of the community.

Reyn Franca School and the Reyn Franca Annex in Turlock operate specialized day programs that provide highly structured educational and therapeutic programs that include a behavioral management component. The adult to student ratio (1:4) serves the Individual Education Plan that includes academic enrichment and extra-curricular activities. Reyn Franca School also provides a Transition Program that includes vocational education and participation in Garden and Emancipation Clubs, visits to Job Corps and Conservation corps in Stockton and San Jose, visits to Modesto Junior college and community service activities.

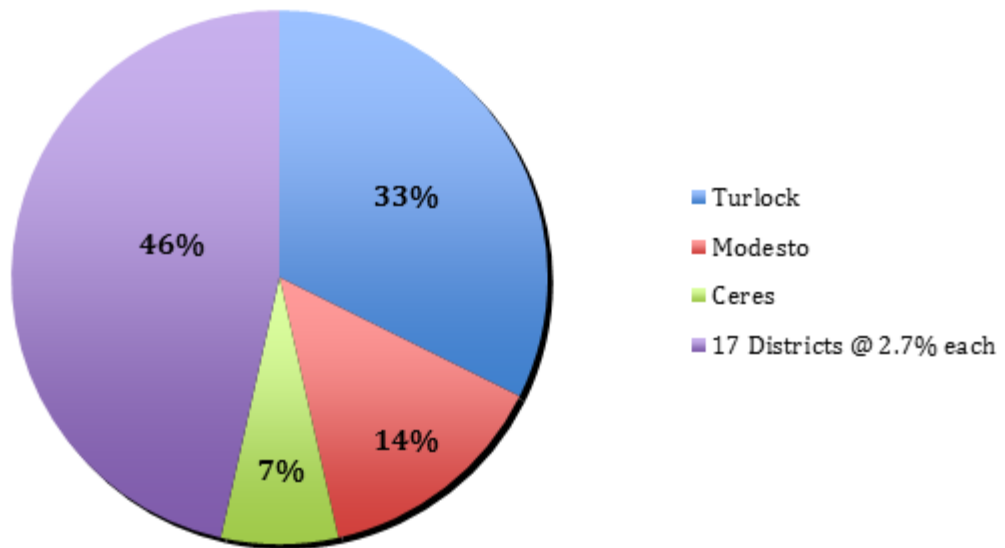
The educational program at the school is designed to address the state and common core standards and provide an appropriate educational program as defined in each student's Individual Education Plan (IEP). The school also provides a transition program that includes vocational education and career planning. The school does offer enrichment activities and a variety of extracurricular activities, such as sports, community activities, field trips, outdoor education, school festivals, parent-student activities and assemblies.

