Northview High School
Self-Study Report

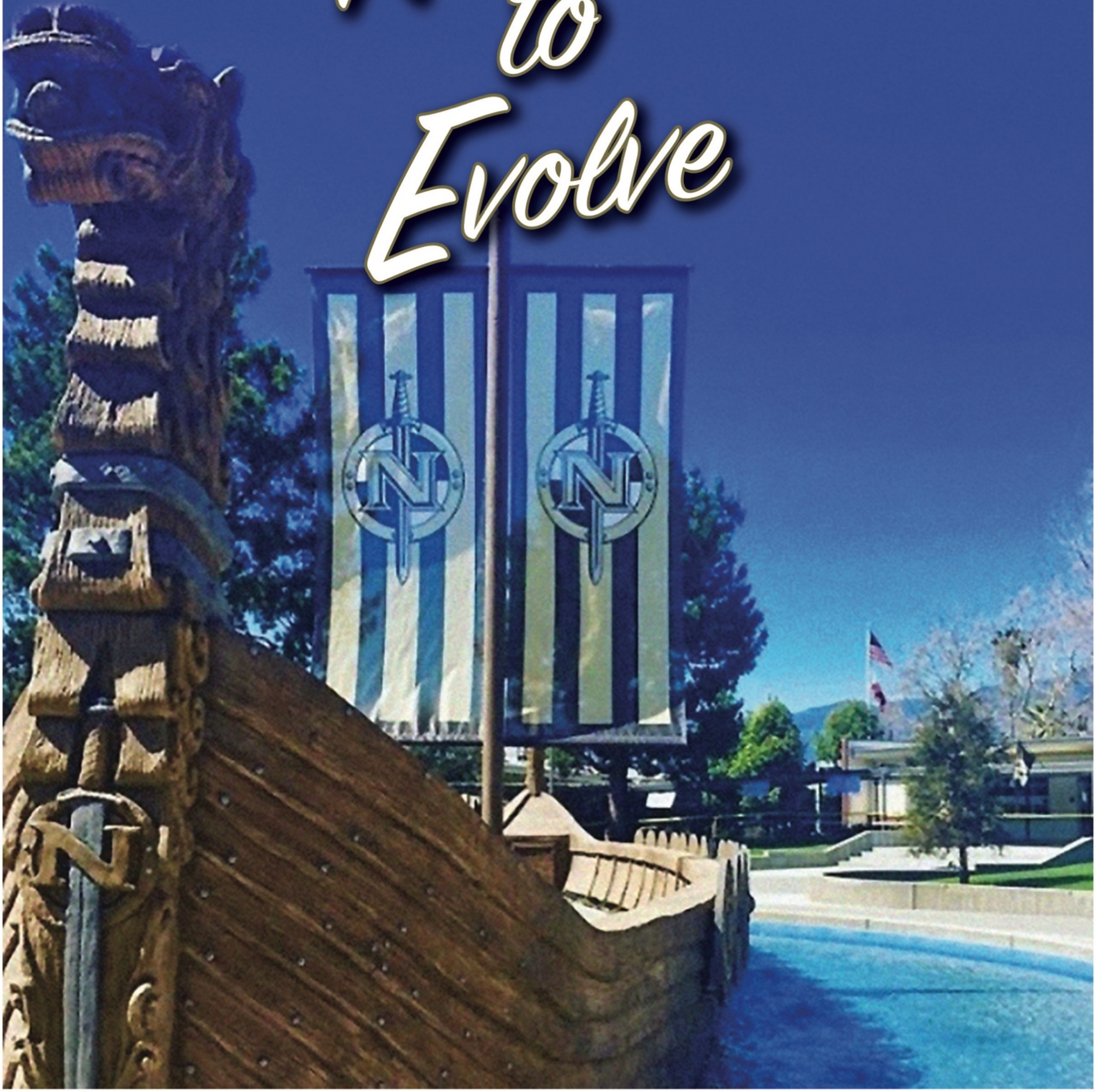
1016 W. Cypress Street
Covina, California 91722

Covina-Valley Unified School District

March 10th-13th, 2019

Table of Contents

Resolve to Evolve



Northview High School
Welcome Visiting WASC Committee

Mrs. Michele Germic, Committee Chair

Instructional Coach

Porter Ranch, California

Mr. Joe Bahash

Special Education Teacher

Orange County Department of Education

Santa Ana, California

Mr. Dalton Cole

Principal

School of Business and Tourism at Miguel Contreras Learning Complex

Los Angeles, California

Ms. Elizabeth Enloe

English Teacher – Department Chair

Santa Ana High School

Santa Ana, California

Ms. Erin Gantz

English Teacher

Lincoln High School

San Diego, California

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Instruction of Secondary Education

Northview High School
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Dr. Manuel Burciaga
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Mr. Ryan Parry
Assistant Principal

Mr. Roy Umana
Assistant Principal

Ms. Erika M. Pusey
Activities Director

Ms. Ashley Mar
Dean of Students

Mrs. Teresa Humphreys
Head Counselor

Ms. Shana Jackson
Counselor

Ms. Secoral Yanez
Counselor

Mr. David Ochoa
Boys Athletics Director

Mr. Marcel Perez
Girls Athletics Director

Northview High School
Instructional Leadership Team

Dr. Manuel Burciaga	*Principal*
Mr. Ryan Parry	*Assistant Principal*
Mr. Roy Umana	*Assistant Principal*
Ms. Erika M. Pusey	*Activities Director*
Mr. Ryan Rienstra	*Math Department Chair*
Mrs. Melody Cortez	*English Department Chair*
Mr. Blake Edwards	*Social Science Teacher*
Mr. Leonel Pacheco	*World Language Teacher*
Mrs. Maria Corona	*Math/World Language Teacher/AVID Chair*
Mrs. Liz Deck	*Science Department Chair*
Mr. Robert Yount	*Social Science Department Chair*
Ms. Yemina Arellanes	*Social Science Teacher/ELD Chair*
Mr. Joey Mastrosimone	*Special Education Department Chair*
Mrs. Jessica Jeske	*Visual and Performing Arts Chair*
Ms. Amy Woods	*FAME Academy Teacher*
Mr. Shawn Jolicoeur	*CTE Department Chair*
Mr. Jaime Torres	*World Language Department Chair*
Mrs. Peggy Hale	*Physical Education Department Chair*
Mrs. Denise DeEspinosa-Jones	*English Language Development*

Northview High School
Home Groups

Language Arts/ELD

Melody Cortez, *Chair*
Jenny Grise
Todd Seagle
Andrina Moses
Steven Chang
Daniel Rodriguez
Cathie Ferdula-Kimberly
Denise DeEspinosa-Jones

Mathematics

Ryan Rienstra, *Chair*
James Bohn
Kendra Huff
Jorge Villanueva
David Ho
Xochitl Martinez
Robbyn Sarmiento
Maria Corona
Talin Mardirosians
Pam Smith

Science

Liz Deck, *Chair*
Bobby Bellamy
Marissa Baker
Jon Klaus
Lucas Galan
Oscar Ramirez

VAPA/CTE

Jessica Jeske, *Chair*
Shawn Joliecour, *Chair*
Amy Woods
Jeff White
Chris Grinnell
Gregg Peterson
Jordan Tanioka
Jill Gerber
Sean Kane
Robin Gin
David Ochoa

Physical Education

Peggy Hale, *Chair*
Marcel Perez

Special Education

Joey Mastrosimone, *Chair*
Chris Webb
Michael Orizaga
Davida Harvey
Daniel Roddy
Matthew Leyva

World Language

Jaime Torres, *Chair*
Kristian Docazal
Claudia Rojas
Leonel Pacheco

Social Science

Robert Yount, *Chair*
Blake Edwards
Yemina Arellanes
Brian Rice
Ryan Naney
Al Lorello

Northview High School
WASC Leadership Team

Ms. Erika M. Pusey *WASC Coordinator*	**Ms. Kendra Huff** *WASC Writer*
Mrs. Teresa Humphreys *Category A Leader*	**Ms. Amy Woods** *Category A Leader*
Mrs. Marissa Baker *Category B Leader*	**Mr. Ryan Naney** Category B Leader
Mrs. Maria Corona *Category C Leader*	**Mrs. Liz Deck** *Category C Leader*
Mr. Matthew Leyva *Category D Leader*	**Mr. Robert Yount** *Category D Leader*
Mrs. Jessica Jeske *Category E Leader*	**Mrs. Jenny Grise** *Category E Leader*

Northview High School WASC Focus Groups

Category A: Organization	Category B: Curriculum	Category C: Instruction	Category D: Assessment	Category E: Culture
David Ochoa	Chris Grinnell	Oscar Ramirez	Lucas Galan	Bobby Bellamy
Kendra Huff	Sean Kane	Xochitl Martinez	Danny Rodriguez	Chris Webb
Andrina Moses	Michael Orizaga	Denise DeEspinosa-Jones	Peggy Hale	Robbyn Sarmiento
Joey Mastrosimone	Claudia Rojas	Al Lorello	Blake Edwards	Jaime Torres
Yemina Arellanes	Shana Jackson	Jorge Villanueva	Leonel Pacheco	Robin Gin
Cathie Ferdula-Kimberly	James Bohn	Davida Harvey	Jon Klaus	Ryan Rienstra
Daniel Roddy	Todd Seagle	David Ho	Pam Smith	Jacqueline Hogarth
Marcel Perez	Kristian Docazal	Shawn Jolicoeur	Jill Gerber	Greg Peterson
Jeff White	Anna Camacho	Talin Mardirosians	Alma Olmos	Steven Chang
Brian Rice	Cheryl Worley	Marisela Halford	Adele White	Esmeralda Jauregui
Trina Abalde	Nayely Castrellon		Janet Ulrich	Rosie Velasco
Luvy Melero	Melody Cortez			Secoral Yanez

Northview High School
WASC Student Group

Carla Blass, *Class of 2019*

Daphne Cabral, *Class of 2022*

Crystal Calderon, *Class of 2019*

Erica Dockins-Smith, *Class of 2020*

Catherine Figueroa, *Class of 2019*

Yessica Henriquez-Argueta, *Class of 2022*

Andrea Hernandez, *Class of 2019*

Angie Jimenez, *Class of 2019*

Jacob Leon, *Class of 2022*

Ashley Marroquin, *Class of 2019*

Axel Martinez-Siliezar, *Class of 2019*

Isela Mendez, *Class of 2020*

Brianna Nguyen, *Class of 2020*

Sophia Ortiz, *Class of 2019*

Robert Pena, *Class of 2020*

Nick Peoples, *Class of 2022*

Dayanara Quintero, *Class of 2019*

Isabelle Ramos, *Class of 2019*

Ashley Robles, *Class of 2020*

Tamara Romero, *Class of 2020*

Nevaeh Rubio, *Class of 2019*

Breanna Torres, *Class of 2022*

Bellen Velasco, *Class of 2020*

Isabel Villavecencio, *Class of 2020*

Scott Vo, *Class of 2019*

Northview High School
WASC Parent Group

Juan Carlos Ortiz

Parent of Senior Sophia Ortiz

Sandy Arciniega

Parent of Sophomore Max Arciniega

Edith Cervantes

Parent of Senior Daniel Cervantes

Catalina Frey

Parent of Freshman Diego Frey

Nina Jimenez

Parent of Senior Elijah San Juan

Tania Vasquez

NHS DELAC Representative and Parent of Elian and Julian Maya

Oralia Escobar

Parent of Junior Emily Escobar

Haidyy Torres

NHS ELAC President and Parent of Sophomore Jorge Torres

Northview High School
List of Acronyms

ACTFL	American Council on the Teaching of Foreign Languages
ALEKS	Assessment and Learning in Knowledge Spaces
APU	Azusa Pacific University
AVID	Advancement via Individual Determination
BTS	Back to School
C-VUSD	Covina-Valley Unified School District
CCI	College and Career Indicator
CFU	Check for Understanding
CTE	Career Technical Education
DBQ	Document-Based Question
DWA	District Writing Assessment
EBC	Evidence-Based Claims
ELAC	English Learner Advisory Committee
ELD	English Language Development
ELL	English Language Learner
ELPAC	English Language Proficiency Assessment for California
ERWC	Expository Reading and Writing Course
FAME	Film and Media Entertainment

ILT	Instructional Leadership Team
LCAP	Local Control and Accountability Plan
LEA	Local Education Agency
MOUs	Memorandums of Understanding
PIQE	Parent Institute for Quality Education
PLC	Professional Learning Communities
RAC	Reclassification Advisory Committee
SAI	Specialized Academic Instruction
SAS	Saturday Academic School
SDAIE	Specially Designed Academic Instruction in English
SED	Socio-Economically Disadvantage
SIOP	Sheltered Instruction Observation Protocol
SLO	Student Learning Outcomes
SPED	Special Education
SPSA	Single Plan for Student Achievement
SSC	School Site Council
SWD	Students with Disabilities
ULV	University of La Verne
VAPA	Visual and Performing Arts
WUE	Western Undergraduate Exchange

Ch 1 Ch 2 Ch 3 - A Ch 3 - B Ch 3 - C Ch 3 - D Ch 3 - E Ch 4 Ch 5

PREFACE

Northview is home to stakeholders who believe in the power of progression and change. Since our last full Self-Study, Northview has celebrated significant growth: academically, socially and culturally. We have made significant strides in student completion of our A-G requirements—moving from 42% completion to 62% completion. We have dedicated ourselves to increasing our pathway opportunities for our students—adding four new pathways in the past three years. We have worked to ensure our established pathways meet the proper requirements for the College and Career Indicator—creating a pathway program that houses seven complete pathways. We have worked to build support for our Special Education program—adding several new co-teach classes. We have restructured our ELD program; a program that is now led by two of our strongest instructional leaders—both of whom have been trained in AVID and who have worked tirelessly to help reclassify our English Language Learners. In the past three years, our new ELD leaders have worked to improve our reclassification rate from 8% in 2016 to 60% in 2018—which is a significant gain considering the state average is 15%. We have worked to instill a college-going culture—developing Articulation Agreements and Memorandums of Understanding with multiple local colleges and universities. We are now home to the only AP Capstone program in the San Gabriel Valley—celebrating an 89% pass rate in our inaugural year. A program whose sole purpose is to prepare our students for the rigors of college writing and presenting. We have worked to increase our parent involvement—partnering with programs such as Parent Institute for Quality Education, or PIQE. Additionally, our counselors, along with our strong AVID program, have developed a parent handbook in both English and Spanish—reaching the full spectrum of our parent population. Furthermore, Northview has become a leader in our district—paving the way to develop both English Language Arts and Science pacing guides. Adding to this legacy of leadership in the district, we celebrated in 2015 and again in 2018, the recognition of two of our teachers as they were named Covina-Valley Unified Teacher of the Year. Northview is home to stakeholders who embrace the grit and growth mindset and in doing so, have paved the way for student success.

The Process

With the arrival of our new Superintendent, Dr. Richard Sheehan, in the Fall of 2015, our district began training with the *Focused Schools* program. While going through this training, we realized we were doing an organic Self-Study. We were looking at data to see how we could improve student performance by focusing on one objective. Through this process, all of our stakeholders decided we wanted to make sure our students could be successful in whatever their future endeavors would be; we decided that in order for our students to be successful, they would have to be good problem solvers. Thus, in the Fall of 2016, when we started to look at our actual WASC Self-Study, we realized, we had done quite a bit of the work with *Focused Schools*.

The Timeline

In the Fall of 2016, two separate groups, an amalgamation of teachers and administrators, attended WASC training. After the training, we met as a whole group and began to plot our timeline. We then brought our ideas to our Instructional Leadership Team—which had already been developed through our work with *Focused School*. It was this group, along with our WASC group, that decided where our journey would begin. As an entire unit, we examined and then re-developed a new Vision Statement, a new Mission Statement, and brand-new Student Learning Outcomes—all of which were created with the idea of establishing a student body that would acquire the resolve needed to solve any problem placed before them.

Focus Groups

Once we finalized our Vision Statement, Mission Statement, and SLOs, we set out to develop our Focus Groups. Our WASC Coordinator and administrative team developed a Google survey to garner where our stakeholders felt they would best be suited to serve. The survey was then sent to all staff asking each to identify his/her strengths, and from this survey, our Focus Groups were developed. Leaders for each group were selected based on survey responses, as well as, his/her expertise in the particular area for which they would represent. Each group housed a variety of disciplines as well as staff members, students, and parents.

Once Focus Groups were created, the WASC Coordinator and our principal met to decide which prompts needed to be addressed with the most urgency and from there a calendar was developed. Our WASC Coordinator developed a "WASC Team Drive," and our principal loaded all the resources and data each group would need to adequately address each prompt. Our WASC Coordinator then uploaded the prompts and calendar into the Team Drive and gave each group dedicated time and directions—and so the process of writing and finding evidence for Chapter 3 began.

Identifying Opportunities for Growth

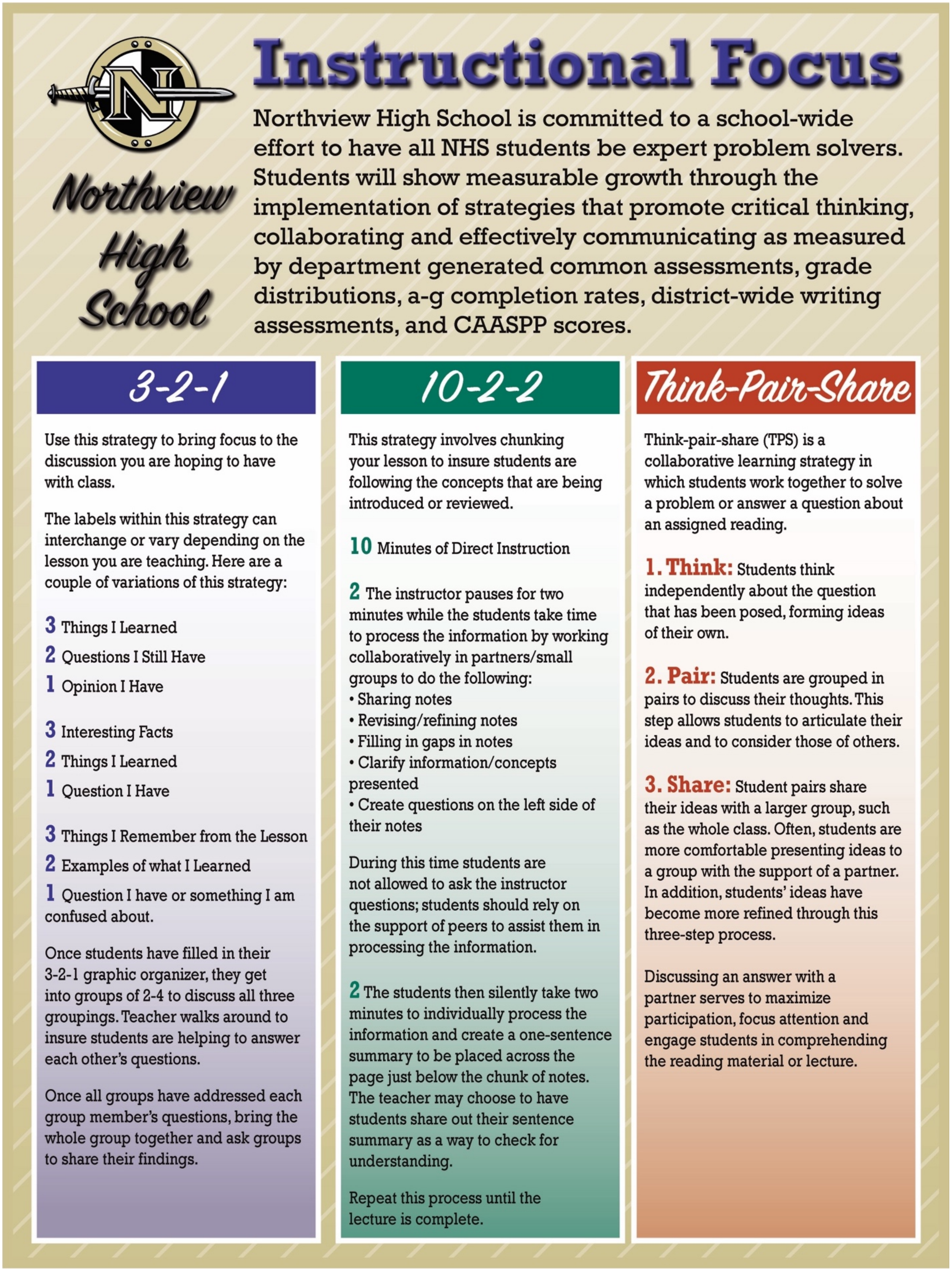
By the Fall of 2018, most of Chapter 2 and 3 had been written. Focus Groups were given rough drafts of Chapter 2 and were asked to look over the data and identify trends. Dedicated Professional Development time was given to Focus Groups so that they could go over the data to ensure all voices and disciplines were heard and represented. Through this process, areas of growth were discussed and identified.

Reflection

In the following Self-Study, our visiting committee members will read about our honest and profound findings. You will find a staff that is proud of where it has been, reflective about where we need to go, and confident that we will reach the goals we have set for ourselves. Northview High School is full of stakeholders who are committed to providing every single student with a safe environment, rigorous curriculum, differentiated practices, a plethora of pathways and a myriad of extra-curricular activities that will enrich their lives.

Recent Program Changes at Northview High School 2015 – Present

- *A new superintendent, Dr. Richard Sheehan, came back to oversee his home district in the Fall of 2015*
- *Two new assistant principals, Dr. Manuel Burciaga and Dr. Sebastian Puccio, both began their work with Northview in the Fall of 2017*
- *A new counselor, Secoral Yanez, began her journey with us in the Fall of 2017*
- *A new Activities Director, Erika M. Pusey, formerly the head of our English Department, began her new position in the Spring of 2018*
- *At the end of our 2018 school year, Principal Julie Harrison was promoted to Director of Curriculum at which time, Dr. Manuel Burciaga became our new Principal and Ryan Parry was hired as our new Assistant Principal; we also added a Dean of Students position seated by Ashley Mar*
- *In the middle of our 2018-2019 school year, our Assistant Principal, Dr. Sebastian Puccio, was promoted to Principal of our feeder middle school, Las Palmas, and Roy Umana was promoted to Assistant Principal to replace Dr. Puccio*



Instructional Focus

Northview High School

Northview High School is committed to a school-wide effort to have all NHS students be expert problem solvers. Students will show measurable growth through the implementation of strategies that promote critical thinking, collaborating and effectively communicating as measured by department generated common assessments, grade distributions, a-g completion rates, district-wide writing assessments, and CAASPP scores.

3-2-1

Use this strategy to bring focus to the discussion you are hoping to have with class.

The labels within this strategy can interchange or vary depending on the lesson you are teaching. Here are a couple of variations of this strategy:

3 Things I Learned
2 Questions I Still Have
1 Opinion I Have

3 Interesting Facts
2 Things I Learned
1 Question I Have

3 Things I Remember from the Lesson
2 Examples of what I Learned
1 Question I have or something I am confused about.

Once students have filled in their 3-2-1 graphic organizer, they get into groups of 2-4 to discuss all three groupings. Teacher walks around to insure students are helping to answer each other's questions.

Once all groups have addressed each group member's questions, bring the whole group together and ask groups to share their findings.

10-2-2

This strategy involves chunking your lesson to insure students are following the concepts that are being introduced or reviewed.

10 Minutes of Direct Instruction

2 The instructor pauses for two minutes while the students take time to process the information by working collaboratively in partners/small groups to do the following:
- Sharing notes
- Revising/refining notes
- Filling in gaps in notes
- Clarify information/concepts presented
- Create questions on the left side of their notes

During this time students are not allowed to ask the instructor questions; students should rely on the support of peers to assist them in processing the information.

2 The students then silently take two minutes to individually process the information and create a one-sentence summary to be placed across the page just below the chunk of notes. The teacher may choose to have students share out their sentence summary as a way to check for understanding.

Repeat this process until the lecture is complete.

Think-Pair-Share

Think-pair-share (TPS) is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading.

1. Think: Students think independently about the question that has been posed, forming ideas of their own.

2. Pair: Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others.

3. Share: Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process.

Discussing an answer with a partner serves to maximize participation, focus attention and engage students in comprehending the reading material or lecture.

Chapter 1: Progress Report

Action Steps and Progress Made on Critical Areas for Follow-Up #1

Since our last full Self-Study in 2012, we, the stakeholders of Northview High School, have made significant developments in the implementation of the school-wide action plan. We have focused improvement efforts toward addressing the school-wide critical areas for follow-up in both our Single Plan for Student Achievement and our Action Plan. We continuously work to cultivate a safe learning environment that enables our students to be independent, resilient, life-long learners who have the skills necessary to succeed in a global society. The goal is to establish and empower a community of problem solvers who effectively collaborate, communicate, and think critically.

Critical Academic Need #1: Improve the academic achievement and proficiency in core content areas for the following two subgroups: English Language Learners and Students with Disabilities.

Critical Areas for Follow Up	Action Steps
Critical Area for follow-up: We need to incorporate differentiated instructional strategies in all departments. ***Critical Area for follow-up:*** We need to increase the academic rigor for all students, including English Learners and Students with Disabilities.	• Ensure we are all implementing a clean first teach when we are introducing new or difficult concepts that include step by step procedure and constant checking for understanding; commit to integrating ELD strategies and differentiated instruction to support ELL and SWD populations in all content during the clean first teach. • Continue to refine Common Core practices to support all populations with a focus on our ELL and SWD populations • Recalibrate our Co-Teaching and SAI classes to ensure the SWD population has access to rigorous curriculum and mastery of core content in the least restrictive environment. • Regularly reinforce the knowledge of program and support services that enable our staff to more effectively reach our ELL and SWD populations through staff development meetings and individual PLC department meetings with ELD coordinator and ELD elective teachers. • Continue integration of early advanced and higher-level English learner students into mainstreamed CCSS English classes based on ELPAC (English Language Proficiency Assessments for California) scores. • Initiate and promote parent support in an effort to better serve ELLs and to educate our parents on school programs and support services via our home school liaison. ○ Provide teachers and staff with training on embedding ELD strategies to ensure differentiated instruction is being employed in all disciplines.

- Expand Saturday Academic School to academically support both our ELL and SWD populations.
- Refine common planning meeting agenda/minutes to carefully incorporate ELD standards and SDAIE (Specially Designed Academic Instruction in English) and SIOP (Sheltered Instruction Observation Protocol) strategies that promote differentiated instruction
- Begin to analyze performance data and create intervention plans to support SWD and ELL students' mastery of the core content.
- Continue to expand our Co-Teach offerings for our SWD population in order to ensure their success in core classes.
- Increase the communication with our ELD teachers through inclusion in our ILT and our Department Chair monthly meetings.
- Increase the number of staff members using Aeries for grades to ensure parents and students have access to all grades and classes.
- Provide ELLs and SWDs support through the use of iReady diagnostic in Math; beginning with the Fall of 2018 this support was offered through ALEKS (Assessment and Learning in Knowledge Spaces); a new adaptive learning program.

Critical Academic Need #1: Improve the academic achievement and proficiency in core content areas for the following two subgroups: English Language Learners and Students with Disabilities.

Critical Areas for Follow Up	Progress Made
Critical Area for follow-up: We need to incorporate differentiated instructional strategies in all departments. ***Critical Area for follow-up:*** We need to increase the academic rigor for all students, including English Learners and Students with Disabilities.	• The staff receives an individualized list of both our English Language Learners and Students with Disabilities students prior to the beginning of the semester. Our staff is also provided with copies of the student's Individualized Education Program (IEP) or 504 plan. • Our head counselor and school psychologist make regular presentations of data and information that impact SWD populations. • Our ELD Instructional Aide often presents her services to the staff members for help in calling home or translating messages where needed. • ELD teachers meet with mainstream teachers for feedback and to offer strategic support. • ELD teachers have also created a PLC that meets weekly to discuss student success and strategies to improve student success. • Our ELD program is now comprised of two teachers and a coordinator, each from a different core subject area (Math, English Language Arts and Social Studies). ○ The members of the team make a point to meet with the science department as this is the only core subject not represented by an ELD teacher. • The AVID team has been trained in AVID ELD strategies, and the master schedule has AVID ELD crossover PLC time embedded. • ELAC meets monthly, and the format for the meetings includes a potluck dinner, free babysitting and available interpreters for the event. • The ELAC team runs tutorials in LCAP, Aeries parent portal, FAFSA form workshops, Dream Act information and shares the state of the school and testing results for the SPSA. • The ELAC committee has shown interest in creating a parent center for our families to have access to information they need to ensure their student's success, which will be opened in our newly renovated library this fall.

- Our ELL parents also benefit from our *Sailing to Success* and *Spring to Success* college nights where we offer college workshops for parents and students to learn more about the college process.
- Our ELD district coordinator puts together individualized student ELPAC charts, which contain the student's academic grade, teacher and ELPAC level. These reports are individualized for each of the student's teachers and are presented at staff development.
- Our Specialized Academic Instructional (SAI) team is part of the core curriculum PLC team in which they teach. Within this PLC, the SAI instructor is responsible for the articulation of goals and strategies to support SAI students in the least restrictive environment. The PLCs meet for at least one hour a week to discuss teaching strategies and analyze data.
- We currently have 13 co-taught classes, including math, science, and English classes, increasing from 10 last year, 8 the year before, and only 4 in the 2015-16 school year. We are committed to increasing the number of co-taught classes each year. Previously we did not have any co-taught classes in math, and now we have at least one co-taught section in each of the areas of Math I, II, and III.
- All special education teachers have been trained on and have access to Goalbook, an online program with standards-aligned goals and assessments to assist in providing access to rigorous curriculum for our students with disabilities population.
- We have established a partnership with the Parent Institute for Quality Education (PIQE), an organization that provides 9-week courses housed on our campus. During these courses, EL parents are provided access to understanding the education process and tools they will need to help ensure their students will succeed.

Action Steps and Progress Made on Critical Areas for Follow-Up #2

We are incredibly proud of the progress we have made to create a college and career going culture on our campus. Since our last full visit, our A-G completion rate has grown by 20%. We have worked to add four new pathways to our VAPA/CTE programs—bringing our total pathway offerings to seven. We have also worked to re-write courses of studies to ensure our classes are UC/CSU approved so we can offer more A-G classes to our students. Our AP enrollment is steadily rising. The stakeholders at Northview are committed to continuing these trends.

Critical Academic Need #2: Create a college going culture by increasing the number of students who have met the A-G UC/CSU requirements and who are college/career ready.

Critical Areas for Follow Up	Action Steps
Critical Area for follow-up #1: Northview needs to increase the number of students meeting A-G requirements. ***Critical Area for follow-up #4:*** Northview needs to create a college going culture to increase the number of students pursuing higher education.	• Continue to implement a clean first teach when we are introducing new or difficult concepts that include step by step procedure and continuously check for understanding (CFU) in all core curricula to decrease D/F grades and expand opportunities for students to remediate D/F grades in order to meet college entrance requirements. • Continue to enroll all seniors in Cal State's Expository Reading and Writing Course (ERWC) or AP Literature to meet Early Acceptance Program (EAP) requirements. • Continue to ensure that all juniors take the EAP exam to provide students, parents and school staff with college readiness data. • Continue to provide access to the PLAN and PSAT (pre-ACT and pre-SAT) tests – • college/career tests that provide 10th and 11th grade students and their parents comprehensive information regarding their academic development, college readiness and exploration of career options. • Continue to offer school-wide PSAT and SAT in the fall, free of charge, to all students in the 10th-12th grades and the PSAT 8/9 to all students in the 9th grade. • Continue to expand business partnerships through our FAME Academy. • Continue to use and expand upon our FAME Academy classes and facilities and our CTE pathways. • Continue to rewrite and submit course work for UC approval. • Continue to expand our AVID program to support all students, especially first-generation college-bound students, in meeting A-G requirements. • Continue to instruct teachers in all curriculums in college readiness programs that pertain to post-high school options for all students. • Continue to provide open access to all students who are interested in taking Honors and AP courses; also, continue to provide training for all AP and Honors teachers.

Critical Academic Need #2: Create a college going culture by increasing the number of students who have met the A-G UC/CSU requirements and who are college/career ready.

Critical Areas for Follow Up	Progress Made
Critical Area for follow-up #1: Northview needs to increase the number of students meeting A-G requirements. ***Critical Area for follow-up #4:*** Northview needs to create a college going culture to increase the number of students pursuing higher education.	• There has been a district-wide focus on revising courses of study to increase rigor and to meet requirements to be UC approved. The majority of courses on campus are now A-G approved, which also includes courses that were traditionally geared towards vocational (career/tech) but now includes special education courses. We will continue to examine and revise applicable courses. • Since the previous WASC Self-Study, we have witnessed a steady growth in the A-G completion rate for graduating Seniors. Over 62% of our graduating class is currently meeting the minimum A-G requirements to attend a University of California or California State University, increasing 20% since the 2012-2013 school year. • We have focused on a college-going culture by increasing student access to A-G coursework, and this has increased our A-G pass rate.

- We have increased college visits and presentations to our students through AVID.
- Parent involvement has been increased through college workshops and Parent Involvement in Quality Education (PIQE).
- This will be our fourth year in which we will offer a Free SAT day to all of our Seniors, while the rest of the underclassmen take the PSAT.
- We also offer FAFSA Night, 8th Grade Orientation, Showcase Night, College Fairs, and SAT Workshops.
- Our counselors have developed a handbook for parents that includes information on A-G requirements, college enrollment, university partnerships with APU, La Verne, and Cal Poly as well as the Western Undergraduate Exchange (WUE).
- Our new Vision and Mission Statements establish a firm tone for our college and career culture as does our Instructional Focus (Resolve to Evolve) and our Best Practices (Collaboration, Communication, and Critical Thinking).
- College Night Presentations have been added to our calendar twice a year. We host a Sailing to Success college night in the fall as well as a Spring to Success college workshop in the spring. Both events enjoy high attendance, and most workshops are presented in English as well as Spanish. Advertising for the event goes home in both languages and is widely attended by our parents and students.
- Back to School Night was implemented in the fall of 2014 and has continued thereafter. This was a change from the former Report Card Night that was held in October. During BTS, A-G UC/CSU requirements are outlined by the counseling staff and again at our Sailing to Success and Spring to Success events.
- A-G requirements are rolled out to incoming freshman parents at our Frosh Orientation that takes place in March each year.
- We currently offer seven CTE pathways. Over 600 students are currently enrolled in one of our CTE Pathways. Our goal is to have over 675 (50% of our students) enrolled in the next two years with our CTE pathway expansion in the areas of Animation, Administration of Justice, Sports

Physical Therapy, and Furniture Design and Construction.

- Nayely Castrellon was hired as our librarian clerk and serves as our liaison for our Parent Portal, which allows parents to log into our AERIES grading system to check their child's progress and grades in each of his/her classes. She meets with parents at their convenience for training purposes or to provide access.
- We have Parent Portal training open to our parents twice a year, once at Sailing to Success and again at our first ELAC meeting of the year.
- Naviance is a computer-based college and career readiness platform that helps connect academic achievement to post-secondary goals. Currently, 100% of our student body has had experience with Naviance. Students take career interest surveys, including Strengths Finder, and can research various colleges and careers. Seniors use Naviance to both apply and to track their college application process and to request recommendation letters.
- We continue to promote open access to AP courses. We have held our offerings steady and have added AP Spanish Literature, AP Computer Science, AP Chemistry as an alternating year course (due to enrollment) and AP Physics.
- In the Fall of 2017-2018, we added AP Psychology and AP Capstone which includes AP Seminar and AP Research respectively. We continue to send our staff to AP training and have added an AP PLC for our team that meets monthly, alternating between lunch and after school.
- We have been successful in adding the following courses to our A-G offerings: Fine Wood Working (f) – fine art, Animations (f) –fine art, Advanced Guitar (f) – fine art, Anatomy and Physiology (d) – lab science, Leadership (g) – elective. Additionally, we are in the process of submitting two courses to UC: Financial Literacy (c) – mathematics and Broadcast Journalism (f) – fine art.
- All core subjects have been trained in close reading strategies, annotation strategies, Primary and Secondary source documents as well as text-based and data-based questioning. This has created an increase in rigor as well as exposure to college-level academic language.
- FAFSA trainings are offered at the site. We have added a secondary platform for FAFSA training

	that is conducted in Spanish in order to reach the parents of our ELL population. This takes place at ELAC meetings. The counseling department hosts three FAFSA nights a year and counselors are available for FAFSA appointments for families that cannot attend the group setting. • Our College and Career center Assistant increased awareness for the County-wide College Fair and continues to take 75-100 students a year to this event. • Our AVID team has also coordinated multiple field trips to local college fairs. • This year our AVID teachers will be taking 50 students on their 3rd Annual Spring Break West Coast Bay Area College Tour. • We have secured Memorandums of Understanding with two local private colleges, Azusa Pacific University and the University of La Verne and Articulation Agreements with our local community college. • We have also secured Special Admit Programs with both of our local community colleges; Mount San Antonio College and Citrus College; any Northview student who meets the general requirements is guaranteed acceptance into both colleges.

Action Steps and Progress Made on Critical Areas for Follow-Up #3

The staff, faculty, and administration of Northview High School are committed to ensuring all of our students are proficient or advanced in all disciplines. Through our work with *Focused Schools*, we have formed our Instructional Leadership Team which has led us to instructional growth. Through our work with Advanced Solutions and Steve Ventura, we have created Achievement Teams to monitor student growth, and lack thereof, so we can intervene in a more effective manner. We continue to seek the newest research-based strategies because we are dedicated to continually growing through professional developments to ensure our students are successful.

Critical Academic Need #3: Increase the proficiency of all students in core content areas, particularly in Mathematics and English Language Arts.

Critical Areas for Follow Up	Action Steps
Critical Area for follow-up: Northview needs to incorporate differentiated instructional strategies in all departments. ***Critical Area for follow up:*** Northview needs to increase the academic rigor for all students, including English Learners and students with disabilities.	• Our Instructional Leadership Team will continue to plan and conduct professional development that focuses on differentiated instruction. • Continue to share best practices and examine assessment data in each PLC, adjust instruction accordingly and ensure differentiated instruction. • Continue to implement and refine components of clean first teach within the classroom. • Continue to attend Common Core and Smarter Balanced training which will cover: pacing, course of study, benchmark exams and the Smarter Balanced assessments, Depth of Knowledge and student engagement. • Continue to encourage Math and ELA attendance to SAS. • Develop department SMARTe goals to ensure the academic growth of all students • ELA will continue to provide monthly, one-day interventions for students who are struggling with content. • Math will continue to review existing curriculum to ensure students obtain all common core state standards in Math I, Math II and Math III. • ELA will continue to vertically meet and align standards to ensure our students are prepared for their next grade level. • All disciplines will incorporate pre and post assessments following the Achievement Team 5 Step Strategy.

Critical Academic Need #3: Increase the proficiency of all students in core content areas, particularly in Mathematics and English Language Arts.

Critical Areas for Follow Up	Progress Made
Critical Area for follow-up: Northview needs to incorporate differentiated instructional strategies in all departments. ***Critical Area for follow-up:*** Northview needs to increase the academic rigor for all students, including English Learners and students will disabilities.	• All math teachers have been trained in using ALEKS, an online, personalized math instructional website designed to address gaps in student understanding. • A group of about 120 juniors in Math 3 or below were placed into Summative Mathematics this year. The course is designed to expose students to topics that they will not see in their regular math classes but will see on the CAASPP, PSAT, and SAT. • Our ILT team has led our staff through collaboration strategies such as 3-2-1, Think-Pair-Share, Clock Partners, 10-2-2, Tutorials, Engineered Groups, Four Corners, Peer Editing and Evaluation. • Through district-wide articulations and PLC workshops, teachers have engaged in learning new avenues of technology for classroom instruction to elevate differentiated instruction. These trainings include Padlet, NearPod, Google Suite, Kahoot, Quizlet, Quizizz, iReady, ALEKS. • The math department has partnered with the UCI Math Project to continue training with the common core standards and creating curriculum that engages students in critical thinking and problem-solving. Furthermore, teachers in the math department have attended textbook trainings from Pearson, Ed-Tech conferences, Microsoft Innovative Educator workshops, California Mathematics Council-Palm Springs conference, AP summer institutes, and SBAC trainings with David Foster. • Our seven-period day continues to be a solid foundation for PLC development. Each PLC meets for at least one hour a week to share best practices, look at data and make adjustments for re-teach or enrichment. • Due to the CCSS shift and the access to new resources and methodologies for teaching, our staff has infused a great deal of learning

experiences to enrich activities that go beyond the clean first teach (i.e. pinwheel discussions, Socratic Seminars, Fish Bowls, debate, inquiry-based questioning, analysis of primary and secondary source documents, evidence-based claims known as EBC, etc.).

- Benchmark exams are modified each year as the Math and ELA departments have shifted their focus to CCSS; benchmarks are created to mirror the SBAC testing format
- Our 12th grade ELA District Writing Assessment (DWA) prompt is derived from a UC entrance exam question.
- Our district has thoroughly trained our core subject teachers in Webb's Depths of Knowledge (DOK) and has given them the platform, direction and release time to complete pacing guides, build interim assessments and re-vamp course of study to reflect the CCSS and new mathematics pathways.
- Saturday Academic School is offered every weekend of the school year except for holiday weekends. Each week we have ELA and Math offerings. We have also increased the number of Science and Social Studies offerings. SAS houses SAT prep, AP prep, as well as remediation opportunities and tutoring.
- ELA is committed to providing our students with a monthly one-day revisit to intervene with students who are struggling with content by providing strategic intervention and revisit of curriculum and testing. During this day, students are given time in class to replace a low assignment score or to seek help on an essay they either missed or on which they did not perform well.
- Last year, a group of math teachers created a four-week intensive review to help bridge the gap to ensure all of our students are prepared to perform well on the CAASPP. This review included targeted worksheets, performance tasks, online practice with Chromebooks and the use of Desmos.com.

Significant Developments

There are a number of factors/changes that continue to shape the culture and environment here at Northview High School. A description of those changes is found below:

- In 2012, the community passed Measure CC, a bond measure that paid for significant improvements to facilities, including an aquatics facility, a new turf football field, painting of the whole campus, and carpet upgrades to many classrooms.
- In 2012, the district implemented an online counseling tool, Naviance, to support students in transitioning to post-secondary education.
- In the Fall of 2015, all 11th grade English teachers received training on the CAASPP interface and a Chromebook cart to prepare students for the SBAC. These carts have since been disassembled to welcome our move to 1:1 student/laptop ratios.
- In the Spring of 2016, we started working with *Focused Schools* to develop and support a school-wide instructional focus. We chose *Resolve to Evolve* as our instructional focus and collaboration, communication, and critical thinking as our best practices.
- In the Summer of 2016, the district implemented a program to secure our campus by installing perimeter fencing.
- In the Summer of 2016, the district, in conjunction with Solar City, installed solar arrays on campuses throughout the district. This provides substantial energy savings each year.
- In the Summer of 2016, the district upgraded the network infrastructure to accommodate the increase of online instruction. This was done to accommodate the 1:1 Chromebook implementation.
- In the Summer of 2017, the Northview Quad was completely renovated with a new Viking Ship which serves as a stage and an LED Vision Board to communicate to all stakeholders.
- In the Fall of 2017, we introduced the College Board AP Capstone program to our students, which consists of AP Seminar and AP Research.
- Since the Fall of 2017, all students have received a personal Chromebook or laptop, which has helped in our integration of technology in the classroom.
- In 2017-2018, Northview High School brought in Parent Institute for Quality Education, or PIQE, in order to expand parent involvement. Almost 70 Spanish speaking parents completed the 9-week program that taught them how to read transcripts, help their students apply to college, and apply for Financial Aid, and provided information on the A-G requirements, AP courses, and how to get more involved here at Northview.
- During the 2017-18 school year, we welcomed our new Library Clerk.
- In Summer 2018, the Library was renovated in order to accommodate College Presentations, AVID, PLCs, Staff Professional Development, and After School Tutoring.
- In Summer 2018, a Science Lab was completely renovated and updated with modern science tools.
- In the Spring of 2016, an Instructional Leadership Team was formed to include department chairs and coordinators, PLC leaders, the ASB Director, and administrators to help facilitate the revision or our mission and vision, refine our school-wide instructional focus, and discuss best practices to be shared in all departments and PLCs.
- The Instructional Leadership Team meets twice a month after school and has participated in all day *Focused Schools* Trainings.
- The Faculty meets twice a month during Tuesday Late Starts to discuss our school-wide action plan, WASC critical areas of need, and revise Student Learning Outcomes.

- The ILT has collaborated to come up with a school-wide SMARTe Goal as well as individualized Department SMART Goals. The team attended the Advanced Collaborative Solutions' Achievement Team Certification this fall and has begun to roll out the five-step process.
- We have had multiple opportunities each year to meet with other high schools in the district to develop plans for implementing the Common Core State Standards.
- All teachers and students have been given a Google Apps for Education (GAFE) account to access tools such as Google Docs, Google Suites, and Google Classroom.
- AP courses are accessible to all students. Students showing academic success in middle school are encouraged to enroll in English Honors, Biology Honors, and AP Human Geography. Multiple systems - such as GPA, PSAT scores, pathway enrollment, AP Potential, etc. - are used to encourage honors and AP placement in subsequent years. AP enrollment and the number of exams taken by students has surged in recent years. AP pass rate and participation continue to be an area of growth.
- We have instituted multiple education pathways including FAME (Fine Arts, Media, and Entertainment), Administration of Justice, Sports Medicine, and Furniture Design.

District Administration

There have been several significant changes within our District Administration since our last WASC visit. At the start of the 2015-2016 school year, we welcomed Dr. Richard Sheehan as the new superintendent of C-VUSD, replacing our former superintendent, Dr. Catherine Nichols. When Dr. Sheehan was hired, he brought with him an expectation of growth and innovation, and significant staffing changes at the district level, including the following:

- **Dr. Richard Sheehan** returned to Covina-Valley in 2015 after serving as Superintendent in Glendale Unified. Dr. Sheehan had been a teacher, coach, and principal in C-VUSD before moving to the district office in Glendale.
- **Dr. Michele Doll** was hired as Assistant Superintendent of Personnel in 2015 coming from Glendale Unified where she served as both a director and a principal.
- **Mrs. Elizabeth Eminhizer** moved from Director of Curriculum and Instruction to
- Assistant Superintendent of Education Services in 2014.
- **Mr. Robert McEntire** was hired as the Chief Business Officer in 2016. He had
- previously served as the CBO in Glendale.
- **Mr. Rod Zerbel** was hired as Director of Personnel. He had previously served as a principal in C-VUSD.
- **Mrs. Julie Harrison** was hired as the 6-12 Director of Curriculum and Instruction
- in the summer of 2018. She previously served as a high school principal here at Northview High School.

With the change of the superintendent, there have been shifts in the goals and vision for our district. One significant change has been the move to partner with *Focused Schools* which will span the course of five years; we are currently in our third year. *Focused Schools* provides professional development to support the implementation of Professional Learning Communities (PLC's), the establishment of an Instructional Leadership Team (ILT), and the creation of a school-wide instructional focus. We have also teamed with Advanced Collaborative Solutions and have had our ILT get Achievement Team Certification.

Site Administration and Staff Changes

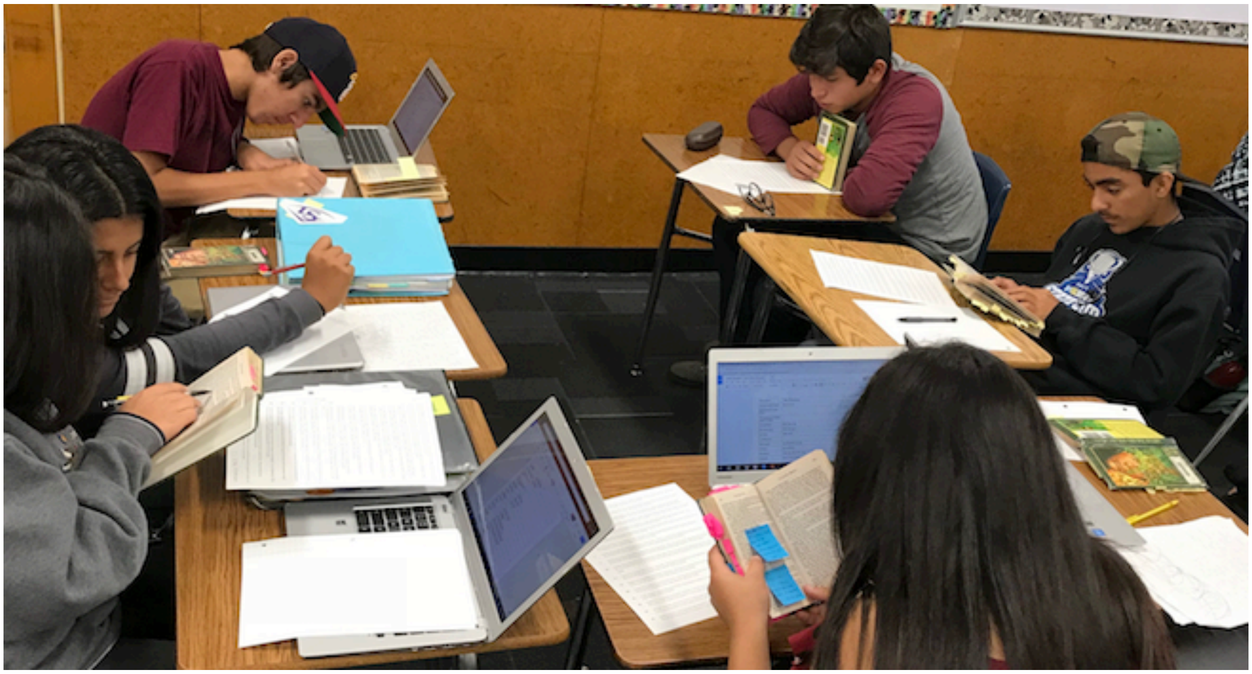
Over the past six years, NHS administration and staff have been recognized by the C-VUSD as instructional leaders. Beginning with the 2014-2015 school year, our campus welcomed back former teacher and ASB director, Julie Harrison as the principal of Northview High School. Upon Mrs. Harrison's appointment, the Associated Student Body and an Assistant Principal position were vacant. They were seated by Corie Kolodge as ASB Director and Daisy Carrasco as Assistant Principal. Our second Assistant Principal, Aimee Smolik, was a part of the administrative team during the WASC visit of 2012.

In the Fall of 2015, Northview was able to hire a Dean of Students; however, this position was eliminated for the 2016-17 school year. One of three counselors split her time between Northview and another high school within our district, reducing the counseling staff from three to two and a half.

In the summer of 2017, Northview welcomed two new assistant principals, Dr. Manuel Burciaga, and Dr. Sebastian Puccio. Mrs. Aimee Smolik took over the ASB Director duties for half the year and our English Department Chair, Ms. Erika Pusey, was hired on as the ASB Director during the second semester. Also, during the 2017-2018 second semester, a new Principal's Secretary was hired, and our third counselor was promoted to full time on our campus.

In the summer of 2018, Mrs. Julie Harrison was promoted to Director of Curriculum and Instruction and Dr. Manuel Burciaga was promoted to Principal. Mr. Ryan Parry was hired as Assistant Principal, and the Dean of Students position was brought back, filled by Ms. Ashley Mar. A new counseling clerk position was also added and the secretary filling in for those duties moved over to be the Dean's secretary. We currently have an attendance clerk, a counseling Clerk, a dean's secretary, an assistant principal secretary, and a principal's secretary. There were also six new teachers hired during this summer.

In the Winter of 2018, our Assistant Principal, Sebastian Puccio, was named the Principal of our feeder middle school, Las Palmas, and Roy Umana was named our new Assistant Principal.



Curriculum

Within the last few years, NHS created a number of Advanced Placement courses including the AP Capstone program that includes AP Seminar, which in its inaugural year celebrated an 89% pass rate, and AP Research, AP Computer Science, AP Chemistry, AP Spanish Literature, and AP Psychology.

Instruction and Assessment

The Covina-Valley Unified School District is committed to continued professional development for our staff that will foster teaching and learning. In the previous three years, and with the adoption of the Common Core State Standards (CCSS), the District has established a demanding and thorough schedule of professional development targeted at Mathematics and English Language Arts instruction. In order to ensure the needed support to take on such a monumental shift in curriculum, the district led the way in scheduling and carrying out intensive training for our teachers. Our staff has been involved in district-wide articulation, secondary level articulation, workshop opportunities and release days to develop district-wide pacing guides, unit planners, and writing assessments. Mathematics teachers have been through training with David Foster to support the implementation of CCSS, and we are currently partnering with the UCI Math Project to develop and implement a hands-on, standards-based curriculum for all levels. Additionally, all of our Mathematics teachers have been trained in the Aleks program and have successfully given the Aleks diagnostic to all of our students in Math I, Math II, and Math III. As a district, we currently use IO Education Assessments as an online assessment creator, student assessment tool and data analysis program. The professional development our district has embarked on has been rigorous and has created an impact in all core areas at our site in support of common core.

Currently, science is immersed in the California Next Generation Science Standards (CA-NGSS) roll-out and training. To ensure that we are on the leading edge of the curriculum, our science department chair has attended 100% of the CA-NGSS roll-outs, and most department members have attended at least one roll-out. Each department member has also attended recent conferences hosted by the National Science Teachers Association (NSTA) and the California Science Teachers Associations (CSTA). The District is also establishing a Task Force, which will include two members of our science department. They will work with science teachers throughout the district under the guidance of BaySci to help build the new Courses of Study and prepare for the new science curricula.

To support teacher's use and development of these strategies, our teachers and departments have been provided a number of release days with a focus on collaboration, analyzing data, formative assessment development, creating smart goals, identifying best practices, and the instructional strategies that have the highest effect size for students. They have also had many different opportunities to learn and grow in their teaching practices through trainings and professional development meetings. The following is a list of such training and opportunities:

- David Foster
- District Wide Articulation
- Webb's Depth of Knowledge (DOK) levels
- Socratic Seminars
- NGSS transition
- ELD ELA standards roll out
- Mathematics Textbook adoptions
- University of California Irvine (UCI) Math enrichment program

- ALEKS
- Khan Academy
- Pacing Guide workshops
- Unit Planner Development
- District Writing Assessment: Creation and Calibration
- Interim Assessment Writing (formerly benchmarks)
- Illuminate
- EADMS
- IO Assessments
- iReady
- District-Wide Horizontal 9-12 Articulations
- Site PLCs
- Advanced Collaborative Solutions Achievement Team Training
- *Focused Schools* (Instructional Focus)
- Visible Learning (John Hattie/Effect Size)
- Goalbook
- Universal Design for Learning (UDL)
- University of California Berkeley

In the 2018-2019 school year, CELDT was eliminated and replaced with ELPAC. Students and teachers are provided with ELPAC prep material to assist in the reclassification. The district has redefined and adjusted the redesignation criteria for students with disabilities whose English literacy skills are commensurate with their IEP goals.

Ongoing Follow-Up Process

There are various groups enlisted to help monitor our action plan. Over the past three years, the site principal has reported out and monitored the school-wide action plan with the following groups: PTA, ELAC, LCAP committee, School Site Council, Department coordinators, teachers, and classified personnel.

Our school-wide action plan is shared with the School Site Council in an effort to build the Single Plan for Student Achievement (SPSA) based on action plan items. Through feedback from this committee, we are able to shape the plan for the year as well as gather feedback for continuous improvement of our site and action plan. Our ELAC committee is involved in the sharing out of data and our improvement plan at our bi-monthly meetings. When results and progress are shared at monthly PTA meetings, our PTA board provides feedback to the site administration team who then, in turn, bring these suggestions back to the staff.

The district-wide LCAP committee is also a source of feedback and goal setting for our WASC document. The LCAP committee from Northview is comprised of students, parents, site administration and district administration. The LCAP procedure has created a streamlined way to set goals for the school site and link district-wide goals to the school's SPSA. The new structure of LCAP will help drive our goals as a site, and thankfully, the district LCAP goals are aligned with the Northview action plan items for WASC.

The Northview High School Instructional Leadership Team has met as a whole group and in respective departments in order to assess and evaluate our progress on critical areas of need over the past three years. Each department has provided feedback based on the action steps and has made recommendations for revisions to our areas of growth. Department coordinators have also led discussions within their PLCs and departments on action step progress. Evidence has been collected from these groups in order to refine our goals.

In an effort to share out data as well as provide a venue for parents to gather information and weigh in on our success, we have implemented two college nights. We host "Sailing to Success" in the Fall and "Spring to Success" in the Spring. These events give us the platform to present results and future plans as we modify our trajectory towards success.

As you will see in the following chapters, there have been programmatic changes that have driven the Action Plan assessment. The majority of the programmatic changes have come about due to recommendations from our stakeholders and site team members.

Reflection

In looking back at both the last full cycle visit and the mid-cycle visit, we have made significant changes to address the recommendations made by both visiting committees. Each year we pour over data at both our bi-monthly staff development days as well as in our PLCs. Guided by our Instructional Leadership Team, we look at our areas of strengths and our areas of growth. We analyze the data and disaggregate it in small groups then come back together in large groups to discern whether or not our Critical Areas of Need should change or stay the same. During this process, we also look at our mission and vision statements and decide if these still reflect our core ideals. Through our work with *Focused Schools*, our focus as a site has evolved and as such so have our vision and mission statements as well as our Student Learning Outcomes. For the past 20 years, our SLOs have focused on five learner outcomes known as our TLCs (Technology, Life and Career Skills, Critical Thinking, Communication, and Citizenship); however, these foci have now evolved into three SLOs that are anchored by our focus which is to create students who are problem solvers.

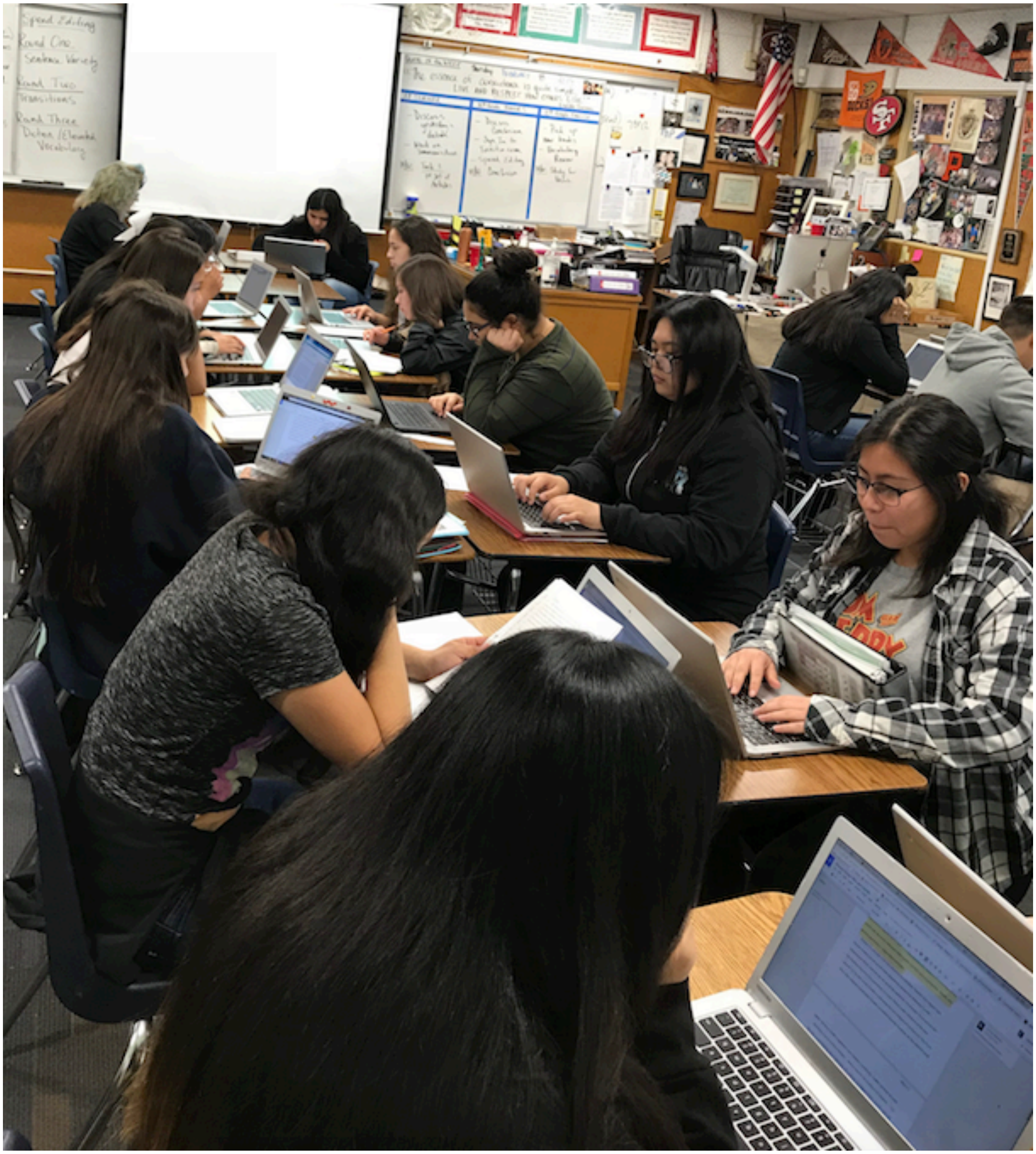
At the end of our mid-cycle visit, our visiting committee suggested we increase the academic rigor for all students but particularly for our Students with Disabilities (SWD) and English Language Learner (ELL) populations. Over the past three years, we have made significant strides to ensure our SWD and ELL populations have access to rigorous instruction. Over the course of three years, our co-teach classes have grown from four classes in two curricula to 13 classes that have, in the past year, covered all four core content areas. This year we have added Math II, Math III and Biology co-teach classes as the data shows our SWD and ELL populations need additional support in these core content areas.

Following our mid-year cycle visit, it was determined that our SAI program needed to be clearly defined. At Northview, our Specialized Academic Instruction (SAI) classes are small classes made up of students with disabilities. These population of these classes is determined by our IEP team. The process of determining a class includes analyzing student assessment information, data collection, and goals/objectives developed in the student's area(s) of need.

To ensure that students who receive special education services have appropriate access to the general curriculum, the IEP team may determine supports that are needed by the student to make educational gains including adapting the content, approach or delivery of instruction. Services may be provided to students in a regular education classroom, in an SAI class, or a co-teach class. Based on the special education student's specific needs, the IEP team determines specific subjects, duration, and location for general education mainstreaming as well as determines services the student receives. Each student's educational needs are unique; thus, SAI and services may vary greatly between students.

Another suggestion made by both our full and mid-cycle visiting teams was for our staff to incorporate more differentiated instructional strategies. As a result, we have made earnest strides to implement AVID, SDAIE and SIOP strategies in all disciplines. At staff development meetings, our new ELD department presents differentiated instructional strategies and have created a shared Google drive folder where staff members can access these strategies. As a staff, we have also committed to using the 3-2-1, 10-2-2, and Think-Pair-Share strategies to ensure we are providing rigorous curriculum in a way that all of our population, especially our SWDs and ELLs, can access and have clear understandings of the material presented.

A final suggestion made by both committees was for Northview to continue to create a college and career ready atmosphere for our student population. Since our last full visit, our percentage of students meeting A-G requirements has increased by 20% which is a significant gain. We have been able to make these strides because our staff and administration have worked tirelessly to re-write our courses, so they are recognized by UCs as meeting the A-G requirement status. As a result of this Self-Study, our stakeholders have determined that our three critical areas of need may change as a result of the growth we have made in our A-G requirements



Chapter 2:

Student/Community Profile and Supporting Data and Findings

[F] First

[A] Attempt

[I] In

[L] Learning

Northview High School: History and Background

For almost 60 years, Northview High School has been home to a myriad of students who have hailed from extremely diverse backgrounds. Northview is more than random brick and mortar buildings where teachers stand and deliver curriculum. Northview is a safe haven to more than 1,300 students. Northview is where our students come to feel nurtured by a staff that cares for their students and their colleagues. Northview is where students are encouraged to F.A.I.L because at Northview—failing is nothing more than our **F**irst **A**ttempt **I**n **L**earning. At Northview, we empower our students to question, investigate, analyze, collaborate and resolve and in doing so—they evolve. Northview is where our stakeholders work tirelessly to do whatever is best for our students. Northview is a body of people whose driving purpose is to provide quality education for our students. Northview is home to a Viking family that is committed to creating lifelong learners and problem solvers. Northview is where students feel safe and teachers feel supported. Northview is where stakeholders believe that creating well rounded, creative, caring students is as important as preparing each one of them for college and careers. Northview is the home of our Viking Nation. Over the past six years, Northview is the campus that has become a crown jewel in the Covina-Valley Unified School District.

School and Community Profile

Northview was established in 1959 and is one of three comprehensive high schools in the Covina-Valley Unified School District. Established over a century ago, C-VUSD is comprised of three middle schools, nine elementary schools, a continuation high school, a Children's Center, and a Tri-Community Adult Education Trade Tech Academy. All in all, our district provides stellar services to our community of Covina as well as to our surrounding communities.

A majority of our current Vikings come to us from our home town of Covina as well as from our neighboring city of Irwindale. Currently, the median home price in Covina is $467,900 and $342,500 in Irwindale. The average income in both cities is $64,000; however, a large score of our students abide in either single-parent or multi-generational homes. Our student population mirrors the population of our surrounding cities. Covina is home to more than 48,000 residents—close to 60% of whom are Hispanic-Latino. The population of Irwindale is just over 1,300—95% of whom are Hispanic-Latino. Our student population is just under 1,300 and with over 80% of our students identifying as Hispanic-Latino; our demographics accurately reflect the balance between our two communities. Additionally, 72% of our population is currently on free and reduced lunch, and 124 students who identify as homeless.

In addition to drawing students from the cities of Covina and Irwindale, our school also attracts students from surrounding cities, including Azusa, West Covina, and Baldwin Park. All three of these communities also have a large Latino-based population. Currently, 5.2% of our student population come to us from neighboring districts. Students come from these neighboring cities to take part in our distinct programs and pathways—many of which are not offered at the schools these students are zoned to attend.

Our beautiful campus sits on 43 acres in the northwest section of the City of Covina in the county of Los Angeles. Our campus has seen a wealth of growth and expansion. Due to the generosity of our community and the gracious passage of Measure CC, our campus has seen many changes to its landscape as well as modifications to our classrooms and administrative offices. A few of the significant remodels we have seen include a new entryway, remodeled library, a new science laboratory, a new quad, and a state-of-the-art swimming pool.

Our site is currently home to 48 permanent classrooms, including our new state-of-the-art science laboratory, 8 portable classrooms, one administrative building, a state-of-the-art media production academy, a newly renovated Flex Room for collaborative meetings and team teaching, a renovated gymnasium, a cafeteria, a wood shop, a newly renovated track and field course, a junior varsity football field, a state-of-the-art varsity baseball field, both a junior varsity and a varsity softball field, a wrestling room, a newly renovated weight room and multiple tennis courts. Our most recent and exciting renovation has been to our library which now reflects that of a college campus library. It contains three private, sound-proof rooms that can be reserved for study sessions or group meetings; each room contains wi-fi and large flat screen televisions to practice group presentations.

Professional Learning Communities and Bell Schedule

A major linchpin for our campus is our seven-period bell schedule which was created to accommodate our Professional Learning Communities. We have been on a seven-period bell schedule since the Fall of 2006. The implementation of our seven-period day was based on Richard Dufour's model of incorporating time within the day to house our Professional Learning Communities. The move from a six-period to a seven-period bell schedule has allowed the master schedule to provide time for each discipline to meet within the regular school day.

During this "Common Planning Period," specific courses meet (e.g. 9th grade ELA teachers, Math I teachers, Biology teachers, etc.) to share best practices, discuss standards and pacing guides, develop course plans develop pre and post assessments and review data from common assessments. To increase rigor in our SAI classes, special education teachers attend core PLCs and give the same common formative assessments as the general education teachers. They work hand in hand with our general education teachers.

Our ELD teachers also meet as a PLC and are comprised of AVID specialists who are also a part of our Instructional Leadership Team; as a result, they are able to advocate for our ELL population and to share AVID strategies to help our ELL population be more successful in all academic courses. Our ELD teachers work tirelessly during their PLC to reach out to all general education teachers who have ELD students in their classes to offer assistance where needed.

With collective teacher efficacy scoring a 1.57 on John Hattie's growth chart, which equates to almost four years of growth, this year we have adopted Steve Ventura's Achievement Teams 5 Step Process. This process gives each PLC a specific 5 step approach to effective PLC interactions.

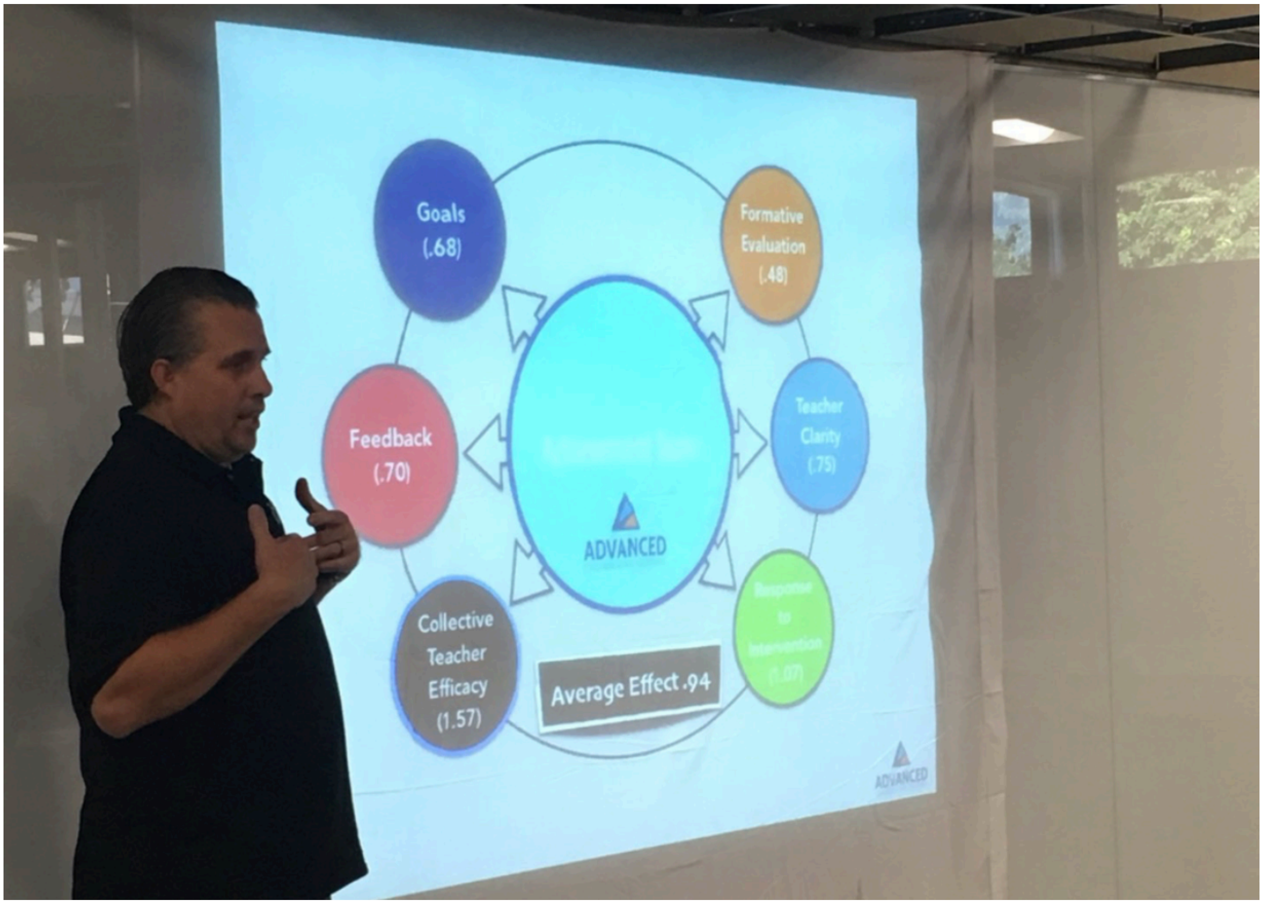
The overarching goals of each PLC are to develop Common Formative Pre and Post Assessments in order to check for student understanding and growth. In between the pre and post Assessments, PLCs look for strategies to help close the gaps for the students who scored low on the Pre-Assessments.

Each PLC has a chairperson who is responsible for setting an agenda and minutes. These minutes are then placed in a shared Google file folder.

PLC Master Schedule

Period	Department
1st Period	Social Science
2nd Period	No PLCs
3rd Period	World Language
4th Period	PE/VAPA/CTE
5th Period	No PLCs
6th Period	Science
7th Period	ELA/Math/ELD

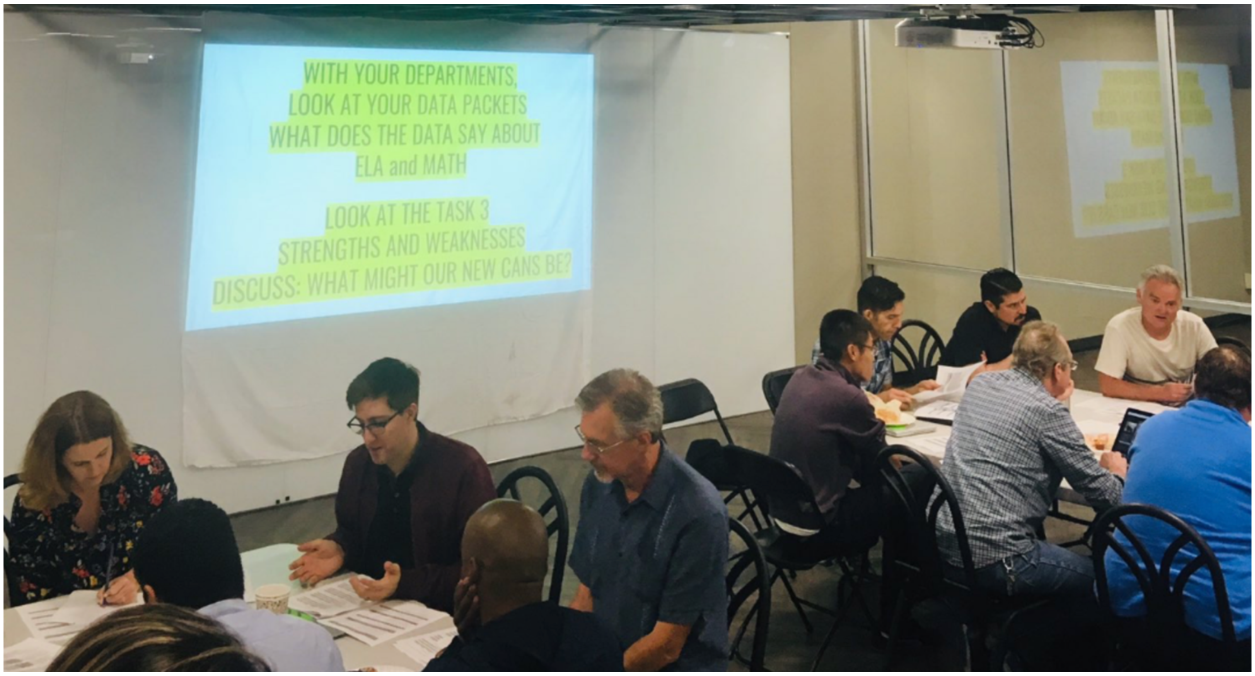
*Special Education meets with their disciplines thus they do not have their own PLC period


Goals (.68)
Formative Evaluation (.48)
Teacher Clarity (.75)
Response to Intervention (1.07)
Feedback (.70)
ADVANCED
Collective Teacher Efficacy (1.57)
Average Effect .94
ADVANCED

Bell Schedules

Since we are a staff that is dedicated to ensuring all students achieve their highest potential, for the past 12 years, we have voted to maintain a seven-period schedule. This annual ballot passes with an 80-90% pass rate. The seven-period day enables teachers and staff the time they need to meet and collaborate. In our Regular Bell Schedule, classes are 52 minutes. Twice a month we have two-hour staff development meetings. These meetings are held on Tuesdays with a Reverse Minimum Day/Staff Development Bell Schedule. On these days, our staff meets in the library for two hours which means our students do not have to arrive until 9:50. During reverse minimum days, our class periods are 34 minutes long. This seven-period day was based on Richard Dufour's Professional Learning Communities model which allows time for PLCs to occur within our scheduled day.

Regular Bell Schedule			Staff Development Bell Schedule		
Period	**Start Time**	**End Time**	**Period**	**Start Time**	**End Time**
1st	7:45	8:37	**P.D.**	7:45	9:45
2nd	8:42	9:34	**1st**	9:50	10:24
3rd	9:39	10:31	**2nd**	10:29	11:03
Brunch	10:31	10:41	**3rd**	11:08	11:42
4th	10:46	11:38	**4th**	11:47	12:21
5th	11:43	12:35	**Lunch**	12:21	1:00
Lunch	12:25	1:10	**5th**	1:05	1:39
6th	1:15	2:07	**6th**	1:44	2:18
7th	2:12	3:04	**7th**	2:23	2:57


WITH YOUR DEPARTMENTS,
LOOK AT YOUR DATA PACKETS
WHAT DOES THE DATA SAY ABOUT
ELA and MATH
LOOK AT THE TASK 3
STRENGTHS AND WEAKNESSES
DISCUSS: WHAT MIGHT OUR NEW CANS BE?

Community Partners

Northview High School is proud of the many community programs and partnerships we have secured throughout the years. These partnerships have helped our students gain access to humanitarian clubs, colleges/universities, enrichment programs, and travel opportunities as well as helped our parents become more involved in the academic enrichment of our students.

College and University Partnerships

We are a district that is dedicated to college and career readiness, and as such we have partnered with two local private four-year universities as well as two local community colleges. Through these partnerships, our students are exposed to multiple programs and also have access to early admission into all four colleges.

Azusa Pacific University and the University of La Verne

In an effort to give all of our students every opportunity to succeed in college and beyond, our district has garnered Memorandums of Understanding with both Azusa Pacific University (APU) and the University of La Verne (ULV). Azusa Pacific is located in the city of Azusa, one city north of Covina, and The University of La Verne is located in the city of La Verne, three cities to the east of Covina. Many of our students have attended, or are currently attending, APU or ULV. Also, numerous staff members have received either their undergraduate or graduate degrees from either APU or ULV so partnering with them seemed prudent. Both universities have agreed to provide all Northview students who have met admissions requirements with guaranteed admittance, a $10,000 renewable scholarship, application fee waiver, and support with the application process. Additionally, through its PACE program (Partnership for Access to College), the University of La Verne offers our students access to college preparatory courses as well as a range of programs to assist our students with college readiness.

Marisol Ruvalcaba Nava, *Class of 2015*

APU Graduate Class of 2018

Zulelalee Escobar, *Class of 2018*

ULV – Current Freshman

Mount San Antonio College

We also enjoy a long-standing relationship with our local community colleges, Mount San Antonio (Mt. SAC) and Citrus College. These relationships have proven to be very beneficial for our students and parents.

Mount San Antonio College is located in the city of Walnut, two cities southeast of Covina, and is the college that our population is zoned to attend. One program that has proven to be very beneficial to our students is Mt SAC's Connect 4 Program. Through this program, our seniors receive assistance with filling out their application, placement test preparation, and on-campus assessments. Our students are also provided with a specialized orientation to assist with their course selection and registration.

Another exceptional component of this partnership is the Special Admit Program. Through this program, our students are able to take free college-level classes which allows them to obtain college credits while still in high school. In order to prepare our seniors for admittance to Mt. SAC, our on-site Career Center Specialist arranges multiple visits to Mt. SAC as well as arranges for Mt. SAC personnel to visit our campus. Visits occur once during the Fall Semester and once during the Spring Semester. During these visits, both our parents and students attend presentations, gain assistance with financial aid and gain assistance with the California Dream Act application.

Additionally, Mt. SAC offers a program called "Juniors Day." On this day, Mt. SAC sends a bus to pick up 50 of our current juniors. Our Juniors sign up for this event through our College and Career Center. On this day, they are provided with a tour of the campus, shown all the different student services that are available to them, and are exposed to the multiple programs that Mt. SAC offers its students.

Last year we began participating in Mt. SAC's "Access Program." The Mt. SAC Accessibility Resource Center works in tandem with our Supportive Services Specialist to help our Students with Disabilities population. On a predetermined day, Mt. SAC sends a bus to our campus and takes a group of our senior students with disabilities to Mt. SACs campus to introduce them to all of the services the school provides to students with special needs. The students are given a tour of the campus, introduced to the Accessibility Resource Center and given information to help their transition from high school to college be as seamless as possible.

Another aspect of our relationship with Mt. SAC that benefits our student population is the Articulation Agreement we solidified with them for two of our pathway courses. The requirements for students to earn college credits for these pathways varies, but any Northview student who meets said requirements will receive three units of credit.

Citrus College

Although Citrus College is not zoned for our students, we still have many students who apply to this junior college. In order to fully serve as many of our students as possible, we have established a partnership with Citrus to ensure our students will be successful once they leave Northview.

Citrus College is located in the city of Azusa, right next to Azusa Pacific University. Through the school's "Early Decision" Program, our participating students are all given one-year priority registration. Once they register, they are assigned an appointment date to meet with a Citrus representative who will inform them about class requirements and prepare them for the application workshop. The final steps in the program finds our students taking their Math and English placement tests, and then meeting with a counselor to discuss the results of the scores and assist them in selecting their classes.

Citrus College has also established an "I Will Complete College" program. Counselors from Citrus work with our College and Career Assistant to identify high school seniors who may struggle in Math and/or English. Through the IWCC program, students are provided registration assistance workshops, financial aid assistance, student success workshops, school supplies, food at sponsored events and coaching/tutoring services.

Humanitarian Partnerships

In congruence with our academic partnerships, Northview has enjoyed long-lasting partnerships with multiple, local philanthropic organizations and community programs. Through our many clubs and our College and Career Center, our students are offered bounteous opportunities to volunteer their time. We firmly believe that we must prepare our students to not only achieve academic excellence but also to become productive citizens who work with their community to provide services to others. Creating global citizens who model the importance of helping others is paramount at Northview.

Irwindale and Covina Lions

For many years, we have enjoyed partnerships with several local clubs. Both the Irwindale and Covina Lions Clubs are connected to our campus through their annual scholarship program. Students are given a speech topic and are tasked with developing a well-researched speech on the theme for that year. Our students then compete with other local schools at a luncheon hosted by the Lions Club. Every participant receives scholarship donations, and the winner moves on to the regional and state level. As they move on, the scholarship money increases. Several of our Northview students have moved on to higher levels and have benefitted from this wonderful scholarship opportunity. In the past few years, both clubs have also donated waters, Gatorade and other snacks to our Relay for Life staff and student teams.

South Hills Kiwanis

NHS Key Club-Division 13 Beach Clean Up

Cal-Nev-Ha Key Club Fall Rally

The Covina-South Hills Kiwanis Club sponsors our Key Club, an internationally recognized student-led, community service-based organization. Key Club is the largest globally student-led community service organization, where opportunities for service, leadership skills, and character building are provided. Along with Kiwanis of South Hills, our Key Club fundraises for our preferred charities such as the Pediatric Trauma Fund, Project Eliminate, and Operation Christmas Child. Last year, along with South Hills Kiwanis and Kiwanis International, our Northview Key Club students helped to eliminate maternal and neonatal tetanus in the Philippines. A member of the South Hills Kiwanis group attends all of our Key Club's monthly meetings and reports activities back to the Kiwanis. Each year, two of our Key Club officers are invited to the Kiwanis installation dinners. In collaboration with this organization, our students perform various community services such as volunteering at local food banks, decorating Rose Bowl floats, cleaning up our local beaches, supporting the Pediatric Trauma Program at Fall Rally, and volunteering at local charity 5k runs.

City of Hope

In 2009 we established a partnership with City of Hope, a local hospital in Duarte whose sole mission is to provide services with people suffering from debilitating diseases such as cancer and diabetes. Since 2009, our campus has organized and hosted three annual blood drives for the City of Hope. Through this partnership, our students help this local hospital by saving them thousands of dollars annually in donated blood. The City of Hope spends $315 for each pint of blood they have to purchase to help people who are suffering from life-threatening illnesses. Since the inception of this partnership, our Northview students have saved the City of Hope well over $500,000.00 and innumerable lives. Each year any senior who has donated a pint of blood at each of our three events receives an honor chord and is recognized by the City of Hope at our annual Senior Awards Banquet. Through partnerships such as this, our students learn the value of helping others and how easy that can be—one pint of blood is estimated to save seven lives.

American Red Cross

In response to the massive California Camp and Woolsey fires, our District partnered with the American Red Cross to raise money for people who lost everything in the fires. These tragic fires impacted thousands, including family members of our staff. As a result, our District was able to raise $20,000. Each campus was asked to raise money in a two-week time period. The first week, our two leadership classes, ASB and Renaissance, met and developed a plan and the following week our staff helped to execute it. Our Drama Club donated all of the proceeds from their two-night

Evening of Theater which was close to a thousand dollars. Teachers and students donated cookies and sold them after school, local business donated t-shirts which we sold, and all the proceeds from the shirt sales went directly to the fundraiser. Within a week's time, our campus raised $4,100 to help the victims of these natural disasters. Northview stakeholders are a compassionate, caring community of parents, students, faculty and administrators who believe in the power of giving and the character it builds.

St. Jude Children's Research Hospital

For the past three years, our leadership classes have worked with St. Jude to raise money through their "Team Up for St. Jude" program. During St. Jude's "Thanks and Giving" campaign, our leadership classes choose a Spirit Week that revolves around our big rivalry football game. During this week, we facilitate multiple fundraisers on campus such as class penny wars, t-shirt sales, etc. All of this culminates with a competition for fundraising the evening of the big football game. Over the past three years, we have proudly raised over $10,000 for St. Jude's Children's Research Hospital.

Swim Club

Since the inception of our new state-of-the-art swimming pool, we have worked hard to use this new addition to our campus to reach out and connect with our community. In the 2017-2018 school year, our swimming pool hosted multiple programs. The Covina Swim Club now calls Northview home, and it is made up of over 200 Covina-Valley students. Our Adult Fitness/Master Program services mostly adults from our community. Last year we helped teach more than 80 adults in our community to swim. We also incorporated our Lessons Program for elementary school students. Last year 934 elementary-age students received free swimming lessons. These lessons were taught by more than 100 high school students from our three-comprehensive high schools. As a result of the success of our Lessons Program, 12 high school students were employed by the club swim team to teach swimming lessons to an additional 100+ elementary students whose parents wanted their students to receive advanced lessons. All in all, in the 2017-2018 school year, more than 1,600 students and parents benefitted from the programs offered at our pool. We are proud to continue these programs in our 2018-2019 school year and look forward to continually building ties such as this with our community.

Los Angeles County Registrar-Recorder/County Clerk

During city, county and federal election years, our College and Career clerk works with the Los Angeles County Registrar to provide opportunities to our students to volunteer at local polling places. This past election cycle, 28 of our students worked polling places in their zoned area. Prior to election day, our students attended a two-hour training session. On election day, students assisted voters, assisted in both opening and closing the polling places and ended the day by counting ballots.

Association and Business Partnerships

Another important foundation of Northview High School lies in the association and business partnerships we have garnered. Along with our academic, humanitarian and community partnerships, we have also worked to establish association and business partnerships that will help our students and their parents be successful. As we remain committed to maintaining a college and career ready campus, we work each year to grow our business and association partnerships to afford our students every opportunity possible.

California Grapplers

Our campus, which is home to numerous CIF championships in wrestling, has shared a long-standing partnership with the California Age Group Wrestling Association. We host the Cal-Grappler Association on Tuesday and Thursday evenings. This partnership was established in 1997. For over 20 years, this partnership has helped a number of student-athletes achieve success both on the mat and in college. Our partnership with CAGWA services an annual average of 70 boys and girls from around our community. Grapplers have enjoyed great success at State, National and International levels and more importantly, several of our Grapplers have gone on to four-year universities and earned their degrees. This is all in part to the early influences that were nurtured with our Cal Grappler partnership.

PIQE

One of our newest partnerships is with a foundation known as PIQE, or the Parent Institute for Quality Education. Introduced in our 2017-2018 school year, PIQE was housed on our campus for a nine-week period. Throughout these nine weeks, every Tuesday two separate workshops were held in our Flex Room. Parents could either join the morning workshop or the evening workshop. Each of these workshops was populated by close to 50 parents. During these workshops, our parents were educated on diverse topics ranging from what A-G requirements are, to what colleges and universities expect from incoming students, to establishing healthy relationships with teachers, counselors, etc. This nine-week program, which culminated with a graduation ceremony in our gymnasium, empowered our parents to be more actively involved in helping their students attain academic excellence by providing information needed to help them enter into a two or four-year university.

PBS NewsHour

Another new partnership that we are very proud of is with PBS. In the Fall of 2017, our FAME Academy Advisor applied to be a Student Reporting Lab for PBS NewsHour. Through our FAME Academy, our juniors and seniors were given the opportunity to produce and report on current events. These productions were told from the youth perspective on hot topics such as the repeal of DACA and the March for Our Lives movement in the Spring. Through this partnership, our journalism and video production students attended trainings at our local PBS affiliate, KQED, and worked alongside PBS NewsHour producers to learn all aspects of national news reporting. In the Fall of 2017, a team of students produced a story on the impact of DACA on education, which aired nationally on PBS NewsHour. Then in the Spring of 2018, seven of our FAME students and our FAME Advisor, traveled to Washington D.C. to report on the March for Our Lives rally. However, rather than focusing on just the march itself, our team of students chose to focus on the effect gun violence has on inner city youth. Our team produced, reported and edited a video which aired on PBS NewsHour Weekend within 24 hours of its production.

As we continue our partnership with PBS NewsHour in the 2018-2019 school year, our journalism lab is currently collaborating with KQED's YouTube series "Above the Noise." These partnerships have expanded student knowledge and experience in broadcast journalism and new digital media which has led to several students pursuing college studies in media arts and journalism, as well as alumni working in the video production industry.

Another benefit of this partnership with PBS is that PBS SoCal provides tours of their facilities in Orange County. They provide transportation for our students and mentors that work directly with our broadcast journalism students. They also organize events with local journalists, social media experts and other professionals in the field.

Stemming directly from the work they did with PBS NewsHour in Washington D.C., Instructor Amy Woods, student Fernando Cienfuegos and alumni Andre Tinoco and Zulelalee Escobar spoke on a panel at the Grantmakers for Education National Conference in October 2018.

Atlas Digital

Since our FAME Academy's priority is to prepare our students for careers in film, media and the arts, we have worked to establish partnerships with businesses that specialize in these areas. Atlas Digital provides our students who are interested in post-production technology and editing with technical instruction, job shadowing, and donations which afford them the opportunity to pursue a career in this same field.

Codesters

Our FAME department worked with the Codesters to produce a promotional video featuring our very own Covina-Valley Unified School District. The video starred district administration as well as middle school students and educators. This video will be viewed by school districts nationwide as Codesters shares their project and the C-VUSD innovation of embedding coding into everyday learning. This collaboration allowed one of our students to work alongside his advisor and our client to shoot and edit the video in a paid position. This process entailed feedback from our client throughout the process, as well as the utilization of professional editing software, providing a true to life real-world work experience for our student.

KQED and KTLA

Northview High School's Student Reporting Labs will be the first student journalism team to pilot a new partnership with KQED's *Above the Noise* series on YouTube. This new partnership allows hands-on training with KQED's esteemed education production team with a focus on utilizing YouTube as an important communication medium for youth voices. This partnership also hopes to allow our NHS journalism teacher the opportunity to contribute to KQED Education curriculum design for future student journalism teams to experience the same partnership.

Local news station KTLA 5 has been an integral resource for Northview FAME students wanting to pursue a career in journalism. KTLA producer and Northview alumni, Alexandria Hernandez, has shared her journey in journalism with current Northview students. KTLA 5 has given studio tours to interested students, and several reporters have given invaluable advice to our student reporters when working in the field for the March of our Lives and local breaking news stories. KTLA 5 staff have made themselves available for questions and tips via social media to both Northview students and their teacher.

Unmanned Safety Institute

Northview will soon be offering pilot Drone training to students who want to pursue an unmanned aircraft pilot license. Teachers Ryan Naney and Amy Woods are currently enrolled in the Unmanned Safety Institute instructor program, which will allow for students to then learn from their teachers on campus how to become drone pilots. This is just another STEM and video production real-world learning experience Northview is providing to our students.

Karga7 Pictures

Karga7 Pictures is a Los Angeles based video and film production company who have provided high-end camera equipment to Northview students. This partnership allowed our students to create poignant videos for a GoFundMe campaign which raised donations for our student news team to travel to Washington D.C. to cover youth voices at the March for Our Lives. The Karga7 creative director, Clint Lealos, gave a presentation to FAME juniors and seniors about how to break into the video production industry as well as how to pitch ideas to networks for purchase.

Library Community Outreach Programs

Northview High School is committed to fostering a strong partnership with the community at large. As such, our Librarian, Nayely Castrellon, began community documentary screenings and discussions in the Spring of 2018 and will to continue this in the Spring of 2019. The documentary hosted a screening of *I Am Not Your Negro* for Black History Month and enjoyed critical discussion following the film. The library also hosted *Dolores* for Women's History Month, and two members of the Latina/o Roundtable of the San Gabriel and Pomona Valley were invited to offer up their experiences as former farm workers turned scholars.

For Teen Dating Violence Month, the library hosted the YWCA of the San Gabriel Valley for a presentation and survivor story of what teen dating violence is and how students can get help for themselves or a loved one. The library also recruited Northview student volunteers to help at our feeder school's (Las Palmas Middle School) Scholastic Book Club to help foster a positive relationship with middle school students and parents, in the hopes of having a smoother transition from middle school to high school.

Ms. Castrellon envisions expanding the documentary screenings to run year-round, to fall in line with cultural/heritage months. Additionally, she and the librarian at our feeder middle school, Las Palmas, hope to collaborate on events such as Dia de Los Muertos and book fairs so that middle school students and high school students have more opportunities to work together and learn from each other.

Another goal of the library is to host more parent events, such as bilingual Parent Portal tutorials throughout the year and student/parent mixers. Additionally, this winter the library hosted some sessions of the local PIQE chapter's educational series.

The primary goal is that the library be the best support hub for students and parents, fostering the development of students in becoming self-sufficient, critical scholars and community leaders.

WASC Accreditation History

Over the past four cycles, our high school has been recognized by WASC for its commitment to providing quality education to our student population. Since 1970, each of our esteemed visiting committees has graciously seen fit to grant Northview six-year terms. In 2012, Northview was granted a six-year term with a three-year mid-term visit. Our visits before 2012 all resulted in six-year clear terms.

As our school continues to see changes in staffing, administration, and population, we continue to hold our past successes as a barometer with our students and their success constantly being our primary focus. As such, our stakeholders continue to work hard to create and maintain programs, curriculum and extra-curricular opportunities that will help our school, and more specifically our students, garner continued success both here at Northview and beyond.

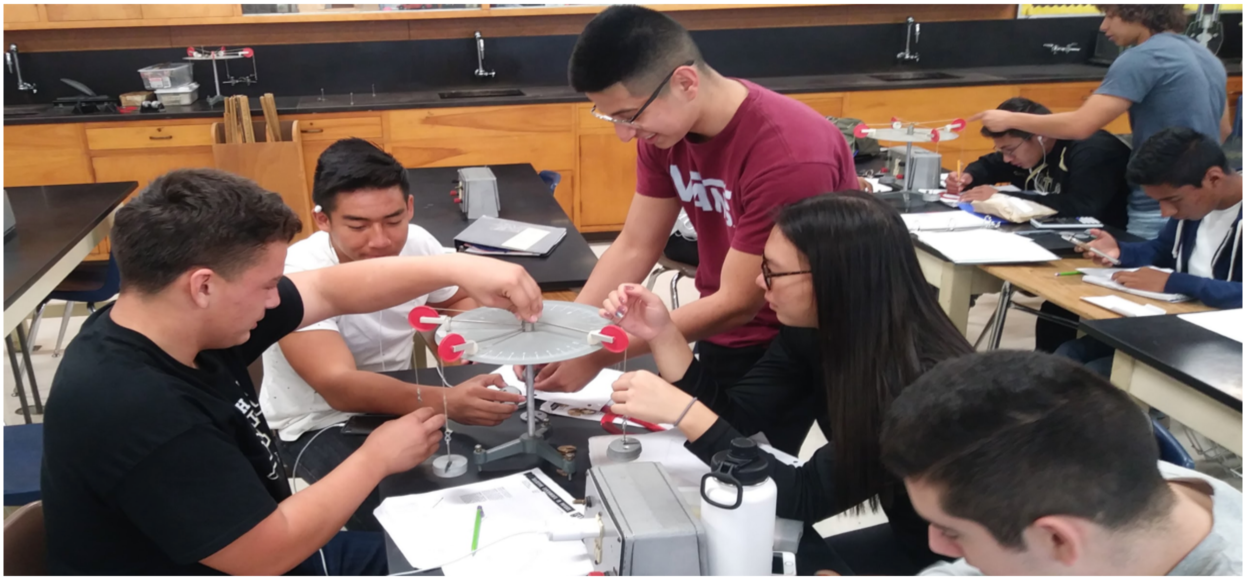
Instructional Leadership Team and School Focus

Resolve to Evolve

Currently, there is a movement in education that follows the idea that if schools focus on one main objective, student success is imminent. Over the past three years, our district has introduced this movement to all of its campuses. In 2016, our district enlisted Focused Schools to lead us through this process. During our time with Focused Schools, teachers and administrators across the district discussed what each site believes their focus should be. Each campus was asked first to create an Instructional Leadership Team (ILT). In our inaugural year, teachers at our site were asked to volunteer for our team, and then in our second-year department chairs were added. Our Northview ILT meets regularly, and the district site teams meet quarterly with representatives from Focused Schools for professional development and coaching. In the first year, our site was asked to determine what our focus would be and after several discussions, we developed a statement that we feel clearly represents and enforces our core beliefs as educators.

Instructional Focus
Northview High School is committed to a school-wide effort to have all NHS students be expert problem solvers. Students will show measurable growth through the implementation of strategies that promote critical thinking, collaborating and effectively communicating as measured by department generated common assessments, grade distributions, A-G completion rates, district-wide writing assessments, and CAASPP scores.

Once our Instructional Focus was created, we presented it to our student population. We explained that our goal was to make them lifelong problems solvers by teaching them to collaborate effectively, communicate expertly and think critically. We then asked them to develop a slogan that would capture these ideals. A competition was held, and from that competition, our Instructional Focus slogan became "Resolve to Evolve." This showed that our students understood that in order to evolve as human beings, they needed to be able to problem solve through our three learner outcomes: collaboration, communication, and critical thinking.



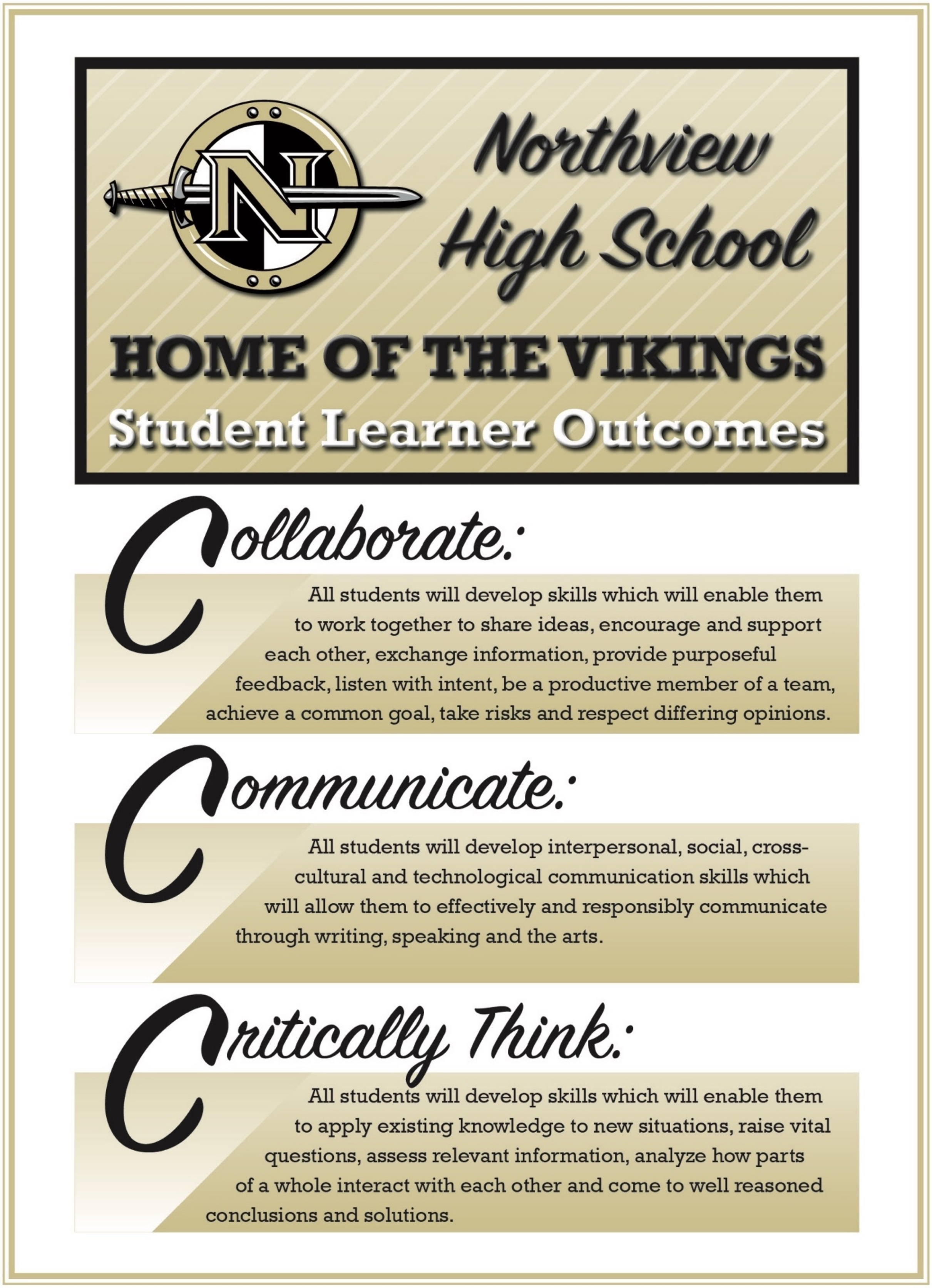
Mission and Vision Statements

Our vision and mission statements are always a work in progress. Through our work with *Focused Schools*, our Vision and Mission Statements, as well as our SLOs, were reexamined and refined to fit our new school focus. As our school community strives to create a school atmosphere that is both safe and inviting for students, we have collectively developed a vision and mission that have evolved since our last visit. While still holding true to our previous desires, our vision has witnessed a refinement. Our stakeholders aspire to create a population of life-long learners who can work both independently and collaboratively, and these cornerstones are noted in our new vision and mission statements.

Northview High School Vision and Mission Statements
Vision: Northview High School stakeholders are committed to creating students who will be independent, resilient, life-long learners who have the skills necessary to succeed in a global society.
Mission: The core purpose of Northview High School is to establish and empower a community of problem solvers who effectively collaborate, communicate and think critically.

Student Learning Outcomes

Along with our vision and mission statements, the success of our student population relies heavily on our Student Learning Outcomes. In previous years, our SLOs have been known as the "TLCs." Our previous SLOs were Technology, Life/Career Skills, Critical Thinking, Communication, and Citizenship; however, with our new focus of creating students who can "Problem Solve," our SLOs, like our vision and mission, have seen a refinement in the past year.



Northview
High School

HOME OF THE VIKINGS

Student Learner Outcomes

Collaborate:

All students will develop skills which will enable them to work together to share ideas, encourage and support each other, exchange information, provide purposeful feedback, listen with intent, be a productive member of a team, achieve a common goal, take risks and respect differing opinions.

Communicate:

All students will develop interpersonal, social, cross-cultural and technological communication skills which will allow them to effectively and responsibly communicate through writing, speaking and the arts.

Critically Think:

All students will develop skills which will enable them to apply existing knowledge to new situations, raise vital questions, assess relevant information, analyze how parts of a whole interact with each other and come to well reasoned conclusions and solutions.

IN ORDER TO PROBLEM SOLVE VIKINGS NEED

Collaboration

Our Viking Teachers:

- Create a safe environment
- Set up the guidelines for collaboration
- Keep us on track
- Facilitate our discussions
- Push us to new heights
- Group us strategically
- Model a successful outcome
- Give us feedback

WHEN VIKINGS COLLABORATE WE:

WORK TOGETHER, SHARE IDEAS, ENCOURAGE EACH OTHER, FULLFILL OUR ROLES, AND EXCHANGE INFORMATION TO ACHIEVE A COMMON GOAL

The classroom environment is busy! There is productive noise. If you listen you will hear exchange of thoughts, “Aha!” moments, information sharing, discourse, and at times, disagreements. We give each other feedback; we have a purpose for our collaboration. If you watch, you will see groups interacting, our teacher circulating, interjecting, modeling outcomes, and redirecting us when we get off track.