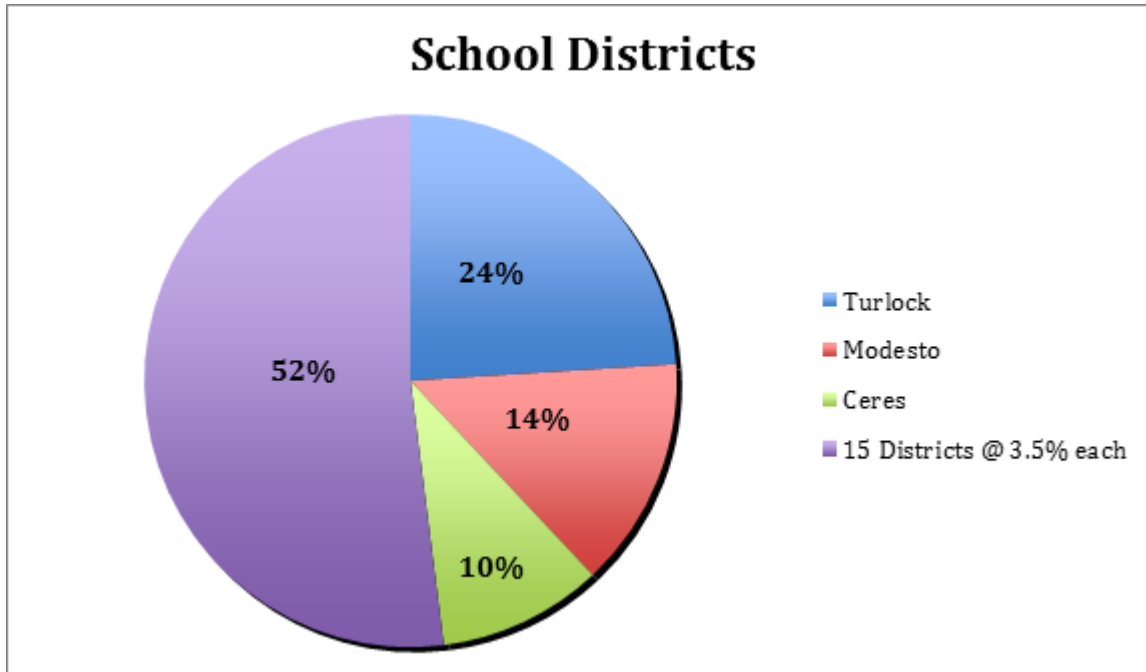
The school serves students with special needs from surrounding school districts within Stanislaus County, as well as Merced and Tuolumne Counties. Some students come through the court system, but the majority of students are placed through service contracts with school districts. Delinquent students, i.e., youth returning from correctional facilities very rarely attend Reyn Franca School. All students are special education students with IEPs. Students enrolled in the school have a variety of special education needs including emotional disturbance (ED), learning disability (LD), and attention deficit disorder (ADD) and other health impairments (OH). The school maintains a student/teacher ratio of 12:1 and a student/adult ratio of 4:1. More than half the student population is identified as white and predominantly male (87% vs 13%).

### School Districts



### School Districts





**California Standards Test results for English Language Arts are the following:**

Year	Number of Students	Advanced	Proficient	Basic	Below Basic	Far Below Basic
2009-2010	15	1 (7%)	2 (13%)	0 (0%)	2 (13%)	10 (67%)
2010-2011	17	1 (6%)	2 (12%)	0 (0%)	6 (35%)	8 (47%)
2011-2012	19	2 (11%)	3 (16%)	0 (0%)	4 (21%)	10 (53%)

**California Standards Test results for Mathematics are the following:**

Year	No. of Students	Advanced	Proficient	Basic	Below Basic	Far Below Basic
2009-2010	12	2 (17%)	0 (0%)	0 (0%)	5 (42%)	5 (42%)
2010-2011	17	0 (0%)	4 (24%)	0 (0%)	6 (35%)	7 (41%)
2011-2012	19	1 (5%)	2 (11%)	3 (16%)	6 (32%)	7 (37%)

### Chapter II: Progress Report

Since the Initial Visit Reyn Franca administration, staff and board have been working hard to address the concerns brought up by the initial WASC representative. They have put in place many things, such as: Compass Learning, computers in each classroom for student use, and site improvements. The campus is well organized to service the student population. The staff continues to grow professionally through continued education, on-site classes and advanced degrees. They have decreased the ESLRs to include: Reyn Franca School Graduates will

demonstrate - **Responsibility, Full Participation in All Educational and Achievement Employment Opportunities, Successful Academic Achievement**

The staff worked together to make the ESLRs more manageable. They reduced the number. They shortened them and made them clearer and more able to be assessed. The staff is still working on ways to incorporate them more clearly into the curriculum and assessment of them.

The school was also asked to make sure they are clear about the role of ESLRs in defining their educational program. Since their program is slightly different from other schools, due to their student population, they have ESLRs that are slightly different from other schools. They match their program well.

### **Chapter III: Self-Study Process**

Reyn Franca has established a clear purpose reflecting the beliefs and philosophy of the school. The ESLRs match those purposes. The policies of the governing authority(s) of Reyn Franca also are consistent with the ESLRs and these are monitored as they are delegated to the professional staff.

The school leadership makes decisions that facilitate, empower and encourage the staff in their commitment, participation and accountability for student learning. The school leadership is all qualified for their current positions of responsibility and are deeply committed to the school's purpose. They are so serious about the importance of what they are doing that they engage in more than the usual amount of ongoing professional development that promotes student learning.