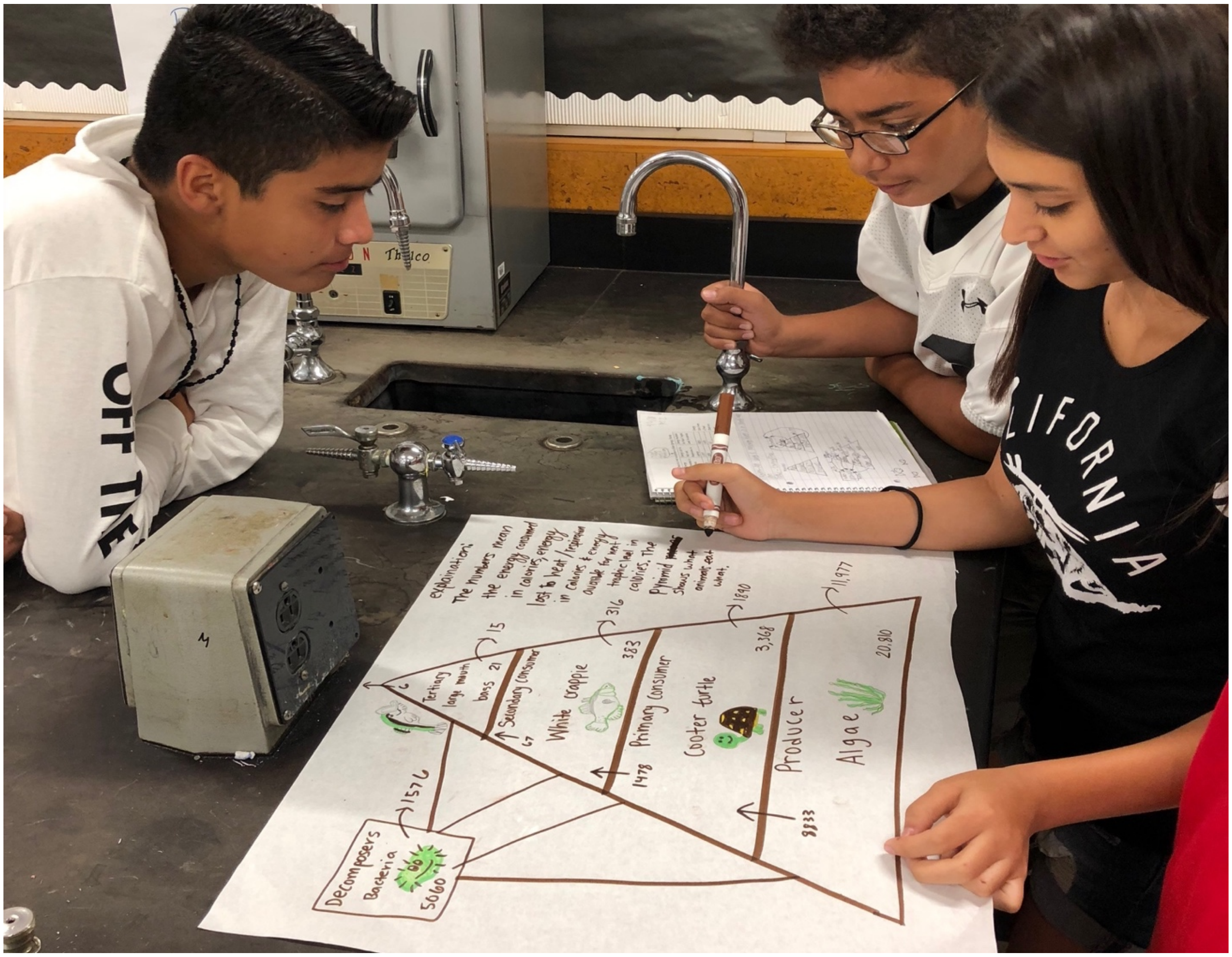
Problem Solvers Collaborate, Critically Think, and Communicate.

Local Control Accountability Plan

The Covina-Valley Unified School District's Local Control and Accountability Plan (LCAP) directly correlates to our Single Plan for Student Achievement (SPSA) and our WASC action plan goals here at Northview. Annually our staff meets to evaluate the needs of our site and our student population. Assessment data is used as the driving force behind developing our goals. Our staff uses this data and our WASC critical areas for follow-up to determine the goals within the SPSA. The SPSA is then reviewed and approved by the School Site Council.

The district-wide LCAP committee is also a source of feedback and goal setting for our WASC document. The District LCAP committee information is shared with the Northview School Site Council, which is comprised of students, parents, staff, and site administration. The LCAP procedure has created a streamlined way to set goals for the school site and link district-wide goals to the school's SPSA. The new structure of LCAP will help to ensure our site goals and district LCAP goals are aligned with the Northview action plan items for WASC.

District LCAP Goals
Guarantee all students are eligible for college and careers upon graduation.
Implement innovative, researched based programs and practices to ensure the highest level of achievement for all students.
Create a school-wide program of engagement that fosters innovative, positive environments within and outside of the classroom to connect students to school learning.


explaination:
The numbers mean the energy consumed in calories, energy lost to heat / respiration in calories & energy available for next trophic level in calories. The Pyramid shows what animals eat what.
Tertiary large mouth bass
Secondary consumer
White crappie
Primary consumer
Cooter turtle
Producer
Algae
Decomposers
Bacteria
5060
1576
15
21
6
67
316
383
1478
1890
3,368
9833
11,977
20,810

Pathways and Programs

One of the many attributes Northview stakeholders are proud of is our dedication to ensure all of our students have access to programs that will help them succeed. Over the past six years, we have added numerous courses to our master schedule. We have also seen growth in our CTE pathways. As such, Northview is home to a variety of programs that are aimed at the academic and social growth of both our students and our parents.

CTE Pathways and FAME

Our incomparable CTE Pathways include Professional Theater, Animation, Visual Commercial Art, Film/Video Production, Patient Care, Cabinetry/Millwork/Woodworking and Public Safety. The extraordinary FAME (Film Arts Media Entertainment) Academy serves as our foundation for our pathways. It encompasses our Professional Theater and Film/Video Production pathways.

Northview Pathways 2018 - 2019

Industry Sector	Career Pathway	Course Name	Course Level	Grade Level	CTE Teacher
Arts Media Entertainment	Professional Theater	Intro to Theater	Introduction	9th – 10th	Gerber
		Play Production I	Concentrator	10th – 12th	
		Play Production II/Advanced Acting	Capstone	11th – 12th	
Arts Media Entertainment	Animation	Animation I	Introduction	9th – 10th	Jolicoeur
		Digital Animation	Concentrator	10th – 11th	
		Adv. Digital Animation	Capstone	11th – 12th	
Arts Media Entertainment	Visual Commercial Art	Photo Commercial Art	Concentrator	10th – 11th	Grinnell
		Digital Photography II	Capstone	11th – 12th	
Arts Media Entertainment	Film/Video Production	Video Technology	Introduction	9th	Woods
		Digital Film Making	Concentrator	10th – 11th	
		TV Broadcasting	Capstone	11th – 12th	
		Video Production	Articulation	11th – 12th	
Health Science and Medical Technology Patient Care	Patient Care	Physical Therapy	Concentrator	10th – 11th	Tanioka
		Advance Sports PT	Capstone	11th – 12th	
Building and Construction	Cabinetry, Millwork, Woodworking	Fine Woodworking I	Concentrator	10th – 11th	White
		Advanced Woodworking	Capstone	11th – 12th	
		Furniture Design and Construction	Articulation	12th	
Public Services	Public Safety	Administration of Justice	Capstone	11th – 12th	Peterson
		Forensic Science	Concentrator	11th – 12th	

FAME / Video Production Pathway

In the Fall of 2012, we launched our FAME Academy. This academy came to fruition when our district applied for, and was granted, the Quality Zone Approval Bond, or QZAB. The district received 2.5 million dollars, and each high school chose an academy that aligned with the elective course they already provided; as a result, we were able to create state-of-the-art facilities for our students.

In the past six years, our FAME Academy has grown into a nationally recognized program with our students and teacher advisor winning multiple awards for excellence in media arts and broadcast journalism. More than a half dozen filmmaking teams have placed in the State of California Directing Change PSA contest, and most recently our student filmmakers enter the Moonwalk Film Festival with Digital Promise, ranking with top honors at the festival in Utah.

A cornerstone of our video production program the past two years has been our collaboration and curriculum implementation with PBS Student Reporting Labs. Our upperclassmen have access to PBS NewsHour broadcast journalism curriculum and have been afforded the opportunities to have their video segments published on several digital outlets as well as have their productions air on PBS NewsHour.

Intro to Video Production

This introductory course is a study of television and new digital media as a means of communication. The purpose of this course is to provide a project-based visual arts program, which guides students to achieve the standards in the visual arts and career technical training, by providing students with the technical instruction and practical experiences for aspiring filmmakers in the production of film, video, and new media projects. Students in this class explore various careers in the television industry and acquire the skills performed by video camera operators, digital video editors, producers, directors, and on-air talent. Students are instructed on the three main phases of project creation. In pre-production, students learn the basic principles of story development, production planning, storyboarding, scheduling and scripting. Instruction in the production stage includes basic visual composition, set up and operation of camera, sound, and lighting equipment. Students also learn to use cutting-edge software applications for video and audio post-production to insert music, dialogue, and sound effects, arrange footage into sequences, and correct errors. Mastering and delivery methods, in both traditional and new media, are also explored. The history of broadcasting, media ethics, and media literacy are also covered throughout the year.

Digital Filmmaking

This course is a study of filmmaking as a means of artistic and informative communication. Students study the impact of film on society from a social, economic, and political standpoint. Students demonstrate the ability to identify genre, as well as critique, compare/contrast, and evaluate film content in the written format. Students also learn specialized vocabulary used in the film industry and investigate film techniques, lighting, camera techniques, and editing. They then write, shoot, direct and edit a variety of short film projects using digital camcorders, professional lighting equipment, and current video editing software.

TV Broadcast

During their junior year, students take TV Broadcast, a course which is focused on Broadcast Journalism and incorporates the PBS NewsHour Student Reporting Labs curriculum. Students not only learn the key elements of non-biased reporting but also receive invaluable feedback from PBS NewsHour and KQED Education producers as they develop, pitch, prepare scripts and produce their own segments. Under the guidance of their PBS NewsHour producer and their NHS classroom teacher, several of our students have had their completed segments published to the PBS NewsHour Student Reporting Labs website, as well as to their social media outlets. Students have traveled all around Southern California to gain invaluable experience in the field as they interview subjects for their chosen topics.

Last Spring a few of our 2017-18 TV Broadcast students also had the unique experience of traveling to Washington DC last Spring, where they covered the March for Our Lives; the segment they produced, which focused on the perspective of gun violence on inner-city youth and immigrants, was published and broadcast on PBS NewsHour.

During this intensive year in broadcast journalism practice and instruction, during their second semester, our TV Broadcast students produce their school video news program, Viking Vision. Throughout the year, our Broadcast students participate in hands-on training as well as participate in professional panels.

Video Production II

Our capstone class, Video Production II, is a culmination of the students' prior learning and experiences in the video production pathway and our FAME program. First semester, students are encouraged to once again enter the Directing Change PSA contest. Their main focus during this semester is to continue to produce the school news program, Viking Vision. During second semester, students prepare for real-world experiences by creating a LinkedIn profile, professional resume, and video reel. Their main focus is to create a senior capstone project. Our Video Production II students follow industry standards in how to create a pitch and "deck," which they present to their class. They then work in production teams to create their capstone projects which are published on our FAME YouTube channel. Students graduate with a level of experience which prepares them for entry-level film and video production and post jobs; it also affords them an incredible advantage in experience and knowledge if they choose to further their training in this field at a two or four-year college.

Each year the FAME program welcomes several guest speakers who volunteer their time with a love for sharing their experiences with students. Previous speakers include the creator and Executive Producer of the Netflix series "Get Mortified," an NBC promos editor, a freelance "Attn:" NBC news producer, and the former boom operator from *Grey's Anatomy*.

Overall, students in the video and film FAME Academy have unique opportunities due to the proximity of Northview to the entertainment capital and their teachers' experience and connections within the industry. Throughout each school year, students are invited to attend television show tapings, tour news studios, hear from industry professionals, and job shadow. Students gain valuable feedback on ideas, projects, and career planning from professionals within their chosen fields. The objective of the program is that upon graduation, students who have completed the pathway are ready for job placement and/or advancement at the college level.

Professional Theater

Theater and Performing Arts has been a mainstay on our campus for decades; however, in the past few years, we have worked to ensure it is a pathway. This pathway consists of Introduction to Theater, Play Production and Advanced Acting. Our Introduction to Theater students receive a general overview of theater as a whole. They study voice, tone, projection of voice, body movement/language, scene work, classic plays, and staged readings of contemporary plays. The goal of this first class is to help our students find their voice as they are asked to write, direct, act and produce their own work.

Introduction to Theater is followed by Play Production and Advanced Acting. Play Production teaches our students what it takes to produce of a full theatrical event. Our play production students learn more about advertising and marketing events, stage management, lighting, etc. The goal in this pathway is to prepare our students to be able to leave Northview with a working knowledge of all realms of theater so they can pursue all aspects of theater as a career. Depending on enrollment, this pathway ends with Advanced Acting or Play Production II. A culminating event for all classes is an outside production. Our teacher facilitates these events. Our students have seen play productions such as *Hello, Dolly!* and *Wicked.*

Our Theater Arts presents four productions a year, two of which are entirely student produced. Students are responsible for auditions, rehearsals, stage management, all technical aspects, and performance, as well as front of house (tickets, concessions, publicity etc.) The final production of the year is also student written. Our FAME theater track also presents a 6-week Saturday program for Elementary and Jr High School students which introduces them to some of the basics of storytelling, creating characters, improvisation exercises, and short scene work. This program is designed and run by FAME students. Our theater arts teacher has over 35 years of professional theater experience in both performing and directing.

Photography: Visual and Commercial Art

Our Photography program functions as both a Fine Art and CTE pathway. For the past decade, our photography courses have been taught on campus by a ROP instructor. Beginning in the Fall of 2018, we now offer Visual and Commercial Art as a CTE pathway. Students in this pathway are trained for entry-level jobs in photography. Through these courses, our students learn camera controls, Adobe Lightroom, digital printing, studio lighting, and fine art inkjet printing to name a few. An additional advantage of this program is that students in their third year of this pathway can take AP Studio Art 2D Design and receive Advanced Placement credit for their photography.

This esteemed program consistently wins awards in numerous photography contests, including Art Reach at the Pomona Fairplex, Citrus College High School Photography Competition, Mt. San Antonio College High School Photography Exhibition, LACOE VAPA Student Art Contest, Congressional Art Show, Reflections PTA, and Young Reporters for the Environment. An added incentive for this program is that Northview Photo students earn college credit through Articulation Agreements with the Mt. SAC Photography Department.

Animation

Our Animation Pathway was added to the Visual and Performing Art department in the Fall of 2016. This course fulfills the UC and CSU freshman eligibility requirement in Visual Performing arts and completes the VAPA graduation requirement. This is a single year course that is taken after completion of the prerequisite course Art Appreciation. After completion of this course, students may continue down this Visual Art Pathway with a third year of Visual Arts by enrolling in Digital Animation.

Digital Animation is an introductory course which is the capstone course for this pathway. This course is for all students interested in computer-generated three-dimensional modeling and texturing. Students will learn techniques used to create virtual models of environments, buildings, machines, vehicles, people, and animals, as used for computer animation, interactive game, and design visualization. Students will be introduced to the concepts of isometric design drawing, working in virtual space, building and manipulating curves and surfaces, modeling 3-D objects, texturing surfaces, and managing data files. The final course is Advanced Digital Animation. Completion of these three courses qualifies our students for completion of this pathway.

Cabinetry, Millwork, Woodworking

Our Cabinetry, Millwork and Woodworking Pathway is one of the pathways in the CTE: Building and Construction Trade. Northview has had woodshop classes for over twenty years; however, it has only been in the last two years that we have worked diligently to ensure we meet the CTE requirements for our classes to be considered a pathway. This pathway allows our students to gain hands-on experience with cabinet construction, millwork, carpentry and furniture making for both production and custom products. As noted in our pathway table, Furniture Design and Construction is the final class in this pathway. This class debuted on our campus in the Fall of 2017. Our students take this class after Wood Design Basic and Wood Design Advanced. Students in this capstone course learn how to design and build pieces of furniture for their use or to sell. In preparation for this new and exciting class, in the Summer of 2017, our wood shop was modernized with new machines.

Public Safety

Adding to this array of electives, in the Spring of 2016, Northview became host to the San Gabriel Valley Police Explorer program and has become its new home beginning with Class #89. The Academy is an integral part of our Public Safety pathway which we started last year.

The pathway begins with an entry-level Administration of Justice class and is followed with a course in Forensics. Any student who takes our Administrative Justice course, which is taught by a 28-year retired veteran of the Covina Police Department, also receives 6 college credits, 3 credits per semester. Our Public Safety pathway readies our students with foundational knowledge for a career in Law Enforcement.

Administration of a Justice is an exploration of the historical development, current operation and future trends of law enforcement. Students in this class learn the definition of laws, the enforcement of said law, strategies of policing, judicial systems, and emerging forms of justice.

Introduction to Forensics is designed to introduce students to the basic concepts in Forensic Science, beginning with the historical perspectives and covering the use of forensics to investigate and solve crimes. Topics include crime scene evaluation, trace evidence, impressions, fingerprints, blood analysis, and DNA.

Our students in this pathway gain experience through classroom instruction, hands-on training, and community exercises. This educational foundation will assist students who wish to pursue related professional training at the postsecondary level.

Patient Care

Northview has had Sports Medicine courses for almost a decade. As interest in these courses grew, we worked to develop a pathway for our students. Our Patient Care pathway stems from the CTE: Health Science and Medical Technology curriculum. In this pathway, students study the basic structures and functions of the human body. This pathway encompasses two classes: Physical Therapy and Advanced Sports PT. Sports Physical Therapy teaches human anatomy and physiology within the context of sports injuries and medical needs. Students learn how the many systems of the body interact with one another and adapt to the demands placed on the body by sports. Our students also learn how to analyze, recognize and correct muscle compensations/strength and conditioning techniques. In addition, students in this pathway class spend time outside the classroom learning the prevention, recognition, evaluation, and treatment of athletic injuries. In the capstone course, Advanced Sports PT, an emphasis is placed on the clinical skills and proficiencies necessary to function in the field of athletic training. These include but are not limited to: creative rehabilitative techniques; therapeutic modalities; prevention, recognition, and care of injuries to the upper extremity, trunk, head, and face; injuries to the young athlete; drugs in sports and modern issues in sports medicine. Students in this pathway can move on to explore careers in nursing or physical therapy.

Computer Science transition from Technology Literacy (Tech-Wheel)

Through our training with *Focused Schools*, our stakeholders were asked to identify what needs our students had and what we could do to facilitate student learning across all curriculums. Through the course of several professional development days and thorough discussions, our staff came to the conclusion that our students lacked basic technology skills. In an effort to close this gap, and nurture the creativity in our population, we incorporated our Technology Literacy Program (Tech Wheel). In order to service our population, our VAPA/CTE teachers developed curriculum for our 2016-2017 incoming 9th-grade students. On campus, this program is known as our Tech-Wheel. The wheel consists of four nine-week classes which consist of:

- *Computer Applications:* In this section of the wheel, our students are taught basic keyboarding skills, they learn how to use presentation software, and they learn how to use the entire Google Suite of applications.

- *Animation:* In this section of the wheel, our students learn the basic elements of cartooning and drawing.

- *Graphic Design:* In this section of the wheel, our students learn the basic elements of design including marketing and advertisement.

- *Video Production:* In this section of the wheel, our students learn how to storyboard ideas, film their stories and edit their productions.

In the Fall of 2018, our Tech Wheel was phased out to welcome our new Computer Science classes. Our goal is to grow this program into an official pathway. As technology is ever evolving, we found it necessary to fine-tune our focus. While the Tech Wheel did introduce Freshmen to a variety of disciplines, the coursework never went beyond some rudimentary basics. As a result, incoming 9th graders who are not already enrolled in another pathway or program, are now enrolled in our Exploring Computer Science class.

Conversely, the Exploring Computer Science class that was implemented by our district, and is now supported on our campus, has a focus on coding and computer science skills that are more directly relevant to the current 21st Century academic and career vision of our district.

This Intro to Computer Science class is the first of three classes that will lead to AP Computer Science Principles and eventually AP Computer Science A. Our hope is that these new opportunities will encourage more students to pursue a degree and possibly a career in the computer sciences since we, as a country, are currently experiencing a huge deficit in qualified candidates for high-level professional careers.

Overall, students in any of our CTE classes or pathways will continue to garner the skills necessary to carry them into a college or career of their choice. Some of these courses and pathways are linked to our relationship with the Regional Occupation Program (ROP) in the San Gabriel Valley; a partnership that enables us to provide a wider variety to our students.

Programs

Regional Occupational Program (ROP)

The East San Gabriel Valley Regional Occupational Program and Technical Center (ESGVROP, ROP or ROPTC) is a vital partner for Covina-Valley Unified School District and specifically the Northview campus. ROP offers students the opportunity to participate in work exploration while earning high school credits. Students gain insight into the world of work and learn what career fields may or may not be a good fit for them through non-paid training and work experience that will develop their résumés and workplace skill sets. The ESGVROP ESLRs state that students who complete training through ESGVROP will:

1) demonstrate personal development (which includes exhibiting a professional work ethic),

2) possess critical thinking and problem-solving skills,

3) demonstrate use of technology as a tool,

4) function as responsible citizens (demonstrate an ability to work as a team, develop relationships within the various cultures of the community),

5) demonstrate effective communication skills, and

6) possess skills for immediate employment and future careers.

AVID

Advancement Via Individual Determination (AVID) is an elective A-G course that prepares students in the academic middle for admission to a four-year college or university. The core component of the AVID Program is the AVID elective, which supports students as they challenge themselves in more rigorous classes. Students are taught study skills, note-taking strategies, time management, and writing and research skills, while being immersed in a college-going culture. The class also includes tutoring sessions twice a week that are led by local college students who also happen to be Northview AVID alumni. These tutorials provide our AVID students support, so they are encouraged to take academically rigorous courses such as honors and AP.

Our AVID program continues to grow and currently services 189 students with a growth target of 250 students for the 2018-2019 school year. We also hope to continue to grow our 9th-grade classes by providing two sections every year. In addition, we have increased the number of AVID-trained teachers on our site team as well as added teachers who teach the AVID elective. AVID teachers represent the following content areas: English, Math, Social Science, and Visual & Performing Arts. Currently, we are working to begin the process for AVID Demonstration school which represents the highest level of AVID implementation fidelity demonstrating excellence in instructional practices and the promotion of college readiness school-wide.

A cornerstone of our AVID classes is making sure we provide our students access to information about colleges, universities, and careers. Our AVID Coordinator arranges multiple field trips to colleges and college fairs, she arranges for guest speakers from an array of both local and out of state colleges, the group locates and presents scholarship opportunities to all levels, and we provide our AVID seniors with college admission requirement information. College & Career guest speakers are scheduled at least three times per month. Students attend one c ollege fair and at least four campus visits per year. In addition, for the past three years the AVID teachers, along with Nationwide College Tours, coordinate a three-day overnight trip to colleges and universities in Northern California. Each spring break they have been able to take a group of forty-five students.

Finally, the AVID program puts together Student Success Week, College Week, Spring and Fall Student/Parent Workshops, and a College Fair in order to promote a college-going culture school-wide. AVID works closely with Renaissance and the Career Center to distribute and provide college opportunities for all students. They collaborate on field trips, guest speakers, and resources for our students. The AVID program has partnerships with local colleges and universities which often give our student fee waivers. The MOU's our district currently has established with both the University of La Verne and Azusa Pacific University allow automatic acceptances for our students as long as they meet minimum eligibility. In addition, they provide a fee waiver for their application and financial scholarship. AVID takes part in getting these college reps to our campus in order for all our students to be aware of the opportunities available to them. This year, the senior AVID teachers presented, during English, to all three hundred and seventy seniors a step by step presentation on the University of California Application, the California State University Application, and FAFSA (Federal Student Aid). More than ever before, we have more students applying for FAFSA and submitting college applications.

AP Capstone

In order to increase our students' ability to compete for entrance into prestigious universities, we applied for and were accepted into the College Board's renowned AP Capstone program. In the Fall of 2017, we introduced our AP Capstone pathway to our population. It will be the cornerstone to the various AP courses we currently offer. AP Capstone is comprised of two AP courses – AP Seminar and AP Research – and is designed to complement and enhance the discipline-specific study in other AP courses. In its inaugural year, our AP Seminar course celebrated an 88% passage rate. In the Fall of 2018, AP Research began its inaugural year with the AP Seminar students who passed the previous year's AP Seminar with a 3 or higher. According to College Board, "…this program equips students with the independent research, collaborative teamwork and communication skills that are increasingly valued by colleges. This program cultivates curious, independent and collaborative scholars and prepares them to make logical, evidence-based decisions." Three students from our inaugural AP Seminar class are now at different universities. One is at UC Berkeley, one at UC Santa Barbara and the other at Citrus College. All three testify that AP Seminar prepared them for university-level research writing and the proper way to formulate a presentation. We hope to foster this program on our campus and support our AP population.

Leadership: Associated Student Body and Renaissance

Our stellar Renaissance program was developed in 2014 and focuses on student and staff recognition. Our ASB Leadership program has been on our campus for decades; however, it has recently been approved as an A-G class. Both our Renaissance and ASB leadership classes are founded on the ideals that our students should be exposed to curriculum and opportunities that build both character and leadership skills.

Renaissance rotates its curriculum which includes: Chick-Fil-A Leadership Academy, the Josten's Renaissance video series "The Harbor," and the book *7 Habits of Highly Successful Teens* by Stephen Covey. With the use of this rotation, our Renaissance students are able to develop the skills needed to build character and to become leaders on campus and beyond. The amalgamated curriculum highlights and outlines the importance of perception and the need for each individual to be willing to accept his/her role in making a change to benefit him/herself and others.

This student-led Renaissance program has established a clear vision of celebrating academic successes. One facet of the Renaissance program is our staff-nominated “Student of the Month” which recognizes hundreds of students annually. Each month a myriad of students are delivered handwritten notes with messages created by our Renaissance students and with a note from their teachers describing why he/she was selected as Student of the Month. Along with this note, the student receives a celebratory item such as candy, pencils, stickers, etc.

Additionally, our Renaissance class also organizes one to two large scale celebrations each year, including rallies and carnivals, and continues to widen its recognition of student achievement and attendance. The purpose of each celebration is to honor students who have impeccable attendance, who have maintained GPAs of 3.0 or higher, and who have increased their GPAs by 0.5 or more in one academic year. In the Fall of 2017, we recognized 730 students, which was up from 440 students at our Spring 2016 Rally.

Our two estimable leadership classes also organize and host three annual blood drives for the City of Hope, which is located in our neighboring city of Duarte. Through this partnership, our students help this local hospital by saving them thousands of dollars annually in donated blood. The City of Hope spends $315 for each pint of blood they have to purchase for their hospital. Since the inception of this partnership, our Northview students have saved the City of Hope well over $500,000.00 and numerable lives.

This year our amazing leadership classes worked together to host “Start with Hello Week.” This is a program that was started and sponsored by parents of Sandy Hook victims. The focus of “Start with Hello Week” is to ensure that all of our students feel connected and included on campus. Too often teenagers struggle with feeling socially isolated. In fact, this year alone we welcomed over one hundred students from other districts. These are students who probably do not know anyone on campus and may feel socially isolated. It is this type of student that our leadership students work hard to reach and to make them feel a part of our Northview family. “Start with Hello Week” also focused on reaching any students who may feel depressed or suicidal by hosting a “Let’s Taco ‘bout it” luncheon. At this luncheon, a Sandy Hook Promise representative led a group of over 100 students through warning signs of students who may be suicidal as well as offered solutions on how to reach those troubled students.

These two leadership classes also partnered to fundraise for the victims of the California fires. They planned for a full week and then executed their plan the following week. As a result of their diligence and efforts, our campus was able to raise $4,100.

As a part of Renaissance's student recognition, they host a monthly "Donut be Absent." Each month our Renaissance students recognize twelve students who have had perfect attendance for one full month. Each of these students is delivered donuts to his/her 3rd-period classroom with a personal note congratulating them on their attendance and commitment to their academic success.

Our Associated Student Body continues to grow and promote academic success and involvement across campus. Our ASB continues to generate the revenue that supports all of the campus programs at Northview. Every Tuesday, ASB conducts a Budget Meeting to approve all expenditures. Our leadership students work hard to create an environment of unconditional acceptance. They thrive on their commitment to enrich the activities on campus which allow students to get involved in their school community and offers them a break from the rigors of their academic responsibilities. Our ASB students embrace the tenets of our student learning outcomes and do their best to promote and reflect them on campus.

ASB is responsible for all of the on-campus activities. Spirit rallies are hosted regularly to promote school spirit and to keep the student body population connected and informed on upcoming events. Our leadership class also celebrates all sporting events and recognizes student-athletes weekly. Each semester our student body officers fundraise for and plan two off-campus formal dances. Within ASB, the Technology Commission is responsible for creating posters and videos. They are also responsible for updating both marquees.

As a class, the curriculum focuses on the importance of balancing a budget. Students are taught to look at previous year's incomes and expenditures and develop a budget for the year. The class also participates in Socratic Seminars revolving around political and social topics which they then are asked to culminate into a student-created community outreach.

English Language Development

Northview's ELD program is designed to assist our students in developing their ability to become proficient in English by improving their speaking, listening, reading and writing skills. Students either come to our site previously identified as ELL, or we identify them. Students who are new to our site fill out a Home Language Survey. If a language other than English is spoken in the home, the student is given the ELPAC (formerly CELDT exam) to determine their English Language Proficiency. Our District's ELD Instructional Coach does this within the first 30 days of the student's arrival. If a student is identified as qualifying for our ELD program, Northview's counselors will use any, or all, of the student's data from their ELPAC results, academic grades and CAASPP results to determine if the student should be enrolled in ELD I, II, or III. In addition, our counselors may consult with our ELD teachers and our District ELD Instructional Coach when determining proper placement for our ELLs.

Our ELD teachers are AVID-trained and have taught AVID at all levels of high school. Our ELD teacher's goals are not only to help students be proficient in English and meet all their high school graduation requirements, but they also work diligently to help their ELD students successfully complete as many of their A-G requirements as possible. Our ELD III class satisfies the G-Elective requirement from the UC/Cal State A-G list. Once our ELD students are seniors, every attempt is made to ensure that all 12th-grade ELD students complete either the FAFSA or Dream Act to ensure they have the funding (if eligible) to attend a 2-year, 4-year or trade or adult school upon graduation.

In our ELD I, II and III classes the Edge Program, Rosetta Stone, AVID strategies, and vocabulary development strategies are used to help students acquire and become proficient in the English language. An ELD instructional aide is provided by our site to give additional support to our ELD students within the two-hour ELD block class. Students are taught in a combination of both whole classroom and a collaborative group setting. Groups are strategically designed based on our student's levels of English proficiency. Within their skill level groups, students are effectively communicating to practice their listening, speaking, reading and writing skills.

Our ELD program has increased the number of students redesignating out of ELD. This success is due to the collaboration of our ELD teachers, the District ELD Instructional Coach, our Administration, and our School Psychologist. Over time, we have worked to identify the reasons why students were not redesignating and focused our attention on rectifying the issues. We held RAC meetings to redesignate students who were eligible to redesignate but were only missing the GPA criteria. We worked on identifying students with disabilities who were also ELD, to determine if the student's inability to redesignate was due to their learning disability.

Naviance

The use of our Naviance program has steadily increased across all four grade levels. All students have access to Naviance starting in 8th grade. They take career and learning style surveys, do college and career research, create resumes, and use Naviance to guide their college application process. The Naviance program aligns our students with college and career by creating a platform to prepare crucial documents as well as explore career interests and college selection processes. We provide several opportunities throughout the school year for students and parents to familiarize themselves and take advantage of all that Naviance has to offer.

Academic Student Support

Our Saturday Academic School program has become a place for tutoring as well as enrichment. This four-hour program offers our students assignment make-up opportunities as well as Advanced Placement and SAT preparation.

As part of our response to intervention, we offer credit recovery opportunities, after-school tutoring, Study Skills classes, literacy enhancement courses, Math summative courses, and English Language Development. Our Library is open at 6:30 am every morning to allow students the opportunity to work on homework, projects, or use the computers and stays open until 5 pm. Our library is also the home of our afterschool tutoring program. From 3 pm to 5 pm students can come to the library to get help from both teachers and student tutors.

APEX

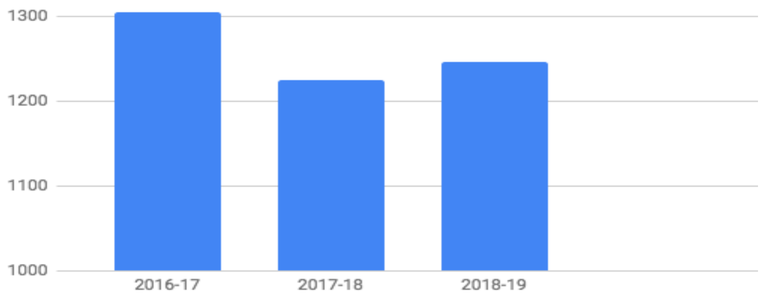
For the past several years, our campus has used APEX, a digital curriculum that is offered to students who require remediation or intervention. The curriculum provides student-paced direct instruction and tutorials. Students are required to practice and apply their knowledge in individual tasks and assessments. The use of APEX has increased A-G course completion and graduation rates by helping students remediate required classes.

Demographic Data

Since our last visit, our demographics have not changed much; we have a diverse campus, and we work hard to create a culturally nurturing environment. While a number of different ethnicities interact on a daily basis, the majority of our school's population identifies as Hispanic/Latin American. Over the past three years, our enrollment has fluctuated, but we have witnessed gains in the past year due in part to the programs and pathways we offer here that our surroundings schools do not. We hope to continue to attract students from surrounding areas as we continue to focus on increasing rigor and our A-G classes.

Enrollment by Grade Level and Gender

Grade Level and Gender		2016-2017	2017-2018	2018-2019
9th Grade	*Female*	150	130	143
	Male	153	151	179
	Total	**303**	**281**	**322**
10th Grade	*Female*	162	150	140
	Male	178	145	158
	Total	**340**	**295**	**298**
11th Grade	*Female*	165	147	152
	Male	176	168	151
	Total	**341**	**315**	**303**
12th Grade	*Female*	163	167	154
	Male	158	167	169
	Total	**321**	**334**	**323**
Total Population		1305	1225	1246

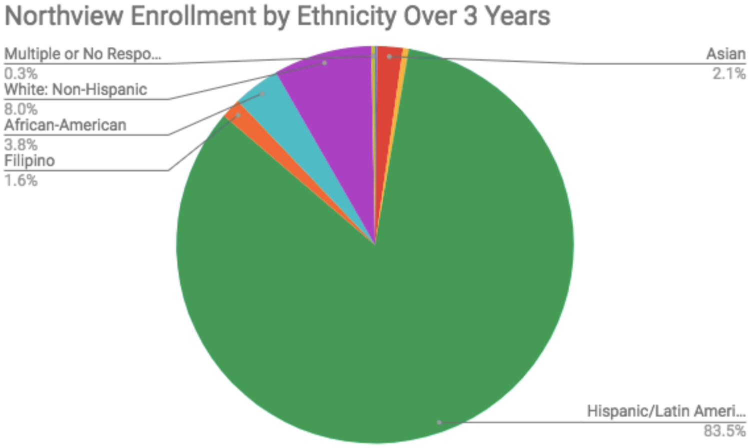


Northview Enrollment Over 3 Years

Our campus currently serves a population of 1,246 students. The downward enrollment trend we have been experiencing has been felt district-wide. Our neighborhoods are aging in population, and young families are not moving into our attendance zone. However, we are pleased to report our enrollment has stabilized due in large part to the CTE and extra-curricular programs we have, which draw students from surrounding districts. Currently, 5.2% of our students are attending Northview on a permit basis from other districts. Additionally, as our enrollment declines, so does our enrollment by gender; however, we have seen our male population steadily outnumber our female population. In the 2016-2017 school year, our male population outnumbered our female population by 4% and this year our males outnumber our females by 12%. This is mirrored in our classrooms as our males tend to outnumber our females. With that said, as stakeholders, we still find it imperative to address this data at our bi-monthly professional development meetings. The questions that guide these discussions include: *How do we foster an upward trend for enrollment, and aside from what was mentioned above, what are some factors that have contributed to the recent turnaround of enrollment?*

Enrollment by Ethnicity

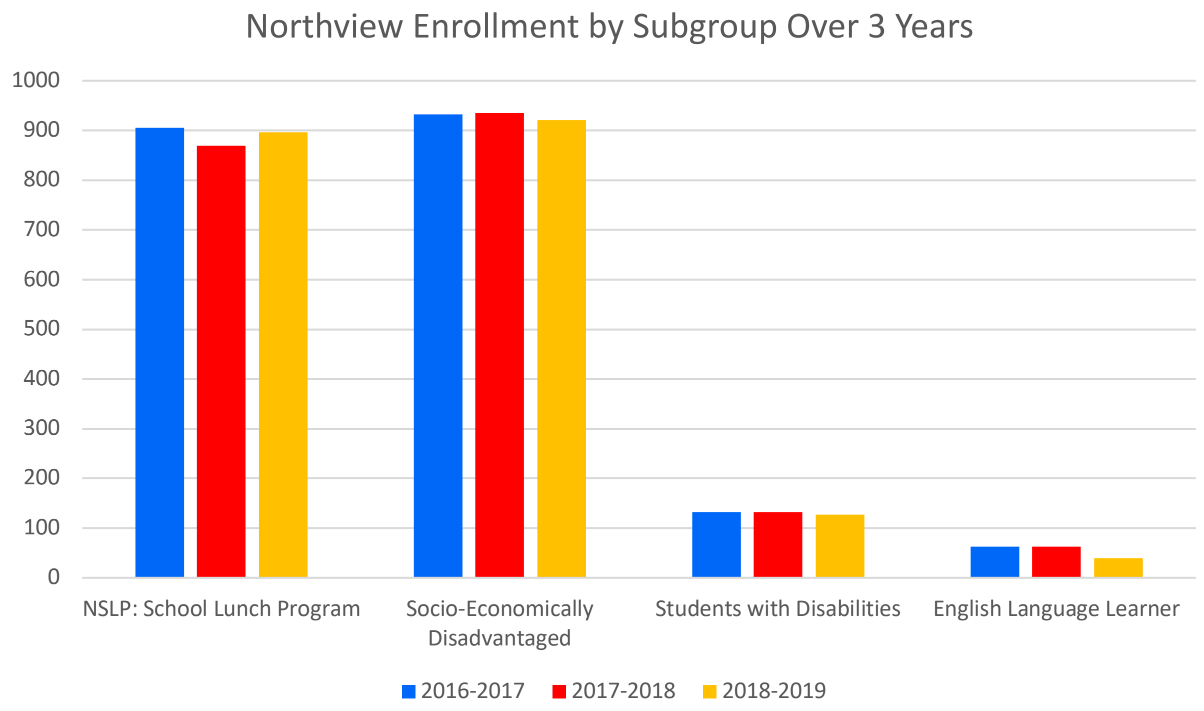
Ethnicity	2016-2017	2017-2018	2018-2019
American Indian or Alaskan Native	2	1	1
Asian	27	26	22
Pacific Islander	6	3	3
Hispanic/Latin American	1075	1068	1045
Filipino	21	48	46
African-American	49	40	39
White: Non-Hispanic	103	86	84
Multiple or No Response	4	2	6
Total	1287	1274	1246



Our campus is home to a large population of Hispanics; however, we continually strive to welcome and celebrate the diversity that exists here at Northview. Over the past three years, and in congruency with our declining enrollment, we have witnessed both our main population and our subdivisions fluctuate with the exception of our Filipino population which almost doubled since 2016. As mentioned earlier, this fluctuation matches with the same fluctuations we see in our community's population. We are merely a reflection of our surrounding communities. In addition to addressing the how and why of our enrollment fluctuation, our campus has also led discussions at our professional developments that have centered around analyzing *what types of support we think we may need to set in place to address the shifting enrollment for our diverse cultures as well as ensuring that all staff members are culturally literate and culturally sensitive to each of our diverse ethnic backgrounds.*

Enrollment by Subgroup

Groups	2016-2017	2017-2018	2018-2019
NSLP: School Lunch Program	905	869	896
Socio-Economically Disadvantaged	932	935	921
Students with Disabilities	132	132	127
English Language Learner	62	62	40



Over a three-year period, all subgroup enrollment numbers have seen minor fluctuations with the exception of our ELL population. As a result of our newly developed ELD Department, led by an ELD Specialist, our English Language Learner numbers have fallen because we were able to correctly identify and reclassify students within our ELL population. With all stakeholders invested in seeing every student succeed, questions that have led our staff discussion have included: *what types of adjustments do we need to make to or instruction considering nearly 80% of our population falls into one of the unduplicated categories and as the SWD population increases, what strategies, accommodations and modifications can best serve this population in mainstream classes?*

Enrollment by Special Programs and Pathways

Programs	2016-2017	2017-2018	2018-2019
AVID	245	217	207
AP	651	582	687
Honors	471	438	433

Pathways	2016-2017	2017-2018	2018-2019
FAME	113	91	74
Professional Theater	N/A	42	51
Animation	N/A	N/A	30
Photography Visual Commercial Art	103	85	64
Film/Video Production	123	124	110
Patient Care	N/A	92	86
Cabinetry, Millwork, Woodworking	92	112	122
Public Safety	N/A	N/A	65
Total	**431**	**546**	**602**

In light of the desire to expand our programs and CTE pathways to ensure success for all of our students, our campus has worked tirelessly to create new opportunities and expand those that are already established. As a result of adding four CTE pathways, we have enjoyed significant growth in our pathway enrollment. In the course of three years, our student enrollment in a career pathway has increased from 431 to 602. Adding four new pathways has allowed our students more options for careers that better suit their interest. We have also witnessed our largest level of enrollment in AP classes. As our district continues to provide free PSAT/SAT testing for all high school students, we have seen a rise in students interested in higher level classes to better prepare them for college. Questions that guide our professional development discussions include:

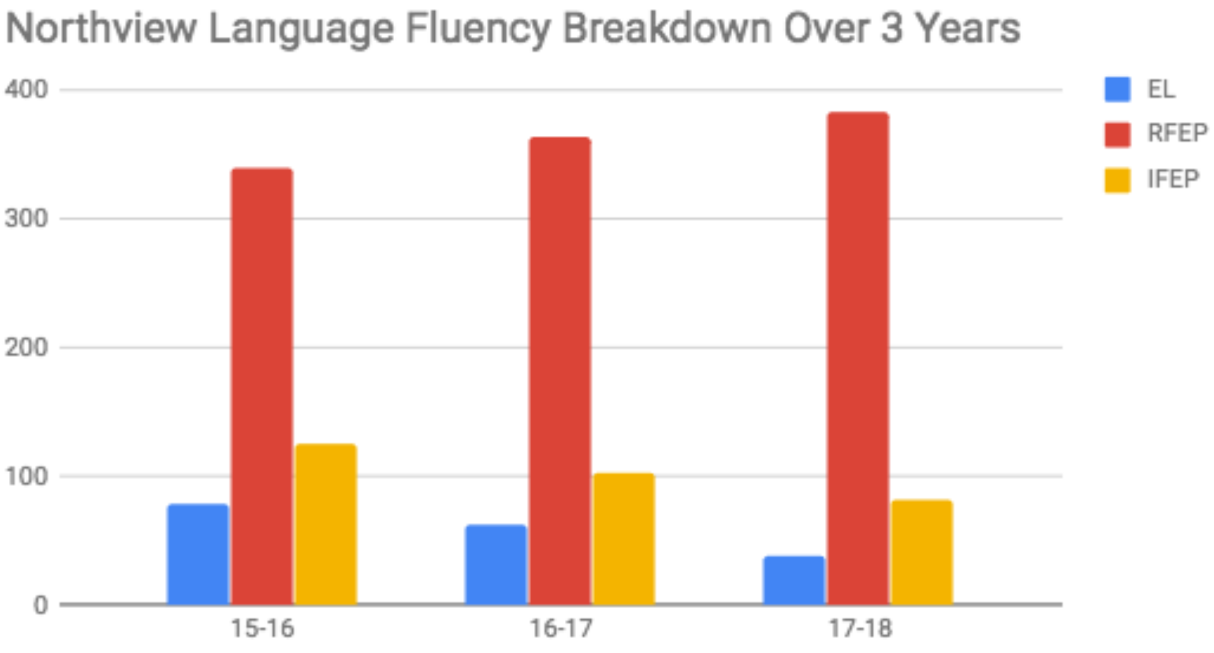
How can we ensure students enrolled in a pathway are completing said pathway?

How can we promote enrollment in all pathways both established and new?

Language Proficiency Numbers

Northview Language Fluency

Proficiency Levels	2015-2016	2016-2017	2017-2018
EL	78	62	38
RFEP	339	363	382
IFEP	126	103	81



Northview Language Fluency Breakdown Over 3 Years

Northview's number of ELL students has decreased significantly over the last few years. The reasons are fourfold. We were able to successfully redesignate students due in part to our district's clarification of the criteria. With the state's elimination of the CSTs, our district decided to use results from our District Writing Assessment to compare basic skills. We also decided to split up our ELD level I classes and ensure that all ELD teachers were also AVID teachers. The ELD I students have their own two-hour block class, with an additional adult ELD support person to assist the students in their acquisition of the English Language. As a result, they are redesignating faster. Finally, we have truly focused our attention on figuring out what was preventing students from being able to redesignate out of ELD. Each year we work to reduce the number of LTELs and ensure that our ELL population is made up of students who truly do need support in acquiring the English Language. As we move forward, questions that guide our professional development discussions include: *What research-based strategies can all teachers incorporate to ensure academic success for our ELL population?*

School Performance Indicators

LCFF Priority 1:

Basics (Teachers, Instructional Materials, Facilities)

With the 2018-2019 school year, we witnessed numerous staff changes. Our principal was promoted and now serves as the Director of Curriculum for 6-12 for our district. Four of our current administrative staff members are all new to Northview. We have, in the past six years, also welcomed multiple new teachers to our campus. As the winds of change shift, so have our staff numbers and demographics.

Northview High School Staff 2017-2018

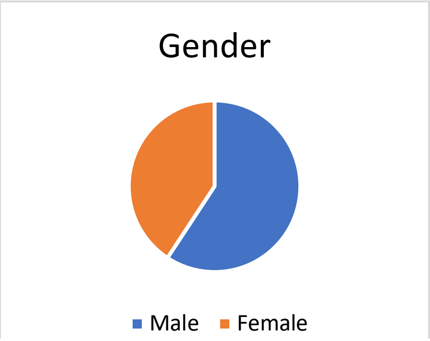
Currently, all 54 of our teachers are credentialed in their specific field. In comparison with our student enrollment, our staff ethnicity differs. While we have welcomed several new administrators and teachers in the past six years, our staff is full of seasoned veterans who have been proud Vikings for decades.

Certificated Staff Demographics

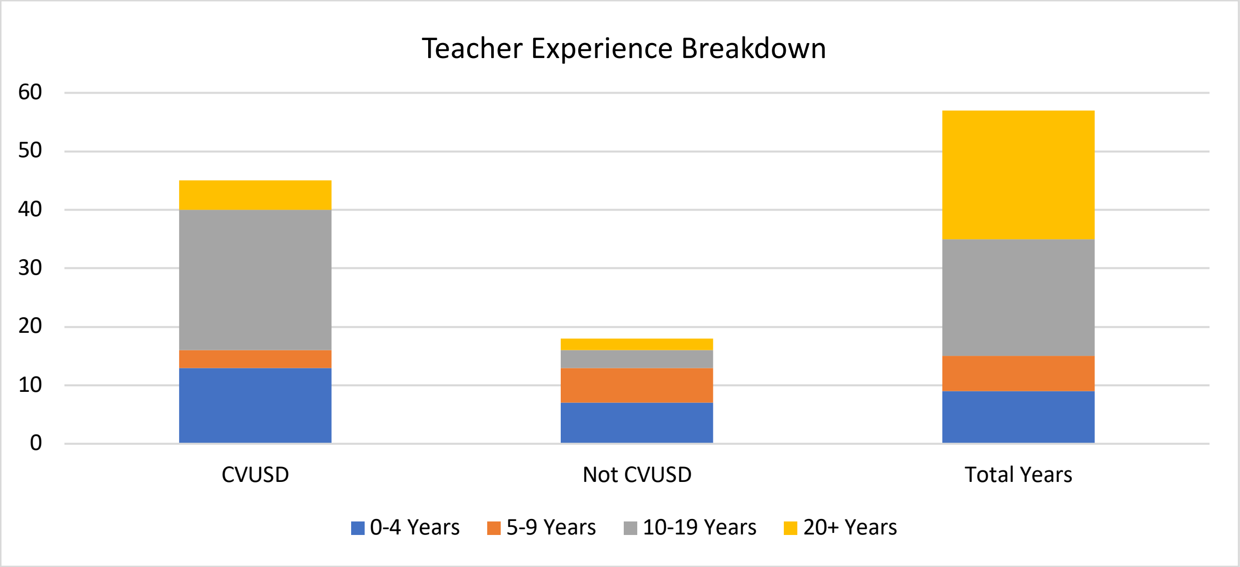
Ethnicity	Number of Teachers
American Indian or Alaskan Native	0
Asian	6
Pacific Islander	0
Hispanic/Latin American	21
Filipino	0
African-American	3
White: Non-Hispanic	20
Multiple or No Response	4
Total	54

Gender of Teaching Staff

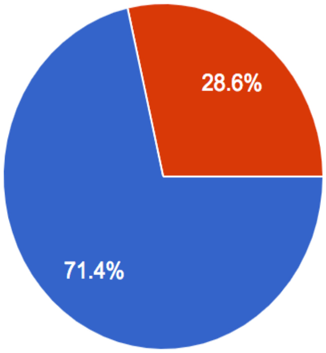
Male	32
Female	22
Total	54



Teacher Experience:



Teachers with Advanced Degrees



Years Taught

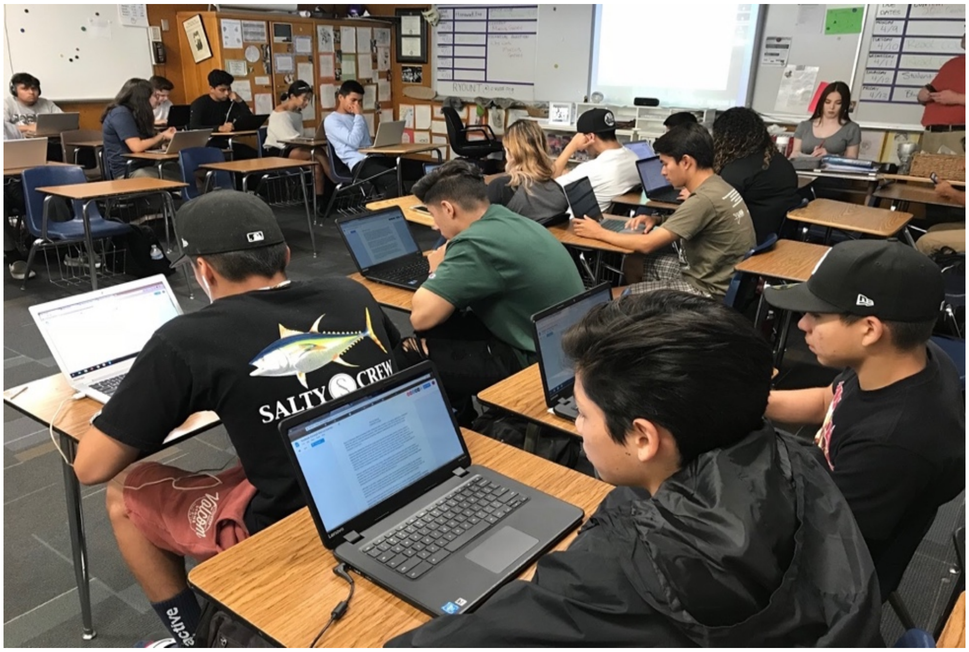
Years Taught	0-4	5-9	10-19	20+
Years in C-VUSD	13	4	24	5
Years Outside of C-VUSD	7	6	3	2
Total Years of Teaching	9	6	20	22

Currently, 63% of our teachers have been at Northview, or in the district for 10 years or more. Currently, 71.4% of our teachers carry an advanced degree. According to a teacher survey given at the beginning of the 2018-2019 school year, 38 of our teachers have earned a master's degree.

Classified Staff Breakdown	
Clerical	10
Custodial	6
Instructional Aides	15
Campus Supervisor	5
Cafeteria Staff	13
Total	**49**

Facilities

As detailed at the beginning of this chapter, Northview has seen many changes to our campus. We have been modernizing our campus for over a decade. As we moved to 1:1 Chromebooks for all of our students last year, all of our classrooms are now equipped with wireless internet, and some even have hotspots. We also increased our bandwidth to accommodate for all the new devices being used.



All of our classrooms are airconditioned and have projectors and whiteboards. Our custodial staff is second to none as they continue to receive commendations for the upkeep and cleanliness of our campus. In using the most recently collected FIT data Northview rates as follows:

School Facility Good Repair Status Year and Month of the most recent FIT report: May 2018			
Systems Inspected	Repair Status		
	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer	x		
Interior: Interior Surfaces	x		
Cleanliness: Overall cleanliness, Pest/Vermin Infestation	x		
Electrical: Electrical	x		
Restrooms/Fountains: Restrooms, Sinks/Fountains	x		
Safety: Fire Safety, Hazardous Materials	x		
Structural: Structural Damage, Roofs	x		
External: Playground/School Grounds, Windows, Doors, Gates, Fences	x		

All of our UC A-G laboratory science courses incorporate the necessary amount of laboratory time based on the California science standards. Our chemicals are stored in a facility regulated and inspected by the district office and stored and disposed of according to the Flinn guidelines for chemical storage and disposal.

LCFF Priority 2:

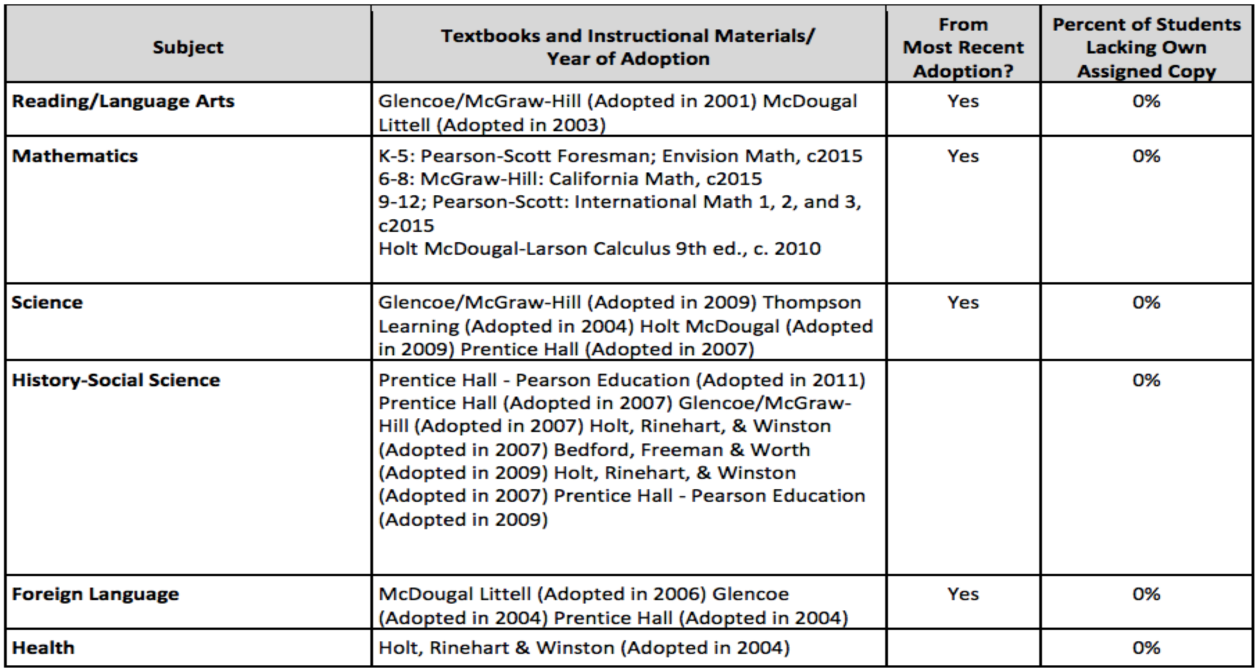
Implementation of Academic Standards

Since the adoption of Common Core standards for ELA, Math and Social Science, and the Next Generation Science standards for Science, all of our core curriculum teachers have attended extensive trainings to review and implement the new standards campus wide. In the last few years, the district has led multiple trainings and has continued to look into the adoption of new curriculum for all subject matter. Teachers are always involved in the process of adopting new curriculum, and all course descriptions are developed and read by a committee made up of teachers and district administrators.

Instructional Materials

Our district ensures that textbooks and materials are sufficient, current and available for each student in all core classes. All students, including our ELL population, are given their own individual standards-aligned textbooks and/or instructional materials, or both, in core subjects for use in the classroom or to take home. The Governing Board approves all textbook adoptions for grades 9-12, which includes verification that instructional materials are aligned with California Content Standards and the State Frameworks.

Since our last visit in 2012, Math has adopted new textbooks that align with Common Core Standards. In the Fall of 2018, the University of Irvine conducted professional development for all secondary math teachers. ELA and Spanish are currently in an adoption cycle, and Social Science will be in their adoption cycle next year. All science teachers have been trained on the NGSS standards. They met with BaySci from UC Berkeley to create pacing guides that align with the new standards and are currently in the process of creating assessments that align with the rigor of the NGSS Common Core Standards. As College Board dictates AP textbooks should not be more than 5 years old, our district and our AP PLC continue to monitor and update all AP materials.



Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Glencoe/McGraw-Hill (Adopted in 2001) McDougal Littell (Adopted in 2003)	Yes	0%
Mathematics	K-5: Pearson-Scott Foresman; Envision Math, c2015 6-8: McGraw-Hill: California Math, c2015 9-12; Pearson-Scott: International Math 1, 2, and 3, c2015 Holt McDougal-Larson Calculus 9th ed., c. 2010	Yes	0%
Science	Glencoe/McGraw-Hill (Adopted in 2009) Thompson Learning (Adopted in 2004) Holt McDougal (Adopted in 2009) Prentice Hall (Adopted in 2007)	Yes	0%
History-Social Science	Prentice Hall - Pearson Education (Adopted in 2011) Prentice Hall (Adopted in 2007) Glencoe/McGraw-Hill (Adopted in 2007) Holt, Rinehart, & Winston (Adopted in 2007) Bedford, Freeman & Worth (Adopted in 2009) Holt, Rinehart, & Winston (Adopted in 2007) Prentice Hall - Pearson Education (Adopted in 2009)		0%
Foreign Language	McDougal Littell (Adopted in 2006) Glencoe (Adopted in 2004) Prentice Hall (Adopted in 2004)	Yes	0%
Health	Holt, Rinehart & Winston (Adopted in 2004)		0%

LCFF Priority 3:

Parent Engagement

At Northview, we strive to ensure our parents are involved with every aspect of the events and decisions made concerning our school. As mentioned earlier in the chapter, we have several programs and outlets which we use to foster our relationships with our parents. Through our School-Site Council, parents are afforded the opportunity to participate in the decision-making process. We also have parents involved in our PIQE program as well as in ELAC and of course our PTA. We have multiple boosters on campus, most notably our band, baseball and wrestling boosters who are on campus for countless hours. We host four evening events (Back to School, Sailing to Success, Springing to Success and Showcase) that provide parents with multiple opportunities to interact with a majority of our faculty and staff.

We inform our parents through multiple facets such as Twitter, Remind, Aeries and Blackboard. Parents can also get information about schoolwide events and news through our website. In fact, when asked if Northview effectively communicates school-wide events, 93% of our parents polled either agreed or strongly agreed that communication processes were effective.

As demonstrated in a survey given to parents at multiple functions throughout the 2017-2018 school year, which was also made available to them in the front office, we found that parents feel strongly supported by our staff and administration and feel positively about the education their children are receiving at Northview.

Parent Survey

Statements	Percentage of Parents who Agree or Strongly Agree with the Statement
Northview teachers demonstrate a high level of professionalism when communicating with both students and parents.	86.4%
My student is challenged by the academic courses he/she takes at Northview High School.	91%
Northview High School is a safe place for my student to learn.	95.4%
Counselors provide me with timely and helpful advice.	74%

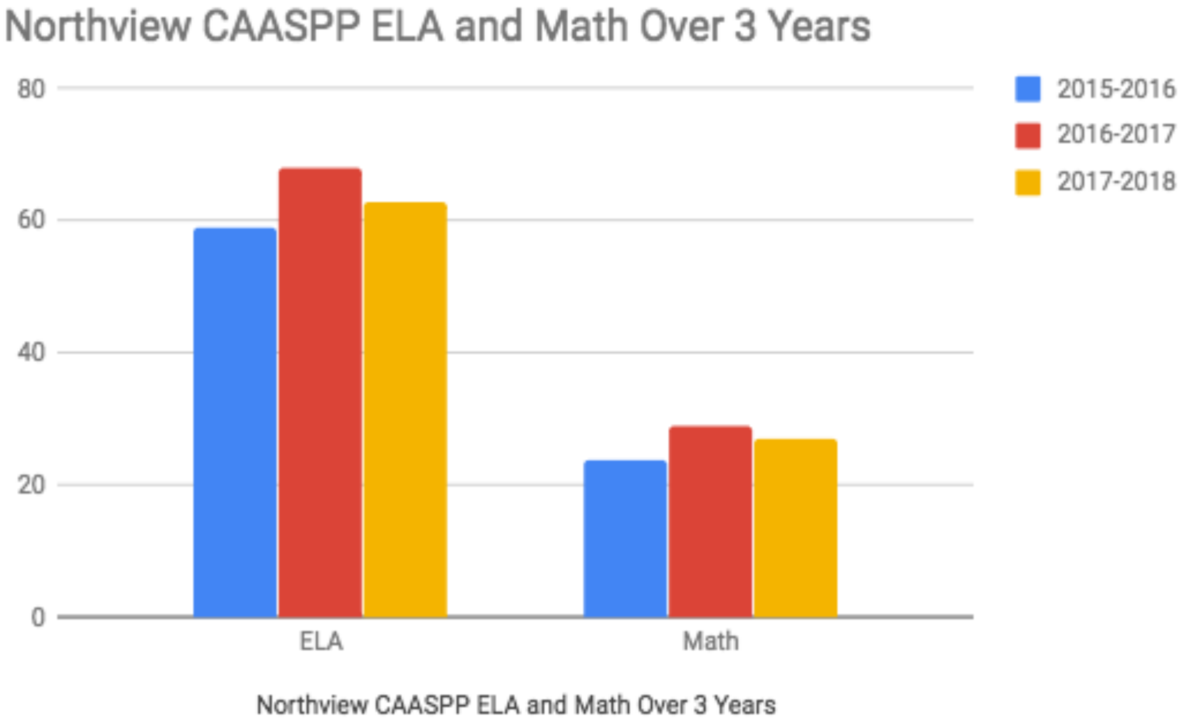
LCFF Priority 4:

Performance on Standardized Tests

CAASPP Data

CAASPP ELA and Math
Percentage of Students who Met/Exceeded Standards

Overall	2015-2016	2016-2017	2017-2018	
Number of Students Tested	332	334	311	3 Year Span
ELA	59%	68%	63%	4% Increase
Math	24%	29%	27%	3% Increase



Findings: An analysis of the past three years shows that our students are performing better in both the Math and ELA portions of the CAASPP. Since the 2015-2016 school year, the percent of students meeting or exceeding the standards in ELA increased by 4%. Additionally, the percent of students meeting or exceeding the standards in Math increased by 3%.

Overall ELA and Math Complete Standard Breakdown

ELA	2015-2016	2016-2017	2017-2018	
Students Tested	**332**	**334**	**311**	**3 Year Span**
Standard Exceeded	22%	26.65%	25.08%	3% Increase
Standard Met	37%	41.62%	38.26%	1.26% Increase
Standard Nearly Met	26%	19.46%	22.19%	3.81% Decrease
Standard Not Met	15%	12.28%	14.47%	0.53% Decrease

Math	2015-2016	2016-2017	2017-2018	
Students Tested	**332**	**334**	**311**	**3 Year Span**
Standard Exceeded	7%	6.02%	9.65%	2.65% Increase
Standard Met	17%	22.59%	17.36%	0.36% Increase
Standard Nearly Met	30%	28.02%	30.87%	0.87% Increase
Standard Not Met	45%	43.37%	42.12%	2.88% Decrease

Findings: When looking at the complete breakdown, over the past three years, we are happy to report our students have been moving out of the "Standard Not Met" area and consistently moving up into "Nearly Met," "Met," or "Exceeded" in both English and Math.

Overall ELA and Math Key Area Breakdown

ELA Key Areas	2015-2016			2016-2017			2017-2018		
Students Tested	332			334			311		
Standard	Above	Near	Below	Above	Near	Below	Above	Near	Below
Reading	25	56	19	36.23	49.40	14.37	29.58	53.70	16.72
Writing	33	48	19	35.03	50	14.97	35.37	46.62	18.01
Listening	20	67	13	25.15	62.57	12.28	20.26	67.20	12.54
Research/Inquiry	36	54	11	46.11	43.41	10.48	40.19	46.62	13.18

Findings: Over the past three years, our students have improved in all four areas of the standards for English. Our stakeholders recognize the need to continue to increase strategies to improve in all areas but especially in the area of *Listening*.

Math Key Areas	2015-2016			2016-2017			2017-2018		
Students Tested	332			334			311		
Standard	Above	Near	Below	Above	Near	Below	Above	Near	Below
Concepts & Procedures	14	32	54	16.27	31.33	52.41	17.36	32.48	50.16
Problem Solving, Modeling, Data Analysis	9	48	43	9.64	48.49	41.87	11.25	43.09	45.66
Communicating Reasoning	10	60	30	9.64	66.57	23.80	11.25	61.09	27.65

Findings: Over the past three years, our students have improved in all three areas of math with a 3% growth in students scoring above in the *Concepts & Procedures* portion of the CAASPP, a 2.25% growth in the *Problem Solving, Modeling, Data Analysis* portion and lastly a 1.25% growth in the *Communicating Reasoning* portion.

CAASPP Subgroups

SWD: ELA and Math

SWD Population ELA	2015-2016	2016-2017	2017-2018
Number of Students Tested	25	33	29
Standard Exceeded	4%	3.03%	0%
Standard Met	0%	9.09%	17.24%
Standard Nearly Met	36%	30.30%	27.59%
Standard Not Met	60%	57.58%	55.17%

SWD Population Math	2015-2016	2016-2017	2017-2018
Number of Students Tested	25	33	29
Standard Exceeded	0%	0%	0%
Standard Met	4%	3.03%	0%
Standard Nearly Met	4%	12.12%	3.45%
Standard Not Met	92%	84.85%	96.55%

Findings: We are happy to report that from the 2015-2016 school year to the 2017-2018 school year, our students with disabilities who met or exceeded standards in ELA increased from 4% to 17.24%. In addition, in ELA, 5% of our SWD students moved from "Standard Not Met" up to either "Nearly Met" or "Met." Since the mid-cycle review in 2015, we've increased our coteach classes from 4 to 12 to help support this population. The stakeholders at Northview recognize that we need to continue to provide additional support to our students with disabilities, in order to help them more successfully demonstrate their knowledge in both math and ELA.

English Language Learners: ELA and Math

ELL Population ELA	2015-2016	2016-2017	2017-2018
Number of Students Tested	10	7	7
Standard Exceeded	0%	0%	0%
Standard Met	0%	0%	0%
Standard Nearly Met	40%	14%	0%
Standard Not Met	60%	86%	100%

ELL Population Math	2015-2016	2016-2017	2017-2018
Number of Students Tested	10	7	7
Standard Exceeded	0%	0%	0%
Standard Met	0%	0%	0%
Standard Nearly Met	0%	0%	0%
Standard Not Met	100%	100%	100%

Findings: The stakeholders at Northview recognize that we need to continue to provide integrated and designated ELD support to our English Language Learners, in order to help them more successfully demonstrate their knowledge in both math and ELA. As a result of our reclassification criteria, our highest performing students moved into the RFEP category prior to taking the CAASPP, resulting in a truer reading of ELL students in the 2016-2017 and 2017-2018 school years.

Socio-Economically Disadvantaged Students ELA and Math

SED Population ELA	2015-2016	2016-2017	2017-2018
Number of Students Tested	245	240	228
Standard Exceeded	20%	24.02%	14.89%
Standard Met	38%	43.67%	34.04%
Standard Nearly Met	27%	19.65%	28.72%
Standard Not Met	15%	12.66%	22.31%

SED Population Math	2015-2016	2016-2017	2017-2018
Number of Students Tested	245	239	228
Standard Exceeded	5%	6.17%	3.19%
Standard Met	17%	22.47%	13.88%
Standard Nearly Met	31%	25.11%	23.40%
Standard Not Met	47%	46.26%	59.57%

Findings: While our enrollment in this subgroup has dropped slightly, stakeholders at Northview recognize the need to provide our SED population with the support and interventions they need to ensure they are successfully demonstrating their knowledge in all curriculums. We see this as an opportunity to increase our attention and serve this student population as they represent over 70% of our total population.

CAASPP ELA by Ethnicity

Ethnicity		2015-2016	2016-2017	2017-2018	
Number Tested		**266**	**242**	**257**	***3 Year Span***
Hispanic or Latino	*Exceeded*	20%	26.03%	24.51%	4.51% Increase
	Met	35%	41.74%	38.91%	3.91% Increase
	Nearly Met	29%	20.25%	21.01%	7.99 Decrease
	Not Met	15%	11.98%	15.56%	0.56% Increase
Number Tested		**29**	**36**	**18**	***3 Year Span***
White: Non-Hispanic	*Exceeded*	24%	27.78%	11.11%	12.89% Decrease
	Met	48%	41.67%	38.89%	9.11% Decrease
	Nearly Met	7%	19.44%	33.33%	26.33% Increase
	Not Met	21%	11.11%	16.67%	4.33% Increase
Number Tested		**13**	**13**	**10**	***3 Year Span***
African-American	*Exceeded*	8%	23.08%	9.1%	1.1% Increase
	Met	46%	46.15%	27.3%	18.7% Decrease
	Nearly Met	15%	15.38%	45.5%	30.5% Increase
	Not Met	31%	15.38%	18.1%	12.9% Decrease
Number Tested		**11**	**12**	**15**	***3 Year Span***
Filipino	*Exceeded*	27%	25%	40%	13% Increase
	Met	55%	33.33%	40%	15% Decrease
	Nearly Met	18%	25%	20%	2% Decrease
	Not Met	0%	16.67%	0%	No change

Findings: Over a three-year span, all of our populations, with the exception of our White: Non-Hispanic population, witnessed growth in either the Met or the Exceeded benchmark on the ELA portion of the CAASPP. Our Hispanic-Latino population enrollment has remained steady. In this time span, we enjoyed an 8% overall growth with our students who either Met or Exceeded the standards on the ELA portion of the CAASPP. Conversely, our White: Non-Hispanic population has seen a significant drop in enrollment. In 2015-16, 29 students were tested, and in the 2016-2017 school year, 36 students were tested; however, in 2017-18 only 18 students were tested. Meanwhile, our other two smaller populations, African-American and Filipino, also saw growth in the Exceeded Standards portion of the test.

CAASPP Math by Ethnicity

Ethnicity		2015-2016	2016-2017	2017-2018	
	Number Tested	**265**	**242**	**257**	***3 Year Span***
Hispanic or Latino	*Exceeded*	4%	5.37%	8.95%	4.95% Increase
	Met	17%	20.66%	17.90%	.90% Increase
	Nearly Met	32%	26.86%	28.40%	3.60% Decrease
	Not Met	47%	47.11%	44.75%	2.25% Decrease
	Number Tested	**29**	**35**	**18**	***3 Year Span***
White: Non-Hispanic	*Exceeded*	14%	8.57%	0%	5.43% Decrease
	Met	14%	34.29%	22.22%	8.22% Increase
	Nearly Met	31%	25.71%	50%	19% Increase
	Not Met	41%	31.43%	27.78%	13.22% Decrease
	Number Tested	**13**	**13**	**10**	***2 Year Span***
African-American	*Exceeded*	0%	0%	9.1%	9.1% Increase
	Met	15%	23.08%	0%	15% Decrease
	Nearly Met	15%	30.77%	18.2%	3.2% Increase
	Not Met	69%	46.15	72.7%	3.7% Increase
	Number Tested	**11**	**12**	**15**	***3 Year Span***
Filipino	*Exceeded*	18%	0%	13.33%	4.67% Decrease
	Met	27%	33%	13.33%	13.67% Decrease
	Nearly Met	27%	25%	53.33%	26.33% Increase
	Not Met	27%	41.67%	20%	7% Decrease

Findings: Over a three-year span, our Hispanic-Latino and African-American populations grew in the categories of standards *Met* or standards *Exceeded.* We enjoyed a 5.85% increase and an 8.08% increase, respectively. Conversely, our White: Non-Hispanic population has seen a significant drop in enrollment. In the 2015-2016 school year, 29 students were tested, and in the 2016-2017 school year, 36 students were tested; however, in the 2017-18 school year, only 18 students were tested. The stakeholders at Northview recognize a need to provide additional support to our Filipino and White: Non-Hispanic populations, in order to help them more successfully demonstrate their knowledge.

SAT – ACT – CSU - EAP

SAT Data:

2014-2015 SAT Results

	Enrollment	# Tested	Average Score in Reading	Average Scores in Math	Average Score in English	# > 1500	% > 1500
Northview	313	158	433	431	426	28	17.72%
C-VUSD	1,157	579	464	471	456	169	29.19%
Los Angeles	123,666	59,663	466	476	464	21,390	35.85%
California	496,901	210,706	489	500	484	93,334	44.30%

2015-2016 SAT Results

	Enrollment	# Tested	Average Score in Reading	Average Score in Math	Average Score in English	# > 1500	% > 1500
Northview	314	308	405	414	401	43	13.96%
C-VUSD	1,141	1,088	416	426	412	225	20.68%
Los Angeles	121,303	604,458	460	471	457	20,306	33.59%
California	492,835	214,262	484	494	477	89,840	41.93%

Findings: As a result of our district's commitment to ensuring our students are ready for college, they began providing every high school student the opportunity to take the SAT in the 2015-2016 school year free of charge. As a result, we see that our number of students tested between 2014-2015 school year and the 2015-2016 school year increased dramatically. We also notice that the decrease in the percentage of students scoring a 1500 or higher mirrors that of the district, county, and state.

NEW SAT BEGAN 2016-2017 School Year

2016-2017 SAT Results

	# Tested	% Met Both	% Met ELA Benchmark	% Met Math Benchmark
Northview	319	18%	41%	21%
C-VUSD	1,072	24%	45%	27%
California	221,443	24%	47%	26%

2017-2018 SAT Results

	# Tested	% Met Both	% Met ELA Benchmark	% Met Math Benchmark
Northview	312	20%	38%	24%
C-VUSD	997	23%	44%	27%
California	34,832	25%	46%	28%

Findings: Over the course of a year, the percent of students meeting both ELA and Math benchmark increased by 2%. The percent of students meeting the math benchmark increased by 3%. The percent of students meeting the ELA benchmark dropped 3% mirroring the drop in the district and state percentages as well.

ACT Data

2014-2015 ACT Results

	Enrollment	#Tested	Average Score in Reading	Average Score in English	Average Score in Math	Average Score in Science	# of Scores >21	% of Scores > 21
Northview	313	75	19	17	19	18	20	26.67%
C-VUSD	1,157	140	21	19	21	20	62	44.29%
Los Angeles	123,666	27,473	21	20	21	20	12,848	46.77%
California	496,901	104,230	22	22	22	22	59,881	57.45%

2015-2016 ACT Results

	Enrollment	#Tested	Average Score in Reading	Average Score in English	Average Score in Math	Average Score in Science	# of Scores >21	% of Scores > 21
Northview	314	75	19	18	19	19	20	26.67%
C-VUSD	1,141	138	20	19	21	20	54	39.13%
Los Angeles	121,303	272,242	21	20	21	20	12,944	47.51%
California	492,835	108,679	22	22	22	22	62,426	57.44%

*Our students make up more than half of the district's total students tested.

2016-2017 ACT Results

	Enrollment	#Tested	Average Score in Reading	Average Score in English	Average Score in Math	Average Score in Science	# of Scores >21	% of Scores > 21
Northview	333	68	19	19	20	19	21	30.88%
C-VUSD	1,151	113	21	20	21	20	51	45.13%
Los Angeles	116,764	28,201	21	21	21	21	13,862	49.15%
California	484,169	109,506	23	22	22	22	63,629	58.11%

*Our students make up more than half of the district's total students tested.

Findings: Over a three-year span, we are happy to report that our students increased in English, Math, and Science. There was also an increase in the number of scores greater than 21. At the time of this report, we had not received the 2017-2018 ACT Results.

AP Data

Since our last Self-Study, we have added AP sections and AP classes as well as eliminated some classes. Though our pass rate has fluctuated through the course of the past three years, we are dedicated to providing our students with every opportunity to be competitive graduates as they prepare to enter the next level of their education.

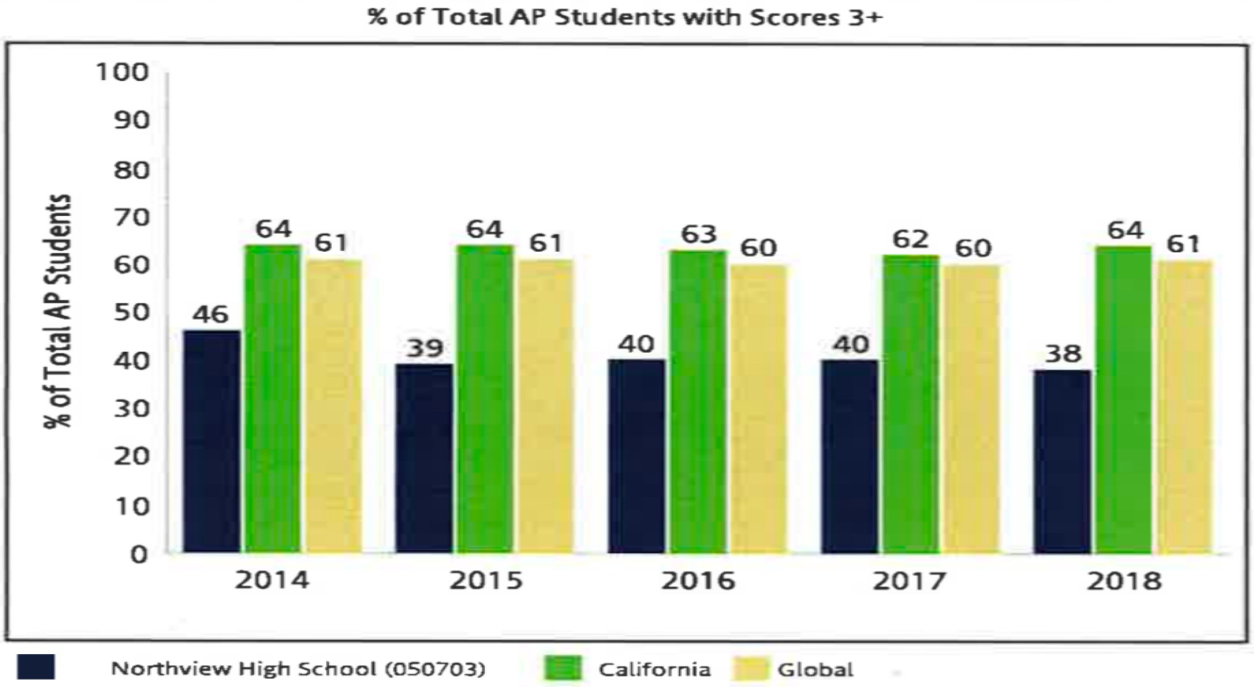
Year	2015-16	2016-17	2017-18
Enrollment	582	651	617
Number of Tests	566	523	538

Over the course of three years, our enrollment level has seen a slight increase; however, the number of tests taken has decreased.

AP Course Offerings: Percentage of Students who Passed with a 3 or Higher

AP Course Offerings	2016	2017	2018
2 D Design	100%	100%	100%
Biology	56%	45%	24%
Calculus AB	22%	18%	52%
Calculus BC	41%	37%	25%
Calculus BC: AB Subscore	55%	44%	34%
Chemistry	NA	25%	8%
Computer Science Principles	NA	NA	17%
English Language and Composition	19%	16%	27%
English Literature and Composition	16%	17%	12%
French Language and Culture	50%	100%	100%
Human Geography	16%	13%	5%
Physics 1	NA	24%	11%
Psychology	NA	NA	19%
Seminar	NA	NA	89%
Spanish Language and Culture	98%	80%	82%
Spanish Literature and Culture	50%	67%	NA
Studio Art	N/A	100%	100%
US Government and Politics	19%	31%	50%
US History	38%	42%	47%
World History	37%	39%	18%

Findings: We are happy to celebrate our three 100% pass rates in our photography 2D Design, French and Language Culture as well as our Studio Art. We are also excited about our 89% pass rate in our newest class, AP Seminar which is part of our AP Capstone program. We have also seen significant growth in our Calculus AB, US Government, and Politics and US History due in large part to the consistency of faculty teaching these particular classes. We recognize significant drops in Biology, Calculus BC, English Literature, World History, and Spanish Language and Culture. As we continue to encourage "AP Access and Equity," we realize the need to provide support to our students who find themselves taking AP courses for the first time or who are taking multiple AP courses for the first time.



	2014	2015	2016	2017	2018
	Northview High School (050703)				
Total AP Students	306	262	343	330	337
Number of Exams	500	456	566	523	538
AP Students with Scores 3+	142	103	136	131	129
■ % of Total AP Students with Scores 3+	46.4	39.3	39.7	39.7	38.3
	California				
Total AP Students	354,227	372,502	396,254	416,758	423,437
Number of Exams	668,479	707,509	749,392	791,238	799,605
AP Students with Scores 3+	227,801	237,063	247,846	259,641	269,390
🟩 % of Total AP Students with Scores 3+	64.3	63.6	62.5	62.3	63.6
	Global				
Total AP Students	2,352,026	2,497,164	2,625,319	2,762,293	2,822,050
Number of Exams	4,199,454	4,516,044	4,741,566	5,006,273	5,118,766
AP Students with Scores 3+	1,442,136	1,515,264	1,583,115	1,666,078	1,730,820
🟨 % of Total AP Students with Scores 3+	61.3	60.7	60.3	60.3	61.3

English Language Proficiency

CELDT/ELPAC/Reclassification

CELDT – Proficiency Levels C-VUSD

Category	2014-2015	2015-2016	2016-2017
Advanced	36	48	27
Early Advanced	88	145	120
Intermediate	167	110	185
Early Intermediate	72	48	144
Beginning	37	49	15

CELDT – Proficiency Levels Northview

Category	2014-2015	2015-2016	2016-2017
Advanced	9	12	7
Early Advanced	21	34	17
Intermediate	43	28	23
Early Intermediate	18	13	4
Beginning	10	13	7

ELPAC Proficiency Levels Pilot Year

Category	2017-2018
4 --- Well Developed	16%
3 --- Moderately Developed	53%
2 --- Somewhat Developed	10%
1 --- Beginning Stage	21%

Findings: With the arrival of ELPAC last year, our scores for the combined proficiency levels 3 and 4 show that 69% of our ELL population is at or near proficiency. This high proficiency rate is reflected in the change in our reclassification process. In the 2016-2017 school year, we reclassified our LTELs (long term English Language Learners) and SWDs.

English Language Learners Reclassification

	2015-2016		2016-2017		2017-2018	
Reclassified EL	Number	%	Number	%	Number	%
Students	7	8.45	22	28.20	37	59.70

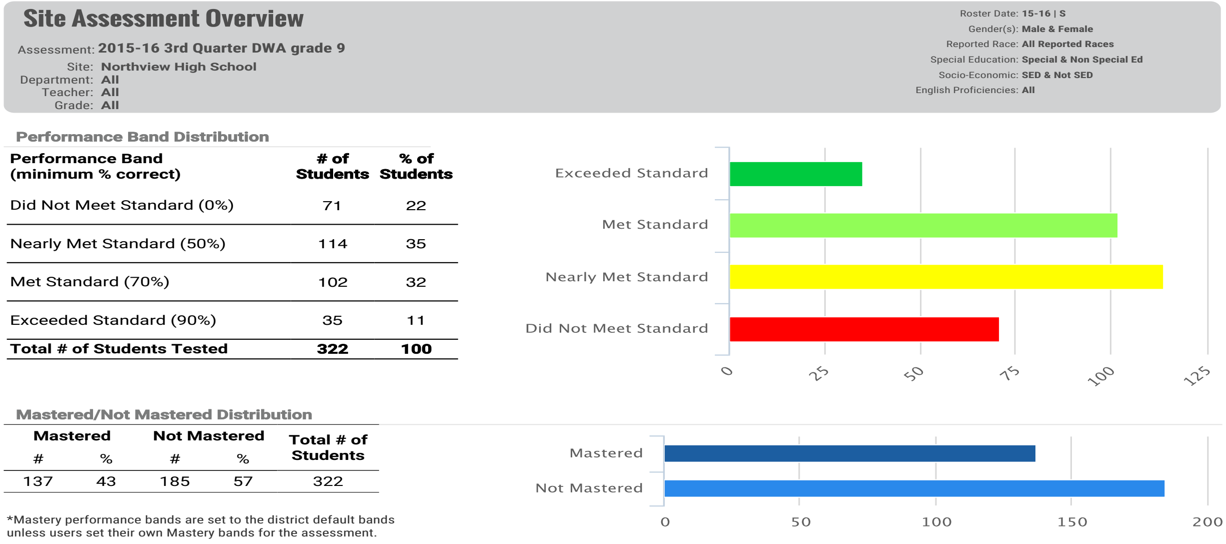
Findings: The work Northview has done school-wide to improve both integrated and designated ELD has resulted in the redesignation of a total of 66 students over the last three years. In the 2016-2017 school year, just over 28% of our EL students were reclassified, and in the 2017-2018 school year, almost 60% of those students were reclassified. This is a huge celebration for us here at Northview as the average reclassification percentage at the state level is about 15%.

District Benchmark Assessments and D/F Ratios

District Benchmark Assessments

In the Fall of 2015, then Director of Curriculum, Jonathan Blackmore, reestablished our District Writing Assessment (DWA). Teachers from all three high schools met at the district and developed a DWA for 9th-11th grade levels. The DWA contains instructions, a prompt, and multiple sources, both text and video, for students to synthesize in order to develop their essay. One DWA is given in the fall and one is given in the spring. Our Fall DWA is an expository essay and our Spring DWA is a persuasive essay. The district determines a two-week window for which the DWA is administered to all 9th-11th grade students. After the window has closed, teachers meet at the district to calibrate essays, grade them, and enter them into a data system. When scoring our essays, grades 9-11 use the SBAC 10-point rubric. Each year, the DWA is updated. Prompts and source materials are either revised or changed. The method for reporting the data also changes.

2015-2016 DWA Results 9th-11th Grade



Site Assessment Overview

Assessment: **2015-16 3rd Quarter DWA grade 9**
Site: **Northview High School**
Department: **All**
Teacher: **All**
Grade: **All**

Roster Date: **15-16 | S**
Gender(s): **Male & Female**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**
English Proficiencies: **All**

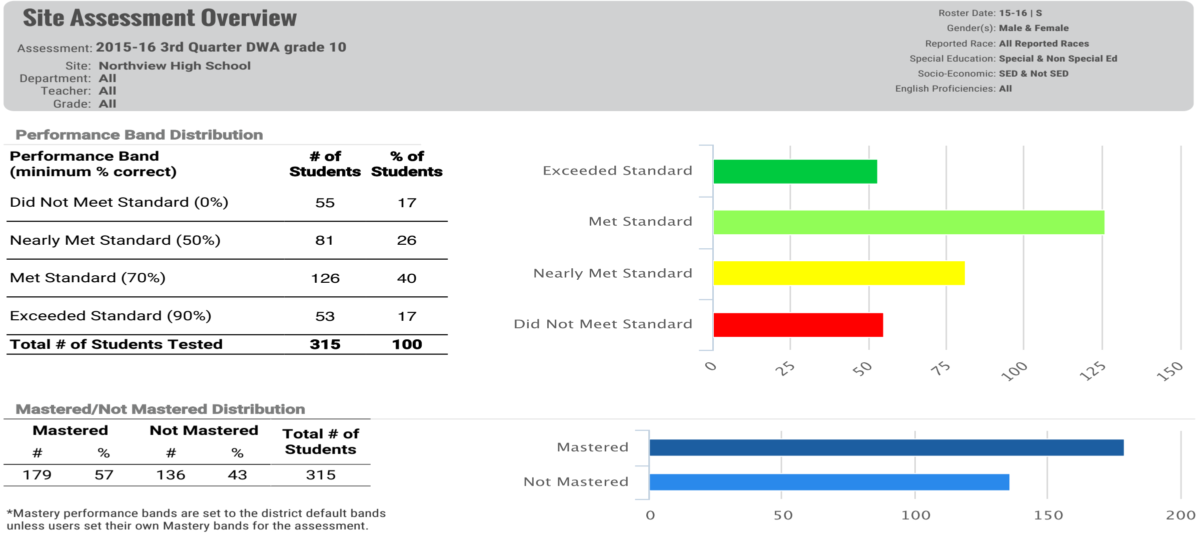
Performance Band Distribution

Performance Band (minimum % correct)	# of Students	% of Students
Did Not Meet Standard (0%)	71	22
Nearly Met Standard (50%)	114	35
Met Standard (70%)	102	32
Exceeded Standard (90%)	35	11
Total # of Students Tested	**322**	**100**

Mastered/Not Mastered Distribution

Mastered		Not Mastered		Total # of Students
#	%	#	%	
137	43	185	57	322

*Mastery performance bands are set to the district default bands unless users set their own Mastery bands for the assessment.



Site Assessment Overview

Assessment: **2015-16 3rd Quarter DWA grade 10**
Site: **Northview High School**
Department: **All**
Teacher: **All**
Grade: **All**

Roster Date: **15-16 | S**
Gender(s): **Male & Female**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**
English Proficiencies: **All**

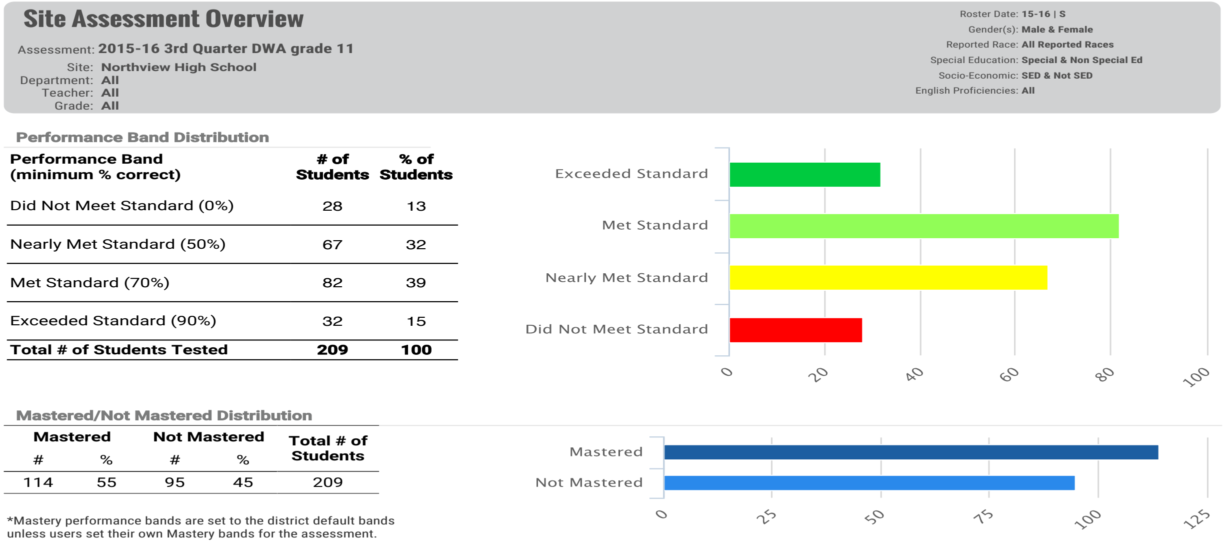
Performance Band Distribution

Performance Band (minimum % correct)	# of Students	% of Students
Did Not Meet Standard (0%)	55	17
Nearly Met Standard (50%)	81	26
Met Standard (70%)	126	40
Exceeded Standard (90%)	53	17
Total # of Students Tested	**315**	**100**

Mastered/Not Mastered Distribution

Mastered		Not Mastered		Total # of Students
#	%	#	%	
179	57	136	43	315

*Mastery performance bands are set to the district default bands unless users set their own Mastery bands for the assessment.



Site Assessment Overview

Assessment: **2015-16 3rd Quarter DWA grade 11**
Site: **Northview High School**
Department: **All**
Teacher: **All**
Grade: **All**

Roster Date: **15-16 | S**
Gender(s): **Male & Female**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**
English Proficiencies: **All**

Performance Band Distribution

Performance Band (minimum % correct)	# of Students	% of Students
Did Not Meet Standard (0%)	28	13
Nearly Met Standard (50%)	67	32
Met Standard (70%)	82	39
Exceeded Standard (90%)	32	15
Total # of Students Tested	**209**	**100**

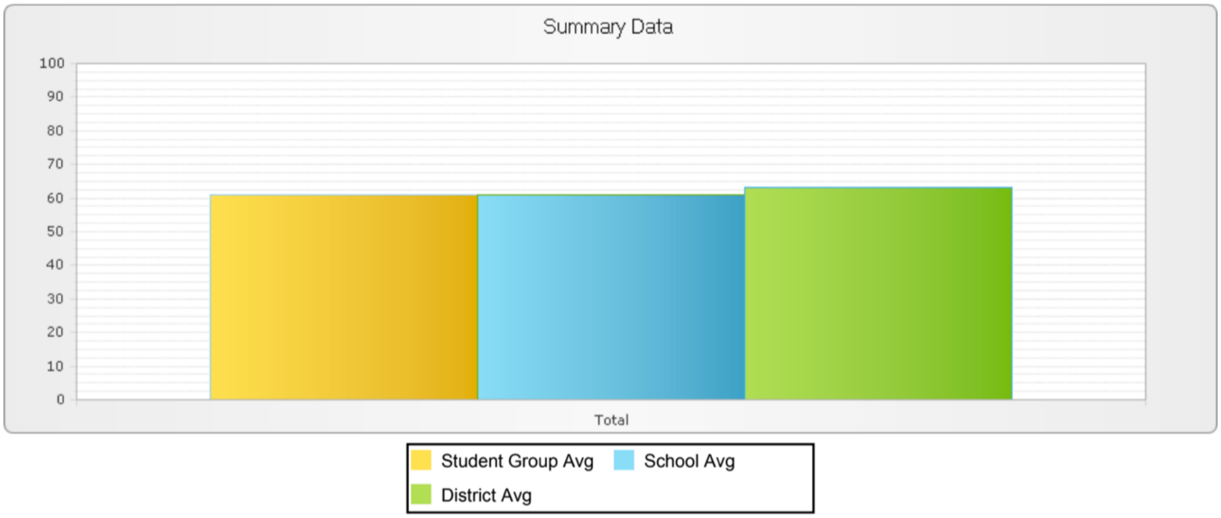
Mastered/Not Mastered Distribution

Mastered		Not Mastered		Total # of Students
#	%	#	%	
114	55	95	45	209

*Mastery performance bands are set to the district default bands unless users set their own Mastery bands for the assessment.

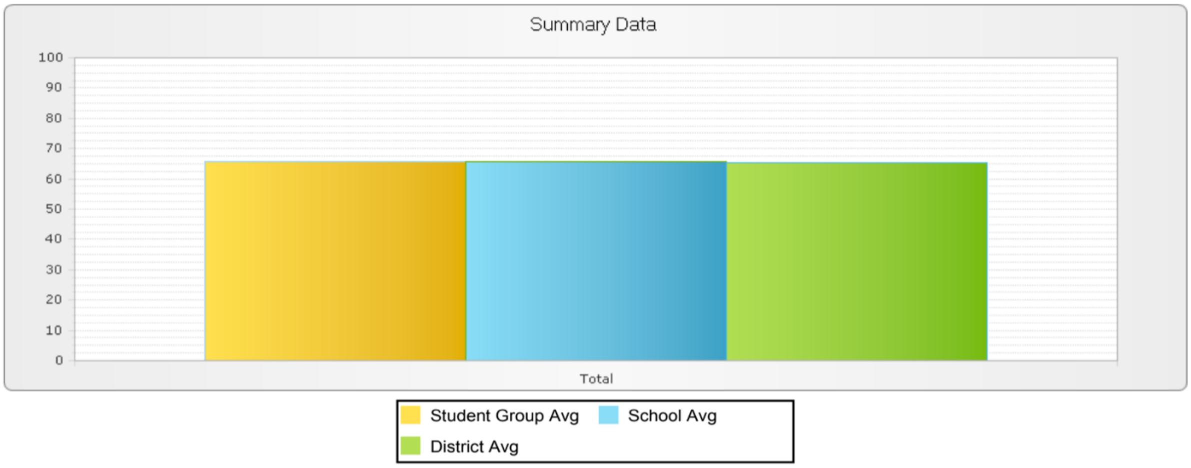
2016-2017 DWA Results 9th Grade

NHS Students Tested	Possible Rubric Score 10	Group Average	School Average	District Average
270	10	6.1	6.1	6.3



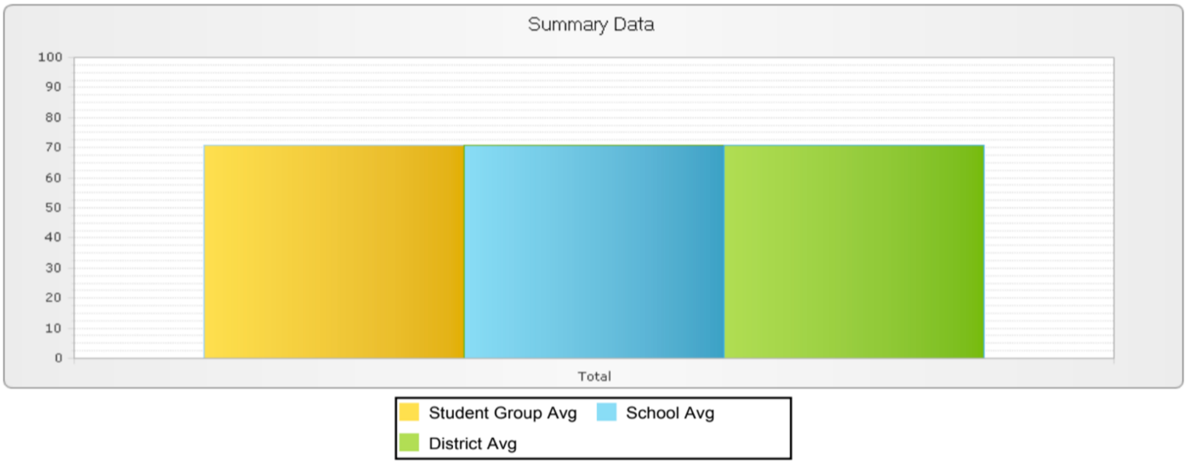
2016-2017 DWA Results 10th Grade

NHS Students Tested	Possible Rubric Score 10	Group Average	School Average	District Average
316	10	6.58	6.58	6.55



2016-2017 DWA Results 11th Grade

NHS Students Tested	Possible Rubric Score 10	Group Average	School Average	District Average
320	10	7.07	7.07	7.07



Findings: The goal of our ELA department is to move every student one rubric point each year. As shown in the data above, the movement is occurring from year to year. This is due in part to articulations between 9th and 10th grade teachers and 10th and 11th grade teachers. Our ELA department uses this data, as well as their own pre- and post- essay assessment data, to measure the growth of our students. When calibrating, teachers look for a common issue and select that issue to focus on throughout the year.

Report Card Analyses: Percentage of Ds and Fs for three semesters.

Semester	Ds & Fs in A-G Classes	Total Grades In A-G Classes	% of Grades Not Meeting A-G
Spring of 2017	796	3179	25%
Fall of 2017	626	3199	20%
Spring of 2018	747	3347	22%

Findings: Over the course of the last three semesters, the percent of grades not meeting A-G has decreased by 3%. The stakeholders recognize the need to provide interventions to assure all students are earning a C or better in their A-G classes.

LCFF Priority 5:

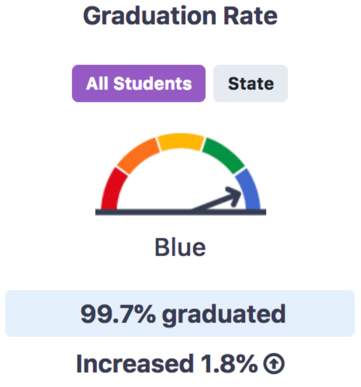
Pupil Engagement

Graduation Rates

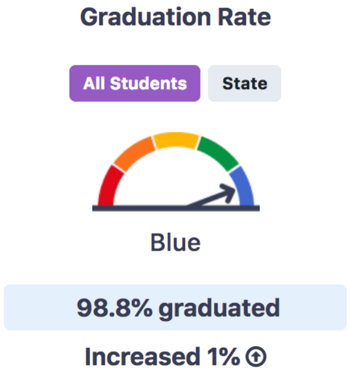
Rate	2015-2016	2016-2017	2017-2018
Enrollment	309	318	335
%Graduates	98.2%	99.7%	98.8%

Findings: We are very proud of the growth that has been made in our graduation rate over the past year. We are committed to closely monitoring all students in their four-year journey towards college and career readiness. This focus has created a higher success rate for our graduates. Our goal has been, and will continue to be, a 100% graduation rate.

2017 Graduation Rate



2018 Graduation Rate



Attendance

Student Attendance Rates			
Attendance	2015-2016	2016-2017	2017-2018
Satisfactory	92.4%	78.47%	92.14%
Chronically Absent	7.6%	21.53%	7.86%

Student Tardy Rates			
Tardy	2015-2016	2016-2017	2017-2018
Late to 1st Period	9,171	13,318	12,081
More than 30 minutes	511	576	597

Findings: In addition to our attendance clerk, we have an assistant to the dean who monitors absences and truancies. In the 2017-2018 school year, our district re-instated the position of Dean of Students on all high school campuses. We are hoping this addition will help curb the number of truancies which are clearly on the rise.

LCFF Priority 6:

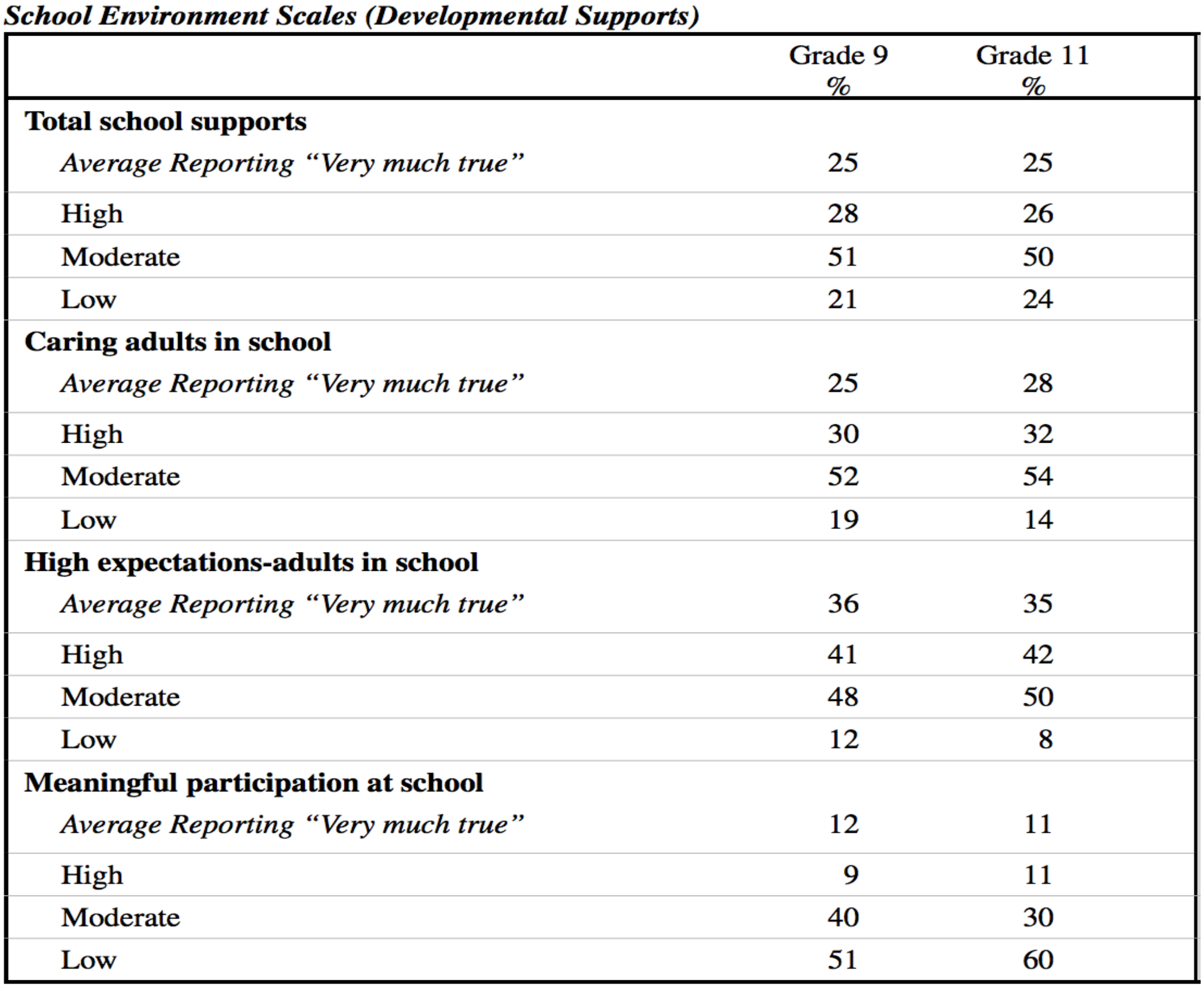
School Climate

Suspension and Expulsion Rate

Percentage of Student who were Suspended or Expelled			
Category	2015-2016	2016-2017	2017-2018
Suspensions	7.5%	2.3%	3.1%
Expulsions	0%	0%	0%

California Healthy Kid Survey

In the 2017-2018 school year, 272 of our 9th-graders and 259 of our 11th-graders took the California Healthy Kid Survey.