The school environment is safe and healthy. The staff is extremely safe and nurturing. The students frequently talk about the tremendous importance of the role the staff all play in their success. Teachers and administration regularly assess student progress toward accomplishing their IEP goals and are working to implement a better system of assessing the accomplishment of their goals and ESLRs.

The leadership of the school is firmly committed to school improvement that is to enhance quality learning for all students and consistently looks for ways to interact with the community through service projects. The leadership guides the work at the school and provides for accountability through monitoring the schoolwide action plan.

The self-study is fairly accurate in reflecting the school's program, but there is no way to communicate the deep assurance you have when you are there of the profound commitment the staff has to each individual student. The results of the test results given show the extreme diversity of the academic and social ability of the students. There is a chart in the report that shows the academic diversity. The result is that while some students are progressing well, others are not. They all come to the school with a wide range of personal issues. Some of those clearly prevent the students from progressing smoothly through the academic program until they are dealt with. The staff works hard each day to insure that all students have the opportunity to succeed to their best ability.

## **Chapter IV: Quality of the School's Program**

***A1. School Purpose Criterion:*** The school has established a clear statement of purpose that reflects the beliefs and philosophies of the institution. The purpose is defined further by adopted expected schoolwide learning results that form the basis of the educational program for every student.

### **Visiting Committee comments:**

Reyn France School has identified its purpose as an academic institution. RFS has a written mission statement and a set of identified beliefs which provide direction for the attainment of the purpose mission.

The school's data profile has a direct correlation to the school's purpose and mission and through the accreditation process the school has included most of the stakeholders. There is a close correlation between the school's ESLRs and the school's academic program. The school communicates effectively with all stakeholders regarding student progress and there has been a review and revision of the ESLRs.

The stated mission of the school is to prepare each student to be a functioning, contributing member of society through programs that foster academic, social, physical and psychological achievement. It is their goal to provide a respectful, challenging, positive and supportive environment. The students are actively involved in anger management strategies as well as activities that focus on the strengths of each child. There is a close correlation between the schoolwide learner outcomes and the behavioral and academic instruction.

***A2. Governance Criterion:*** The governing authority adopts policies which are consistent with the school purpose and supports the achievement of the expected schoolwide learning results for the school; it delegates implementation of these policies to the professional staff, and monitors results.

### **Visiting Committee comments:**

Creative Alternatives, Inc., is the parent company and governing board for Reyn Franca. The board, of which there are 8 members, relegate daily operations of the myriad of programs under its purview to the Executive Director, who in turn delegates management operations of Reyn Franca School to the Director of Schools. The daily operation of the school regarding, ESLRs, scheduling, supervision of instruction, curriculum, and operation of the school that is in alignment with the stated vision and mission, is the responsibility of the school Principal. The board has developed and adopted a set of policies and procedures that are readily available to staff and are communicated to staff, students and parents in general and specifically when necessary.

**A3. School Leadership Criterion:** The school leadership makes decisions to facilitate actions that focus the energies of the school on student achievement of the expected schoolwide learning results; it empowers the staff and encourages commitment, participation, and shared accountability for student learning.

**Visiting Committee comments:**

The school leadership and staff utilize existing and current student assessment data to review achievement patterns and refine the schoolwide action plan to address the ongoing and ever changing needs of the students. The major responsibilities of the school leadership are outlined and include shared responsibilities and systems for all school functions. The principal is in the lead and involved in the educational leadership at the school. He seeks to ensure that the focus of the instructional program meets the needs of the individual students.

**A4. Staff Criterion:** The school leadership and staff are qualified for their assigned responsibilities and are committed to the school's purpose. School leadership and staff engage in ongoing professional development that promotes student learning.

**Visiting Committee comments:**

The leadership and staff of RFS are highly qualified for their established positions and utilize weekly meetings to address and modify existing and considered objectives relative to student achievement. The school staff is engaged in on-going professional development that is geared towards the implementation of teaching strategies that address the individual needs of the student population.