School Environment Scales (Developmental Supports)

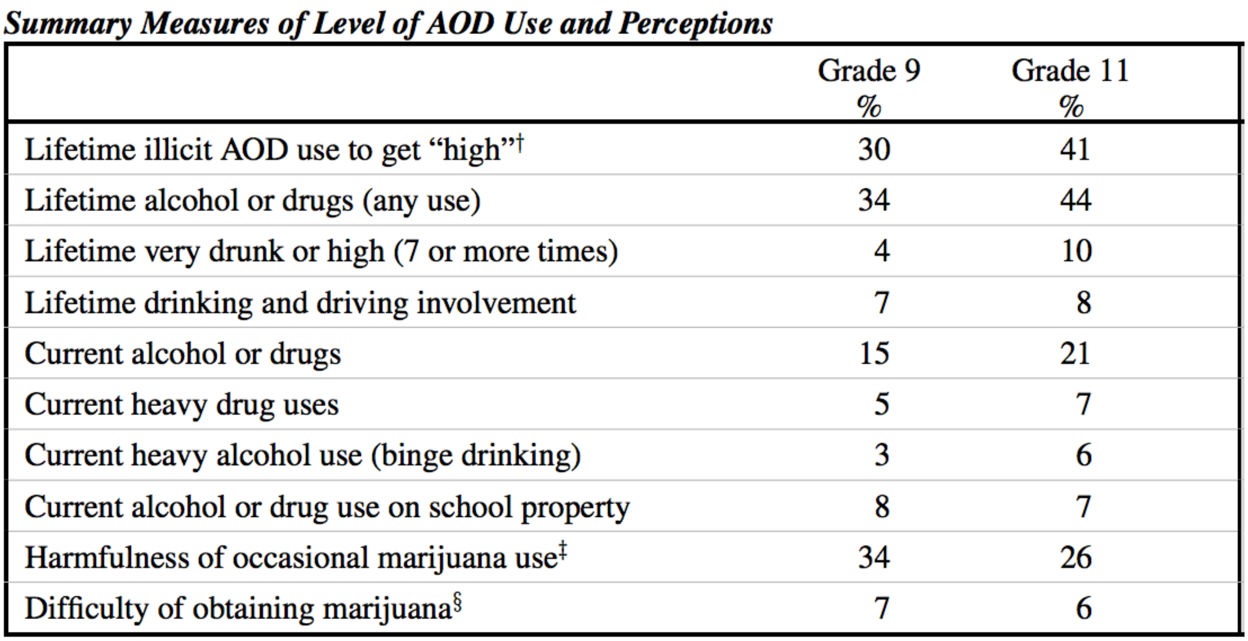
	Grade 9 %	Grade 11 %
Total school supports		
Average Reporting "Very much true"	25	25
High	28	26
Moderate	51	50
Low	21	24
Caring adults in school		
Average Reporting "Very much true"	25	28
High	30	32
Moderate	52	54
Low	19	14
High expectations-adults in school		
Average Reporting "Very much true"	36	35
High	41	42
Moderate	48	50
Low	12	8
Meaningful participation at school		
Average Reporting "Very much true"	12	11
High	9	11
Moderate	40	30
Low	51	60

School Connectedness, Academic Motivation, and Parent Involvement Scales

	Grade 9 %	Grade 11 %
School Connectedness		
Average Reporting "Strongly agree"	20	16
High	56	41
Moderate	37	50
Low	8	9
Academic Motivation		
Average Reporting "Strongly agree"	31	30
High	32	29
Moderate	44	48
Low	24	24
Parent Involvement in School		
Average Reporting "Strongly agree"	13	10
High	33	29
Moderate	48	53
Low	18	19

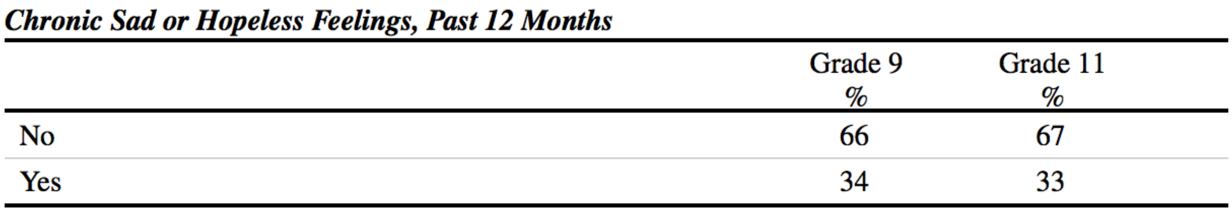
Perceived Safety at School

	Grade 9 %	Grade 11 %
Very safe	17	14
Safe	42	41
Neither safe nor unsafe	32	37
Unsafe	5	5
Very unsafe	4	3



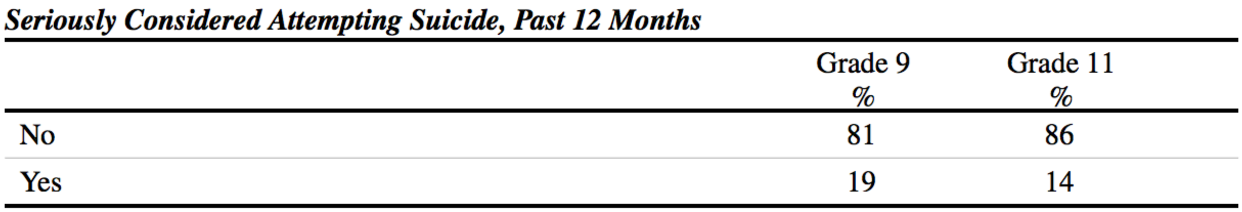
Summary Measures of Level of AOD Use and Perceptions

	Grade 9 %	Grade 11 %
Lifetime illicit AOD use to get "high"†	30	41
Lifetime alcohol or drugs (any use)	34	44
Lifetime very drunk or high (7 or more times)	4	10
Lifetime drinking and driving involvement	7	8
Current alcohol or drugs	15	21
Current heavy drug uses	5	7
Current heavy alcohol use (binge drinking)	3	6
Current alcohol or drug use on school property	8	7
Harmfulness of occasional marijuana use‡	34	26
Difficulty of obtaining marijuana§	7	6



Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 9 %	Grade 11 %
No	66	67
Yes	34	33



Seriously Considered Attempting Suicide, Past 12 Months

	Grade 9 %	Grade 11 %
No	81	86
Yes	19	14

Findings: At the beginning of the school year, our staff went over the findings of the survey during our professional development days. We were deeply concerned about the number of students reporting that they felt hopeless or had seriously considered attempting suicide. In an effort to effect change in these numbers, we have brought guest speakers to campus, and our leadership classes instituted "Start with Hello Week" in the fall and "Kindness Week" in the spring to reach the students who feel isolated or unconnected.

Extra-Curricular

Over 60% of our students are involved in extra-curricular activities such as band, color guard, athletics, or cheer to name a few. Add to this, 35% are enrolled in CTE pathways that have co-curricular projects and events. Our yearbook and Viking Vision journalism teams are exemplary in showcasing as well as archiving the best of our site. Along with our extra-curricular programs, we house 22 active clubs on campus.

Extra-Curricular Clubs

Club	Advisor	Total Club Members
Animation Club	Mr. Jolicoeur	15
Anime Club	Ms. Jeske	12
AP Society	Mrs. Deck	24
Art Club	Mrs. Jeske	12
AVID	Mrs. Corona	20
California Scholarship Federation	Ms. Jackson	7
Choir-Pop Ensemble	Ms. Gerber	36
Computer Science Club	Mr. Naney	20
NHS Dance Club	Ms. Yanez	12
Drama Club	Ms. Gerber	12
FCA Bible Club	Mr. Bohn	40
Gay-Straight Alliance	Mr. Ho	29
Key Club	Ms. Arellanes	77
Medical Club	Mrs. De-Espinosa-Jones	25
National Honor Society	Mr. Ho	20
Public Service Club	Gregg Peterson	45
Renaissance	Mrs. Sarmiento	25
Reset Club	Dr. Puccio	40
Robotics & Engineering Club	Mr. Jolicoeur & Mr. Naney	25
Spanish Club	Ms. Rojas	27
NHS Skateboarding Club	Mr. Parry	15
Yearbook Club	Mrs. Cortez	20

Classes

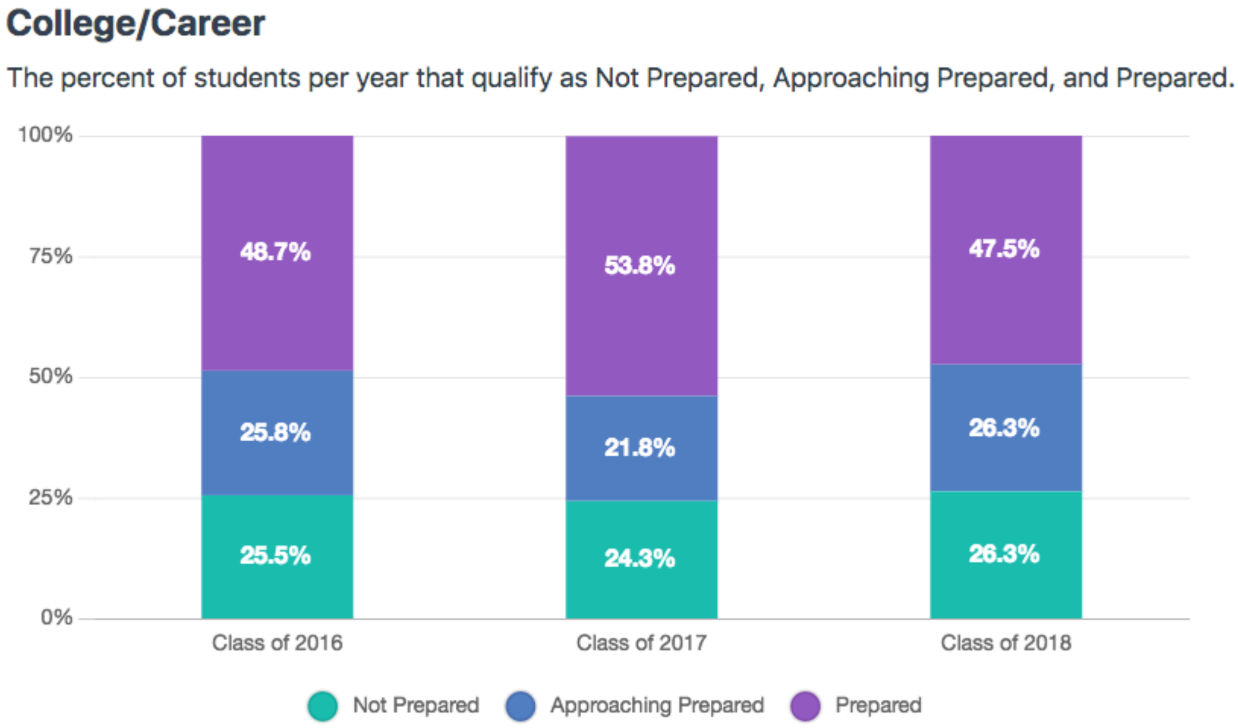
Class of 2019	Mrs. Rojas	322
Class of 2020	Mr. Naney	298
Class of 2021	Mrs. Grise	303
Class of 2022	Mr. Chang	323

Athletic Clubs

Name of Organization	Head Coach	# of Participants
Baseball Club	Coach Roddy	55
Boys Basketball Club	Coach Confair	45
Girls Basketball Club	Coach Silva	20
Cheer Club	Coach Garcia-Gibbons	55
Cross Country Club	Coach Gonzalez	22
Football Club	Coach Perez	120
Boys Soccer Club	Coach Chavez	45
Girls Soccer Club	Coach Gutierrez	38
Wrestling Club	Coach Ochoa	120
Tennis Club	Coach Rice	45
Girls Volleyball Club	Coach Baker	40
Softball Club	Coach Veas	37
Swim Club	Coach Gautreau	80
Track Club	Coach Yanez	70

LCFF Priority 7:
Acces to a Broad Course of Study

The College and Career Indicator (CCI) contains both college and career measures which recognize that students pursue various options to prepare for postsecondary and allows for fair comparisons across all LEAs and schools.



A-G Completion Rates

Year	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Percent				62%	69%	62%

Findings: We are very proud of our A-G completion rates. Since our last WASC visit in 2012, our A-G completion rates have grown by 20%. With the programs and pathways we have in place, we expect our A-G completion rate to continue to grow.

Our Assistant Principal of Curriculum and our District Director of Curriculum are responsible for maintaining A-G course approval lists.

LCFF Priority 8:

School Climate

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,541	$48,522
Mid-Range Teacher Salary	$79,205	$75,065
Highest Teacher Salary	$98,709	$94,688
Average Principal Salary (Elementary)	$118,940	$119,876
Average Principal Salary (Middle)	$119,340	$126,749
Average Principal Salary (High)	$127,521	$135,830
Superintendent Salary	$263,674	$232,390
Percent of Budget for Teacher Salaries	36%	37%
Percent of Budget for Administrative Salaries	6%	5%

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7478	1368	6110	$72,840
District	N/A	N/A	6270	$82,231
Percent Difference: School Site and District	N/A	N/A	-2.6	-11.4
State	N/A	N/A	$6,574	$77,824
Percent Difference: School Site and State	N/A	N/A	-7.1	-6.4

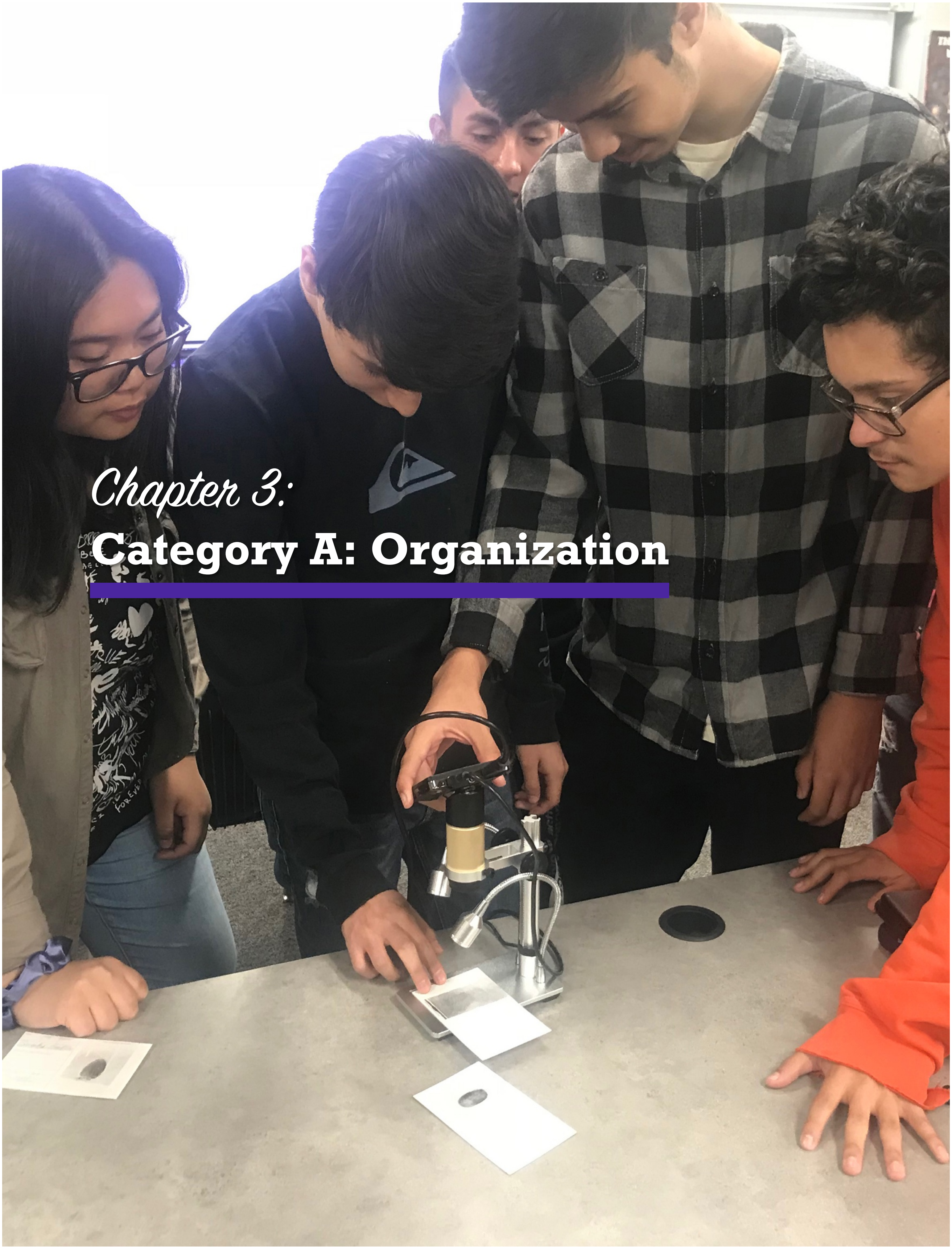
Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25	25	13	24	25	24	12	21	30	10	11	25
Mathematics	26	15	17	22	26	16	14	21	28	11	12	23
Science	26	12	8	23	28	9	8	23	27	10	7	18
Social Science	28	12	4	26	27	13	6	26	27	11	7	23

Types of Services Funded (Fiscal Year 2016-17)

In addition to State general funding, Covina-Valley Unified School District receives State and Federal categorical funding for the following special programs:

- Title I, II, III
- State Compensatory Education
- Special Education
- Home-to-School Transportation
- Tobacco Use Prevention Education
- Carl Perkins
- Regional Occupational Program and CTEIG Grant



Chapter 3:

Category A: Organization

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

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learning outcomes and academic standards.

A1.1 Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready and aligned with district goals for students.

A1.1 Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
Northview has established a clear, coherent vision and mission of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready and aligned with district goals for students. Northview High School serves a diverse community of students with varying experiences and needs. The demographics have remained steady. We have completely shifted to common core standards in both Math and ELA, frameworks in Social Studies and NGSS in Science. Our ILT have attended trainings with Advanced Solutions and *Focused Schools* both of which focus on bringing schools into 21st Century learning techniques. Both programs are grounded in researched-based strategies to help bridge achievement gaps. As a result, our ILT have been able to guide our campus in the restructuring of our SLOs and vision and mission statements. Our continual evaluation of our mission statement, vision statement and Student Learning Outcomes (SLOs) helps to ensure NHS is meeting the needs of our student population. Through our work with *Focused Schools* and this Self-Study, we have aligned our SLOs and vision and mission statements to our instructional focus. All three were created over the course of a year and took place during our professional development days.	District LCAP Goals Meeting Agendas and Minutes Community and student profile New SLOs New Mission & Vision CCSS Math and ELA standards NGSS Social Studies framework SPSA

The Northview High School community understands that the mission and vision statements are designed to target all students' needs and that all students are supported to achieve at high levels. Northview staff strives to prepare all students to be successful in their post-secondary endeavors. This philosophy, in conjunction with the Professional Learning Community (PLC) model, is the foundation for the development of the mission and vision. The mission and vision are aligned with the Local Education Authority's LCAP. The district LCAP goals for students include three main parts. These are the foundation for the specific Northview vision mission and college and career goals for students. LCAP goals include: Guarantee all students are eligible and ready for college and careers upon graduation. Implement innovative, research-based programs and practices to ensure the highest level of achievement for all students. Create a school-wide program of engagement that fosters innovative, positive environments within and outside of the classroom to connect students to school learning. District LCAP goals support the Northview vision and mission and align with our SPSA.	

A1.2 Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2 Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
Northview High engages representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes. Vision, mission and student outcomes are visited yearly for updates by all staff members, students, School Site Council, and PTA members. The vision mission and student outcomes are presented yearly to the Board of Education. These items have undergone refinements as well as shifts since the last WASC cycle.	School Board Student representative demonstrations Staff Meetings School Site council Meetings PTA Meeting minutes

As described in the previous prompt, our ILT led our entire campus through multiple professional development trainings focused on re-examining our former ESLRs, vision and mission statements. Through open-ended discussions, analysis of data, analysis of researched-based strategies and the creation of our new Instructional Focus, all stakeholders agreed we needed to revamp our SLOs and vision and mission statements. This process proved to be successful as all stakeholders came together to re-write our new SLOs and statements in a collaborative manner. Once a rough draft of our new SLOs, vision and mission statements were developed they were presented to our School Site Council and our PTA. Both groups provided our site leadership team with feedback—and eventually approval of said SLOs, vision and mission statements. Students were also consulted in the development of each element. Students were included in School Site Council meetings and Northview Staff meetings. Our ILT also consulted our ASB and Renaissance leadership groups. As the ILT narrowed their focus for school-wide instructional practices, the School Site Council and PTA provided feedback and input. Our school-wide instructional focus was also rolled out at parent nights. Each year, Northview opens a Board of Education meeting. At this meeting, Northview presents an update to the site including the instructional focus, progress, and student outcomes.	School Site Council meeting minutes Instructional Leadership Team meeting minutes Student leadership meeting minutes Back to School Showcase Staff meeting minutes Board meeting minutes

A1.3 Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3 Prompt: *Evaluate the degree to which the school ensures that students, parents and other members of the school's community understand and are committed to the school's vision, mission and schoolwide learner outcomes.*

Findings	**Supporting Evidence**
In March of 2016, Northview administrators and fourteen teacher volunteers met as an Instructional Leadership Team to start the process of reviewing site data and defining what success should look like for our students. The ILT continued to meet, attended *Focused School* Trainings, and worked together with the entire staff to review data and develop our student learning outcomes and our schoolwide instructional focus. The ILT, including all department chairs and administrators, are still participating in *Focused School* training.	Vision Statement Mission Statement Student Learning Outcomes

The staff then pushed out a contest to the students to devise a slogan and logo for our student learning outcomes. Students actively participated in creating the slogan, logo, and image for our student learning outcomes. The staff voted, and the winning slogan poster was printed and displayed in all of the classrooms.	Slogan Posters
Our ILT then worked together with the rest of the staff to revise and update our vision and mission statement in order to better align it with our instructional focus and best practices. Now the vision and mission statements are reviewed yearly at staff meetings, ILT meetings, and school site council (SSC) meetings. The mission and vision statements are published in the ILT newsletter provided to the teaching staff at least once a semester. The mission and vision statements, along with our school focus and Northview's success statement can be found on our school website.	ILT Newsletter School Site Council, ELAC, and PTA Meeting Minutes
Parents, students, and staff involved in SSC, ELAC and PTA were involved in the revision of our mission, vision and SLOs via meetings and the school website. Teachers have access to all information via the schoolwide accessible Hyperdoc. Students are reminded daily of our SLOs in the morning announcements, on the marquee and the JumboTron in the quad. Teachers have SLO and Instructional Focus Strategy posters in classrooms and students were given a bookmark at the beginning of this school year with the SLOs information. Counseling, ASB, Renaissance, and our administration use Instagram and Twitter to communicate to all stakeholders on an ongoing basis. School administration also emails a Northview Newsflash newsletter weekly to update staff of events including professional development and celebrations of student learning outcomes related to our mission and vision statement. Our administration also uses Remind app to inform all teachers of important events. Teachers also use Remind to communicate with students about homework, classwork, essays, and presentations.	Hyperdoc SLOs Bookmark Northview Newsflash Twitter: nhscounseling_, nhsvikings, nhs_asb, nhsathletics_, nhsvikingscheer, nhsrenaissance, vikingvision Instagram: nhscounseling nhs_renaissance CVUSD Website
Every Spring, Northview hosts a showcase event where we invite community members and local feeder schools to visit and see what is new on campus. The showcase is a schoolwide event where every department, sport, and club "showcases" what opportunities are available at Northview. Our administrators and staff highlight our school focus, share technological advances, and new facilities with tours and exhibits. Departments display class projects and work products that incorporate our instructional focus and SLOs. They also provide materials and information on suggested sequences of courses in their specific pathway.	Department and Pathway Brochures

During the 2017-2018 school year, Northview provided Parent Institute for Quality Education (PIQE) classes for Spanish speaking parents which included weekly classes in Spanish covering school-related information such as how to utilize school resources, reading transcripts, how to apply for college and financial aid, etc. The plan is to continue this parent education program for our Spanish speaking parents, so they feel more comfortable and confident in accessing and understanding school-related resources.	PIQE Parent Meeting Schedule and Agendas

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards and college and career readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the LCAP.

A2.1 Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1 Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
Covina-Valley Unified School District's duty is to make sure that educational policies, philosophy, and goals are current for all stakeholders involved. The C-VUSD board, in conjunction with the superintendent, creates and approves a 5-year strategic plan. The C-VUSD governing board meets twice a month and students, staff, parents and community members are welcomed and encouraged to share their thoughts. During public meetings, the board listens to public comments, views presentations of various programs from all campuses and approves school events. The Single Plan for Student Achievement (SPSA) is submitted to the district every year for approval. The SPSA is aligned with the district's 5-year strategic plan and the LCAP. The five-member board is elected to four-year terms, with the elections staggered. (Two positions and three positions at a time with elections every two years). If a position becomes vacant midterm, the position is appointed by the board until the next election cycle. Anyone within the district boundaries is eligible to be elected or appointed to any of the five positions.	C-VUSD LCAP Annual district-wide staff survey Evaluations of professional development Board Policies and Administrative Regulations Annual LCAP student leadership group meetings and survey C-VUSD LCAP Advisory Committee with NHS parents and student representatives

Our District English Language Advisory Committee meets four times a year. Members are informed of LCAP goals and of policies and protocols regarding the redesignation guidelines for students to move out of ELD. Our ELD coordinator is a member of this committee as is our Northview ELAC president and our DELAC representative, both of whom are parents of currently enrolled students. All of whom advocate for our ELD population at these meetings and then bring the information back to our campus. The responsibility of these members includes the following: advising the district on its program goal and objectives for services for English Learners, providing input on how to reclassify English Learners and advising on development and revision of the district's master plan for English Learners.	DAC/DELAC meetings

A2.2 Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.2 Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or share decision-making groups that provide guidance or direction to the school.*

Findings	**Supporting Evidence**
Northview High school has been a steady advocate for communication with all stakeholders regarding the governance of our site and district. At registration, parents are asked to update phone number and email information. With the use of Blackboard, teachers, and administrators use all calls to inform parents of upcoming school board meetings, School Site Council meetings, ELAC and DAC meetings. Northview students, parents, teachers and staff are members of our PTA, ELAC, DAC, and SSCs. All of whom are included in the governance and decision-making processes for both our site and our district. These groups are regularly involved in decisions regarding expenditures of LCAP funds. Our School Site Council and PTA are involved in the development of school initiatives, Students learning outcomes, mission, and vision. Students and staff participate in shared decision making and leadership with regard to school outcomes and events. The student leadership team is responsible for all student funds and governance of those dollars. The efforts of the student leadership team align with school-wide goals. The school site council helps to develop and approve the SPSA yearly.	SPSA PTA membership and meetings Student Government Staff meeting agendas School Site Council Meetings DAC/DELAC meetings

A2.3 Indicator: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2.3 Prompt: *Evaluate the degree to which the school leadership ensures understanding and use of the district's Uniform Complaint Procedures. (Priority 1).*

Findings	Supporting Evidence
School leadership provides the Uniform Complaint Procedure in the Parent Guardian and Student Policies and Procedures Handbook which is hand distributed to each student with registration materials prior to the start of the year and is also available in the resources tab on the Northview website. The complaint procedure is also provided to school staff in the CVUSD Principal's handbook. Information and links regarding the Uniform Complaint Procedure and the Williams Act can be found on the CVUSD website. Copies of Williams Act are also posted in classrooms and around the campus. Each year our faculty and staff are trained and informed on Uniform Complaint Procedures at our first two PDs at the beginning of the year. At the beginning of each year, we hold a discipline assembly with students and go over all Uniform Complaint Procedures.	Uniform Complaint Procedure Parent Handbook Northview School Website CVUSD website CVUSD Annual Parent Notifications in Spanish and English PD Agenda and Minutes Discipline Assembly PowerPoint

A3. Leadership:
Empowerment and Continuous Planning and Improvement Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college and career readiness standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

A3.1 Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.1 Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
Last year our school site council and ELAC were combined into one group. They meet four times per year and review previous meeting notes, budget and funding allocations. The group meets to discuss school-wide progress and the school-wide plan.	SSC and ELAC meeting dates and minutes

At least twice a month, and sometimes three times a month, we have a late start/staff development day. The staff meets for two hours in the morning to collaborate and participate in staff development trainings, such as suicide prevention. Last year, staff feedback surveys were conducted at the end of each staff meeting to evaluate the effectiveness of the training, and then the results and feedback were shared with the staff via email.	Late start/staff development day schedule Staff meeting agendas Staff development survey
Our Instructional Leadership Team consists of certificated and classified staff and includes all department coordinators. ILT reviews data and develops areas of need and instructional focus based off of the data. ILT meets on a regular basis and obtains feedback from their subject area departments to share and evaluate.	ILT meeting agendas
Each department is made up of PLCs which meet weekly to discuss the effectiveness of instruction in specific content areas. Within PLCs, teachers create lesson plans, discuss data from common assessments, determine areas of need, and plan for reteaching if necessary. During these meetings, the ELA and Math departments analyze data from common assessments, benchmarks, and districtwide assessments and use that data to guide further instruction.	PLC meeting minutes
School-wide goals are aligned with our district LCAP. Each department develops SMARTe goals based on the data to ensure the academic success of all students. A full day staff development meeting in October allowed the staff to work together to review schoolwide data and update SMARTe goals.	LCAP Department SMARTe goals
We have committed as a staff to implementing three common instructional strategies across the campus: think-pair-share, 3-2-1, and 10-2-2. Strategy posters for these strategies are in all classrooms, and we have received several trainings as a staff on the best implementation of these strategies in the classroom.	Instructional focus strategies posters

A3.2 Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

A3.2 Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college and career readiness needs, schoolwide learner outcomes, academic and career readiness standards, and the California School Dashboard data are incorporated into the SPSA and impact the development, implementation and monitoring of the SPSA and the LCAP?*

Findings	**Supporting Evidence**
Our SPSA aligns with the district's vision statement and instructional mission and the LCAP goals with our school's vision and mission statement, department goals, and our school-wide goals to create a single focus on student achievement. Data measured by department common assessments, district-wide	CAASPP Results ELPAC Results LCAP Goals

writing assessments, A-G completion rates, D/F ratios, ELPAC, and CAASPP testing results is analyzed, and the significant findings are reviewed by administration and the ILT at staff meetings. The SPSA is evaluated and updated annually. The SSC meets to review the SPSA, provides input, and approves the plan after modifications have been agreed upon. ELAC and ILT members participate in SSC meetings, and the SPSA is revisited quarterly by the administrators, ILT, ELAC, and SSC. PLCs administer common assessments and analyze results, including the district-wide writing assessments. Then departments set SMARTe goals with an action plan attached to ensure the academic growth of all students. These goals are then incorporated into the SPSA. This year, the math department began using ALEKS, an online program, to support math instruction and learning. It is a program designed specifically to fill in gaps that students might have in foundational math skills. It can be utilized for lessons in students' specific math courses and as a supplemental resource for students across all levels of math. We administered the initial knowledge check on ALEKS to all freshmen at the beginning of the year as a pre-assessment to analyze baselines and growth. This year Northview implemented what we call our Summative Math Course. This Summative class runs concurrent with a regular math class and replaced our previous math labs. It serves as a targeted intervention for our Juniors who are in Math III and were placed based on prior math data such as grades, PSAT scores and teacher recommendations. This Summative Math class was designed to support students who are currently taking Math III as well as provide exposure to higher level math concepts. Career Technical Education (CTE) Pathways provide a variety of sequenced CTE courses in support of industry pathways. Some of the pathways have an Articulation Agreement with our local community college and students who meet the criteria are able to receive college credit for completing the capstone class in the sequence. The ROP Career Tech Ed survey of alumni demonstrates career and college readiness. A-G rates are analyzed, and this year the ILT will review and address the specific barriers to students not meeting A-G. Each year the AVID site team reviews AVID data and AVID certification results.	Transcripts/A-G rates SMARTe goals SPSA District Writing Assessment Aleks PSAT Results Summative Math Rosters ROP Career Tech Ed Survey CTE Completers Data Transcripts/A-G rates AVID Certification

A3.3 Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.3 Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
Our ILT, which includes a representative from every department, frequently collaborates and discusses professional development needs in order to best serve our students. The ILT model promotes collaboration and reflection amongst teachers and administration. The ILT newsletter communicates actions and accountability to the staff.	ILT meeting notes ILT newsletter
PLCs meet regularly, at least once a week, to review data and best practices. Notes are shared in Google Drive and Google Classroom and reviewed by administration.	PLC meeting notes
Growth in A-G requirements, implementation of instructional strategies, CAASPP scores, and CELDT / ELPAC scores demonstrate the effectiveness of shared decision making and actions.	A-G data CAASPP data CELDT/ELPAC data
Department chair meetings allow for communication between departments to share best practices.	
Calendar for PD is set by ILT with input given by department chairs. ILT was formed with the intention of creating a school-wide instructional focus that reflects the needs of our students. Department chair meetings, ILT meetings, and staff meetings allow for communication between departments to share best practices and instructional strategies.	ILT timeline

A3.4 Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4 Prompt: *Evaluate the effectiveness of the existing structures for internal communications, planning and resolving differences among the staff or administration.*

Findings	Supporting Evidence
PLC time is built into our daily school schedule through our 7-period day. PLCs meet at least once a week to communicate, plan, develop common assessments, review data, and discuss best practices.	PLC meeting schedule PLC meeting notes
At least twice a month we have staff development meetings where we review school goals and data, participate in professional	Staff Development Schedule and Agenda

development trainings, discuss important information related to school events, and participate in school morale-building activities.	
The Daily Bulletin is read aloud over the intercom system each day at the beginning of 3rd period.	Daily Bulletin Scripts
Principal's Weekly "Update" Newsletter, Northview Newsflash, is emailed out to the staff.	Northview Newsflash
The administration uses the Remind App to notify staff of alerts or emergency situations.	Remind
The Admin Responsibility Sheet identifies who to call with questions regarding certain issues. Administrators have open door policies to assist with dispute resolution between staff members.	Administrative Responsibilities sheet
Viking Vision episodes highlight and celebrate people, events, and news on campus.	Viking Visions YouTube

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs and research.

A4.1 Indicator: The school has confidence in district procedures to ensure that staff members are qualifies based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff member sin relations to impact on quality student learning.

A4.1 Prompt: *Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
When there is a need to fill a vacant position, the site principal files a personnel request form with human resources. After a review by Human Resources (HR), the position is posted on EdJoin. Through the EdJoin application process, HR is able to ensure an applicant is qualified for the posted position. The next step is a paper screening process, which removes unqualified applicants from the application pool. From there, the interview process begins. Depending upon the position, a site administrator, department chair, teacher or classified employee, and possibly a district office administrator, conducts the interviews. Upon completion of the interview and collaborative rankings, the potential candidates have their references checked. Once a final candidate is chosen, HR brings the decision to the board for final hiring approval.	Board Policy EdJoin

Teachers are evaluated every other year through an observation process with an administrator. LCAP includes a metric and goal for teacher misassignments which is monitored by administrators and HR. Each administrator is assigned a different teacher whom they observe in the classroom for one to two formal observation and several drop-in observations throughout the school year. New teachers are evaluated each year during their probationary period until reaching tenure.	C-VUSD LCAP Observation and Evaluations
After achieving tenure, teachers are evaluated every other year. Teachers who have been employed for 10 years in the district and have received two prior evaluations receiving the highest level of "satisfactory" may opt for a different evaluation schedule.	
New first-year teachers are also required to participate in the BTSA Program, that is no longer funded by the district, in order to complete and clear their credential. During this program, new teachers create a portfolio and meet weekly with their mentor.	BTSA Induction

A4.2 Indicator: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationship of leadership and staff.

A4.2 Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
Written observations and evaluations from administration demonstrate that teachers have utilized instructional strategies and are focused on shared SLOs.	Provided upon teacher review
Staff meetings are held typically twice a month on late start days. Staff surveys are provided at the end of each staff development meeting or training.	PD Survey
During weekly PLC meetings, someone on each team takes minutes which are in shared folders available to all of NHS staff.	Weekly PLC's
ILT meetings and department head meetings are held prior to staff meetings to discuss data, best practices, and PD topics, and these are things that are shared out to all staff	ILT meeting notes
Before school starts, teachers who are new to the district attend a district-wide new teacher orientation where they learn about essential processes and resources available to them throughout the district. The week before school, all staff members attend professional development at Northview.	New Teacher Orientation

The school-wide safety plan is reviewed by admin and staff during one of the beginning of the year staff meetings and then put into practice with the entire school. There are many drills throughout the year to practice what to do in emergency situations.	School-wide safety plan
All teachers have access to the Northview Vikings Resource handbook via the Northview hyperlink document. Our Hyperdoc includes many resources and quick links for teachers and staff. On our Hyperdoc is an administration flowchart that explains what each administrator is responsible for so that our staff members know who to contact with certain questions.	Hyperdoc

A4.3 Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3 Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs of all students achieving the academic, college and career readiness standards and SLOs. To what measurable effect have the professional development/learning activities, including coaching and mentoring, had on student learning?*

Findings	Supporting Evidence
As a result of our commitment to stay current in effective educational strategies, Northview meets regularly as an entire staff to focus on professional development and best practices. In order to support our efforts, our district has built time into our monthly schedule. At Northview High School we have Staff Development meetings 2-3 times a month. These two hours meetings occur on our Reverse Minimum Days. On these days our staff meets from 7:45 am to 9:45 am and school begins at 9:50 am. As a result of the time, support resources and professional developments listed below, we have seen gains in: • A-G • AP enrollment • Graduation Rate • College Acceptance • CAASPP scores	PD meetings and minutes
Annually, 12-15 teachers and administrators attend the AVID Summer Institute to attain strategies to help all students succeed in all core areas and beyond. They gather SDAIE strategies and WICOR strategies and then share these strategies with the entire staff out our bi/tri-monthly staff development meetings.	AVID Summer Institute Certifications

Our counselors, ELD department chair, AVID Chair, and College and Career Assistant attend multiple conferences on FAFSA training, CSU and UC application trainings and college requirements and share this information with our Senior English teachers. This year information regarding all of these trainings was disseminated in all of our Senior English classes by our AVID chair and our ELD department chair.	AVID meeting minutes
Our AP teachers attend annual trainings that allow them to use strategies and coaching methods to improve student understanding and analysis.	AP certifications
Our Math department has attended trainings with UCI's Irvine Math Project to gain strategies and coaching methods that will help to close the achievement gap.	Irvine Math Project
Our English department has had on campus professional development days that include trainings in online annotation to help prepare students for college and beyond.	ELA PLC agenda and minutes
In the Fall of 2014, our first few staff development days were spent on training the entire staff on John Hattie's meta-data analysis which was described in his book, *Visible Learning*. Teachers and PLCs were tasked with the goal to meet and discern which of Hattie's findings showed the largest effect sizes and try to incorporate these strategies into our lessons.	PD agenda and minutes
In the Fall of 2017, all English, Math and Social Science teachers were sent to full-day professional development training with Steve Ventura. At this training, Mr. Ventura covered the concepts of *Visible Learning* which were developed using John Hattie's meta-data analysis. Throughout the training, teachers were shown the strategies that have the largest effect size and practiced creating lessons and sharing lessons that had the most impact. This training built upon the foundation that was already established on our campus in 2014. Ventura provided strategies such as the one column rubric and the student growth size charts to help teachers provide instant feedback as feedback has shown to have one of the largest effect size growth.	Achievement Team certifications
In the Fall of 2018, a representative from all disciplines, with the exception of our VAPA/CTE, along with, administrators, department chairs, and volunteer teachers completed Steve Ventura's Advanced Collaborative Solutions training. At this three-day conference, educators were trained in how to create Achievement Teams whose purpose is to monitor student progress and growth in a specific five-step process. The process encourages teams to create pre and post assessment and to unpack the standards they are addressing to ensure consistency and continuity in each lesson.	

A4.4 Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.4 Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
As a part of their routine, our administration team makes frequent classroom visits. School Board Members and District Administrators often accompany our site administrators on these visits. Our ILT created a Boom List to ensure all teachers are aligning their instruction and their curriculum to our instructional focus and our SLOs.	Boom List
When undergoing formal evaluations, the administrative team meets with teachers individually to write and evaluate measurable goals for the year. These goals are approved between the administrator and teacher and reevaluated later in the year. The reflection process offers teachers the ability to choose goals that align to specific California Standards and include the district LCAP goals. The formal evaluation process is transparent in that the administrative team informs our teachers as to when the observation will take place. The administrator observes a teacher during a lesson and follows up with a one-on-one meeting with the teacher to go over the positives and provide feedback on the lesson.	District LCAP goals California Standards for the Teaching Profession

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

A5.1 Indicator: There is a relationship between the decisions about resource allocations, the district's LCAP and the Single Plan for Student Achievement (SPSA), the school's vision, mission, the schoolwide learner outcomes, critical student learning needs, academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1 Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
Our school board establishes a budget for the allocation of all resources. Every decision regarding resource allocation must be carefully analyzed to ensure it promotes the school's vision. Site administration then establishes our site budget and a budget for each department. Department chairs meet with their departments during our PLC period and discuss how each discipline will spend their allocated funds. As part of our SPSA, each department must explain how any and all expenditures are aligned to our LCAP goals. These expenditures are then submitted to administration and our School Site Council for approval. The impact of the allocated resources has provided students with alternative, innovative instruction and materials including the increased use of technology in the classroom, increased collaborative learning opportunities in alignment with Common Core Standards; additional personnel for social and emotional support, and increased opportunities for students in the area of college and career readiness.	Site Budget SPSA School Site Minutes

A5.2 Indicator: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2 Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note:** Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
In accordance with the LCFF, C-VUSD develops, adopts, and annually updates a three-year Local Control and Accountability Plan (LCAP) that outlines what the district's key goals are and how they will allocate funds to support those goals. Covina-Valley adopted the third version of the LCAP this year. C-VUSD used the eight state priorities and developed three district LCAP goals that are used at the district and site level to drive vision and goals. The three LCAP goals are: • guarantee all students are eligible and ready for college and career upon graduation, • implement innovative, research-based programs and practices to ensure the highest level of achievement for all students, and • create a school-wide program of engagement that fosters innovative, positive environments within and outside of the classroom to connect students to school and learning.	SPSA LCAP School Site Council LCFF C-VUSD Website District Advisory Committee Covina Unified Educators Association Classified School Employee Association

The LCAP process is transparent, and the district brings in stakeholders from the community for input to ensure community and district needs are in alignment. Approval of the LCAP occurs through a presentation and public hearing to the Board of Education.	

A5.3 Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3 Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
The school is ADA compliant with a lift in the D building restroom for wheelchair students. Several of our staff members are trained to assist our students with the lift.	Restroom in D building
We have six full-time custodians, one full-time grounds worker and two part-time maintenance workers who work hard to keep the campus clean.	Raptor
Over the last several years, we have updated many of our facilities. We have a new updated library and career center, science lab in room F-2, new and improved quad which includes charging stations, updated Boys and Girls PE locker facilities, renovated administration building, room N-3 renovations, wood shop D-1 renovations, new security camera system, new digital room clocks and public announcement systems for all classrooms, security fencing around the school, new and increased campus lighting, new Aquatic Center, new varsity softball field, new football/track facility, new soccer field, new JV baseball field, renovated weight room, renovated gym, renovated boys and girls wrestling rooms.	Campus renovations
All staff has completed yearly Mandated Reporter certification and Bloodborne Pathogen certification. All staff members are trained and practice school fire safety and emergency/disaster drills/evacuation drills (all accessible on the Hyperdoc). All Staff received SOS suicide prevention training and have been trained and practiced the Run, Hide, Fight method for on-campus emergencies. We have a full-time health clerk who notifies teachers and coaches of any student health concerns. All Northview coaches are trained and certified in concussion identification and protocol, first aid and CPR. We also have a fully certified athletic trainer who works at Northview every afternoon. We have a campus SRO, a Dean of Students, and 2 full-time and 2 part-time security staff. We also have three full-time counselors, a mental health counselor, and a school psychologist on campus.	Mandated Reporter training Bloodborne Pathogen training Emergency Procedures SOS training Run, Hide, Fight training

The Northview campus is closed campus during the school day, and all visitors must check in and wear yellow visitor stickers that clearly identify them to our campus supervisors. The administrative staff has set up a Remind for teachers to stay informed on-campus emergencies.	Staff Remind

A5.4 Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.4 Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
Textbooks are ordered through the district and are required to be renewed every seven years on a rotating cycle by subject. However, due to the implementation of Common Core, new textbooks had to be created that were in line with those standards and then have to be approved by the state, then the district and finally the teachers. During the transition to Common Core, when Common Core textbooks were not yet available, our district decided to invest in technology. We are currently a 1:1 district with every student possessing his/her own Chromebook.	Chromebook distribution Pacing Guides
The current discussion happening in our district is whether money is best spent on new textbooks or on licenses for online materials and more laptops. As such, English Language Arts teachers have developed their own pacing guides that align with CCSS and are grouped into units. ELA teachers use OERs to create standard aligned lessons. Online resources can be requested and funded through the district.	Engage NY Lousiana Believes Commonlit.org Study Sync
When students register for classes, the library clerk ensures all students get issued the required materials in compliance with the Williams Act. Students are also provided 1:1 laptop devices issued at the beginning of the school year.	Williams Act
Math teachers all have textbooks that are aligned with CCSS. All math teachers have at least 10 scientific calculators in their classrooms available for students. The library currently has 100 graphing calculators available for students to check out when needed. All summative math teachers have been issued a district iPad and have an account for Doceri to provide instruction through videos.	Pearson Doceri

All SAI teachers have a Goalbook account which provides instructional materials and scaffolding materials for differentiation.	Goalbook
Science teachers have also created a district-wide pacing guide which was led by our Science department chair. These pacing guides align with NGSS.	
Departments meet to create goals and budgetary needs, which are then presented to administration and school site council for approval and implemented into our school site plan.	
Departments are able to request content-specific technology equipment. Social Studies is currently using AR/VR Google glasses for VR experiences with historical events.	Google Expeditions
CTE pathway development in collaboration with the district	
The district provides technology support through a designated hotline and web-based request system to ensure all teacher and student technology devices are in working order.	626-974-7000 ext.800040 TSS Web Help

A5.5 Indicator: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified students learning needs.

A5.5 Prompt: *Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.*

Findings	**Supporting Evidence**
When a position needs to be filled, administration reviews applications and interviews candidates in order to find the most qualified candidate for the job.	
New teachers attend two days of training prior to the beginning of the school year. During these trainings, teachers learn pertinent district information as well as receive training on supporting our students with disabilities.	New Teacher Training
The district has provided four professional development days for the high schools, and three district late start days are used for articulation between the three high schools.	PD Schedule
Other professional development such as AVID, AP, and professional organization conferences are available for teachers to attend if they desire to go. The district also provides training for the math and science departments to implement CCSS and NGSS. Training has also been provided to teachers involved in inclusive co-teach classrooms to assist them in planning lessons, and to teachers learning to use the new IO program for assessments.	Conference attendance PLC minutes Mentor Teacher/BTSA support provider

The assistant principal acts as a mentor for new staff and meets with them regularly. New staff are involved in PLCs and have a strong network of colleagues to rely on for resources and support.	

A5.6 Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the schoolwide learner outcomes, critical student learning needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

A5.6 Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
The annual budget is monitored by the school district. The district makes budget decisions, which support the school's mission and vision for increasing student achievement. Through careful managing and sound business practices, C-VUSD has remained fiscally solvent in these difficult economic times. It has remained firm on the decisions that necessary cuts in materials and personnel should be made as far away from the classroom as possible. The district and governing board frequently consult with stakeholders in the school community to make decisions which best support the needs of students.	District LCAP Report
On the school site level, the principal has the ultimate responsibility of overseeing the site budget. The principal allocates money to each department, pathway, athletics, and administration. This allows for control of how the money is spent to be passed to the groups themselves after being approved by the school site council, with the understanding that money must be spent in a manner that is appropriate and aligned to all legal requirements. The recent change in funding formulas and priorities from the state has eliminated the old categorical funds in favor of a base allocation for all students and a supplemental allocation for unduplicated students (foster youth, English Learners and students on free and reduced lunch). At Northview, the ASB manages all student body accounts and monies to ensure all guidelines are being adhered to in an appropriate manner, including clubs and ASB.	School Budgets ASB Accounting Records

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff and Resources: Summary, Strengths, and Growth Needs

Summary

Since our last visit, we have dramatically expanded the technology available to all students and have also expanded and enhanced our physical campus to provide increased opportunities for students to better meet their academic and extracurricular needs. We have also worked to re-write our Vision Statement, our Mission Statement, our SLOs so that they align with our new Instructional Focus all of which were developed to ensure we are preparing our students for the 21st Century.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff and Resources: Areas of Strength

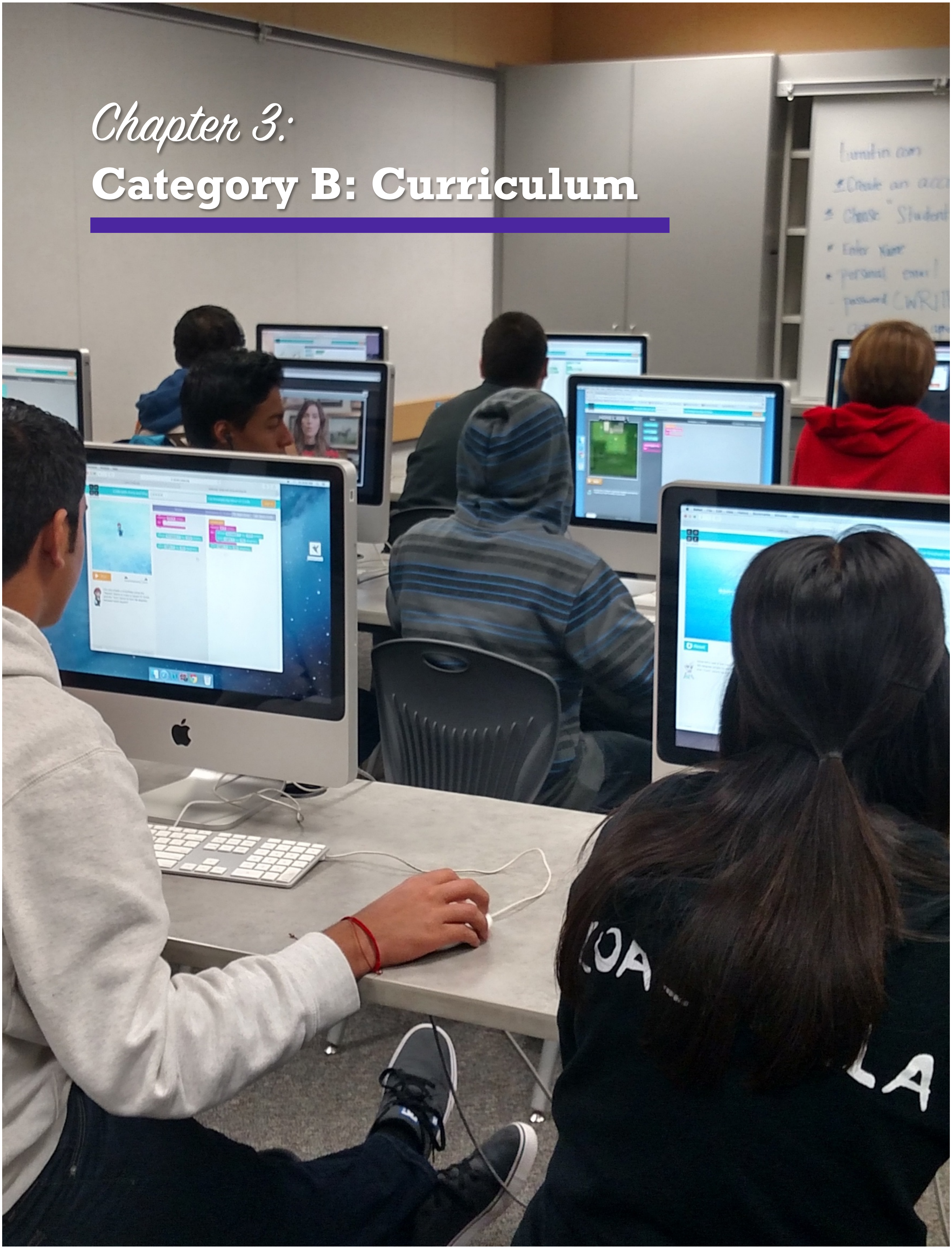
- We have a clearly defined vision and mission that were created with the input from stakeholders and are woven throughout everything we do
- We have clearly defined student SLOs that are integrated into our daily instruction
- We have time set aside for teachers to collaborate in PLCs and analyze data
- We align our departmental and SPSA goals with the LCAP goals
- We are given ample time and resources to attend professional development trainings and conferences both within the district and outside the district

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff and Resources: Areas of Growth

- We need to improve upon our implementation and follow through of strategies and differentiation spurring from our collaboration and PLC time
- We need to continue to improve communication between site administration and all staff

Chapter 3:

Category B: Curriculum



Category B: Standards-based Student Learning Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards and college and career readiness standards in order to meet graduation requirements. Through standards-based learning (what is taught and how it is taught), these are accomplished.

B1.1 Indicator: The school uses current educational research to maintain a viable, meaningful, instructional program that prepares students for college, career and life.

B1.1 Prompt: *Evaluate how effectively the school uses current educational research related to the curricular areas to maintain viable, meaningful instructional programs for students.*

Findings	Supporting Evidence
Covina-Valley USD firmly believes in staying up to date with the most current educational research and supports each site in its desire to continually improve and inform our educators. At NHS we strive to constantly seek out current educational research and adapt our instruction to maximize learner outcomes.	Student Work Folder Professional Development:
In the Fall of 2014, our first few staff development days were spent on training the entire staff on John Hattie's meta-data analysis which was described in his book, *Visible Learning*. Teachers and PLCs were tasked with the goal to meet and discern which of Hattie's findings showed the largest effect sizes and try to incorporate these strategies into our lessons.	Visible Learning: John Hattie and Steve Ventura
In the Fall of 2017, all English, Math and Social Science teachers were sent to full-day professional development training with Steve Ventura. At this training, Mr. Ventura covered the concepts of *Visible Learning* which were developed using John Hattie's meta-data analysis. Throughout the training, teachers were shown the strategies that have the largest effect size and practiced creating lessons and sharing lessons that had the most impact. This training built upon the foundation that was already established on our campus in 2014. Ventura provided strategies such as the one column rubric and the student growth size charts to help teachers provide instant feedback as feedback has shown to have one of the largest effect size growth.	Steve Ventura ACT PLC minutes PD Minutes
In the Fall of 2018, a representative from all disciplines, with the exception of our VAPA/CTE, along with, administrators, department chairs, and volunteer teachers completed Steve Ventura's Advanced Collaborative Solutions training. At this three-day conference, educators were trained in how to create Achievement Teams whose purpose is to monitor student	

progress and growth in a specific five-step process. Students see this growth The process encourages teams to create pre and post assessments and to unpack the standards they are addressing to ensure consistency and continuity in each lesson.	
In an effort to streamline the focus of each school, in the Spring of 2016, administrators introduced *Focused Schools* to each site. During the Spring, our Instructional Leadership Team was formed, and in the 2016-2017 school year, *Focused Schools* was formally adopted at the district level, and training was provided. Professional development was held at the district on a quarterly basis. Using the Frayer Model, our staff was able to identify what our school focus would be. Since its inception, we have been able to identify our focus, restructured our Vision and Mission Statements, revised our SLOs and developed three common strategies. We are currently entering our third year of *Focused Schools* training.	*Focused Schools*
As a result of both our *Focused Schools* and Steve Ventura trainings, NHS has developed both SMART goals and SMARTe goals to ensure instruction is meaningful and effective. The development/creation of these goals are in their infancy; however, we are committed to using our Achievement Team training and our *Focused Schools* training to help measure the growth of our students in all curricular areas.	Department specific SMARTe goals PLC minutes
Our English department has adopted rubrics for annotation, commentary, and writing. English has the same SMARTe goal across all grade levels. Using pre and post assessments, our ELA department has determined that 100% of students will increase 1 point on each rubric per year. Grades 9-11 use the same SBAC rubric, and grade 12 uses the ERWC (Expository Reading and Writing Course) rubric which is aligned with the CSU placement exam.	English department annotation rubrics ERWC Rubric CSU Placement SBAC Rubric
Our Social Science department has adopted a SMARTe goal that revolves around department created rubrics for annotation, commentary, and writing. Social science has chosen to focus on reading sources, document analysis, and commentary. They believe all students can grow in each of these areas.	Social Science and English department annotation rubrics

Both our Math and Science departments have created standardized bands for rubrics. Science uses the same SMARTe goals, focusing on critical thinking and communicating effectively, across all grade levels.	Math and Science standardized bands
Our World Language Department has created speaking and writing rubrics from the ACTFL (American Council of Teachers of Foreign Language). These rubrics for TPRS (Teaching Proficiency through Reading and Storytelling) were developed before *Focused Schools*, but we are now integrating them into our SMARTe goal.	World Language speaking and writing rubrics
Through the *Focused Schools* training, and our analysis of John Hattie's *Visible Learning* effect sizes, our staff came together at our on-site PDs to discuss best practices/instructional strategies that can be used in every discipline to ensure our students are collaborating, communicating and critically thinking which we believe will help them master the standards and goals set before them. Since many of our teachers have been trained in AVID strategies, we chose three AVID strategies as our foci. These strategies are 10-2-2, 3-2-1 and Think-Pair-Share. 10-2-2 is a strategy that involves chunking a long lecture into 10 minutes of lecture, 2 minutes to allow the students to talk to a partner about the concepts taught in the first 10 minutes and then 2 minutes to write a summary of what they believe the main objective of the lesson is up to that point. This format repeats until the lecture is completed. This strategy helps students to process a replete amount of information in a structured capacity. The second strategy our staff chose was 3-2-1. In this strategy, students write down **three** things that they learned from the lesson or from the text, **two** questions that they still have, and **one** aspect of class or the text that they enjoyed. The final strategy we agreed would benefit our students in their growth of understanding is Think-Pair-Share collaboration where students are given time to discuss a question before having to provide a whole class oral or written response. Again, all of these strategies have been a focus for only one full school year, but we have already seen our students' collaboration and writing skills improve.	Best practices instructional strategies 10-2-2 3-2-1 Think-Pair-Share PLC meeting logs Staff Development logs
Discipline Specific Professional Developments While our district strives to train all sites using consultants such as Steve Ventura's Advanced Collaborative Solutions and Focused School's, our individual departments also use our LCAP funds to	

engage in meaningful professional developments that supply us with strategies that will help us stay current in our educational and curriculum planning.

SPED

At Northview, we have been using co-teaching as a format to mainstream our Students with disabilities. As such, our district has provided co-teaching training to staff to help them optimize the structure of this instructional setting. Over the past two years, general education teachers and their special education co-teach counterparts have been sent to full-day trainings at the district that provides them with Online Educational Resources (OER) such as Goalbook; Universal Design for Learning (UDL) which assists them in designing lessons that are accessible to all students; technology training such as the use of Google Suite and Microsoft 365 to allow students access and home.

Universal Design for Learning

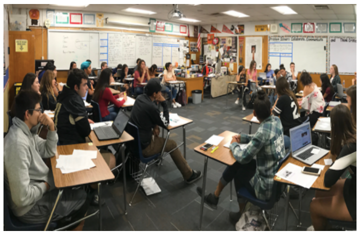
Goalbook OER

ELA

Both our ELA and Math departments have chosen to use their LCAP funds to host on campus full department PD days.

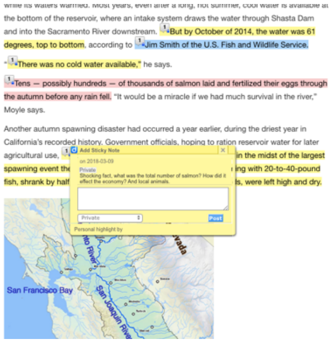
During these days, technology specialists come to our site and share OERs such as Commonlit.org to help our ELA teachers use online services that help assess student comprehension of standards; Kami and Diigo which allow students to annotate documents online, Google Classroom which allows students access to all in-class materials out of class, and Interim Assessments through the CAASPP website. Both departments have also used these PD days to acquire IO Education Assessment trainings. This training has provided our ELA and Math teachers with a multitude of resources that engage our students and help improve their daily learning acquisition. All of which help our teachers to measure the growth of our students.

In addition to on-site professional developments, half of our ELA department has attended professional developments hosted by College Board. At these PDs, our Honors and AP ELA teachers are trained on strategies such as Rhetorical Triangle, Fish Bowl Discussions, Socratic Seminars, SOAPSTONE, SIFT, and DIDLS, to name a few, all of which help our students master reading analysis and improve their ability to write evidence-based essays.



Commonlit

Diigo



while its waters warmed. Most years, even after a long, hot summer, cool water is available at the bottom of the reservoir, where an intake system draws the water through Shasta Dam and into the Sacramento River downstream. But by October of 2014, the water was 61 degrees, top to bottom, according to Jim Smith of the U.S. Fish and Wildlife Service.

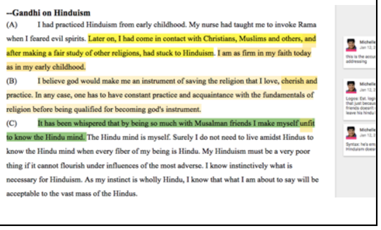
"There was no cold water available," he says.

Tens — possibly hundreds — of thousands of salmon laid and fertilized their eggs through the autumn before any rain fell. "It would be a miracle if we had much survival in the river," Moyle says.

Another autumn spawning disaster had occurred a year earlier, during the driest year in California's recorded history. Government officials, hoping to ration reservoir water for later agricultural use, … in the midst of the largest spawning event the… …ing with 20-to-40-pound fish, shrank by half… …ls, were left high and dry.

Add Sticky Note
on 2018-03-09
Private
Shocking fact, what was the total number of salmon? How did it effect the economy? And local animals.

Kami



--Gandhi on Hinduism

(A) I had practiced Hinduism from early childhood. My nurse had taught me to invoke Rama when I feared evil spirits. Later on, I had come in contact with Christians, Muslims and others, and after making a fair study of other religions, had stuck to Hinduism. I am as firm in my faith today as in my early childhood.

(B) I believe god would make me an instrument of saving the religion that I love, cherish and practice. In any case, one has to have constant practice and acquaintance with the fundamentals of religion before being qualified for becoming god's instrument.

(C) It has been whispered that by being so much with Musalman friends I make myself unfit to know the Hindu mind. The Hindu mind is myself. Surely I do not need to live amidst Hindus to know the Hindu mind when every fiber of my being is Hindu. My Hinduism must be a very poor thing if it cannot flourish under influences of the most adverse. I know instinctively what is necessary for Hinduism. As my instinct is wholly Hindu, I know that what I am about to say will be acceptable to the vast mass of the Hindus.

Science

CAASPP

With the creation and adoption of Next Generation Science Standards, our science department has attended multiple trainings in curriculum and instructional strategies.

BaySci

Our science teachers have attended trainings hosted by BaySci, a group out of the Lawrence Hall of Science. At the BaySci professional development, the consultants worked with the Science Leadership Team to help create a district science vision and develop plans to help our teachers move forward for the next three school years. This PD included plans for teacher trainings, materials, curriculum, supplies, and funds.

\
STEM Training

STEM consultant Anthony Quan from LACOE worked with science leaders and all science instructors with the transition to NGSS. During these trainings our science teachers were introduced to and led through the new NGSS and its three-dimensional learning model.

All science teachers in the district have received thorough instruction in NGSS, its tools, and implementation. Most of these district-wide trainings have been teacher-led by our Science Leadership Team. Each high school was given a platform to lead teachers through topics such as scientific phenomena, claim-evidence-reasoning, lesson- and unit-building and long-term planning. In addition, teachers at Northview have been to at least one NGSS Rollout, workshops sponsored by the California Science Teachers Association and the San Joaquin Office of Education.

California Science Teachers Association

District Science Vision

Our science department continues to develop professional growth by attending workshops and conventions organized by LACOE, CSTA, NSTA, the College Board, UCR, the California Science Project, and HHMI to name a few. These opportunities have helped the science department grow as a team as well as to develop new and exciting lessons and activities for our students.

Math

Our math department has been involved with a plethora of professional development trainings, workshops, and in-services designed to improve student achievement. Our district has implemented the use of two online math instructional programs. The first program was iReady which has now been replaced by ALEKS. All math department members were trained with both programs and are actively using the ALEKS this year. We currently use Integrated Math by Pearson as our textbook and have been trained to use the book, materials, and online resources. However, we have found that there are big holes in the curriculum and our district has partnered with the UCI Math Project to build more conceptual lessons to use with our Pearson consumable textbook. These lessons are being used in Math 1, Math 2, and Math 3.

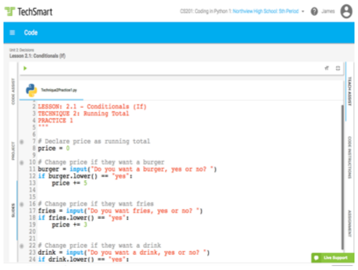
i-Ready

ALEKS

Irvine Math Project

Many teachers in the math department also attend the California Math Council in Palm Springs each Fall. Great instructional ideas, as well as new technology, is shared with all teachers in the department. Our AP teachers regularly attend summer institutes focusing on increasing student achievement in our Advanced Placement Courses. Some math teachers in the department have also attended a Microsoft Innovative Educator summer professional development while other teachers are currently attending the TechSmart Computer Science Trainings to incorporate coding into our current math classes.

California Math Council



Unit 2: Decisions
Lesson 2.1: Conditionals (If)

```
LESSON: 2.1 - Conditionals (If)
TECHNIQUE 2: Running Total
PRACTICE 1
'''

# Declare price as running total
price = 0

# Change price if they want a burger
burger = input("Do you want a burger, yes or no? ")
if burger.lower() == "yes":
    price += 5


# Change price if they want fries
fries = input("Do you want fries, yes or no? ")
if fries.lower() == "yes":
    price += 3


# Change price if they want a drink
drink = input("Do you want a drink, yes or no? ")
if drink.lower() == "yes":
```

One of our biggest implementations of recent professional development is with Steve Ventura and SMART goals. His program is based on John Hattie's research of effect sizes that improve student achievement.

Finally, our math department has implemented an annual Math Summit in which all teachers get a sub so we can meet all day. The last agenda included IO instruction, SMART goals, common assessments, CAASPP training.

AVID

We try to take a team of at least 10 teachers to the AVID summer Institute every year. This past summer 2018 we took four new teachers in the following content areas: English, Science, and Math in addition to all of our AVID elective teachers.

AVID Summer Institute

In order to have the most up to date information for our AVID seniors, our senior AVID elective teachers along with counselors attended: CSU High School Counselors conference, UC Counselors Conference, and the Cash for College Counselor Workshop hosted by the California Student Aid Commission. In addition, our senior AVID teachers will be attending specific CSU admission conferences hosted by each CSU (Cal State University)

CSU School Counselors Conference

UC Counselors Conference

CSAC Workshop

World Language In order to stay current in strategies that best help students learn new languages, both our new World Language department chair and our senior most member of the department have attended the California Language Teachers' Associations Conference on TPRS (Teaching Proficiency through Reading and Storytelling). This professional development provided our teachers with the strategies that have shown growth in retention of action words. Through TPRS, students are asked to tell a story using action words. The actions help students commit the word and what it means to memory.	PLC minutes TPRS
Along with TPRS, our World Language department received training from IE/LA STARS on how to teach with comprehensible input. They have also attended the COACH Foreign Language Project where they were able to choose different break-out sessions to attend which included Reader's Theater where language teachers choose selected scenes from a novel or any reading piece and learn to deliver it with interesting action so students can create a visual image. Yet another breakout session was called MovieTalk. This strategy asks World Language teachers to choose a film or movie clip then show it without the volume, pausing to ask questions and describe the scene using translated action words.	COACH
Finally, half of our World Language department has been to professional developments hosted by College Board. At these workshops, teachers were trained in strategies that they can use in their classroom to help students perform better and attain language acquisition easier.	
VAPA/CTE In the past six years with the expansion of our VAPA/CTE departments, our teachers have been to numerous professional developments that have enriched the way the present academic information to our students.	
Our photography teacher attends the Society for Photographic Education regional or national conferences every year. Presentations include member-initiated creative conversations, innovative pedagogical methods, hands-on collaborative projects, roundtable discussions, demonstrations, member's exhibitions, artistic feedback and cultural site visits which pivot around photographic practice and contemporary culture.	Society for Photographic Education Conference

Two of our teachers are enrolled in the Unmanned Safety Institute Safety Ground School and Certifications courses to become certified FAA drone pilots and instructors. This 60-hour training is a hybrid course taken online and in person with a flight instructor. Once the teachers are licensed and certified, they will be able to guide students with an interest in piloting drones and drone camera work to obtaining their pilot's license.	
Our media arts and journalism teacher worked alongside PBS NewsHour producers in Arlington, VA to mentor students as they reported segments at the March for Our Lives event for broadcast. This experience provided invaluable training in story development, scripting and PBS NewsHour formatting, which the teacher now integrates into daily instruction in the Broadcast Journalism class.	
One of our computer science teachers attended a week-long training in August in Huntington Beach with TechSmart, learning Python for the Explore CS class. Our other computer science teachers attended this training at the beginning of the school year.	TechSmart Platform
Social Science	
During district articulations, our Social Science department has had training on researched based technology to help with checking for understanding. The training, Social Science for the 21st Century, focused on implementing online/web-based assessments that provide immediate feedback to both students and teachers.	LACOE-led PDs
We have also had teachers who were sent to training with Google Expeditions Pioneer Program which leads our students through historical destinations through virtual reality goggles.	Google Expeditions
All Social Science teachers were also trained in Data Based Questions (DBQs) or Evidence-Based Claims (EBCs) writing strategies. These strategies provide students with the ability to discern and extrapolate evidence from a document that will properly support their claim.	
Physical Education	
Once a year for the past four years, our Physical Education teachers have attended professional developments at our district led by LACOE. At these PDs our teachers learn how to unpack the physical education standards to align them with common core standards. Strategies that were taught at these PDs focused on how to incorporate reading, writing and critical thinking into the PE curriculum.	

One specific session focused on Special Education training that focused on accommodations for our SWD population. The focus was to ensure that all of our students are progressing in the skills especially our students who need adaptive PE as we have had a small population of students in wheelchairs and mentally delayed students who lack socialization skills. In Fall of 2018, our PE department chair attended the California Physical Education Recreation, and Dance professional developed which focused on Social Emotional Learning in PE and Health Education.	

B1.2 Indicator: The school has defined academic standards and college and career readiness indicators or standards for each subject area, course, and/or program that meets or exceeds graduation requirements.

B1.2 Prompt: *Determine the extent to which there are defined academic standards and college and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "A-G" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings	Supporting Evidence
During our last WASC visit, we identified one of our critical areas of need to be the need to increase the number of students who have met the A-G requirements and who are college and career ready. Since then, we have worked diligently to add courses and re-write courses to ensure we are offering more A-G classes to our student population. Each of the added and re-written courses has expectations that are aligned with California Content Standards, meet UC "A-G" requirements for academic standards and rigor and/or College Board AP expectations.	College Board AP course approval letters Course Offering List UC A-G requirements
CTE courses are also written to align with CTE standards. Specific courses added to our master schedule since the last Self-Study include IT Essentials, AP Computer Science, Gen Tech, Exploring Computer Science, Administration of Justice, Conceptual Physics and Furniture, Cabinetry, and Millwork.	CTE curriculum standards
Each year, for each of our AP courses, teachers are required to submit a syllabus to College Board that details: teacher expectations for the course, a scope and sequence of the course and proof of proper academic content for the course.	AP Syllabi

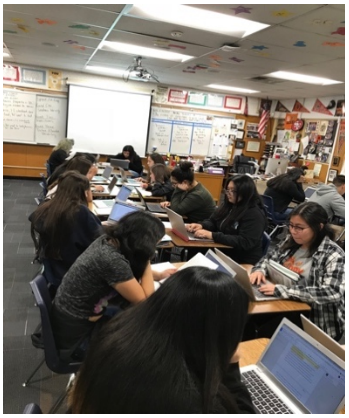
All NHS teachers are required to submit a syllabus both to students and to administration outlining course expectations. These syllabi include course materials and content standards to be covered.	Teacher Syllabi
This year, we offer co-taught classes in English, International Math, and Science. In the past, we have offered co-taught History courses. These courses provide opportunities for our SWD population to gain access to College Prep courses with appropriate, least restrictive support structures in place.	Master Schedule
Our AVID program runs for students in grades 9-12 and provides ample support in course choices, UC/CSU "A-G" requirements and other tools for gaining access to college.	
Wet/dry labs follow a district standardized protocol dictated by Material Safety Data Sheets, scientific safety procedures for handling various chemicals and specimens, and proper use of tools. Procedures are followed by the entire science department and applicable tech/vocational classes.	Material Safety Data Sheets
A-G approval is sought for new and existing classes. Our Yearbook class was approved for A-G status for the 2018-2019 school year and the new classes, Gen Tech, IT Essentials, AP Computer Science, Animation, Digital Animation, and Administration of Justice, also have A-G approval.	
Both science and social science courses are currently being rewritten to address the new state and federal standards. Science will be following a 3-course model with the earth science standards embedded within the other three courses (physics, biology, chemistry)	

B1.3 Indicator: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.3 Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Curriculum for each department is aligned with current state content standards and PLC's meet regularly to align content standards with instruction.	Student Work Folder PLC Meeting Notes
Math Math ILT meets several times a year to analyze data and discuss trends and best practices. Teachers from every level, K-12, are present from schools across the district and involved in the conversation. High school math department members from the three schools are currently meeting to research and test new curriculum in preparation for a new adoption recommendation. The UC Irvine Math Project is training all math teachers to help fill the gaps in the current curriculum and dig deeper into key standards. Subject-specific PLCs meet once each week to develop pace, common assessments aligned to standards, develop/adjust units of study as needed, and do data analysis on exam scores. The department meets as a whole a few times a year to address collective issues. Most department information and collaboration are completed through informal communication, email and/or a shared Google folder.	PLC Meeting Notes Math ILT UC Irvine Math Project Google folders
Social Science The social science department met at the start of the year with the district social science team to discuss content, standards, and skill development. Department leaders met to discuss the rollout of the new social science standards. The social science department conducts department-wide PLCs typically once a month addressing alignment to SMARTe goals as well as skills to be developed in each subject area. Once a week each subject area holds a subject-wide PLC to discuss standards and how lessons, content, and instruction are meeting their respective standards. During the subject level PLCs, the staff works to develop subject-wide common assessments to assess overall student development. Across the social science history courses, AP Human Geo, World History, and US History meet to discuss the progression of students through their AP track and to better align skills (what skills will be developed each year, common rubrics for annotations, commentary, responses).	PLC Meeting notes AMSCO AP Review Social Science Department

Google team drives and shared folders have been created for the social science department and World History/US History teams to share lessons and resources between school sites. Class/team websites have been created in World History for students to immediately access learning, course materials, and lessons taught. US History is in the process of creating a team class website.	Google Team Drives
For example, in World History, students participate in a battle planning lesson where they are tasked to create their own strategy for a historic battle in WWII. They are provided with basic details of each battle (troop strengths, objectives, intelligence, resources), but the actual names of the battles are withheld. Students work in groups to plan their battles and then present using map, manipulatives (military figures and props), and charts to support their plans. Students need to rationalize their strategic decisions using the resources provided (i.e., why did they chose to attack that target and when would be the best time to start).	
Science In the Science department, the NGSS rollout team meets with BaySci in order to develop district-wide science pathways and fully address new standards both with resources and with the development of performance tasks. This provides an opportunity for equity across the school sites and opportunities for vertical articulation with elementary and middle schools, as well as horizontal articulation with the other high schools.	BaySci
Science PLCs have focused on the development of the SLOs through regular incorporation of group work and collaboration and solving of complex problems with peer support. For example, when doing labs, students will be put into engineered groups with assigned roles (recorder, timekeeper, group facilitator, runner, etc.). All subjects also regularly use think-pair-share, group problem-solving and engineered groups.	PLC Meeting Notes
As an example, in Conceptual Physics, students must design and build a gravity-powered car. They are given specific guidelines indicating it must go 10 meters and use 1 joule of power. There is freedom of design in order to facilitate the development of critical thinking and problem-solving skills (they also work in teams to solve the problem - which helps develop collaboration skills).	

Students are required to communicate orally and through written work daily. In anatomy, specifically, students must teach a unit on a body system to their peers. They must communicate orally in front of the class, as well as provide written handouts and PowerPoint slides.	
The development of all three skills identified in our SLOs is incorporated into our new units under our new NGSS standards. In department-wide PLCs, science teachers are addressing alignment to the SMARTe goals and developing department-wide assessments used to assess overall student development in science-based inquiry skills, data analysis, and lab skills. During subject specific PLCs, teachers develop common assessments, develop new units aligned with NGSS standards, and analyze data to look for overall trends.	New Unit Development SMARTe Goals
English The English department meets in PLCs weekly. 9th grade meets on Mondays, 12th grade on Tuesdays, 10th grade on Wednesdays, and 11th grade on Thursdays. The department meets once a month to establish what standards will be covered and how to incorporate the school-wide SLOs.	PLC Meeting Notes Essay Writing
There are various strategies that are implemented across grade levels. In the area of essay writing, students collaborate using 3-2-1 and think-pair-share to organize ideas that they will incorporate into their essays. Students often communicate one-on-one or in small groups when peer editing. Critical thinking is an essential skill when students have to fix rough drafts and write the actual final copy (9-12 gr).	 Peer Editing
Another strategy is whole group discussions; this is essential in 12th grade English. Using the ERWC curriculum, there are many topics that are in today's media. For example, language and gender, racial profiling, and juvenile justice. Students not only communicate their own opinions on the topic, but they are given up-to-date news articles with which they can practice the skills they are learning in class. In 9th grade, students work in jigsaw and other grouping strategies using Kelly Gallagher's contemporaneous resources to demonstrate their understanding of the standards.	ERWC Curriculum

Socratic Seminars are used to promote academic discourse with student-led discussions. It often starts with reading a long-form article or portion of a text that has various perspectives that are subject to debate. In preparation for the Socratic Seminar, through a system of questions and formal responses, students engage and build on each other's responses, which often leads to a greater understanding of the topic and the different argumentative points of view. As an example, students used notes to first collaborate in pairs, then groups of 4, and finally whole class in seminar format to brainstorm possible explanations for Christopher McCandless' behavior and actions for a future essay.	Debates Whole Group Discussion Socratic Seminars
Our ELA department has also created its own plagiarism policy that is distributed in both English and Spanish. The policy clearly outlines what constitutes as plagiarism and the consequences for each course/grade level.	ELA Plagiarism Policy
Our ELA department has also created its own Annotation Rubric. Close examination of a text is a critical tool that all students need to succeed in college and beyond. This rubric was created with our SLOs in mind.	ELA Annotation Rubric
Each grade level has its own Team Drive that houses the pacing guide for that grade level as well as common assessments and shared lessons.	Grade Level Team Drives
VAPA/CTE The VAPA department provides CTE and Advanced Placement courses to give students challenging career readiness and college level course experience. The photography program articulates with Mt. San Antonio College for students to concurrently receive college and high school credit. The FAME program teams up with PBS to give students real-world career skills and newsroom experience.	Master Schedule PBS NewsHour
Students have access to many CTE courses in various areas. CTE pathways are available in Public Service, FAME/Arts Media Entertainment, Digital Photo/Arts Media Entertainment, and Industrial Technology. As a school, we are currently working to develop ways to help students hone focus within a singular, identified pathway of interest in order to develop more concentrated knowledge and increase the pathway completion rate. This focused knowledge will increase career and college skills and readiness.	CTE Pathways

World Language In the department-wide PLC, world language teachers are continually addressing alignment to SMARTe goals based on ACTFL World Language Standards per level and work to develop assessments used to assess overall student development in the areas of speaking, reading, writing and hearing.	SMARTe Goals
For example, in Spanish, students are introduced to a simplified method of annotating to accompany a reading comprehension activity. This color-coded annotation helps students prepare for the AP Spanish Language reading comprehension exam section. Students highlight unfamiliar words using one color if the answer is explicitly stated or another color if it must be deduced or inferred. As a class, they then review answers and have to go back when correcting and find the correct answer within the text. This helps students to recognize that all answers are within the text so that when they take the exam, they are familiar with the structure and how to find the answers (especially when they have to infer the answer/come up with a conclusion).	
In 2017, about 64% of students completed the A-G requirement for world language classes. There was an increase in the percentage of participation in AP exams (increased from last year) - indicative of college preparation and readiness. Last school year 77 students took the AP Spanish Language and Culture exam and 63 students passed with a score of 3 or higher. The previous school year 61 students took the exam and 49 students passed with a score of 3 or higher.	A-G Completion AP Scores
Textbooks are aligned to content standards and readopted as standards evolve. This school year, Spanish teachers are participating in a textbook pilot program for potential adoption of new textbooks for the department.	
SPED In the SPED department, the following student transition plan is carried out for all students: 9th and 10th-grade students complete a career interest inventory and learning style analysis while 11th and 12th-grade students meet with a transition specialist to plan for their post-secondary education/career objectives. Students visit local schools/trade programs, participate in field trips, and complete daily living activities (budgeting, transportation, self-advocacy).	SPED Student Transition Plan

B1.4 Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4 Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
NHS maintains academic integrity and ensures student/teacher security through a combination of means. Many teachers and students utilize Turnitin.com for the submission of assignments to discourage plagiarism and encourage submission in a timely manner.	Student Work Folder Turnitin.com
Google Suite is also employed to maintain curricular integrity. For instance, Google Forms are used for secure, randomized assessments; and Google Classroom/accompanying websites are accessible 24/7 for class materials.	Google Suite (Docs, Classroom, Forms, etc)
ELA With the arrival of CCSS, the English department has had to use outsourced curriculum to teach and assess students. Using CCSS, we developed our own pacing guides. Once the pacing guides were created and approved by the district, we began looking for OERs to develop a library of curriculum for all grade levels. We are using approved Common Core curriculum, specifically Engage New York and Louisiana Believes.	EngageNY Louisiana Believes
When English is teaching evidence-based claims (EBCs), we use real-world articles and sources, such as current events that can be found online and on commonlit.org. We also use lessons from the Smarter Balanced Digital Library located on the CAASPP website.	Commonlit.org Smarter Balanced Digital Library CAASPP
ELA and Social Science departments have also co-taught Holocaust lessons and have had cross-department collaborations on annotation and document analysis. This unit culminates with a visit to the Los Angeles Museum of the Holocaust where students are given docent-led tours and presentations by Holocaust survivors.	Los Angeles Museum of the Holocaust
IO Assessments (formerly OARS and EADMS) is an online database for test results and standards-based question creation.	IO Assessments

Math The Math Department uses multiple sources to help supplement their current standards-based curriculum. Kuta Software, a standards-aligned digital resource, is used to create worksheets and exams. ALEKS, an online training program, has been adopted for the 2018-2019 school year to help students build skills within their current math class. Students perform a tutorial and then receive individualized practice based on the results of a diagnostic test. Students are tested periodically as they progress through the lessons. Teachers also use the resources found on Khan Academy to aid in student learning. During the 2018-2019 school year, the department is also undergoing training with UC Irvine to create lessons that help students gain a deeper understanding of key standards.	Kuta software ALEKS Khan Academy Irvine Math Project
Social Science The Social Science department has not adopted new curriculum for the past several years but has integrated a variety of outsourced curriculum into instruction. This year, three of our Social Science teachers are piloting new curriculum and reporting back at the end of the school year. AP US History, World History, and Human Geography used the AMSCO AP review textbooks last year and will be using them again for the 2018-2019 school year.	AMSCO AP Textbooks
VAPA/CTE In our Visual and Performing Arts Department, students research galleries, museums, and artists websites to learn about art and photo history, artists statements, and how artists employ their chosen media to express self-assigned ideas. Adobe support, Lynda.com, ToonBoom, and other assorted websites that support VAPA disciplines are used to supplement course texts.	Adobe Support Lynda.com ToonBoom
World Language Teachers in World Language are in the middle of piloting textbooks. Although we are piloting textbooks, world languages incorporate lessons from other disciplines. In beginning levels, students are required to know their numbers from 1-1000 and teachers have students review these numbers by adding, subtracting and multiplying. Students in upper levels look at and analyze graphs and charts, geographical locations, for example, Spanish-speaking countries or French-speaking countries. Students in AP Spanish language and literature study different historical figures in order to be able to compare the United States culture and Spanish speaking culture. Historical events of Spanish speaking countries are also given in AP Spanish language and literature.	Readers Maps Graphs and Charts AP Spanish Language and Culture text AP Spanish Literature and Culture text Country reports Writing activities

World Language teachers also use articles from the target language culture that aids the students in learning about the target language culture. Both Spanish and French have short novels called readers. These readers help students practice their reading skills in the target language. They also have a cultural context where students can learn more about the target language culture.

Science

In science, we have several interdisciplinary activities that serve the purpose of providing students with cross-cutting concepts. Physics classes work with evolution when discussing changing planets and other solar system effects. Physics also integrates the anatomy of the eyes and ears when discussing light, sound, and wave theory.

BaySci

NGSS Resource List

phET animations

NASA for Educators

Khan Academy

In biology, students get to explore real-life cause and effect situations that are affecting the world today. By incorporating global climate change in many of the units, students can imagine a world where our fragile ecosystems are disrupted if a specific species disappears or see how coral bleaching occurs and how photosynthesis plays a role in it.

Chemistry and math are also integrated at all levels and areas of science. These are foundational for the understanding of bigger systems and for manipulating data.

Outsourced curriculum in science includes HHMI Biointeractive, PhET simulations, and various videos and accompanying tools from YouTube.

Representatives from Northview's science department met with BaySci several times over the past few years (our NGSS rollout consultants). BaySci recommended NGSS aligned resources. These resources have been compiled into grade level specific lists complete with links. Examples include the Los Angeles USD, the Tustin USD, the Oakland USD and the Fremont USD curriculum available as a resource online. Other outsourced resources include phET animations, NASA for Educators, and Khan Academy.

SPED SAI and general education teachers collaborate during PLC's and other curricular professional development trainings to ensure all SAI students are supported and have access to general education content. SAI classes are mirroring the general education curriculum using supports and accommodations so SAI students can gain access to the general education curriculum to enhance their success. Novel studies and writing prompts coincide with the general education. Students receive the same content, taught through different modalities per their accommodations, within their least restrictive environment.	Late start meetings Novels Writing Prompts Students' IEP Accommodations

B1.5 Indicator: The school articulates regular with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5 Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
Prior to the end of the school year, counseling meets with the upcoming 8th graders at Las Palmas Middle School. Incoming students are informed of courses offered at NHS and counseling registers them for courses based on graduation requirements and their course interest as available. During the spring semester, NHS offers a showcase event where upcoming and prospective students can explore the different programs that we offer. All 8th-grade AVID students come to NHS for an AVID Shadow Day to gain an insight into the Northview high school experience. This is an engaging day of events including exposure to the academic rigor and expectations of high school classes. Teachers who offer instruction in AP US History articulate with the Pre-AP US History teachers at Las Palmas in an effort to effectively align the instruction and adequately prepare our future students for success when they access AP classes.	Vertical articulation meeting notes Spring Showcase AVID Shadow Day

The district implemented a 1:1 device program for grades 4-12 the 2017-2018 school year so that all students take home either a Chromebook or Windows Lenovo laptop. For the 2018-2019 school year, this program was expanded to TK through 12th grade. This ensures students have the appropriate access to complete their assignments at home, giving all students the opportunity to succeed in school settings, as well as preparing them for an increasingly technologically dynamic postsecondary experience.	Google Suite Student Internet and Technology Acceptable Use Policy
All graduates complete a graduation survey to provide details about their postsecondary plans, school or program they will attend, or field of work they have chosen to pursue. Students who have taken advantage of our community partnership and taken ROP courses, participate in more extensive follow-up. Teachers, ROP staff from the high school division and at times counselors work to contact each individual student by phone the year following their graduation from high school. The goal is to determine if students have made a successful transition to college, training programs, and/or the workforce. We seek to gather evidence that students have been well prepared for college and career endeavors, to see to what extent they have persisted with an identified pathway and how they might be utilizing CTE skills/training they received at NHS.	C-VUSD Graduation Survey on Naviance ESGVROP/TC Post Graduation Follow Up Survey
All students who had an IEP while attending NHS are personally contacted by the office of Student Support Services for two years following their graduation to ensure that they have acquired the skills and know how to access resources to attain their goals. Additional assistance is offered if needed to help these students achieve success.	District Office Phone Log
English Language Arts teachers gather Freshman English Reading and Writing syllabi from multiple universities to help guide their annual planning and curriculum.	
Science teachers from the NGSS rollout team have met several times over the past three years. This rollout team includes representatives from TK-12. Teachers work collaboratively to align science curriculum vertically throughout the grade spans.	
Every spring the World Language Department articulates with the feeder middle school by assessing incoming heritage Spanish speakers to make sure that they are placed in the appropriate Spanish course. The assessment includes both a written and a verbal/communicative evaluation of students' linguistic abilities.	Cuestionario Diagnóstico (written and verbal assessment)

This assessment is a collaborative effort between the Spanish teachers at Northview and Las Palmas Middle School. The Spanish teacher at Las Palmas verifies the recommendations and can make modifications if needed to best suit the needs of those students that are assessed. Another collaborative effort between both schools is that the learning outcomes are aligned for students completing two years at the middle school level and one year at the high school level. This allows students who successfully complete two years at the middle school level to be placed in a second-year Spanish course at the high school level. All district math teachers have met this year to vertically articulate what's being taught in each grade level. Teachers discussed what skills students needed to be successful in certain classes and did backward planning of curriculum to ensure all students leave each grade level with the necessary skills to be successful in the next math class.	Spanish 1 and 2 at Las Palmas is equivalent to the completion of Spanish 1 at NHS

B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

B2.1 Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1 Prompt: Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Findings	Supporting Evidence
Every year, counselors go into English classes and have students update their Naviance profiles. At that time, students are led to information that is either preparatory for colleges (i.e., how to narrow a college search down to a campus that fits the student's needs; how to find scholarships or other monies for colleges, etc.) or for careers (i.e., different career salaries, skills or education requirements for careers, etc.).	Naviance

Last year, AVID leaders started coming into senior classes to discuss relevant data to all seniors (i.e., how to register for CSUs, how to register for UCs, how to fill out the FAFSA forms, etc.). They did this in September, October, and November. Every year AVID holds a "Sailing to Success" parent night where parents and students can get help with FAFSA and also listen to topics relevant to students' postgraduate steps.	AVID Program AVID PowerPoints Sailing into Success
All juniors and seniors are given the opportunity to take the SAT during school hours for free.	
FAME students have come into freshmen classrooms to promote FAME to freshmen who may be interested in video production.	Peer Presentations
VAPA photo students work with the Mt. San Antonio College Photography Department to prepare students for careers in professional photography. NHS photo students have the opportunity to earn college credit through concurrent enrollment in high school and college. In the spring, students present a portfolio of their photographs and take Mt. SAC's final exam for Mt. SAC's Photo 9 and/or Photo 10 courses to be awarded college credit.	
Senior English teachers help to publicize to all seniors the various colleges that come to our campus to give presentations. Students are encouraged to attend these presentations to become informed about colleges and their programs.	
The Mt. SAC College presentation is usually attended by all senior classes during class time because NHS has a special relationship with Mt. SAC College.	Mt. Sac's Connect 4 Program
NHS and the other high schools in the district also have a special arrangement with Azusa Pacific University. Students can use a special code in order to receive a fee waiver.	APU Memorandum of Understanding
NHS offers the ASVAB (Armed Services Vocational Aptitude Battery) as a testing opportunity on our campus for students interested in pursuing careers in a branch of military service as well as career exploration opportunities to assist students in identifying possible college majors and/or career fields.	ASVAB

B2.2 Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2 Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	**Supporting Evidence**
Through our work with *Focused Schools*, our leadership team developed "Resolve to Evolve" as our tagline for our instructional focus. Our instructional focus, "Resolve to Evolve" is implemented through our SLOs: collaborate, communicate and critically think. Our staff has been trained in AVID-based strategies to incorporate collaboration among students on a daily basis (10-2-2, 3-2-1, Think-Pair-Share). Returning staff has been trained in other AVID strategies that promote communication and critical thinking such as Fish Bowl, Socratic Seminar, World Cafe, and Gallery Walks. By training the entire staff in these evidence-based AVID strategies, all students gain access to these best practices, not just the AVID students.	Student Work Folder *Focused Schools* AVID Strategies: 10-2-2 3-2-1 Think-Pair-Share Gallery Walks Fishbowl Socratic Seminars World Cafe
The returning staff from the 2017-2018 school year was trained using Hattie Effect Size research to promote teacher efficacy and ensure our focus and instructional practices are based in evidence. Math, English, Social Science, and Science have also been trained extensively in Steve Ventura/Visible Learning Research. These training strategies focus on goal setting with the students and using data (pre- and post- tests) to inform instruction and evaluate the effectiveness of instructional strategies. It is also tied with the Hattie research.	Hattie Effect Size Steve Ventura Visible Learning
All students are given access to the SAT and PSAT for free (parents have the option to opt out).	
English ELA teachers teach works of literature from diverse cultures and perspectives. Non-fiction articles are also integrated into the lessons using commonlit.org and New York Times Learning network for current information. New supplemental book adoptions are looked at with an eye for diversity. ELA teachers communicate with students and parents through Remind and Google Classroom. Counselors meet with English classes 1-2 times a year to use Naviance and explore college and career options with the students. In order to provide access to all students, any student who shows interest and ability is encouraged to take AP classes. Financial assistance is also provided for AP test fees.	Commonlit.org New York Times Learning Google Classroom Remind Naviance

World Languages In Spanish 1, students learn a simple concept that is related to another discipline. The lesson becomes interdisciplinary as two subjects are taught in one lesson or class session. In Spanish 2, students were taught their numbers and later investigated Hispanic countries' money currency. Students had to convert one U.S. dollar to the chosen country's own dollar. Students also researched historical aspects about their countries' money system. The disciplines included were Math, History, and Spanish.	El sistema monetario de los países hispanos. (The money system in Hispanic countries.) Influential Latinos in baseball→ historical research in baseball to present influences in Latino baseball.
Science In developing science lessons for the NGSS, the NHS science department incorporates Cross-Cutting Concepts (CCCs), Science and Engineering Practices (SEPs), and Disciplinary Core Ideas (DCIs). This creates three-dimensional learning for all students and not only allows students to increase their knowledge of science but also gives them a sense of how science is used in the real world. By increasing the level of inquiry in science lessons and activities, we are also developing the students' abilities in problem-solving, communication, and collaboration.	
Social Science Social students are provided with primary and secondary sources. Also, we include current events such as national elections, bias of sources, and collaborative project-based learning. Students are provided the opportunity to volunteer during local polls for various elections.	Teacher Provided Primary & Secondary Sources Lesson Plans
VAPA/CTE Students enter their artwork in various visual art competitions throughout the year. Examples of past competitions include ArtReach at the Pomona Fairplex, Mt. SAC and Citrus College High School Photo competitions. All VAPA teachers have created their own rigorous curriculum. They incorporate analysis, self-reflection, collaboration, communication, and problem-solving. Students are afforded the opportunity to participate in programs such as PBS NewsHour student reporting labs and will be piloting an investigative journalism curriculum. Beyond the intro-level class, all teachers run their classes with the expectation of students producing career-ready and college-prep work.	

Math Teachers use standards-based text with real-world applications (word problems) to make connections with mathematical concepts. Through our partnership with the Irvine Math Project, teachers engage students in real-world activities and lessons where they gather and analyze data and apply conceptual knowledge to different activities. The activities are scaffolded in such a way that all students can access the curriculum, and they also provide extension activities.	Irvine Math Project
SPED Since our last full WASC visit in 2012, Northview has made a concerted effort to increase the access to general education curriculum for students receiving special education services by increasing the number of co-teach classes. We have increased the number of co-teach classes from 4 to 12. Also, SAI teachers attend PLC meetings and/or collaborate with general education teachers to ensure pacing of standards in SAI classes is in line with the general education classes.	Master Schedule Lesson Plans

B2.3 Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

B2.3 Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
As a school, we incorporate a wide variety of resources and support to prepare students for their post-secondary college and/or career goals. During Back to School Night, we present the different programs offered here on campus to parents, and at Spring Showcase, we present to parents, community members, and potential students.	Back to School Night Spring Showcase
For our non-English speaking students, PIQE (Parent Institute for Quality Education) is utilized to educate parents on A-G requirements, how to read transcripts, how to navigate the public-school system, and better contact teachers.	PIQE Attendance and graduation rosters
Social Media and technology are extensively used to further keep parents and students informed about post-secondary goals. The district and school maintain a website, and we have multiple Twitter accounts (ASB, Attendance, Counseling, Sports, Renaissance, Administration, and Library). All students use	Twitter NHS Website Aeries

Naviance during the state assessment period to complete learning analysis surveys, career interest inventories, and personal resumes. Parents and students also have school year-round access to Aeries to monitor progress, and two digital marquees (in the quad and at the corner intersection) announce upcoming events. The combination of 1-to-1 devices and Google classroom/suite mentioned in this report allow students immediate access to assignments, announcements, and message boards.	Naviance Digital Marquee Google Classroom
Multiple programs are offered to facilitate the transition to college and/or career. The AVID program offers college guidance and education and holds multiple field trips to California college campuses. Once a year the district holds a college fair at district field where students and parents can meet with representatives from both local and out-of-state institutions. Along with this, we offer Spring into Success night where students and parents participate in college information workshops (financial aid, personal statements, college applications) with the assistance of former parents and students, AVID teachers, and counselors.	AVID College Fair Spring into Success College and Career Center
Post-secondary support is provided in the classroom across multiple subject matters. Every class has a list of A-G requirements posted in the classroom. In English, students write personal statements at the start of the school year. In Economics, students complete budgeting and personal finance activities. The College and Career Center located in the library offers Mt San Antonio and Citrus College presentations, field trips to these campuses, and math and English placement tests (all senior English classes participate in these presentations).	A-G Requirement Signs Personal statements Economics budgeting activities College and Career Center

B2.4 Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4 Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	**Supporting Evidence**
NHS offers a myriad of programs and services to facilitate an effective transition to postsecondary educational and/or occupational options.	Aeries
One of our strongest programs on campus is our AVID program. We currently house seven sections of AVID on our campus. The main goal of this program is to prepare students for college. The cornerstone of the AVID program is WICOR (Writing, Inquiry, Collaboration, Organization, and Reading). In our AVID classes,	AVID Data AVID Google Folder Annual AVID Certification AVID Student Folders

our AVID teachers guide our students through strategies that will help them improve their writing skills, their inquiry skills, their collaborative skills, their organizational skills, and their reading skills. Every Tuesday and Thursday, each AVID class participates in tutorials that are led by College Tutors.	AVID Google Classrooms
Over the past three years, our college acceptance rate for our AVID seniors has been 100%. Our AVID teachers work tirelessly to ensure our students are on task when it comes to filling on the applications and their FAFSAs. Our AVID teachers also work side by side with our 12th grade ELA teachers to help our seniors write effective personal statements.	
AVID students also go on college visits to schools such as USC, UCLA, Cal Baptist, Azusa Pacific, Cal State LA. For the past three years, our AVID teachers have taken students on tours of colleges in Northern California.	
Our AVID coordinator also arranges monthly college and career guest speakers; as well as arranges for alumni to return to talk to our current population about the realities of college and careers.	
Beyond our AVID program, our campus hosts college and FAFSA workshops to assist students in applying for post-secondary education and obtaining financial aid. In addition, college representatives regularly visit the campus to present and answer questions about their respective academic institutions.	
Every October, every student at our school takes either the PSAT (9th, 10th, 11th) or the SAT (12th) for free.	PSAT/SAT data
We have posted the A-G requirements in each classroom, on our school website, and in the office, for students to easily refer to.	
Our students use Naviance to create swag sheets, complete career interest inventories, make scholarship lists, complete their student resumes and utilize College SuperMatch to learn modalities/analyze possible post-secondary institutions.	
Military recruiters present on campus both in class and at lunch breaks. The Army and NHRA sponsor a field trip to the Pomona Fairplex to present what the Army and NHRA offer in STEM careers (Science, Technology, Engineering, and Math). Once a year, NHS administers the ASVAB (Armed Services Vocational Aptitude Battery) for the military. This assessment is a prerequisite for students interested in pursuing a career in the military that also provides career exploration opportunities and assistance identifying possible post-secondary paths of study/career fields.	Naviance NHRA YES Program ASVAB

Our newest program is our AP Capstone program. Northview is the only school in the San Gabriel Valley to offer AP Capstone. In an effort to better prepare students for the rigors of college research writing and presenting, College Board created AP Capstone. This program consists of two classes, AP Seminar, and AP Research. The sole purpose of these two classes is to prepare students for the rigor of college. In these courses, students are taught the proper foundations of research writing and presenting. Part of the AP exam for AP Seminar requires teachers to record both individual and group researched presentations. These videos are them submitted to College Board. In our inaugural year, our AP Seminar students celebrated an 89%n pass rate.

Pathways

As detailed in chapter two, we provide seven different CTE Pathways for students to get hands-on experience in a field of their interest.

These pathways include:

- Professional Theater
- Animation
- Photography: Visual and Commercial Art
- Film/Video Production
- Patient Care
- Public Safety
- Cabinetry, Millwork, Woodworking

Each pathway leads students directly into a career in the Arts, in Construction, or Law Enforcement.

All advanced photo classes carry concurrent enrollment with Mt. San Antonio College. For the 2017-2018 school year, this was an ROP class.

Our Aeries system is accessible to parents and students at all times and offers online access to transcripts, grades, graduation status, and enables students to better self-advocate for their grades and college/career readiness.

The FAME academy has a partnership with PBS Student Reporting Labs where students experience real-world training applications in the broadcast journalism realm. For the 2017-2018 school year, select students took a trip to Washington DC and worked with PBS to report on the March for Our Lives Rally.

Our students are able to enroll in off-campus vocational courses offered at the district's Tri-Communities Adult Education center.

Our Industrial Education, Fine Woodworking, Cabinetmaking, and IT Essentials Classes teach students skills and tool use/procedures that can be carried to future careers.

AP data

AP Capstone

Advanced Photo concurrent Enrollment

PBS Student Reporting Labs

Tri-Communities Adult Educations Courses

Computer Science Classes

Our IT Essentials class was a Cisco partnership program that taught students entry-level IT skills. Students who completed this class were eligible to take the CompTIA A+ certification. The district paid for students to take this assessment for the 2017-2018 school year.

A computer science pathway was created in the 2017-2018 school year. AP Computer Science was added for the 2017-2018 school year and Exploring Computer Science for 9th grade was added for the 2018-2019 school year. Students begin introductory coding starting in the elementary grades.

Special Education

Study skills classes are offered to all students with disabilities. These classes help support success, practice transition, and day-to-day living skills and provide guidance for college and career readiness.

A transition specialist meets with all students with disabilities prior to their senior year to develop a transitional plan for post-secondary employment or education (living arrangement, employment, budgeting, educational opportunities). This transition plan is reviewed again during their senior year IEP.

Co-taught classes are offered across three of the four core content areas (Math, Science, and English; Social Science has been offered in previous years) to support the success of our students with disabilities in meeting A-G requirements. Since our last visit, our number of co-taught classes has grown from 4 to 12.

Counseling

Throughout their tenure at NHS, students are able to meet with their counselor to discuss classes that best match their career interests (for example, if a student wants to go into law enforcement, they should take Administration of Justice). Our counselors also offer individual and group interactions/counseling for information on appropriate classes and individual post-secondary plans.

ELL

English language learners at NHS are offered ELD courses which provide support for academic success during school and guidance for their post-secondary goals.