Their professional development is on-going and the content reflects an emphasis on, increasing the staff's understanding of differentiated instructional strategies that will address the learning modalities of students, and a variety of other PD that addresses social, emotional and behavioral issues for students. The current student/teacher ratio is 12/1 and student/adult is 4/1.

**A5. School Environment Criterion:** The school has a safe, healthy, nurturing environment that reflects the school's purpose; it is characterized by a respect for differences, trust, caring, professionalism, support, and high expectations for each student.

**Visiting Committee comments:**

Student activities both inside and outside the classrooms are monitored at all times by active teacher and staff participation. The active positive interaction between staff and students is very evident. The educational staff consistently and carefully utilizes the Crisis Prevention Institutes Verbal De-Escalation Continuum Training and Non-Violent Physical Intervention protocols, making the campus safe and in turn giving the students their own tools for dealing with conflict independently.

The school provides an environment that not only permits, but encourages students to reflect on their behavior and address those specific behaviors that prevent or interfere with academic pursuits and progress. Self-esteem is fostered through personal accountability and self-regulation.

The school policies reflect the philosophy and expectations for good citizenship, mutual respect, clearly defined behavior standards and fair enforcement of those standards. The campus is a safe campus and staff is in contact with local agencies to stay current on safety policies and procedures. There are procedures for emergencies posted in each classroom. The school has a well written safety plan that addresses a variety of emergency situations.

**A6. Reporting Student Progress Criterion:** The school leadership and staff regularly assess student progress toward accomplishing the school's expected schoolwide learning results, and student progress is reported to the school community.

**Visiting Committee comments:**

The school is beginning to utilize standardized ESLR terminology in their reporting practices. Letter grading is utilized for academic progress and behavior is graded as satisfactory, outstanding or not meeting expectations. IEPs are used to establish both academic and behavioral goals and objectives for each student. Student progress is reported to the community stake holders through a variety of informational services, however, official progress reports are sent to parent/guardians on a quarterly basis.

Each classroom has behavior management charts that are updated throughout the day. These serve to encourage good behaviors in the students. Information about student's behaviors is sent home regularly. Behavior is integrated into their grading system.



**A7. School Improvement Process Criterion:** The school leadership facilitates school improvement which is driven by plans of action that enhances quality learning for all students; has school community support and involvement; effectively guides the work of the school; and provides for accountability through monitoring of the schoolwide action plan.

**Visiting Committee comments:**

Reyn Franca has adopted as its foundation for school improvement the WASC Focus on Learning. Through consistent and comprehensive study of the Focus on Learning the school leadership, in partnership with the students and other stakeholders, have developed a plan of action that is broadly based on the Focus on Learning parameters.

The school is organized to support the high degree of individualized instruction required to address the variety of issues and needs reflected in the IEPs of the student population. The school has worked to focus more on the schoolwide learning outcomes or ESLRs.

**Areas of Strength for Organization for Student Learning**

1. All stake holders, Board, Administration, teachers, aides and support staff are deeply committed to the success of the school and the students,
2. Student learning is implemented and delivered through a variety of instructional strategies that address the individual learning modalities of each student,
3. The school environment is very safe for the students and staff.

**Key Issues for Organization for Student Learning**

1. Continue to monitor the progress of those learners for whom Compass Learning/Odyssey may not be effective.

## CATEGORY B. CURRICULUM, INSTRUCTION, AND ASSESSMENT

***B1. What Students Learn Criterion:*** The school provides a challenging, coherent, and relevant curriculum for each student that fulfills the school's purpose and results in student achievement of the expected schoolwide learning results through successful completion of any course of study offered.

### Visiting Committee comments:

At Reyn Franca, the IEP drives the curriculum, instruction and assessment. Educational goals are identified and individualized for each student. Standards from the local school district (Denair Unified) are adhered to for core academic subjects, however, differential standards are implemented for students with disabilities and indicated as such in the IEP.

Student progress is self-paced using the Compass Learning, computer based instruction. Students were observed using the system. They are all comfortable using the program and were engaged in the lessons. School leadership confers with the local school district regarding new textbook adoptions.