IT Essentials

CompTIA A+ Certification

Study Skills
transition samples

Transition Specialist

IEP data

Co-Teach Class enrollment

College and Career Center Our College and Career Center is staffed with a full-time employee. Students can meet with the College and Career Assistant to register to take Junior College placement tests, get SAT/ACT testing information (including fee waivers), receive FAFSA/California Dream Act Application support, and obtain information on Colleges, careers, and scholarships. Our College and Career Center also provides vocational support in community service opportunities, job placement, work permits, and after school/off campus ROP programs. Mt. San Antonio College and Citrus College come to campus to register seniors, administer placement tests, and provide orientation information. Both schools provide student opportunities to tour their campuses during their Junior and Senior years. Student Poll Worker Program: Our Career Center clerk works with the county to determine how many student volunteers they need for city, county and federal polling places. Students sign up in the Career Center and are placed at the polling center in their district. **ERWC** English offers an Expository Reading & Writing Curriculum Class for all seniors who are not in an AP English class. The curriculum is created by the Cal States, and all English teachers have been trained on it. The course helps students refine their expository writing skills. The curriculum is in line with Cal State/US writing expectations. Seniors also get the opportunity during class to work on college applications and applying for financial aid.	PSAT/SAT data ROP enrollment MOUs with Mt. SAC and Citrus College ERWC

ACS WASC Category B. Standards-based Student Learning: Curriculum:
Summary, Strengths, and Growth Needs

Summary

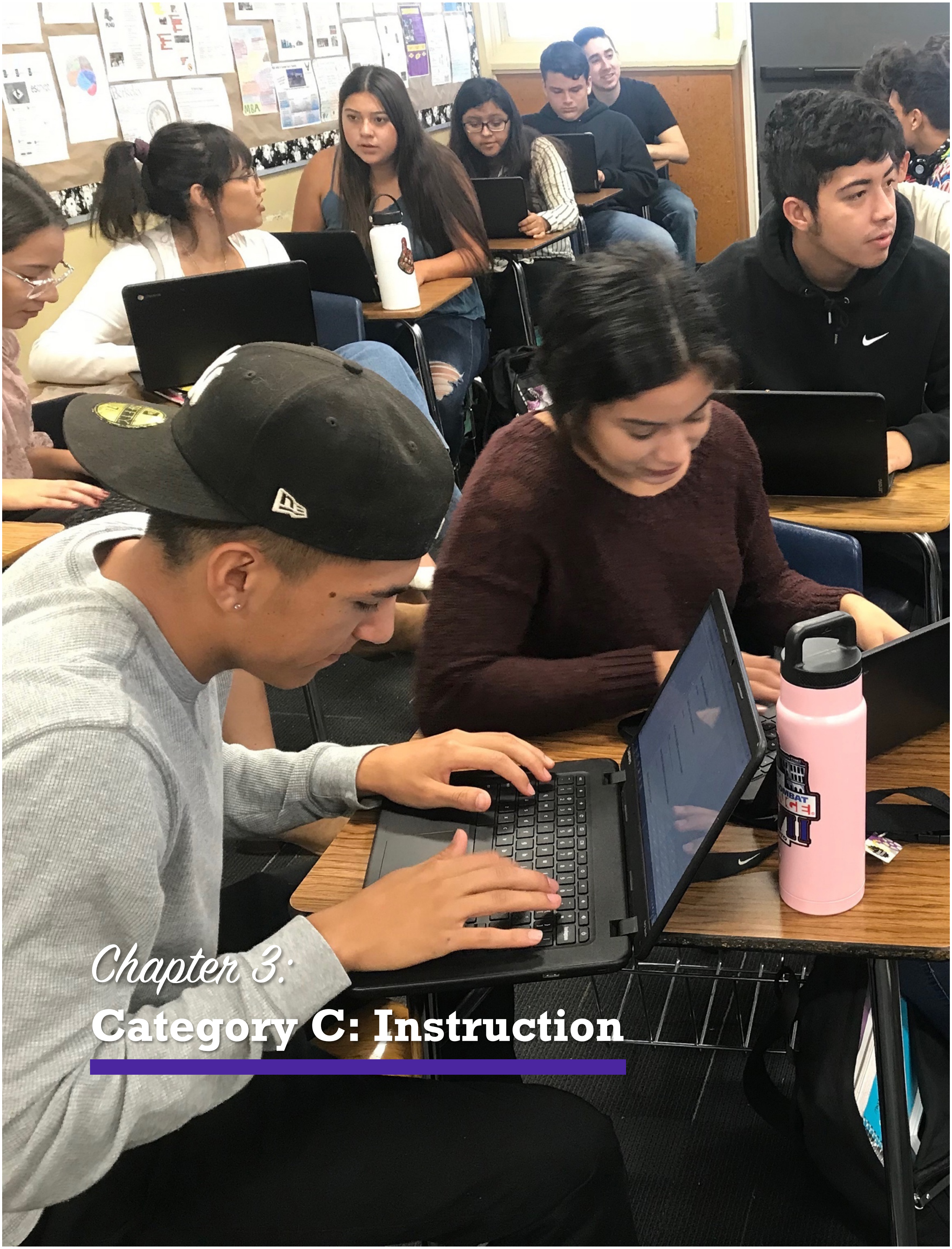
The stakeholders at Northview High School are clearly committed to becoming 21st Century trained educators. We continue to attend trainings and professional developments that will help us use research-based strategies to ensure we are preparing our students for college, careers and beyond. Since our last visit, we have added four new pathways, strengthened our AVID program and added the AP Capstone Program—all of which will prepare our students for a career after high school. It is evident throughout our document that we offer a wide variety of courses to meet the needs of our students.

Category B:
Standards-based Student Learning: Curriculum: Areas of Strength

- We rewrote a large number of courses to ensure that they met A-G requirements
- We ensure all assessments and curriculum are aligned with the standards and our SLOs and are preparing our kids to be college- and career-ready
- We offer nine different CTE pathways to provide students the opportunity to get hands-on experience in a field of interest

Category B:
Standards-based Student Learning: Curriculum: Areas of Growth

- We need to improve our follow-up with graduates and others to learn about the effectiveness of our curricular programs
- With a movement to 1-1 devices for students, we need to find standards-aligned digital instructional materials that students and teachers can have access to as a resource



Chapter 3:
Category C: Instruction

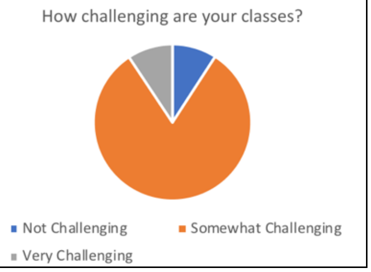
Category C: Standards-based Student Learning Instruction

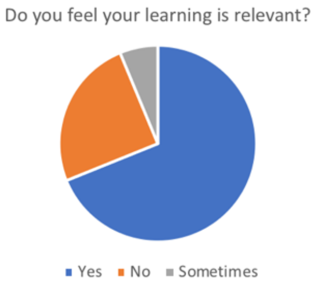
C1. Challenging and Relevant Learning Experiences Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

C1.1 Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working.

C1.1 Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
At Northview High School, our teachers work hard to create a challenging learning environment for their students. According to our student survey, one student noted that "Teachers really focus on the curriculum and to make sure that we understand it." She specifically noted that "10th grade English prepared students for what they would need in 11th grade," and in "9th grade English [we] really knew what the standards were and when they were addressing them. [That] helped a lot." Our goal is always to ensure our students are receiving challenging and relevant lessons, but that they also know the importance of the lessons.	Student Work Folder Student Survey
All departments use a variety of techniques to ensure that all students have various ways of acquiring skills and meet their academic goals. As a school, we are committed to our academic focus of creating effective problem solvers. All stakeholders have highlighted the skills students need to become better problem solvers. These skills include collaboration, communication, and critical thinking. During PLC time and professional development time, teachers build lessons that include these SLOs and share what works best in various classrooms. Northview teachers have been working hard to build a community of learners and a culture of academic empowerment through professional development and our Professional Learning Communities (PLCs).	PLC meeting notes Teacher Summits in English, Math, and Science for building curriculum and lesson-planning to meet new standards District-wide grading of ELA Benchmarks 

According to a student survey, 90% of students who responded said that their classes were somewhat to very challenging. According to that same survey, 94% of students feel that their learning is relevant in some or all of their classes.	
Based on our teacher survey, we are using a variety of teaching strategies for instruction, collaboration, and assessing student learning. We found that over 79% of teachers are implementing our targeted collaborative strategy of Think-Pair-Share regularly (3-5 times per week). We are using a variety of tools to keep their students informed and to gather data about student learning. The vast majority of teachers (77.8%) are using Google Classroom to keep students aware of assignments, to collect work, and to communicate about the class.	Teacher survey
Results from our teacher survey indicate that many of our staff members use multiple techniques to ensure that our students are meeting the learning objectives.	Teacher Survey
Over half of our teachers use either Kahoot or Quizizz for online quizzes. These online resources give students the opportunity to receive immediate feedback. They also allow teachers to build and administer a quiz much more quickly than a traditional paper-and-pencil assessment. While most teachers still utilize the traditional paper-and-pencil assessments, things like Kahoot or Quizizz allow for a variety of different testing strategies and quick CFU.	Kahoot Quizizz
Other strategies utilized by teachers to ensure that students have opportunities to achieve the goals and standards include multiple opportunities to take assessments (formative and summative), frequent use of informal assessments, 1:1 student and teacher conversations, frequent checking for understanding during the lesson, hands-on laboratory experiences with written summaries and conclusions, analyzing assessments and re-teaching when appropriate, teacher observations of group discussions, and a variety of in-class activities including discussions, written responses, projects, and more.	
Math The math department uses a variety of challenging, real-world activities and lessons to help prepare our students for college, career, and beyond. All lessons are standards-based and center around fostering students' ability to think critically.	

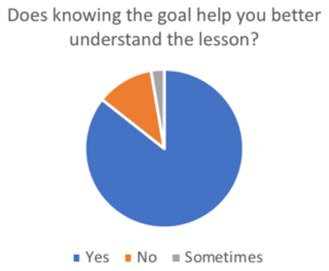
Through our work with the Irvine Math Project, we have started to implement challenging, real-world, conceptual lessons into the Math I, II, and III courses. These lessons involve students participating in experiments, gathering real-world data, analyzing that data, and using math to synthesize their results. Students collaborate in small groups and discuss the math on a daily basis. The conceptual lessons students participate in push them to go beyond just calculations, make sense of the problems and apply mathematics to real-world situations. Students communicate their understanding through calculations, synthesis of their data, conversations with their classmates, and reflection in their responses.	Irvine Math Project
In subject-specific PLCs, teachers have created SMARTe goals and common assessments to address the needs of our students. The creation and implementation of pre- and post-assessments has helped to shape the creation of our SMARTe goals. Through tracking and analyzing our data, we are able to address the needs of our students and help them progress towards the goals.	PLC Meeting Notes Data from Pre- and Post-Assessments PLC SMARTe goals
ELA The ELA department uses a variety of challenging and relevant lessons to ensure our students are ready for college, career and beyond. In ELA students are often tasked with synthesizing multiple sources. Depending on the grade level and unit, these sources will vary, but may include: song lyrics, poetry, informative texts, Ted Talks, magazine/newspaper articles, academic journals, documentaries, etc. Depending on the unit and lesson, students are asked to find common patterns or themes in multiple sources and then are expected to be able to relate their findings to the central question of any given unit. This synthesizing technique is used when preparing students for essays, presentations, Socratic Seminar, Fish bowls, debates or EBCs. In ELA, all students are expected to do college level research and present their findings through both single and group presentations. Students are also taught the foundations of discerning between credible and non-credible sources. Every ELA student is expected to learn MLA format as well as how to create a proper Works Cited/Bibliography. Students in AP Seminar and AP Research are also taught APA format. Students in grades 9 and 10 are taught the foundations of rhetoric and rhetorical devices which then culminate in formal debates that students research and create themselves.	Cagle.com NY Times NPR Newsela Ted Talks AVID Weekly EBSCO host Gale Cengage Commonlit.org Google Docs Google Classroom Turnitin.com College Board Practice Exam Questions PLC Notes

Students in ELA listen/watch speeches that were given and are asked to identify what rhetorical devices were used at what point of the speech ethos, pathos, and logos were used. In the same speeches, on a seperate time, students are asked to identify what fallacies were used by the speaker. Students in ELA are also taught the proper methods of peer editing. Students write essays and extended responses to writing prompts. Once completed, students select or are assigned another classmate's assignment to evaluate responses through Google Docs or turnitin.com. They also use these reviews to make multiple revisions. Peer reviews are completed using either turnitin.com or hard copies of responses. Prior to peer editing, students are tasked with looking for specific portions of the writing rubric in which to comment. Socratic Seminars: Students not only participate in Socratic Seminars, but they also use Speaking and Listening rubrics to score and evaluate student responses.	I/O Data Revision Assistant Turnitin.com Google Docs Google Classroom
Social Science The Social Science department uses a variety of challenging and relevant lessons to ensure our students are ready for college career readiness. History students are often tasked with analyzing multiple sources. Our lessons include: song lyrics, historical letters, primary documents, Ted Talks, magazine/newspaper articles, academic journals, documentaries, etc. On some of the lessons, students are asked to compare or contrast multiple sources, and then create central argument for their thesis. The following techniques are used when preparing students for MEAL paragraphs, presentations, Socratic Seminar, projects, debates, EBCs, or simulations. In history, all of our students practice college level analysis by cross examining both primary and secondary sources. Students also practice using MEAL to present their argument. Also, students are also taught how to analyze primary and secondary sources and use to commentary to present their findings. AP students in history use EBC papers to explain their argument backed by primary and secondary sources. Also, AP students use collaborative discussions through debates, Flipgrid, and Socratic Seminars. Turnitin.com is used for AP students to receive peer or teacher reviewed feedback. Feedback is used for students to have the opportunity for revision of their paper. Some teachers use technology to enhance lessons with students by having them collaboratively work together in Google Docs. Other teachers use web tutorials to have students develop research skills, and how to navigate the internet. Students are taught how to appropriately communicate and research using the internet.	PBS Stanford History Project Kahoot NPR History Channel Flip Board Flipgrid ICivics BBC Bitesize Model UN Exploria: Educational Tours for Students Museum Tolerance Google VR Google Expeditions National Archives Ted Talks

Our department incorporates current events into lessons using resources YouTube, Ted Talks, and Documentaries. Students learn about real world events, and class discussions lead into how today's events connect to the past. Some teachers have volunteered every other year to have students go on educational tour using the company Exploria. Some students have had the opportunity to visit new country or state to learn about different cultures and history.	Simulations
Science The level of challenge of the material in science often depends on the specific topic that we are addressing. Rigor, therefore, comes from the expectations placed on students to take accountability for their own learning. Students learn through inquiry-based labs, exploratory activities, and other projects and assessments that encourage exploration of concepts and dispelling of misconceptions through a first-hand account of scientific principles. All such assessments can be modified or adjusted to fit the specific accommodations required for ELL, SWD, and other specialty groups within the classrooms. Examples of this include; key term definitions, specified roles for labs and projects, extended deadlines, copies of notes and extra resources to help reinforce key ideas. Examining student work across several units, using diagnostic and benchmark exams, and incorporating Hattie Principles for measuring growth have all reinforced these key ideas.	Lab reports Diagnostic Data Benchmark Data
In the 2017-2018 school year, Northview offered 16 AP classes. These included classes in all academic areas - at least two in each A-G area. All AP teachers have participated in professional development specific to their area and have created "challenging" curricula to help students fully comprehend the material and to prepare for their AP Exams. In 2017, of the Northview students who took an AP Exam, 34% of them passed (with a score of 3 or above). A total of 339 students at Northview took at least one AP Exam in 2018.	AP Results Data

C1.2 Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2 Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	**Supporting Evidence**
Based on student responses to an anonymous survey, 86% of students agree that having the standards/objectives explained helps them understand the expectations.	Student survey 
At the beginning of each school year, teachers distribute class syllabi that include a course description and standards as well as grading scales and policies. Students then have to get the syllabi signed and return them to their teachers. Teachers are required to turn in their class syllabi to administration.	
Many teachers provide rubrics to students prior to project work, or they review with the entire class expectations for projects or assignments.	
Many teachers also have a written or verbal agenda of each class plan so that students know where they are headed each day, including what is required of them to produce by the end of the lesson.	Class Syllabi
Many teachers use pre-assessments so that students know what information is going to be covered over the course of the unit. This allows the students to be proactive in their learning and better helps the students build on what they already know. It also helps the teachers to better track student growth and progress over the course of each unit.	Syllabi
ELA In the ELA department, students are given a syllabus at the start of the year that covers class expectations, grading scales and policies. Before each major writing assignment, students are given a rubric and are shown exemplar essays before they begin their writing task.	Annotation Rubric SBAC Rubric ERWC Rubric
Learning objectives are covered prior to units and written on the whiteboards, to ensure students' understanding of the overall lessons and activities.	Google classroom
Our ELA teachers also keep an agenda for the week written on the board and many use Google classroom as a way to keep students informed. Many teachers keep the standards written on the board along with the essential question (Big Idea) so that students know the skills they are learning, what is expected of them, and the goal of the unit.	

Students look at sample essays and presentations, as well as rubrics and calibrate scores as a group so they are aware of expectations. At the beginning of the lesson, an essential question is given to the students (This is given during or after the anticipatory set). This gives students a direction and understanding of what they need to understand and look for specifically during the lesson. At the end of the lesson, a quick formative assessment will be given to see whether or not the students understood the lesson objective. The formative assessment will be based on the essential question.	Exit Tickets
Math Every teacher in the math department gives each student a syllabus at the beginning of the year which contains a grading scale, class expectations, and objectives. This grading scale clearly identifies what percentage a student must obtain to demonstrate different levels of proficiency. In the math department, common assessments are given in each course. These common assessments are given during each unit/chapter. There is also a common final exam at the end of each semester. Students are aware that 70% or higher on an assessment indicates some level of proficiency. The math department also uses SMART goals with specific topics in each course that helps students measure their growth and proficiency. In the SMART goal process, students are made aware of each category and the scores needed to obtain the specific category (Exceeding Learning, Achieving Learning, Progressing Toward Learning, Beginning Understanding of Learning). Also, this is the first year that we are implementing district benchmarks to go along with our adjusted curriculum. This is one more measurable outcome to check if a student is proficient or above. Finally, math teachers identify the key topics that are related to the standards before every lesson.	Syllabi Desmos Quizizz SMART Goals District Benchmarks SMART Goal Posters
Science In science, we use predetermined, written rubrics or outlines that are reviewed with students prior to the lab or project itself. This ensures that all students have access to and information on what is expected of them before engaging in an activity. Similarly, the grading standards used in the classes, methods for grading tests, point values, and policies regarding late, incomplete, or missing work are all laid out in course syllabi provided at the start of the year. Within classrooms, all expectations, essential questions, daily agendas, or daily (or lesson-based) goals are visible on the board.	Syllabi Rubrics Google Classroom

Social Science All students are provided with a course syllabus at the beginning of the school year. Teachers provided goals and objectives embedded within PowerPoints or displayed in the classroom. Our department also models expectations for written work that corresponds with rubric the students are provided with. Also, teachers, provide course agendas for the week digitally or written on the board. Many teachers keep the standards written on the board along with the essential question (Big Idea) so that students know the skills they are learning, what is expected of them, and the goal of the unit.	Course Syllabus College Board AP Rubrics Student/Teacher Examples
VAPA/CTE In a band class, the students are placed in a class depending on the level that they play. The higher ensembles require the student to know much more while the younger groups require the fundamentals of music. Through the year, students are expected to perform the fundamentals taught, and at the end of the year or even at the end of the semester, students can be moved to the advanced groups through an audition. Choral Students demonstrate proficiency of vocal parts by singing in trios and quartets after learning a selection. Pop Ensemble (a smaller, higher level ensemble) requires an audition and performs my challenging selections. Theater students are evaluated with the use of rubrics which are reviewed prior to the assignment so that students understand what the expectations are prior to starting the work. Advanced students have the opportunity to demonstrate their proficiency in all areas of theater by producing two scene festivals each year and a four-week Saturday morning program for elementary and middle school students which they design and implement. Activities and materials are specifically selected by the students to engage young performers. In Photography classes, students have the opportunity to progress in a Photography Pathway beginning with Digital Photo 1 (Photo Commercial Art if taught as ROP), then Digital Photo 2, AP 2D Design (in Photography), and Special Topics (in Photography). Photo 1 teaches the fundamentals of ideation applied to digital image capture, editing and development; inkjet printing; matting; and public presentation of their work to an audience through both a written artist statement and display of their photographs. Photo courses progress in the variety and complexity of projects, with each course building on skills and knowledge of the previous course. Students in Photo 2 and above have the opportunity to	Band Performances Viking Acting Academy Photo book publication Art Portfolios Art & Photo Exhibitions Retro-Fest AP Portfolios & test scores Project rubrics Scene Festivals

articulate with Mt. San Antonio College's Photo 10 course for college credit while still in high school. The Special Topics (in Photography) class requirement is to self-publish an original photo book that is conceived, designed, and edited by each student and purchased for the Photo Lab library. Students are encouraged to enter their work in Art/Photography exhibitions and have won awards every year of the program.	Wood Projects
The Woodworking Academy students, at every level, are evaluated with the use of rubrics. Students understand what the expectations are prior to starting the work because said rubrics are reviewed before project commencement. The Advanced students are encouraged and mentored to devise and construct projects of their own design.	Project Reflections
In Art Appreciation Class students are introduced to the Elements of Art and the Principles of Design. They are also exposed to a variety of Master Works of art spanning all of human history from a variety of cultures and periods. Students will develop visual literacy and exhibit their understanding of the language of images and creative expression by creating original works of art in a variety of medias. The standards are clearly expressed and displayed throughout each unit. Any foundational skills are demonstrated and modeled by the instructor further providing the expectations of quality and craftsmanship. Teacher-generated rubrics are provided to all students so they are aware of how they will be assessed and graded on each assignment and/or project.	Animation Projects
Animation students receive an expectation sheet for each project that outlines the requirements and scoring rubric for the project. When each project is complete, the students must write a reflection using subject-appropriate vocabulary as a metacognitive exercise that requires them to articulate their understanding of the material and how to improve in the future	Quizzes/Tests
World Language In World Language, standards are written on board in a simplified manner to help students understand the objectives for each lesson. There are reading, writing, and speaking rubrics that help students see the expected performance levels in order to achieve. Rubrics are given ahead of time to students so that they know what is required of them to achieve at a higher proficient level. World Language teachers have different rubrics for writing, speaking, and the multiple projects that are assigned. Writing and speaking rubrics are necessary in World Language as they help teachers determine if students are performing at grade level or if they need extra practice in order to achieve at a higher level. For beginning levels, teachers use the American Council on the Teaching of Foreign languages (ACTFL) "I can do statements." These statements allow teachers and students to determine the student proficiency level. For AP classes the teachers use College Board rubrics to determine student performance levels.	College Board AP rubrics Writing rubrics Speaking rubrics World Language Standards ACTFL DWA's

SPED SAI teachers produce a syllabus for their classes that indicate grade expectations. Clear learning objectives and student-centered essential questions are posted in the classroom and reviewed with students. Teachers utilize lesson design that includes extensive modeling to demonstrate expert thinking and to provide students with explicit examples of target expectations. For activities like the District Writing Assessment, student rubrics are explained and utilized.	Syllabi Powerpoint Lessons

C1.3 Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3 Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
Teachers at Northview are aware of the are always investigating, sharing and implementing the best ways to meet all students' needs. In our PLCs, we share best practices and results of common assessments to determine how students learn best and to help each other differentiate for students' various learning levels and needs (learning menus, grouping, individual projects). As our school moves forward, our PLCs are starting to better analyze common assessments and how to make effective SMART goals to also move students forward with their learning.	Student Work Folder Steve Ventura Achievement Team Training Lesson Plans
Technology has been beneficial in updating the ways that teachers differentiate instruction. For example, teachers can use Newsela to modify reading passages for different skill levels; Many teachers are using Remind or Google Classroom to stay in touch with students and to keep them apprised of assignments and upcoming tests or due dates. The use of these technologies and resources only add to what is happening in our classrooms. Teachers themselves are using traditional and technology-based resources to make sure that all students are learning at the highest level and are increasing rigor by consistently exploring best practices in all areas.	Newsela Google Classroom Remind PLC meeting notes
Science In the Science Department, we use various simulations, like Colorado PhET and HHMI Biointeractive. We also create WebQuests, Sways, and utilize Google Classroom to direct students to research as well as provide pertinent information. The physics classes are currently in the process of building their benchmark assessments in Quizizz.	Colorado PhET Biointeractive WebQuests Sways Google Classroom Quizizz

Math Math teachers used iREady last year and now use ALEKS to help better understand students' proficiency level with various concepts. ALEKS is a tutorial website which tracks student proficiency in Math I, Math II or Math III, depending on the course in which they are enrolled. It also provides lessons and examples for all topics in the specific math course. ALEKS is designed to meet students at their level and provide instruction when they are academically ready to learn. ALEKS also has the option to be translated into Spanish, which provides a great resource for many of our ELL students. Many people in the department use Kahoot or Quizizz for online tests and quizzes, giving both teachers and students instant feedback about students' understanding of concepts. The math department is also utilizing lessons from the UCI Math Project this year in Math I, II, and III, to help students develop a deeper understanding of the concepts in those courses. The lessons involve audio, visual, and kinesthetic learning opportunities for students.	Irvine Math Project ALEKS PLC meeting notes Quizizz Kahoot Lesson Plans
ELA The ELA department uses the entire Google suite (classroom, docs, forms, sheets) as a way for students to collaborate, complete assignments and assessments, and view videos. Some teachers also use the website Noredink for different grammar practices and assessments that can help students with the writing process. Kahoot is another online resource that is used to check student's understanding. Many ELA teachers also use Socrative and Quizizz to help differentiate the way teachers check for student understanding of concepts. Commonlit.org, Goalbook, and SBAC Digital Library are also used. One is used as a guided reading tool that chunks the reading to assist with comprehension. The latter two are used to help students access more difficult concepts through scaffolded resources. Students are able to communicate with teachers using the Remind app to ask clarifying questions about their assignments when they are absent or to communicate with their teacher for some other reason after the school day. Quizlet is used to learn vocabulary words, either as digital flashcards or as a class-wide vocabulary game of matching to increase motivation to learn the words and make the memorization of the words more palatable to students.	PLC meeting notes Socrative Goalbook Quizlet Kahoot Quizizz Noredink Quizlet Commonlit.org SBAC Digital Library QR codes Edpuzzle Revision Assistant Turnitin.com

In some classes, QR codes are used for putting links on assignments that are printed on paper. Teachers who are flipping their class—or are in the process of flipping their class—use EdPuzzle.com to add questions to the videos that they are making. Sometimes, however, students are making their own videos and posting them on YouTube. Some ELA teachers also use Revision Assistant for essay assignments as it scores student responses in real time. It also makes suggestions that allow students to increase the scores of their responses. Students also use turnitin.com to peer review their classmate's responses and evaluate the strength and weaknesses in their writing.	YouTube
VAPA/CTE VAPA teachers use a combination of printed and electronic material on a regular basis to differentiate instruction. A large portion of the VAPA curriculum is based in visual communication; the differentiation used includes but is not limited to Google Classroom for centralized assignments and sharing of information. YouTube is also used as a tool for displaying information and step by step instructions in a visual medium. Students in these classes build their own professional-level news reports with Final Cut and our in-house studio, make projects on paper and out of wood, take and manipulate photos using Adobe Photoshop and Lightroom and are learning how to program in our newest computer science courses.	Viking Vision PBS NewsHour YouTube Final Cut Adobe Photoshop Lightroom
World Language The World Language department uses several tools to help students access the required languages. Apps such as DuoLingo give students independent practice with the language and allow them to set their own goals and gauge their progress. Other tools include those used by other departments such as YouTube, Google Docs and Google Classroom.	DuoLingo YouTube Google Docs Google Classroom
PE Football PE classes use HUDL software to watch video from games played to break down opponents' film for scouting, and to make highlight films for recruiting purposes. Drones and iPads are used to film practice and games to help coaches and players identify and correct mistakes. Baseball PE uses game changer to track pitch counts for CIF. All PE classes use VO2 max calculators to calculate lung performance while running the mile. Volleyball PE uses StatVball for imputing stats and records.	HUDL Drones iPads VO2

SPED Special education teachers at NHS have been trained in a variety of instructional strategies. Most teachers attended district training on Universal Design for Learning. Teachers work with student's accommodations to best meet the learning styles of all students. All students have access to technology. Starting in the 2017-2018 school year, the C-VUSD went to a 1:1 laptop model. The use of technology has allowed students to have greater access to core content. Northview High School also utilizes a student support period for most students with disabilities—study skills. This allows SPED teachers to work with students who are in the general education courses and provides time for one on one re-teaching or reviewing of concepts students learned in their general education classes. This setting also allows students a space to take tests in a smaller more supportive setting.	PLC meeting notes Universal Design for Learning
Social Science Social Science teachers use a variety of methods to differentiate instruction in the classroom. These methods include utilizing small group discussions, presentations, and engineered groups all of which are used to assist student comprehension. WebQuests, document analysis, and writing are also used in multiple settings. All social science classrooms have video projectors, and all students have a Chromebook. Lessons are scaffolded as necessary using depths of knowledge and modeling when necessary to accommodate the needs of different students and for the instruction of new material. Throughout a unit of study, multiple types of assignments and assessments are given to increase and maintain student interest and allow students to work independently as well as collaboratively. Teachers use a variety of technology in their lessons. Many teachers are using Google Classroom to post assignments, write class announcements, or ask a class question, as well as Google Slides, videos, and Flipgrid.	WebQuests Webb's DOK Lesson Plans Google Classroom Flipgrid

C2. Student Engagement Criterion

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

C2.1 Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1 Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
According to a teacher survey, the top 3 technology applications being used schoolwide to deliver curriculum are - Google Classroom 78%, Kahoot 33%, and Quizizz 33%. **Math** The Math department uses the following technology when delivering curriculum - Remind (100%), Doceri (45%), YouTube (100%), Google classroom (54%), and ALEKS (100%). In addition, some teachers use the following technology applications: iReady (used in the past), Kahoot, Quizizz, Quizlet, Padlet, NearPod, Socrative, Desmos (interactive lesson followed by instruction in the classroom), Edpuzzle, TechSmart, Khan Academy, and Piazza (bulletin board app for math; students can respond anonymously; can use standardized math notations). **Science** Within the science department 100% of teachers are using some kind of interactive quiz system - Quizizz, Kahoot, for example - on a regular basis (more than once per month). All physics teachers are using PhET, and all biology teachers use HHMI Biointeractive. These tools are used when appropriate, as frequently as monthly. **ELA** The English department uses the following methods to deliver curriculum: 100% of the department uses Google Classroom at least once a week as a centralized location for assignments and announcements as well as a method for students to find videos and materials that need to be reviewed for assignments. 57% of all ELA teachers use Kahoot on a bi-weekly basis to assess instruction and to help students engage in collaborative learning. 62% percent of the department uses Quizlet on a bi-weekly basis for the assessment of instruction and for pre-set study aids for students. For summative assessments, 70% of the department uses I/O (EADMS) at least twice a year for pre-assessment of the CAASPP. **Social Science** The following technology is used within the Social Science Department to deliver curriculum and assess student progress: 100% of teachers use some sort of interactive quiz system (Quizizz, Kahoot, IO Education, etc.), 67% of teachers use Google Classroom, and 83% use Google Slides. Flipgrid, which is used by students to create videos responding to certain prompts, AR / VR (augmented, virtual reality) and WebQuests, which are used for inquiry-based learning, are used 2-3 times throughout the semester by various teachers. Edpuzzle, which allows teachers to edit and tailor videos to specific lessons, and Nearpod are also used monthly by select teachers.	Student Work Folder Teacher surveys PLC survey/Meeting Notes Google Suite Doceri ALEKS iReady Kahoot Quizizz Quizlet Padlet Nearpod Socrative Desmos Edpuzzle TechSmart Khan Academy Piazza Biointeractive Commonlit.org IO EADMS CAASPP Flipgrid WebQuests

World Language The World Language department uses the following technology when delivering curriculum - Duolingo (80%), YouTube (100%), Google classroom (60%), PowerPoint (80%) and Word (100%). In addition, certain teachers use the following technology applications: Storyboard (40%), Kahoot (60%), Quizizz (40%), Quizlet (40%), Seesaw (20%), Quia (20%), and Newsela (20%). **VAPA/CTE** VAPA regularly uses specialized software on a weekly basis for instruction in visual and media arts including Adobe Photoshop, Adobe Lightroom, Adobe Premiere, and Adobe AfterEffects. Teachers utilize Google Classroom to share important instructional resources and assignments. Hands-on instruction is the main method used by VAPA and CTE teachers. **SPED** The Special Education department in both the co-teaching and SAI settings use the following sources of technology as a means of delivering the curriculum: Kahoot, CommonLit, iReady, and Goalbook.	AR/VR Quia Duolingo Storyboard Seesaw Newsela AfterEffects Adobe Photoshop Google Classroom Adobe Lightroom

C2.2 Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2 Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
Northview teachers are committed to using coaching strategies that facilitate learning for all students. We firmly believe in equity for all students and use several different techniques to engage students in their learning. We know the importance of building relationships with our students through ice-breaking activities, being supportive of their extra-curricular activities and leading them through teambuilding exercises. In doing so, we are able to establish a safe learning environment for all of our students.	Student Work Folder Teacher Survey

As a result of our teacher survey, we discovered that 100% of Northview teachers use resources outside the textbook and publisher's materials. Over 56% of teachers use these outside resources daily. As a staff, we are committed to helping students better understand the material being taught and take charge of their personal learning.	
During AP review time, AP instructors serve more as coaches than teachers. At that point, all material has been taught, so the instructors shift the focus to scaffolding concepts that will help students be more successful on the AP exam. Students are also taught how to create successful study groups, how to develop study guides, and how to review and focus on content areas that need improvement.	
Northview teachers identified three instructional strategies (SLOs) which could be used in any academic setting. These strategies are known as 10-2-2, 3-2-1, and Think-Pair-Share. We received staff-led professional development in their use and effectiveness. We also review these strategies regularly and help each other understand when/how they can be implemented. In addition to the three schoolwide SLOs the following strategies are being used in each department:	Instructional Focus Posters
Social Science The Social Science department uses daily checks for understanding through choral response, yes/no questions, extended response questions, opinion questions, think-pair-share, group engineering, collaboration, and exit slips in order to make sure that students are gaining insight to the content and thinking critically. Teachers are also making efforts to help make our students aware of the different depths of knowledge and to push them from simple information gathering and processing to application and evaluation. This understanding and insight is then used by the students to complete various assignments such as writing essays, creating posters and brochures, presentations, gallery walks, WebQuests, projects, and simulations. Student samples, rubrics, and peer grading are also used in order to coach students on what the expectations of the finished products or assignments are.	WebQuests Gallery Walks Lesson Plans Webb's DOK Rubrics Peer Editing
AVID The main collaboration strategy in the AVID classroom is collaborative study groups known as tutorial groups. Students participate in tutorial groups twice a week on Tuesdays and Thursdays. In addition, students participate in a variety of team building and collaboration activities from the AVID weeks at a glance curriculum. Students in the AVID classroom constantly monitor their grades using weekly grade checks.	Tutorial Groups Grade Checks

Science Along with traditional science methods such as hands-on investigations, thinking maps, gallery walks, WebQuests, and group and individual reports and presentations, the science department has been building new inquiry-based lessons. This year, our district-wide focus is on building our 9th-grade conceptual physics classes. In the 2019-2020 school year, we will build the biology lessons. In the 2020-2021 school year, we will build the chemistry lessons. The district-wide Science Leadership Team collaborates to develop lessons, assessments, inquiries, and activities that give students more independence and ownership of their learning.	Labs Thinking Maps Gallery Walks WebQuests
Math In the Math department, the following coaching strategies are used on a daily basis: whiteboards to check for understanding, websites like Kahoot, Quizizz, & Quizlet to get immediate feedback from students, Desmos to present information and guide students through inquiry-based activities, Khan Academy to reteach skills. In the past years, we've used iReady as a diagnostic and as a tool to reteach skills; however, this year we have moved to ALEKS. ALEKS provides additional individualized instruction for students. In addition, 63% of our teachers have classrooms set up in a collaborative setting, whether in pairs or groups, in order for students to collaborate and coach each other.	Whiteboards Kahoot Quizizz Quizlet Desmos ALEKS
ELA Teachers in the English department use multiple methods to coach our students and to ensure equitable questioning is occurring in our classrooms. Many ELA teachers use 3-2-1 as an exit ticket to gauge what students learned and what questions they still have. We use Socratic Seminars and Fishbowls to coach students on how to properly deliver opinions and conduct discussions that are research-based. Many ELA teachers use whiteboards for CFU. We also use Think-Pair-Share prior to asking whole class questions, so students have the opportunity to discuss the concepts with a peer prior to being asked a whole class question which helps to decrease anxiety. Strategies such as inner circle-outer circle also help students review with one another prior to tests or activities in a non-threatening way. We use online resources, such as Quizizz and Quizlet, to review and gauge which students still require coaching. We use engineered groups for study sessions as well as group projects. We incorporate peer editing techniques during essay writing and team building activities. Teachers in the English department also use group assessments at least once a week. ELA teachers understand the importance of group work to facilitate our student's learning and develop their voice through student-led academic discourse.	Think-Pair-Share Socratic Seminars Group Assessments Fishbowls 3-2-1 Quizlet Quizizz Inner Circle-Outer Circle

World Language

In the World Language department, there are constant checks for understanding through choral response, yes/no questions, either/or, and one- or two-word responses in lower-level classes. For higher-level classes, we have extended response questions, opinion questions, think-pair-share, group engineering, and collaboration. This understanding/insight is then used by the students to complete various assignments such as creating dialogues and having conversations, reading and comprehension, cultural projects and presentations, storyboards, paragraphs, emails, essays, and cultural comparisons. Student samples, rubrics, and peer grading are also used in order to coach students on what the expectations of the finished products or assignments are.

Think-Pair-Share

VAPA/CTE

Much of the VAPA curriculum is project-based learning and growth is shown through student portfolios and performance development and the evidence provided in the collection of projects. In engineered groups, students participate in peer review, typically in the form of a critique, teaching professional-level observation and communication when reviewing someone else's work. Class critiques are also used as a coaching strategy where students verbally reflect and respond to their own works of art as well as the works of their peers in whole class and small group settings. This type of peer review provides an authentic and professional experience of observing and responding/communicating when viewing the works of others/their peers. Teachers use a variety of methods to check for daily understanding including the use of Kahoot, EdPuzzle, Google Classroom assignments, art journals, and class discussion.

In the art classroom, various coaching strategies are used to facilitate learning for all students. Visual thinking strategies (VTS) are used as questioning strategies with art criticism and critically analyzing works of art (works from art history, their own works of art, and the works of their peers). Using visual thinking strategies helps build and expand on students' verbal and written responses, deepening their understanding and building analytical skills. The written responses/assignments provide evidence of growth in critical thinking skills and writing. Students respond to their works of art through written artist statements where they reflect on the process of creating with the learned foundational skill and use of media.

Engineered Groups

Student Portfolios

Peer Editing/Class critiques

Kahoot

EdPuzzle

Google Classroom

Art Journals

Visual Thinking Strategies

SPED Most Education Specialists in the SPED department are co-teachers. They work side-by-side with general education teachers in math, English, social science and science courses. The coaching strategies that are used in both the co-teach setting and the SAI setting include 10-2-2 and small group instruction with students who need more practice with the skill that is being taught. Think-pair-share is a strategy that is also implemented with the pairing done by grouping lower functioning students with higher functioning students. Universal Design for Learning strategies, especially multiple means of expression are also used. Technology that is utilized includes Kahoot and Quizizz.	10-2-2 Think-Pair-Share Universal Design for Learning Kahoot Quizizz

C2.3 Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3 Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
Students are given the opportunity in each class daily to apply their learning through informal assessments and checking for understanding with the use of collaboration strategies. Via Aeries, students can access and monitor grades. Students are encouraged to use agendas, homework logs, interactive notebooks, to keep their homework and classwork organized. Students use school-provided Chromebooks to access homework information and to do research for their required assignments. Some Northview students use their phones to keep track of homework given in class while others depend on their friends for the same information. Most of our student population state that they almost always use their notes during the time that they are working on their homework.	Student Work Folder Student surveys Teacher surveys
Math Our Math students at Northview are provided multiple opportunities to organize, access, and apply the knowledge they have acquired. Math teachers meet weekly in PLCs to plan, pace, write common assessments, and evaluate data. As students move through their math courses, it is necessary that they recall previous information and knowledge from their previous math classes. At times, it is necessary to create small review lessons.	PLC notes ALEKS Desmos

a. As we are a district that is 1:1 with Chromebook computers, and since 100% of our Math teachers use Google classroom or their own website or the Remind App, our students have the academic tools they need with them 24 hours a day. Students are assigned to use tools such as ALEKS, Desmos, and Khan Academy to gather and inquire knowledge. Furthermore, the UC Irvine Math Project is being used in Math I, Math II, and Math III to introduce conceptual lessons that allow students to discover new knowledge and share in small groups. Performance tasks are also used in math classes that require inquiry-based learning and sharing with peers.

b. All Math teachers use note-taking strategies in class. This would include the use of graphic organizers and Cornell note-taking. Many teachers post their notes online for easy student access. Research projects are not normally given in most math classes.

Khan Academy

Irvine Math Project

Cornell Notes

ELA

Our ELA students at Northview are provided multiple opportunities to organize, access and apply the knowledge they have acquired. Since 9th-10th grade share the same standards as do 11th and 12th, ELA teachers meet regularly in PLCs and as a department to build scaffolded lessons based on the same standards. They develop lessons together that build off knowledge given to them in the prior year.

a. ELA teachers use similar graphic organizers such as SOAP, for character analysis; SOAPSTONE for text analysis; IDEAS for non-fiction analysis; DIDLS for literary analysis and SIFT for fictional analysis. ELA teachers also use similar graphic organizers for creating EBC (Evidence-Based Paragraphs). In the 9th grade year, students are introduced to rhetorical devices and fallacies, and in the 10th-grade year, the knowledge of these devices grow in number and then grow again when they enter into their 11th-grade year. Through vertical alignment, 9th-12 grade ELA teachers are able to help our student population access and apply the knowledge they gained the previous year.

b. As we are a district that is 1:1 with Chromebook computers, and since 100% of our ELA teachers use Google classroom or their own website, our students have the academic tools they need with them 24 hours a day. Teachers provide assignments, links, videos, and articles for students to access any and all research items needed for any and all assignments.

Graphic Organizers

EBCs

Google Classroom

Multi-media outlets

c. 100% of the ELA department assigns both group and individual research projects. These projects vary in degree. Some require students to prepare an argument for a Socratic Seminar, while others ask students to defend an argument or analyze and synthesize multiple of texts. As evidenced in the student work link in the supporting evidence, our students participate in multiple forms of research and discovery.	Socratic Seminar
Science The Next Generation Science Standards (NGSS) are built around the ideas of student-led inquiry, collaboration, and discovery. While Northview is in the process of re-building our science curricula and courses with these new standards in mind, we are incorporating more opportunities for students to use resources beyond the textbook to gain requisite knowledge and skills in all areas of science.	Cornell Notes
a. All biology and chemistry teachers use notebooks for students to organize their notes and analyze their learning. Teachers also have students take Cornell Notes to include analysis and interpretation of the learned material. Science teachers are beginning to incorporate Claim-Evidence-Reasoning (CER) into our activities to encourage more in-depth analysis of scientific results and phenomena.	Google Classroom
b. All teachers use Google Classroom in at least one section to communicate, share information, and make and collect assignments. Part of NGSS is the Cross-Cutting Concepts (CCCs). Their purpose is to help students deepen their understanding of the disciplinary core ideas and develop a coherent and scientifically based view of the world. The CCCs are: Patterns, Cause and Effect, Scale, Proportion and Quantity, Systems and System Models, Energy and Matter, Structure and Function, and Stability and Change.	Labs
c. In all science classrooms, students have always been given opportunities for hands-on learning. Our laboratory activities and experiments have evolved with the advent of NGSS to become more student-focused and more inquiry-based. Students get more chances to explore their own ideas and not just follow a recipe with expected results. All laboratory activities involve drawing conclusions, interpreting data, and analyzing results.	

Social Science In the Social Science department, we provide multiple strategies that allow our students to demonstrate their applied knowledge on a variety of department assessments. Our focus is on 10th-12th grade, and we meet in PLCs to come up with content specific common assessments to show growth within all students every grading period (5-6 weeks). Our social science students are provided multiple strategies that allow each of them to demonstrate applied knowledge and critical thinking skills every given year.	Common Assessments Google Suites Webb's DOK
a. Our department uses MEAL to help students organize their writing prompt by: stating their main idea, find and state their evidence, analyze and provide different forms of commentary for their evidence, and provide a link sentence that connects back to the main idea. We have a Google Team drive that has tools such as DOK charts, California Social Science. Framework Standards with essential questions, and the Hess Rigor Matrix; to be used to assess students' knowledge.	Hess Rigor Matrix Google Classroom
b. We utilize 1:1 with Chromebook computers and a majority of our teachers use Google classroom or their own website that provides academic tools students can use at any time of the day. In Google Classroom or on websites, teachers can provide assignments, links, videos, and articles for students to access any and all research items needed for any and all assignments.	
c. A majority of the social science department uses common assessment generated test, quizzes, and writing prompts. These tests, quizzes, and writing prompts vary in degree. Some of the assessments measure student's skills in critical thinking and content knowledge, while others ask students to analyze primary and secondary sources and to provide commentary. Also, a majority of teachers use tutorials and simulations to assess our student's ability to communicate and collaborate — as evidenced in the social science photos.	PLC Meeting Notes
World Language Our World language students are provided multiple opportunities to organize, access, and apply the knowledge they have acquired. World language meets weekly to plan, share, and organize different course content.	Vocabulary Lists
a. In World language, students are given verb charts that have the correct conjugations of verbs in different tenses. Students are also given vocabulary lists of words that they need to know for each chapter and unit. In upper-level classes, students are given charts on syllabication of words.	

These charts allow students to know where the stress of a syllable falls. This chart also allows students to identify the stressed syllable and demonstrate if a word needs an accent mark or not.	
b. As a school district, we are in the middle of adopting a new textbook. Students have access to all the tools and resources that accompany the textbook that we are piloting. All teachers use Google Classroom in at least one section to communicate, share information, videos, or links, provide and collect assignments.	Google Classroom
c. Students are able to apply the vocabulary and verb tenses that they have acquired in different assignments such as creating dialogues, conversations, and projects. Students are also given reading comprehension activities that demonstrate what they have acquired.	
VAPA/CTE - While all teachers in the VAPA/CTE department teach different content, all VAPA teachers introduce a wide variety of skill sets to help facilitate student creative expression.	Google Suites Adobe Suite
a. Teachers utilize Google Drive and Google Classroom when appropriate for assignments. Technology is used throughout the department for students to demonstrate what they have learned and produced. This includes Adobe Suite, industrial woodworking tools and machinery, drawing horses, animation software, lighting boards, cloud-based collaborative writing software, and professional camera and lighting equipment, printers and matte/framing tools.	Student Self-Critiques
b. Band classes perform together and give self-critiques, as well as critiques of other performers, to analyze how their performance affects the entire group. During adjudication, other music educators give comments and ratings based on what is performed, and the students apply that feedback.	
c. In all VAPA/CTE classes, students have always been given opportunities for hands-on learning. Our instruction in the arts and technical fields are student-focused and inquiry-based. Students explore their own creative ideas and expression. All projects involve communication, collaboration, and critical thinking skills as well as peer and self-critique. Students have the opportunity to create their own portfolios, performances, and productions to communicate the knowledge they have acquired.	Student Portfolios Student Performances

C2.4 Indicator: Students demonstrate higher level thinking and problem-solving skills within a variety of instructional settings.

C2.4 Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
The drive with student work samples shows ample representation of the rigor in each classroom at Northview. Student samples are clear evidence that students are able to think, reason, and problem solve not only individually but also in group settings. It is evident that teacher expectations are high and that students rise to the expectations. **Math** The math department has obtained much evidence showing students demonstrating their ability to think, reason, and problem solve in both individual and group settings. Most of the evidence is provided by pictures that are attached to the link. These pictures include: a. Group Activities b. Strategic Note Taking c. Field Trips d. Data Collection e. Inquiry-based learning f. Conceptual Math Lessons g. Group Discussions **ELA** The English department at Northview strives to ensure all of our students are able to think, reason and problem solve in both group and individual activities and projects, discussions and debates. All of the following methods are used in the English department. a. Socratic Seminars b. Fishbowl Discussions c. World Cafes d. Debates e. Rhetorical Analysis Projects f. Literary Research and Analysis g. Engineered Groups h. Literature Circles i. Individual White Boards j. AVID Cornell Notes k. Tutorials	Student Work Folder

l. Hierarchy Task Analysis m. Essays n. EBC o. Writing Revisions p. PowerPoint Presentations q. Journaling r. Use Costa's level of thinking to create level 1-2-3 questions s. Self-Reflections t. Gallery Walks u. Research Projects **Science** As part of the schoolwide learning goal to promote problem-solving through communication, collaboration, and critical thinking, our science classrooms show evidence of that in all areas. We use both group and individual assignments to assess student understanding throughout the courses and even as they move through the sciences. We have a common set of Cross-Cutting Concepts, Science and Engineering Principles, and Environmental Principles and Concepts that are beginning to be integrated into all areas of science as we transition to the NGSS. Some examples of problem-solving activities in science include: a. Cornell Notes b. Socratic Seminars c. Debates d. Engineered Groups e. Inquiry-Based Lab Activities f. Modeling g. Lab Reports (group and individual) h. CER i. Essays j. Think-Pair-Share k. 3-2-1 l. Powerpoint Presentations m. WebQuests n. Simulations and Virtual Labs o. Self-Reflections p. Gallery Walks q. Research Projects r. Group Activities s. Group Discussions	

Social Science

All NHS Social Science students will demonstrate measurable growth or maintain progress in critical thinking skills. Social Science department rubrics measure skills that will be reviewed during PLC and Department meetings. Short answers, verbal responses, document analysis, and other written responses are a few of the assessments that will be utilized to measure critical thinking skills. To demonstrate classroom measurement, we have rubrics created by our department. We also use Webb's DOK charts, and the Hess Rigor Matrix in the Google Team Drive to generate deeper questions if the rubric does not suffice.

a. EBC (Evidence-Based Claim Paragraphs)
b. DBQs (Data Based Questions)
c. Document Analysis
d. Short Answers
e. Essays
f. Class Participation
g. Pair Share
h. Socratic Seminars
i. Philosophical Chairs
j. Annotations
k. Sentences (commentary)
l. Tutorials
m. Online Discussions
n. Oral Presentations
o. Projects

World Language

In World Language, students are given cultural projects that students must demonstrate perspective, practices, and products of the target language culture. These cultural projects give students the opportunity to demonstrate creativity with detailed instruction to show thinking, reason, and problem-solving. Rubrics for each cultural project gives students an idea of what the teacher expects out of the cultural projects and also has the instructions specified.

Cultural projects

Rubrics

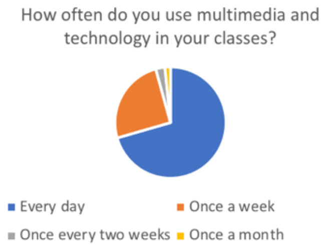
VAPA/CTE

As part of the SLOs to promote problem-solving through communication, collaboration, and critical thinking, the VAPA and CTE classrooms show evidence of that in all areas. We use both group and individual assignments to assess student understanding.

a. Group discussions
b. Annual visual and performing arts festival "RetroFest"
c. Field Trips
d. Guest speakers
e. Professional shadowing
f. Art portfolios
g. Photo and video competitions
h. Student-directed scene festivals
i. Student-produced news programs
j. Student-produced short films
k. Pitches and decks via presentations
l. Art notebooks
m. Student journals and sketchbooks
n. Photography peer-critique and gallery walk
o. Script-writing
p. Artist statement and photo presentations
q. Think-Pair-Share
r. Costume Design and presentations
s. Genre and character analysis
t. Designing and construction of fine-woodworking
u. Choral concerts
v. Student led rehearsals
w. Daily group rehearsals
x. Regular engagement during performances
y. Individual changes and adjustments during rehearsals and performances
z. Active listening during adjudication comments
aa. Recordings of performances shown and corrections are made during self-evaluation
bb. Performances progressively improve to display student growth

C2.5 Indicator: Students use technology to support their learning.