Curriculum (textbook) materials are listed in the self-study and appear fairly limited in scope and sequence; however, upon visiting the school site it was evident that there is an abundance of curriculum materials and texts available. The school itself questions the rigor of its curriculum for more capable students. Classroom observation indicated the use of textbook and other instructional material (direct instruction, charts, graphs, worksheets, computer activities other than Compass Learning). Student tests result vary dramatically due to the wide variety of student's issues and learning abilities. Below are individual test results with no names.

### California Standards Test Scores (California Modified Assessment) 2011-2012 Matching Pre-Post Scores English Language Arts:

ELA Pre (2011)	ELA Post (2012)	Change
266	230	-30
294	222	-72
39 (CMA)	39 (CMA)	--
275	235	-40
217	228	+35
227	229	+2
39 (CMA)	41	+2
268	233	-45
239	276	+37
310	245	-65
252	199	-53

279	170	-100
243	208	-35
316	426	+110
		Av. -18.00

**Mathematics:**

<b>Math Pre (2011)</b>	<b>Math Post (2012)</b>	<b>Change</b>
227	212	-15
282	262	-20
33 (CMA)	32 (CMA)	-1
245	253	+8
194	239	+45
241	204	-37
41 (CMA)	41 (CMA)	--
237	269	+32
267	219	-48
240	150	-90
263	204	-59
341	305	-36
		Av. -18.42

**B2. How Students Learn Criterion:** The professional staff uses research-based knowledge about teaching and learning, and designs and implements a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and expected schoolwide learning results.

**Visiting Committee comments:**

The school follows the state frameworks for instruction with five step lesson plans, sequencing from guided instruction to independent practice. The instructional staff keeps abreast of current research based applications and instructional format in order to address the unique needs of students. Many of the current teachers were previously instructional aides and have completed credential programs and further education to rise through the ranks at Reyn Franca.

The use of technology in the classroom to enhance student learning is a large element of the instructional process at the school as Compass Learning has been incorporated into the instructional strategies.

**B3. How Assessment Is Used Criterion:** Teacher and student use of assessment is frequent and integrated into the teaching/learning process. Assessment results are the basis for measurement of each student's progress toward the expected schoolwide learning results; are the basis for regular evaluation and improvement of curriculum and instruction; and are the basis for the allocation of resources.

**Visiting Committee comments:**

Students are administered a complete psychological assessment triennially. Assessment results are recorded to demonstrate student progress four times a year. A written narrative of student progress is recorded in student folders and used in the adjustment of IEP goals. Vocational assessments are administered to students with the intent to assist in understanding the requirements of careers in which they may be interested. Student behavior goals are monitored and recorded each day-hour by hour. Student academic goals are reviewed and summarized four times a year. IEP goals and individualized curriculum plans are established at each review.

Curriculum is reviewed and modified if evidence through assessment and student work indicates that the student(s) is not understanding or connecting information.

Daily, weekly and monthly progress reports are sent to parents/guardians referencing academic progress and behavior concerns. The Reyn Franca report indicated that IEP Goals are met 32% to 50% of the time in the past three years. The report did not include evidence, either statistical or narrative, that would explain why goals are not met. However, upon review of the IEP goals and objectives it was clear to the WASC team that students were indeed making progress but not necessarily reaching the percentage as written in the annual goal. Some of the evidence given in response to WASC team indicates that some IEP goals are written, by law, at grade level and cannot be realistically attained by students who are far below grade level.

**Areas of Strength for Curriculum, Instruction and Assessment**

1. The school addresses the needs of the whole child:
  - a. Academics
  - b. Behaviors
  - c. Social skills
  - d. Emotional
2. The educational staff is highly trained and delivers instruction in a dynamic and interesting format.
3. The school uses current and state/district adopted curriculum and assessments.

**Key Issues for Curriculum, Instruction and Assessment**

1. Continue to work on integrating the school wide learner outcomes (ESLRs) with the curriculum and assessments.
2. Include in the IEP process more comments clarifying the progress towards the annual goal.

## **C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

**C1. Student Connectedness Criterion:** Students are connected to a system of support services, activities, and opportunities at the school and within the community that meet the challenges of the curricular/co-curricular program in order to achieve the expected schoolwide learning results.

### **Visiting Committee comments:**

Reyn Franca offers many services to their students to support their various needs. They provide an IEP for each student and if a need is identified in an IEP meeting the school will meet it. On-site, full time student support include the counselor, behavior intervention case manager, workability coordinator, and campus supervisor in addition to the teaching staff, aides and administration. The care and dedication of the staff, faculty, and administration provide a level of support that a mere description of the services listed cannot express. The observed supportive behaviors magnify the quality of services provided to the students. The comments of both parents and students express thankfulness for the care and support provided by the Reyn Franca staff members.

**C2. Parent/Community Involvement Criterion:** The school leadership employs a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students.

### **Visiting Committee comments**

Parents and guardians of students are welcome at the campus at any time. The parents and staff become integral members of the student's IEP team and make significant contributions to the discussion, planning and implementation of school events that ultimately help to ensure the students opportunities to meet their IEP goals. Many institutions and community agencies are involved with the students to aid in their success. Community volunteers are rarely used on campus as they can compromise the confidentiality issues around the students who may be in foster care or group home residents.

Disruptive student behaviors are reported by phone within 24 hours. Social services, county programs, and regular parent communication provide support for student goals. Daily behavior reports are prepared for each student.

The school is involved in Youth Empowerment for Success (Y.E.S), a program which provides pre-employment skills training, employment placement and follow-up.

**Areas of Strength for Support for Student Personal and Academic Growth**

1. Students have a wide variety of support services and activities available to them that are connected to the ESLRs,
2. Communication between parents/guardians and school regarding behaviors and academics is consistent and supports student achievement.

**Key Issues for Support for Student Personal and Academic Growth**

1. The school itself has identified the need for more rigorous academic content for higher functioning students. This can be enhanced through the Compass Learning program.

## **D. RESOURCE MANAGEMENT AND DEVELOPMENT**

**D1. Resources Criterion:** The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school's purpose and student achievement of the expected schoolwide learning results.

### **Visiting Committee comments:**

Resources Criterion: The resources available to the school are generated through the school district and regional center contracts. The funds are sufficient to sustain the school program and allow for growth as enrollment increases. The administration has communicated that the current decline in enrollment places the sustainability of the school in jeopardy. They are able to be used effectively to carry out the school's purpose and student achievement of the Schoolwide Learner Outcomes. The Creative Alternatives Executive Director and the School Director plan the line-item annual budget with input from the school principal. The principal follows procedures for acquiring and maintaining adequate instructional equipment and materials, involving the staff in the assessment of needs.

Allocation decisions facilities related expenses are primarily handled by the Executive Director and approved by the board. Instructional materials are allocated at the beginning of every school year, the principal will make sure any needed curriculum is state adopted/state approved and then submit a request to the Director of Schools for consideration of purchase. All staff meets the "No Child Left Behind" standards in accordance with the California Department of Education. All staff in specialty positions are licensed or certified to be in those positions.

The most recent audit states, "In my opinion, Creative Alternatives, Inc. complies, in all material respects, with the requirements referred to above that are applicable to its major federal program for the year ended June 30, 2011."(Adelle Torres, CPA)

The funds are sufficient to sustain the school program and allow for growth as enrollment increases. The board and administrative executives of Creative Alternatives support the school's purpose and the achievement of the ESLRs.

**D2. Resource Planning Criterion:** The governing authority and the school execute responsible resource planning for the future.

### **Visiting Committee comments:**

The governing authorities provide sound fiscal planning and budgeting expertise that includes current needs and future plans. Creative Alternatives recently completed a remodel of the campus and added a new classroom building. There is involvement of stakeholders at every level, including teachers, students, parents, District Program Specialists, and the administration and board members of Creative Alternatives. The administration and board participate in the allocation of funds. There is an annual plan to address needs. There are plans to increase the marketing of the school to increase the local awareness of the school and potentially increase the student population. It is a hope of the schools that if they are able to receive accreditation they will be able to enhance their educational program and keep students from returning prematurely to public school.



Creative Alternatives' representatives meet with district and county leaders to promote increased student enrollment. All RFS operating funds are generated through school district and regional center contracts. The school does not charge individual student-tuition directly to parents. The resources are sufficient to sustain the school program and carry out the school's purpose and achievement of the ESLRs.

**Areas of Strength for Resource Management and Development**

1. The funds are sufficient to sustain the school program and allow for growth as enrollment increases,
2. The Board and Administrative Executives of Creative Alternatives support the schools purpose and the attainment of the ESLRs,
3. The facilities meet or exceed the school requirements for achievement of the ESLRs.

**Key Issues for Resource Management and Development**

1. The administration and board look into ways to increase the student population.

## **Schoolwide Areas of Strength**

- The school has completed a major expansion and renovation of the campus providing more services to the students. This was done without incurring any long-term debt.
- The teachers, aides and administration all possess appropriate certification for their positions.
- Many staff members are engaged in degree or credentialing programs designed to increase their knowledge and preparation for working with the students.
- The school works with the districts represented in the student population to coordinate the curriculum to ensure a smooth transition back into the public school.
- The school addresses the needs of the students through behavior management programs, counseling, and many other appropriate methods.
- Students and parents are supportive of the program at Reyn Franca
- The school has a 12/1 student/teacher ratio and a 4/1 student/adult ratio

## **Critical Areas for Follow-up**

- The visiting committee concurs that the administration and staff continue to work on integrating the schoolwide learner outcomes (ESLRs) with the curriculum and assessments and to work on ways to make them more measurable for the purpose of focusing the instruction in the classrooms.
- The visiting committee concurs that the administration and staff review the IEP process to include more comments clarifying achievement on the goals when they are not completely met though the students have made progress to clearly show student progress.
- The visiting committee concurs that the administration review the action plan by eliminating things which are already implemented at the school in order to focus their attention on remaining actions in the plan.

## Chapter V: Ongoing School Improvement

### Regarding the School Action Plan:

Action Plan Item 1: Increase academic achievement of students; increase accomplishment of academic and behavioral objectives on IEPs. This item is very important in that currently their study of the results of the student IEP goals yielded a low score of accomplishment of only 1/3 of the goals on average. When we were able to talk with the staff it became apparent that students were only mastering 1/3 of the goals while they were, in fact, making great strides toward achievement of those goals. The school is aware that the more capable students are not challenged enough while other students are not able to reach goals due to other non-academic concerns in their lives. The plan is for the assessment of these goals to be noted including what percentage of the goals have been reached, in order to more accurately reflect what is really happening with each student. There are well thought out plans for attaining this goal.

Action Plan Item 2: Increase student success by frequent assessment and monitoring of student progress. This item is quite attainable as the staff look to add more assessments and more reflection on the IEPs when they are initially written. There is a need for more consistent evaluation practices that are grade-appropriate and developmentally appropriate.

Action Plan Item 3: Increase readiness of students for postsecondary education and/or entry into the world of work. One of the main goals of Reyn Franca is to prepare each student to be a functioning, contributing member of society. This is done in many ways at the school. The desire to make it even better is already in process. The staff interacts as much as they can with the community, looking for ways to plug students into work programs. The anger management work done with each student is giving each of them an opportunity to learn to handle their own, the students frequently commented on how much help they have gotten in dealing with their anger. The inclusion of the Compass Learning program will help to bring students up to standards in their curriculum. These all work together to make this item attainable.

Action Plan Item 4: Continue involvement of all stakeholders in on-going WASC processes. One lesson the whole school community learned from the process was the value of everyone participating in the process. They said they learned so much about the whole school from working on all aspects of the process. This only makes the school community closer. This will be headed up by the administration and as they delegate any work on the above mentioned goals they will certainly find willing participants.

In conclusion, all the areas they have addressed also speak to the Critical Areas of Follow-up we included. All of these goals will improve the student learning experience. The plans for each are delineated in ways that insure their success. Each of the goals can be reached without additional expenditure of funds. There is a firm commitment on the part of the staff, teachers, administrators and board to the ongoing improvement of the school through regular reflection.