C2.5 Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
NHS students are each given a Chromebook/laptop at the beginning of the school year and are required to bring those to school every day. They are used throughout all disciplines for all kinds of activities, many of which require student-student collaboration (Google Docs). According to our student survey, 70% of students report using multimedia or technology in their classes every day, and an additional 25% of students report this at least once a week—culminating in 95% of our student population stating that technology is used on a weekly basis. They report that they are using technology to access assignments, collaborate with other students, submit work, view videos, check on missing work, write and research papers, and to communicate with teachers and other students. In some departments, such as our VAPA/CTE departments, technology is not just a tool, but the entire course. Students use editing tools, programming language, and various software to solve problems, create content, and share ideas. The samples of student work in our Student Work Folder are clear evidence of the use of technology in our classrooms.	Student Work Folder 100% 1:1 Chromebooks Student survey  Lesson plans FAME YouTube Channel VAPA and CTE course descriptions
ELA The ELA department uses the entire Google suite (classroom, docs, forms, sheets) as a way for students to collaborate, complete assignments and assessments, and view videos. While students tend to use Docs for writing and annotating of text, students use other Google products in more creative ways: students use Forms to give and take surveys, to take quizzes, and to submit work for some teachers; Google Slides to create presentations, to annotate texts, and to digitally complete worksheets; Google Sheets to organize information or to mimic a table on a handout to insert information, such as with a grammar lesson. The online website Grammarly is used to help students correct their work through the use of turnitin.com is used more frequently for catching plagiarism and for giving students automatic feedback on assignments. Students might also use Revision Assistant to write essays and get feedback from the computer on their essays. Some teachers also use the website Noredink for different grammar practices and assessments that can help students with the writing process. Kahoot is another online resource that is used to check student's understanding. Students also have individual access to the Aeries portal so they can see if they have any missing assignments and stay up to date on their grades. Google Classroom allows students to have a digital classroom where they can receive class updates	Google Suite Grammarly Noredink Lesson Plans Kahoot Aeries Commonlit.org Remind Quizlet EdPuzzle/Zaption

and information, be assigned work that may be graded, and access links to online materials more easily, all in one place. Commonlit.org is used as a guiding reading tool that chunks the reading to assist with comprehension. Students are able to communicate with teachers using the Remind app to ask clarifying questions about their assignments when they are absent or to communicate with their teacher for some other reason after the school day. Quizlet is used to learn vocabulary words, either as digital flashcards or as a class-wide vocabulary game of matching to increase motivation to learn the words and make the memorization of the words more palatable to students. In some classes, QR codes are used for putting links on assignments that are printed on paper. Teachers who are flipping their class—or are in the process of flipping their class—use EdPuzzle.com to add questions to the videos that they are making. Sometimes, however, students are making their own videos and posting them on YouTube. Students use Revision Assistant to write and revise their work, as it scores their responses in real time. It also makes suggestions that allow them to increase the scores of their responses. Students also use turnitin.com to peer review other student's responses and evaluate the strength and weaknesses in their writing. All students receive their feedback and then given an opportunity to revise accordingly.	QR Codes YouTube Turn It In Revision Assistant Google Classroom
Math The math department uses various sources of technology to help students achieve the content standards. Desmos.com is one main resource that helps students understand how to graph, problem solve, and critically think. In Desmos, there are teacher created activities/lessons where students are interacting with graphs equations and data. Google forms and documents are used by students for different lessons. Google classroom is used to post assignments, post instructional videos which are created through the use of Doceri. EdPuzzle is used so students can review a lesson at their own pace. Students use YouTube to post math rap videos.	Desmos Quizizz EdPuzzle Math Google Drive Folder Google Classroom YouTube
Science In science, students utilize online simulations to help them understand key ideas; they also use science news resources from a plethora of valid websites in order to learn about how scientific principles of all kinds are applied in the world today. They utilize online calculators, video tutorials, and email for communication as well. Our students use Google Classroom for communicating with their classmates and for assigning/grading projects. Other technology includes various presentation tools like video projects and Google Slides/PowerPoints.	Google Suite

Social Science The Social Science department uses a wide assortment of technology to enhance the quality of instruction and student comprehension of the academic standards. The Google suite is utilized within the department (classroom, docs, forms, sites, slides) to deliver instruction, encourage student participation/collaboration, and submit assignments. EdPuzzle is used to embed comprehension checks within videos (students must answer the questions as they watch the video to continue play. Nearpod is also used as a means to deliver instruction in an interactive format. This online resource incorporates several different forms of assessments that can be placed wherever the teacher desires and records student quiz data for instant, comprehensive feedback. Kahoot is used as a fun, comprehensive check/review and the department has a class set of VR glasses for virtual learning (Youtube 360, etc). Flip Grid is used for students to create their own short video responses to questions or create short lessons for their peers. Through Aeries, students have access to grades online to keep up with their coursework.	Google Suite EdPuzzle NearPod VR Glasses Kahoot Aeries Flipgrid Google Classroom
World Language In World Language, technology is used as a strong guide for learning. The 1:1 has simplified learning with the integration of Google accounts; 1:1 technology helps in research and presentations of target language culture. In World Language students are able to access articles, videos, stories, and culture of the target language. They are also able to hear the different dialects and accents that Spanish speakers have. Technology also facilitates and helps accommodate different learning styles. Through the use of technology, students are able to practice the three modes of communication: interpersonal, interpretive, and presentational. Students use a website called Duolingo to practice Spanish vocabulary, writing, listening, and speaking. Another website that students use is Seesaw. In Seesaw students can write and speak and also create videos. When students use Seesaw, they practice their writing and speaking skills also.	Seesaw DuoLingo Ver-taal Google Classroom Aeries Videos Voice Recordings Audios
VAPA/CTE Band and choral classes use technology such as apps on their phones to improve their performance. Metronomes are used to keep tempo and tuners are used to tell if a student is in tune and both can be downloaded onto a phone. Recording and keyboard apps and are used to record vocal parts for sectional rehearsals. YouTube can be a resource because professional musicians and university professors post lessons that can be viewed to the public. This gives young musicians an opportunity to learn from great musicians from any part of the world and can be accessed by only searching up the video on the internet. Recordings of the students playing/singing can also be a tool for the student to hear themselves and self-evaluate.	Chromebooks Kahoot Google Classroom Shared Drive Documents for scriptwriting ToonBoom EVO server based collaborative video editing

Theater Arts students use the internet to research history, culture, fashion etc. both for developing believable characters and theatrical settings. Students also use source material they may find online for scene or monologue work. YouTube is used as a resource for viewing professional performances. Video recording is also used during class time and rehearsals for the purpose of self-evaluation and growth. Digital Photo classes are technology dependent. Students learn to use digital cameras, Macintosh computers, film and document scanners, various computer applications related to image editing and exhibition quality inkjet printing. Their work is displayed in the classroom and various community art venues throughout the year. Woodworking Academy students scour the internet for design ideas as well as construction and engineering principles to facilitate project conception to completion. In Art Appreciation students are introduced to free creative drawing programs on the internet which they use in a variety of activities and assignments. They access these programs via the internet and their issued Chromebooks. Upon completion of their assignments, they share the work with their student accounts in Google Classroom. In the advanced levels, students create websites to promote their artwork and AP art students must submit their artwork/portfolio digitally through the AP Board website. Animation students use the internet for drawing reference and for professional level tutorials in order to enhance and further their animation skills. Students also use drawing tablets in conjunction with digital painting/drawing/animation software that allows them to create edit and iterate and a much faster rate, resulting in a faster progression in order to prepare them for the fast pace of College and the professional work environment.	
SPED Each student has a device in which they utilize internet resources to acquire information and augment their learning in a manner that best fits their learning style. Students utilize the Google suite to acquire and share information in addition to completing assignments. Students use Google Docs to complete work independently and to collaborate on assignments with their peers and teachers. Students use Google Slides to create presentations that demonstrate learning and to exhibit listening and speaking skills. Students are using the ALEKS program to acquire and demonstrate mastery in math. Students in study skills classes are utilizing their student portal on the Aeries program to monitor their classroom progress and performance. Students have access to multiple accessibility tools such as text to speech, speech to text and audio versions of many textbooks.	ALEKS Google Classroom CommonLit Khan Academy My Perspectives

C2.6 Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6 Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	**Supporting Evidence**
At Northview, each student has his/her own Chromebook, connected to school WiFi, and their own Google account. They bring the Chromebooks to school daily and use them in all classrooms. Daily, students are using website and applications beyond the textbook to supplement their learning.	Student Work Folder Teacher Survey
All Northview teachers use materials and resources beyond the textbook, many of them every day. Teachers integrate the use of applications such as Google Classroom, simulations, Khan Academy, ALEKS, Google Docs, EdPuzzle, Quizizz, Kahoot, Desmos, Doceri and more to make and deliver lessons.	Khan Academy ALEKS EdPuzzle
ELA In the ELA department, many teachers use current events, such as racial profiling, social injustice, gender issues, and topics du jour--among other topics students have an interest in--as the content in which to unpack what the standards intend for students to do. For example, students may look at various genocides that have occurred through history to better inform them of the extent to which the Holocaust affected Jews in the novel *Night* by Elie Wiesel. The ERWC units in the senior English classes are structured around key questions such as those mentioned above, where students must engage with several texts on a theme and develop their own thoughts in writing about the topic. Within units, students are asked to analyze art, political cartoons, and music that relate to the unit being taught. Students use various news websites, such as CNN, New York Times, and NPR to complete research. They also use the Google suite to complete assignments, peer review, and to create presentations. English classes may use current poetry, such as the poem "Portent #13" by Kelly Cressio-Moeller from the November 2018 issue of Thrush Poetry Journal--a journal that likes to discover new poets--as a means to analyze poetry and to show students where to publish their own poetry. Online resources like CommonLit.org allow teachers to find real-world resources that are directly tied to the standards that they are targeting. Commonlit.org has a multitude of non-fiction articles, short stories, and poems that can be paired with various books, genres, literary devices, and themes. When counselors come in yearly to talk with students in their English classes, students are asked to use Naviance to explore college and career opportunities, find scholarship information, compare costs and amenities and other factors of colleges, and to discover which jobs are currently paying better than others, what skills are needed for a particular job.	Quizizz Kahoot Desmos Doceri ERWC Google Chromebooks EBSCOhost Engage New York Louisiana Believes Commonlit.org

Math Through our work with the Irvine Math Project, we have begun implementing challenging, real-world, conceptual lessons into the Math I, II, and III courses. These lessons involve students participating in experiments, gathering real-world data, analyzing that data, and using math to synthesize their results. Students collaborate in small groups and discuss the math on a daily basis. The conceptual lessons students participate in push them to go beyond just calculations, make sense of the problems and apply mathematics to real-world situations. Students communicate their understanding through calculations, synthesis of their data, conversations with their classmates, and reflection in their responses.	Irvine Math Project Reflections Lesson Plans
Science Throughout our science classes, we use laboratory-based, hands-on activities to give students a more in-depth, realistic experience with science and the scientific process. In anatomy and physiology, students interview professionals in the field. In physics, we use monthly science news article reflections as a method of bridging the gap from the often-theoretical focus of the classroom and the practical world of technology, medicine, and exploratory investigation. Students write reflections after researching articles or scientific studies of their own choosing. Another such example is the use of videos that demonstrate how key principles are put into practice today, such as videos on car safety to demonstrate how conservation of momentum and energy play a pivotal role in the development of the car industry. In all areas, many of the projects have students use online resources such as reference sites, scientific blogs, and interactive sites to help them discover the material they need in order to complete specific tasks.	Interview Reflections Lesson Plans Google Classroom
Social Science In the Social Science department, lessons are primarily created by the teacher and/or teaching team (World History, US, Gov, etc.). Textbooks are provided as a resource for the students and classwork will incorporate their use. Video and Audio clips (political speeches, music from historical periods, new reports, student recordings, etc.) are used for students to analyze and apply to learning objectives. Primary and secondary sources such as map, charts, graphs, articles, and documents are also used as students are instructed on how to analyze and interpret each of these resources. VR is used to allow students to experience learning that would not be traditionally available in the classroom (looking inside a WWI tank).	Audio/Music Clips VR Headsets Primary Source Documents News Articles Flip Grid Google Classroom Video clips/Youtube

World Language In World Language, apart from the textbook, we use readers, teacher-made ancillaries, and the aid of the Internet. World Language students are given real-life scenarios and given resources that expose them to different Spanish speaking countries and their culture. For example, if students are assigned to watch a video on a tradition like the "quinceañera." Students should then be able to compare traditions like the "quinceañera" with a sweet 16. The integration of cultural contexts into instruction by World Language teachers is crucial for students to know more about the cultures of Spanish speaking countries.	Google Slides Videos Audio recordings Spanish Articles Readers
VAPA/CTE VAPA/CTE students use both hard copy text, electronic textbooks, and the internet to research relevant course data to produce a collaborative yearly music and art showcase called *Retrofest* that expresses the art, music, and culture of a certain decade. The art and performances are displayed on campus in the Spring and are open to the community. Most of the performance materials for theater students are taken from plays, scene books, or are found on the internet with the exception of original student work. In Intro to Theater Arts, students write, direct and produce a 5-minute scene as their final semester project. Advanced students write a 15-20 minute original work. Students then hold all school auditions, cast, rehearse and produce a showcase of their work in a two-night festival open to the public. Most of the material for the animation classes is based on what is created and expected in a professional animation production environment. On a regular basis, students research trends, art styles, skill-based techniques to better understand the production and creative expectations of the animation industry. All of this culminates into an animated short that the students produce in small teams, which is intended to mirror a real-world production environment. Our Intro and Advanced Art class curriculums are project-based, and textbooks are very minimally used. Foundational art skills are introduced through teacher generated slide presentations that follow the visual art content standards. These skills are also demonstrated and modeled by the instructor. The content is presented with an interdisciplinary approach bringing in aspects of other subjects as well as life beyond the classroom. The Art Appreciation classes introduce Art History, trends, movements, and careers in the arts focusing on critically analyzing works from across time both individually and collaboratively.	*Retrofest* performances and exhibitions Final Original scene work Original Scene Festival Character Design/Turn Sheets Short Animation Tests Digital Backgrounds Layout (Animation) Student Portfolios

SPED All SAI students have laptops, which allows students and teachers to extend beyond the classroom in order to access relevant, supplemental curriculum. Teachers use websites such as Newsela, CommonLit, Khan Academy, Naviance and ALEKS. Students have access to supplemental curriculum, such as EDGE, which provides high-interest multicultural content.	Newsela CommonLit Khan Academy Naviance ALEKS Edge

C2.7 Indicator: All students have access to and are engaged in career preparation activities.

C2.7 Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the job training programs, community projects and other real-world experiences that have postsecondary implications.*

Findings	Supporting Evidence
Northview students have access to a variety of opportunities. They receive information on different careers and opportunities through our College and Career Center located in our library. Cheryl Worley, our College and Career Center Clerk, is available every day for students to visit and ask college/career questions. She constantly updates our website with career and college opportunities, sends out information to AVID teachers to distribute to all AVID students, coordinates opportunities for college outreach representatives to visit and present to our students throughout the year and organizes application workshops, placement testing, and account claiming workshops with our local community colleges. In addition, our College and Career Center provides opportunities for all students to visit colleges and college fairs. For the third year in a row, AVID is taking a group of students up to Northern California to visit multiple college campuses.	College and Career Center NHS Website
Our ASB Bulletin board is frequently updated with important information for students regarding college and career campus visits, campus activities and opportunities, and much more. In addition, during 3rd period our ASB students make our school announcements every day. Through our PA system, students are notified of college/career opportunities, when college representatives will be on campus, job opportunities available in the community, and community service opportunities. This year we added a large LED screen in our quad which we use to inform students about college and career information. Daily posts through social media as well as on our physical bulletin boards inform our students about on-campus visits by various college representatives as well as provide reminders about application and testing deadlines.	Twitter: nhscounseling_, nhsvikings, nhs_asb, nhsathletics_, nhsvikingscheer, nhsrenaissance, vikingvision Instagram: nhscounseling Nhs_renaissance

Counseling, ASB, Renaissance, Sports, library and AVID all have Facebook, Twitter or Instagram accounts in which they display current college and career opportunities as well as highlight former students who are participating in post-secondary activities. Our AVID teachers host Spring and Fall College Nights each year, during which students and parents are given the opportunity to attend college and career-related workshops. AVID also hosts monthly college guests or motivational guest speakers for presentations and speeches. These presentations are open to any students interested and take place in all AVID classes as well as during lunch time. Each year, our district puts on a district-wide college fair in the fall. Students are bussed from our school site to this college fair. At the fair, students have access to college representatives and starting last year college workshops. Our FAME Academy promotes career awareness though Viking Vision, our student-created news videos, and PBS Student Reporting Labs. All juniors and seniors in the video production FAME program have access to the PBS NewsHour Student Reporting Labs curriculum and hands-on practice. Students attend workshops given by video and news industry professionals and benefit from a variety of professional guest speakers. Students in grades 10-12 are given the opportunities to produce video segments using professional quality equipment for a variety of film contests, online media outlets, and PBS Student Reporting Labs. Students also have many professional connections using social media to communicate with local news affiliates and production companies, including KTLA5 News, KCBS, Karga7 Pictures, Atlas Digital, and All FAME seniors create a LinkedIn profile, video or graphic arts reel, and production relevant resume prior to graduation in preparation for job interviews, industry networking, college applications and professional meetings. We have a number of clubs on campus that promote career awareness and conduct community service activities. Some of these clubs include Bible Club, Key Club, National Honor Society, FAME, and AVID. Some of the activities they've participated in include Christmas toy drives, 24 Hour Famine, Kiwanis Club Pancake Breakfast, Relay for Life, Blankets to the Homeless, Homeless drive, Operation Christmas Child, YWCA pajama drive, and the Water project. Every year all students are provided access to ROP classes. We have some offered on campus as well as some that are offered off campus after school.	College Nights College Presentations Viking Vision PBS Student Reporting Labs

This year we are offering the following ROP courses: • Administration of Justice • Sports/ Physical Therapy • Video Technology/Graphic Arts • Pharmacy Clerk • Early Childhood Education • Retail Sales • Health careers Here at Northview, we have seven Career Technical Education Pathways (CTE). In the area of Arts Media Entertainment, we have Professional Theater, Animation, Visual Commercial Art, and Film/Video Production. We also have Public Safety; Patient Care; Cabinetry, Millwork, and Woodworking courses. These courses help students get hands-on experience in the field.	Master Schedule CTE Pathways

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Summary

We are dedicated to providing our students with a wide variety of course, programs and pathways. In the past few years, we have added four new pathways, several new AP courses; as well as re-written courses so that they are A-G.

Category C:
Standards-based Student Learning: Instruction: Areas of Strength

- We provide challenging and relevant instruction to students
- We frequently use a variety of resources instruct students
- We frequently incorporate multimedia and technology in all disciplines

Category C:
Standards-based Student Learning: Instruction: Areas of Growth

- We need to spend more time in PLCs reflecting on data and instruction and how to implement changes
- We need to continue to work towards goal setting with students so that they understand the standards/expected performance levels that they must achieve to demonstrate proficiency
- We need to ensure we are incorporating differentiated instructional strategies in all departments

Chapter 3:

Category D: Assessment

Category D: Standards-based Student Learning Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP.

D1.1 Indicator: The school uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.1 Prompt: *Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. [This would include the collection of data from state, national, and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.]*

Findings	Supporting Evidence
Monitoring and Reporting Student Progress Northview High School uses an online student information system called Aeries. This program allows administrators, counselors, and teachers to access detailed information on a student's progress of grades and attendance. Parents and students also have access to current grades through Aeries. Parents who are Spanish-speaking, illiterate, or who do not have access to the internet or computers, are guided step-by-step at registration. This was especially significant during the 2018-2019 registration process as our district decided to go paperless in our reporting of grades. During the school year, our library clerk is available, and continuously sought out, to help parents with Aeries parent portal set-up and navigation.	Student Work Folder Aeries Aeries Parent Portal Aeries Training
The school sends home four progress reports and two cumulative report cards per year (one cumulative report card per semester). The school also uses an internet-based program called Blackboard. This program is available to the teaching staff so they can more efficiently communicate academic performance and classroom behavior to parents. The Blackboard program is able to communicate with parents/guardians using the preferred home language.	Northview Website Covina-Valley Website Remind App Link
The school district and high school also have their own websites that provide the community with the School Accountability Report Card (SARC) and API, SAT, and ACT results; as well as, teacher contact information. In addition, C-VUSD has a smartphone application (app) that parents can use to access school calendars, notifications, and updates on current information.	Blackboard Phone calls Conferences

Monitoring of Student Growth Counselors monitor students' transcripts twice a year to ensure college and career readiness. Student progress is monitored through CAASPP, ELPAC (formerly CELDT), PSATs, PFTs, and, of course, grades. Depending on the grade reporting term, student grades are issued every five or six weeks. Final grades are reported at the end of each semester. Teachers use common formative assessments and/or teacher created assessments to determine students' growth and progress. I/O, Aeries, and IEPs are also used in monitoring student's growth.	I/O Assessment Data Teacher Survey
One of the resources many departments use regularly for analyzing, collecting, disaggregating student data and reporting data is an online program called I/O. This program is used to gather a variety of data related to the state standards using results from the former CELDT, and now current ELPAC, CAASPP, Science, and Physical Fitness tests. The staff also uses common formative assessments and department standards by giving tests and final exams through I/O. Once the data has been analyzed through I/O, it can then be published and made aware to all stakeholders. The school also includes the results of the PSAT for all 9-11 grade students at the school in their data review. As well as 12th grade SAT results. The school then breaks their findings from this data into smaller groups (standard, student, class, and, school).	Blackboard CAASPP Data
During professional development days and during PLC periods, CAASPP data is analyzed and distributed to the entire staff. District and the sites have put together a District Math Instructional Leadership Team (ILT) to respond to the area(s) of need presented by the data. The math department started working with the UCI Math Initiative in September of 2018. They help us break down the standards that need to be taught at each of our integrated levels, Math I, Math II and Math III, and create meaningful tasks for students to collaborate. This training will continue throughout the school year with the individual levels meeting to further break down the standards and develop student tasks.	Irvine Math Project
As a stakeholder, School Site Council views and evaluates the data for the school plan. The data is broken down in staff meetings and in the departments directly affected by the data.	School Site Council Meeting Minutes
WIAT III: The special education department uses the data to place their students in the correct level of classes. This data is shared with parents, case carriers, and other staff when appropriate.	WIAT results
ELPAC data is used to place ELL students into the correct EL class or to be able to redesignate them. District English Language Advisory Committee (DELAC) meets at the district to break down data, and our represetatives bring back the data along with Karen Huff (TOSA ELL Coordinator) and we share that data in PLCs and Parent meetings	ELPAC results

To report student data, teachers use Aeries, emails, phone calls, student communications, and office-driven parent meetings like IEPs and 504 meetings	

D1.2 Indicator: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.2 Prompt: *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Findings	**Supporting Evidence**
Math 11th grade students are measured on their growth across 3 years of math based on the results from CAASPP, where the performance levels are set by the state and growth is determined on how the school performs from one year to the next. It doesn't compare how the same students have grown, just how the school has grown. This helps the math department determine what areas need more concentration. The math department is working with the UCI Math Initiative to determine what standards must be taught at each level and mastered before moving on to the next level.	CAASPP Results Weekly PLC meetings SMARTe goal posters Irvine Math Project
As a department we are in the beginning stages of looking at our standards within each PLC and how we can measure growth within those standards. Some PLCs were able to go through one cycle in the 2017-2018 school year. The results have been shared with the students through the use of SMARTe goal posters that show what percent of students are in each performance level after a pre-test and what growth target that PLC is looking. The teachers go over the results and clearly explain the data on the poster with each class. After the post-test, growth is calculated based on information shared from Achievement Team trainings. The level of growth is shared with the students so that they know if the growth target was met. The PLC then looks at the data to determine what they would do differently the next time the standard is taught. This format gives us better data to determine if we are meeting the SMARTe goal that we have set for each unit.	PLC Minutes
PE The PE department measures growth in knowledge and skills related to each unit. Students are observed at the beginning of each unit on one or more skills being taught. Progress in skill development is observed as the unit progresses. Students are given a teacher evaluated skills assessment using a rubric on a scale of 1-5, at the end of the unit. One or more skills per unit	Physical Fitness results

is/are chosen. Each teacher evaluates according to his/her unit. Units are taught based on availability of facilities. Skill development and knowledge of the sport/unit are incorporated into their grade. Fitness standards are set according to the State of California. By the end of their sophomore year they must pass five of the six fitness tests in order to opt out of PE their Junior and Senior year. The results are communicated to each student, parent and put in the cum file.	
Social Science We have been to Achievement Team training and we are experimenting with pretesting and post-testing critical thinking responses to measure growth. As a department, we have defined critical thinking and created a rubric for measurement. In the 2018-2019 school year, we plan to measure student critical thinking growth in our units through common writing assessments, Socratic Seminars, presentations, simulations, projects, and common exams.	Achievement Team training Writing Assessments Socratic Seminars
ELA English Language Arts measures growth by assessing the same standards established at each grade level PLC. ELA give pre- and post- essay assessments to measure growth of our population. We measure this growth by using the SBAC rubrics for writing. Although some teachers may utilize different texts and material throughout any given unit, all students are given the same Common Assessment that will assess and measure student growth on the CCSS of that unit. Once these results are shared in the department or grade level PLC, reteaching methods and strategies are shared and used to reteach any standard that the majority of the class was not proficient. Data is also gathered by CAASPP results at the beginning of the year, from the previous 11th grade class. The use of pre- and post-assessments help to guide instruction and determines when reteaching needs to occur.	Google Classroom College Board Trainings PLC minutes Commonlit SMARTe Goals Rubrics Focus Standards
VAPA/CTE Visual and Performing Arts measures growth via performance assessments and projects incorporating the concepts and standards that have been taught in class. Performances and projects are evaluated through peer review and critique, class discussion and ultimately, growth is assessed via teacher created rubrics.	Performances Student Art Portfolios Exhibitions of student juried artwork

Science The development of all units, pre-assessments, labs, projects, and post-assessments is based on the fundamental standards established by the state of California. Growth is determined by the performance of students within individual units. Each unit normally contains introductory assessments and exploratory activities, followed by further projects, labs, homework, classwork, presentations, and other types of assessments that are designed to both formally and informally measure student growth. Students are consistently provided feedback on their formative assessments before undertaking a summative assessment. Units usually end with a formal assessment, post-assessment, project, or lab that serves to measure the development of student expertise. Due to the shift from California content standards to Next Generation Science Standards, we are currently developing units that emphasize inquiry-based, cross curriculum growth and that measure performance levels by the NGSS. District-wide research and development days have been allotted for this purpose.	NGSS training Department-wide rubric PLC minutes Google Classroom
World Language World Language is in the beginning stages of using SMARTe goals to track student growth. As a department we have agreed on rubrics that track growth in written, oral, and presentation skills. The goal is to have every student show measurable growth. This is done through early diagnostic exams and early assessments during the school year. Although the department teaches different levels of World Language, we use the same strategies to instruct and rubrics to measure the growth of every student. The SMARTe goals and rubrics, although at an infancy stage, guide us to which teaching practices are effective, how to service our students, and place them in accurate class levels.	TPR training PLC minutes Rubrics Cross aligned SMARTe goals

D1.3 Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.

D1.3 Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence

Schoolwide Assessment and Monitoring Process

The district is informed of student progress through the AERIES program, as grade reports are due every six weeks. The district also uses data from the CAASPP, (ELPAC), PSAT and SAT, which reflect the material that the students have learned throughout the school year. However, teachers are the main source involved in the assessment process of a student's progress. Individually and collaboratively, they provide the assignments that assess each student. Collaboratively, these assignments take the form of common formative or summative assessments. Individually, these are classroom-specific assignments, projects, quizzes, test, and labs that students tailor to their particular student body.	Aeries CAASPP results
Each school year, Northview School Counselors do transcript analysis for all students and adjust schedules for summer school completion, graduation requirements and A-G completion deficiencies. At the beginning of the year, graduation status letters are sent home to all parents of seniors Northview High School Counselors also meet individually with 9-11 grade students in January to plan their course of study for the upcoming year and review their post-secondary plan. During the school year counselors also place at risk students in credit recovery courses or refer them to alternative education or adult education. School Counselors also inform students of the resources available to them for tutoring and credit recovery.	Transcripts Counselor Meetings
Staff, parents, and students have online access to the detailed information regarding grades and attendance on AERIES, which allows them to monitor students' progress and necessary interventions such as SART, SARB, SST, 504's, Credit Recovery or Continuation School placement. Progress reports are sent home to parents six times a year to monitor their child's performance. The Aeries gradebook is accessible to all parents online at all times. Further communication between parents, students, and teachers is encouraged via the use of Blackboard and open communication through email and phone conferences.	Blackboard
Aeries has helped improve overall grades because students are able to view their grades in real time. When this happens, they are reinforcing skills learned in the classroom. It strengthens their own accountability because they can see a direct connection between assignments and grades. This is especially helpful with seniors on campus because some are able to raise their grades which can prevent them from failing classes for missed assignments. Parents are also able to see grades. Some parents have become more active in their communication with teachers.	

Curriculum-Embedded Assessments	
Some staff use the results from Smarter Balanced Assessments to modify their units of study throughout the year. The math department, through our work with the UCI Math Initiative, has determined what standards need to be taught in what order for students to be able to master a topic before moving on, and what we are starting to address in each level. For example, the data from last year's CAASPP assessment showed students scored low in ELA Listening and Speaking standards. As a result, ELA teachers incorporated more listening and speaking strategies into their lessons.	AVID Strategies Irvine Math Project
CAASPP rubrics are used for assessing student writing. Also, some teachers use the rubrics within turnitin.com as a way to assess student writing. There are also rubrics for annotation that English teachers use as a way to help assess students' interaction and understanding of a text.	CAASPP Rubrics
Schoolwide Modifications Based on Assessment Results	
Teachers have gone to trainings to improve on their abilities to assess their students in their classes. Counselors and administrators complete a transcript analysis for all juniors to ensure they complete all graduation requirements. Counselors and administration also check graduation status, especially for seniors throughout the year.	Transcript Analysis
In April the school's registrar gathers a list of all seniors who are in jeopardy of failing any academic class. Teachers call home on a weekly basis for these students and provide a running record of who they contracted and what was said. These lists are then shared with the counselors and school administration.	Senior Jeopardy list
Every six weeks Department Chairs are provided with grade distributions for each teacher and course. This allows departments to analyze grading policies and pass rates. For seniors, parent contact is made weekly by the teacher and by the counselor. Athletics and AVID also evaluate student progress and provide support for students who need it with requirements that students must maintain a certain GPA in order to participate in these programs.	
The school requires a student to hold a GPA of a 2.0 or higher to eligible to participate in any CIF sanctioned sport. Periodic grade checks are made through each grading period by student provided grade checks or by teacher grade checks through Aeries.	

D1.4 Indicator: The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.4 Prompt: *Evaluate the processes that the school leadership and instructional staff use to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	**Supportive Evidence**
The Northview counseling staff creates four-year plans for each Northview student. These plans are monitored each semester for progress towards graduation, course completion and credits.	Four-Year Plan Grade Distribution Reports
The seven-period day at Northview offers an opportunity to complete an excess of credits which promotes graduation rates as well as a-g.	Seven-period day schedule
Departments participate in PLC meetings to discuss course grade distributions and success rates in order to adjust grading policies, lessons effectiveness and continue to present a rigorous and coherent curriculum.	PLC agendas Common grading policies
Our Instructional Leadership Team (ILT) meets monthly to monitor and guide the instructional focus of the school. We have read research-based articles and attended trainings—all with the intent to continually move the campus forward with 21st Century learning strategies. The entire ILT was sent to Achievement Team trainings and now has trained the entire staff of the five pre- and post-assessment steps to ensure students are gaining proficiency in all disciplines.	ILT agenda and minutes Achievement Teams A-G completion
Quarterly the ILT goes over A-G completion data. At these meetings, we look for trends and anomalies. We then present our findings both to our departments and also to the whole staff during our Professional Development meetings to ensure teachers are engaging in reflective practices.	Professional Development agenda and minutes

D1.5 Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D1.5 Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supportive Evidence
Assessment results have driven the work of our instructional focus. There is a lack of mathematic achievement as shown by both CAASPP results as well as Math 1 D and F ratios.	CAASPP results D and F ratios
In crafting our instructional focus, we strategically choose to focus on problem solving and the characteristics that promote this through our student learning outcomes.	Instructional Focus SLO's
This instructional focus is cross-curricular; however, it supports mathematics instruction by implementing collaboration, critical thinking and communication across the campus.	iReady results
In the 2017-2018 school year, a math lab was added. In the 2018-2019 school year we made adjustments and created sections of summative math, an enrichment for Math III students that covers concepts in Math III and is supported by a program called ALEKS.	Math Lab results Summative math enrollment ALEKS
Math instructors for math 1 through Math III are working with University of Irvine Math project this school year. They are a part of an extensive training focusing on the conceptual frameworks in mathematics.	Irvine Math Project
Advanced Placement Course are an area where we look to improve. All AP teachers have been to AP training. Students received workbooks for most subjects that provide extra support. An AP PLC was created several years ago to help articulations for AP and increase achievement.	AP workbooks
Northview continues to be open access for AP with the expectation that all enrolled students take the AP exam.	

D1.6 Indicator: The school periodically assesses its curriculum and instruction review and evaluation process.

D1.6 Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supportive Evidence
Quarterly our ILT meets to go over A-G completion data. At these meetings, we look for trends and anomalies. We then present our findings both to our departments and also to the whole staff during our Professional Development meetings. The ELA department has created a policy that incorporates an in-class replacement grade quarterly to allow students to recuperate a grade that is low due to missing assignments or a low grade. Many teachers allow students to attend Saturday Academic School to work on projects, retake tests or make-up missing assignments. Teachers encourage students to attend afterschool tutoring. Our counselors meet with all of our students to develop a 4-year plan for each student and each Spring they meet with each student to review with the students their A-G and graduation requirements.	PD minutes ILT minutes Grade Replacement SAS Attendance A-G completion rates Tutoring attendance 4-year plans

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

D2.1 Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/school performance data to all stakeholders.

D2.1 Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
Teachers at Northview High School use a variety of assessment strategies to evaluate student academic achievement. Most departments at the school are using common assessments, both formative and summative, such as projects, essays, and tests, designed before the unit begins to give students the opportunity to exhibit mastery of academic skills and standards. Various	Student Work Folder Quizizz data Quizlet data

teachers also use interactive assessments for immediate feedback such as Kahoot, Quizalize, Quizlet, and Quizizz. The use of interactive assessment provides the added bonus of students being able to self-assess their progress as these methods provide immediate feedback to the student. Assessment of student work is done through daily comprehension monitoring through a wide range of classroom activities including, but not limited to, classwork, projects, manipulative activities, problem-solving activities, labs, journals, short writing assignments, comprehension checks, discussions, pair-share, peer evaluation, speaking and writing activities, and various cooperative-learning activities and performances.	Quizalize Kahoot data
Math The use of current SMARTe goals is a new work in progress. As PLCs we are looking at our current curriculum, finding the power standard in each section and writing goals for that standard. Some groups have had great success with improvement in student success from the pretest to the post test, while other groups are still in the beginning stages of getting the pacing to the point that the data is relevant to the success of the students and the PLC as a whole. The PLCs do look at data from common assessments and at the questions missed to determine why the question was missed and what if any reteaching we need to do with the students.	PLC minutes
Science The science department is currently working to develop a common assessment of scientific practices and principles as a whole. The department is working diligently to develop a functional common assessment that can be administered at the start of the next school year. Individual courses within the department, such as biology, physics, and chemistry, share many common assessments within their specific content areas. These include labs, quizzes, tests, homework, and projects.	Common Assessment Data
ELA ELA creates SMARTe goals using pre- and post- Assessments and Common Assessments in grammar and writing that are given in all grade levels. These assessments are used to gauge a student's initial skills and growth in material and ELA Common Core Standards within the curriculum. They are decided by each grade level during their PLCs and given throughout the year. As a result of our training with Achievement Teams, this year we are creating new SMARTe goals based on our Pre-Assessments and Post-Assessments. We will determine achievement on these goals after students take the post assessment. We are in the beginning	Socratic Seminars Pre-Assessments Post Assessments Essays Projects

stages of this new process. Students are also assessed both formally and informally throughout the school year using a variety of assignments that demonstrates a student's critical thinking skills.	Class discussions CAASPP rubrics
Social Science The Social Science Department uses common assessments for measuring critical thinking. Our SMARTe goals are based on critical thinking defined by Webb's DOK (Depth of Knowledge). We are shifting from measuring content to measuring critical thinking, so this progress is new and a work in progress. One of the ways we have measured student growth is through peer to peer feedback.	Social Science rubrics Google Forms Google Classroom PLC notes Writing samples
VAPA/CTE Each discipline within the department has ongoing project based and /or performance assessments which reflect the artistic and creative growth of students.	
PE The Physical Fitness Test (PFT) is a common PE assessment and is administered across California for all Physical Education courses. This test helps determine the amount of PE courses necessary for graduation. The standardized results are given to students and are also given to families through the C-VUSD. Other formative and summative assessments are administered by the educators at various points in the instructional year. Results are always communicated to students personally and are reflected through AERIES as well.	Physical Fitness Test Results
World Language Students are given a diagnostic exam to appropriately place them in the Spanish language class. This occurs in the transition from 8th grade into 9th. It is also given to any student that enrolls in a Spanish language class throughout their scholastic career. Once they are in the correct language level, students are assessed through daily assignments in oral, written, or reading comprehension form. In addition, there are quizzes, tests, and project-based assessments that are all used to monitor student achievement. We use ACTFL rubrics to track growth. Our SMARTe goals are the focal point for the semester term and are checked every six weeks. We also assess with written exams, dialogues, presentations in the target language, verbal exams, auditory exams. Students, teachers, and parents can all track student progress as all grading is uploaded to our AERIES online system.	Diagnostic Exam Data Aeries Projects ACTFL Rubrics

D2.2 Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular instructional approaches.

D2.2 Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
Teachers at Northview High School use a variety of assessment strategies to evaluate student academic achievement. Most departments at the school are using common assessments, both formative and summative, such as projects, essays, quizzes, and tests. These assessment tools are designed before the unit begins to give students the opportunity to exhibit mastery and show growth in academic skills and standards.	Common Assessments Projects Essays Quizizz
Other teachers use interactive assessments for immediate feedback such as Quizizz, Kahoot, Quizalize, Quizlet. Students have access in 1-to-1 technology where each student has a laptop computer for incorporating 21st technology skills on a daily basis. Because these methods are used across the curriculum, students are familiar and comfortable with the format of a variety of assessment tools. The use of interactive assessments provides the added bonus of students being able to receive instant feedback and show areas in which they require improvement.	Kahoot Quizalize Quizlet
Assessment of student work is also done through daily comprehension monitoring through a wide range of classroom activities including, but not limited to, classwork, products, manipulative activities, problem-solving activities, labs, journals, short writing assignments, comprehension checks, discussions, pair-share, peer evaluation, speaking and writing activities, and various cooperative-learning activities.	
Some staff use these assessment results to make the necessary modifications for reteaching instruction for struggling students. Professional Learning Communities (PLC) are used at the school for collaboration. Although the specific topics of discussion in PLC meetings can vary, they are used to help teachers focus on specific standards being taught at that time. Quizzes, test scores, and/or work completion help teachers determine whether teachers move on to the next standards or reteach same standards again. Department teams at the school offer intervention or enrichment depending on assessment scores. These department teams meet during PLC time to share common practices and look at student assessment data to identify areas of growth and reflect areas that need re-teaching.	PLC Minutes

ELA Grade level PLC periods are used to create formative and summative assessments. For each unit, teachers determine what essential learning outcome the students should have. They create a pre-assessment, often in I/O, and then share data with other teachers. These assessments are used to help students understand what they should be able to accomplish by the end of the unit. Throughout the course of a unit, teachers use web sources such as Nearpod, Kahoot, and Quizlet for immediate feedback.	PLC Minutes Nearpod Kahoot Make-up days Quizlet
End of unit assessments often include essays, projects, and presentations. Grade level achievement teams also create SMARTe goals and give 1-2 assessments per semester based on year-long standards. The team will analyze scores, and using the Steve Ventura five step model, determine what is the area of need. For the next two weeks, the goals are posted so all students can see, and the achievement teams instructional focus will be to move students to the proficient level. After the two weeks, students will take a post assessment. From the data, teachers will determine next best instruction.	Achievement team data Common Assessments I/O Data
Some ELA teachers use Khan Academy to help students improve their SAT scores. Our district pays for every student to take the PSAT and SAT in October. When the PSAT results are returned to us, they are distributed to students in their English classes. Teachers then guide the students through the results and show them how to use Khan Academy to practice improving their scores.	Google forms
Junior students in our district will be afforded the opportunity to take the SAT in April.	
11th grade ELA teachers use the Smarterbalanced.org website. This website has material that helps students prepare for the SBAC testing during the 2nd semester. As a PLC, we use this website to find and use relevant materials that help us properly assess our students, as well as expose them to the rigor of Common Core state testing.	
Math During PLCs the Math department collaborates to create formative and summative assessments. Some math levels have begun implementing Achievement Team pre- and post- assessments. We give a pre-assessment, analyze the data, create a SMARTe goal and then discuss strategies to help students meet the goal. Throughout the course of a unit, teachers use resources such as I/O, Kahoot and Quizizz to monitor student progress and provide immediate feedback to students.	PLC Minutes Pre- and Post- Assessment Data SMART goals

Social Science The Social Science department uses PLCs to formulate common assessments and exams. This includes pre-assessments that determine student areas of need which help guide future instruction. Post-assessments are used to determine student achievement growth. Within PLCs teachers share best practices to ensure students master learning goals and improve student outcomes. IO, Kahoot, and Google forms can be used to provide instant feedback on formative assessments.	PLC Minutes I/O Kahoot Google Forms
Science Working in our PLCs means we often work to form our own, common formal and informal assessments. These take on many forms, and often serve as diagnostic, formative, and summative assessments. Labs are often used as summative 'tests' of student understanding of, comfort, and coherence with specific ideas as a unit unfolds. Quizzes, online quiz forms (such as Kahoot and Quizizz), and short writing assignments serve as simple, fast formative assessments that gauge student understanding while also prodding into areas that might develop misconceptions, with the purpose of rooting them out. Long-term projects such as Joule Mobiles, Exoplanet projects, Airplanes, Air Rockets, Biome research, Carbon impacts, and Genetic disorders research all serve dual purposes as both culminations of a unit, while also expecting students to apply their understanding as they progress through a unit. These, therefore, serve as both formative and summative assessments-when clear check-in points are established.	Common Assessments Kahoot Quizizz
World Language In World Language teachers collaborate, share best practices, and share common assessments during professional learning communities (PLCs). World Language teachers share strategies and assessments and what worked or didn't work in learning a language. World language is in the beginning stages in the integration of tracking data with pre-assessments and post-assessments. This is done with SMART goals. It is a school-wide 5-step protocol that is used to collect, analyze, and use assessment data to guide our instruction.	PLC Minutes SMART Goals Achievement Team Data
VAPA/CTE Achievement teams have been established in the CTE department to focus on the newly released CTE standards. Formative and Summative assessments are specifically created for each of the CTE disciplines to measure individual student growth. This process provides a dependable view of student progress so that we may make adjustments (if needed) to the curriculum, which should result in higher quality work and higher grades.	Assessment Data
Teachers meet during professional learning communities and informal meeting to collaborate and share best practices.	PLC Minutes

D2.3 Indicator: Teachers provide timely, specific, and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3 Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	**Supporting Evidence**
Through conversations with our Student WASC group, it is clear our students understand the importance of collaborating, communicating and critically thinking. Students understand that communicating effectively in both oral and written means will serve them well in college and beyond. Students understand that they must have a diverse resume to apply to colleges. They understand the importance of monitoring their progress.	Student Work Folder Syllabi
Students at Northview High School admit that their teachers make it clear to them at the beginning of the year, as well as at the beginning of units, what is expected of them when it comes to grades and behavior. They state that at the beginning of the school year the majority of teachers distribute a syllabus to students with classroom rules and their expectations. They state that most teachers make it mandatory to read over the syllabus. They state that many teachers require both students and parents/guardians to sign their syllabus.	Assessment Data
They also admit to knowing how to access their grades on Aeries and most are comfortable addressing their concerns with either their teachers or a counselor.	Aeries Aeries Parent Portal
Students state that feedback from teachers vary. Some use verbal communication in the form of brief in class "check-ins." Others communicate through Remind, Blackboard, Google Classroom or in large groups.	Aeries Student Survey Portal
Students also state they feel comfortable asking either a teacher or a counselor for more time if needed for an assignment depending on extenuating circumstances.	

Students are also comfortable asking for more time if needed for an assignment depending on extenuating circumstances. It is often explained in the syllabus whether or not a teacher will accept late work and/ or make an exception. Moreover, students are aware that they have online access to the Aeries gradebook to monitor their progress, while the importance of good grades is emphasised by the teaching staff. In addition, parents are informed about Aeries to assist their children stay on track towards college and career goals. For parents who have language or technological barriers to access Aeries, the library clerk is available for one-on-one help to set up and navigate Aeries. Students understand they must communicate with their counselors and teachers to advocate for themselves and to help determine which courses to take, including AP courses. Most students stated they know which courses qualify as A-G courses at the school. Northview High School has specific pathways including FAME, fine arts, academics, photography, college prep and computer science that meet A-G requirements and allow students to pursue a pathway that matches their abilities and interests.	

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Summary

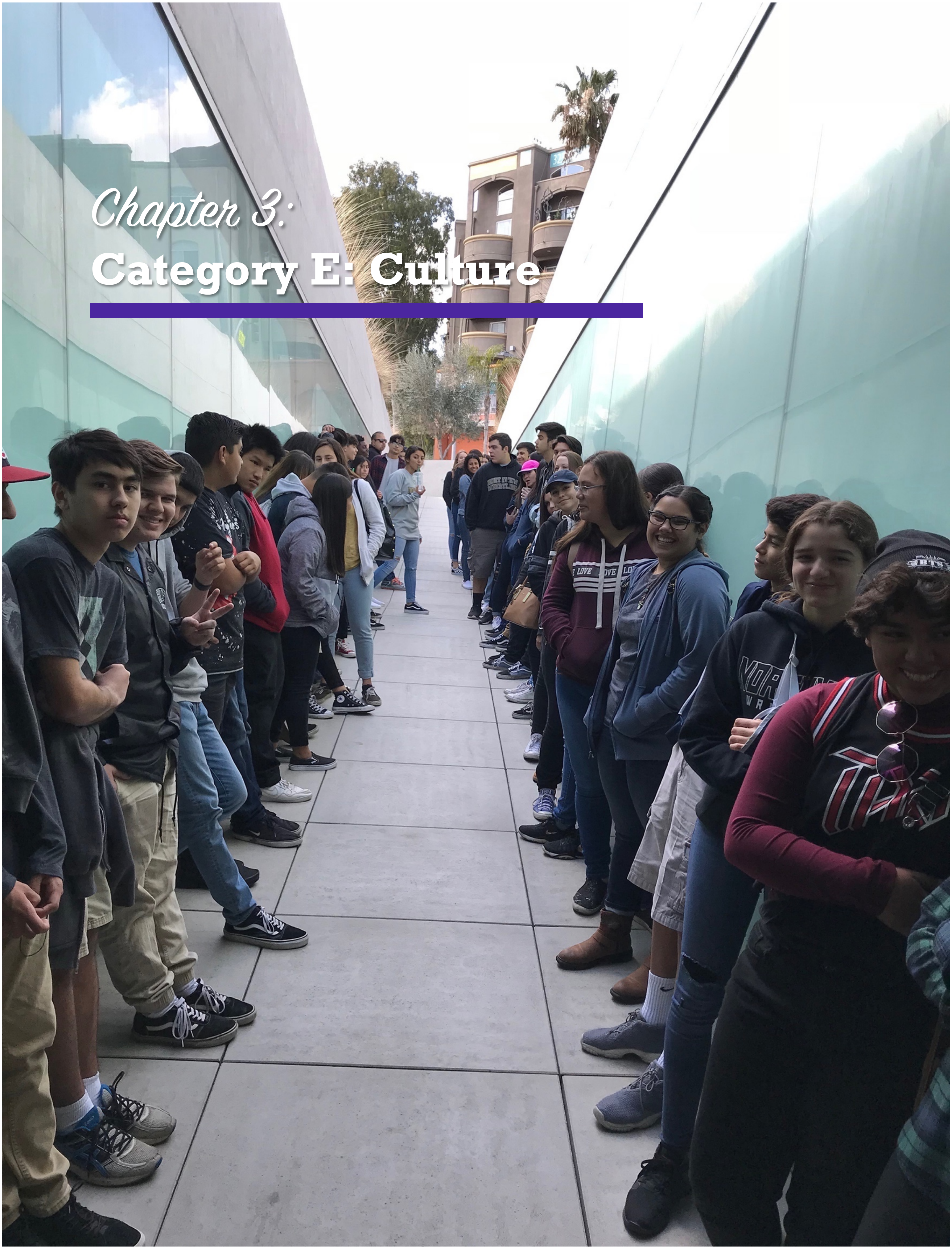
Northview stakeholders are committed to providing our students with rigorous curriculum and assessments. Through our Achievement Team training, we will use pre and post assessments to gauge student learning and modify/reteach concepts and standards accordingly and in doing so we will close achievement gaps.

Category D:
Standards-based Student Learning:
Assessment and Accountability: Areas of Strength

- We effectively collect, disaggregate, analyze, and report student performance data to all stakeholders
- We meet regularly in our PLCs to plan, form and analyze assessments.

Category D:
Standards-based Student Learning:
Assessment and Accountability: Areas of Growth

- We need to work on developing a sound basis upon which students' grades are determined and monitored
- We need to continue to use PLCs to collect, analyze, and use assessment data for the basis of curricular and instructional decisions



Chapter 3:

Category E: Culture

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

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

E1.1 Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1 Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
Northview High School employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process.	NHS Website
A main source of information for students, parents, and staff is the Northview High School website (NHS Website) which provides important announcements as well as our school-wide and district twitter/social media feed where families can access important and updated information.	Parent Portal Website
Parents, community members, students, and staff members are involved in School Site Council meetings that meet four times a year. School Site Council gives all stakeholders the opportunity to be involved in the school's decision-making process. The Northview Parent-Teacher-Student Association holds regular meetings on campus as well.	Schedule of PTA Meetings PTA Meeting Minutes School Site Council Minutes Parent emails
The Administration team is proactive in sending out school-wide voicemail messages to keep parents up to date on any and all information. The Blackboard Connect site is used frequently by the Administration and teachers to contact parents/guardians. The Remind app is used by 60% of the teaching staff. By using this app, teachers are able to send text messages to students to remind them of due dates and important info pertaining to their class. Google Classroom is utilized by 73% of classroom teachers. Parents/guardians can be invited by teachers to access their student's assignments through the Google Classroom portal.	Blackboard Connect Informational Flyers Google Classroom

The school and district social media accounts are utilized consistently and are a great tool to get important announcements and information on happenings and events. There is a school-wide Twitter handle, Instagram, and Facebook page that students and parents have access to follow. Various school affiliations also have their own handles such as the Counseling department, Associated Student Body, Band, Cheerleading, sports teams, clubs, and teacher/department pages to follow.	NHS Twitter Feed NHS Counseling Twitter NHS Counseling Instagram
Our school's main courtyard has a large video board on which school announcements, special schedules, and upcoming events are displayed.	
In the Fall, the staff participates in a "Back to School Night" as a resource to families. Parents and Guardians are able to cycle through their student's class schedule, meet all teachers, and receive course descriptions, syllabi, expectations, grading rubrics, and content about their student's classes. Similarly, in the spring a showcase night is put on where parents, prospective, and current students can attend to get information on the different programs that Northview offers.	Back to School Schedule Staff Introductions Google Classroom Aeries
The AVID program at Northview is an amazing resource for our Northview families. Because of this program, many students are able to stay on track with the application process of getting into college, financial aid opportunities, and are prepared for the rigor of college and how to be successful when they get there. The AVID staff is proactive in communicating with parents and families by sending emails, all-calls, and flyers home that need to be signed. Every Fall and Spring, our parents are invited to participate in college-related workshops hosted by AVID. Our parents are eager participants of this event and even volunteer. Any time we have a fundraiser for AVID or an AVID field trip, our AVID parents donate food, supplies, and anything needed for the event to take place. The program also provides students with opportunities to tour various college campuses throughout the school year. All students and their parents are encouraged to attend these field trips, not just the AVID students. For the past three years, our AVID parents and ELD parents have been working together to better communicate the importance and urgency of a college-going culture to all other parents.	AVID Speakers AVID Field Trips College Week MT. SAC Connect-4 Financial aid workshop College application workshops
The Fine Arts Media and Entertainment (FAME) academy produces a 9-10 minute news program every month titled "Viking Vision." These Viking Vision episodes have informational segments on happenings within the district and our school site. There is also Sports news explaining how each sports team is doing in their season. The entire production process is student-generated, produced, and performed. The episodes are uploaded onto YouTube and are also shown during class periods. Each episode is also promoted through various school social media accounts. Parents and families are able to view each episode on our Viking Vision YouTube channel.	Viking Vision YouTube Page Viking Vision Twitter Feed

Our FAME Academy partnered with PBS NewsHour Student Reporting Lab, giving our juniors and seniors the opportunity to produce and report on current events from the youth perspective. Student Reporting Labs provides a unique video journalism curriculum, mentorship and relationships with local public media stations. Through this curriculum, students produce original stories that explore how critical national issues impact communities around the country. Journalism and Video Production students attend trainings at our local PBS Affiliate PBS SoCal and work alongside PBS NewsHour producers to learn all aspects of national news reporting. In 2017, a team of students produced a story on the impact of DACA on education, which aired nationally on PBS NewsHour. This piece focused on a Northview Alumni impacted by the repeal of DACA and a Northview teacher who has assisted numerous undocumented students in reaching their graduation and college goals. In 2018, 7 students and their teacher traveled to the March for Our Lives in Washington D.C. to produce and report on the perspective of inner-city youth on gun violence, a story which was produced and edited by our students and aired on PBS NewsHour Weekend within 24 hours. Previous news segments that have been published online on the SRL website and C-VUSD websites include reporting on the C-VUSD Code to the Future program, student responses to misinformation in the media and gun violence, and a feature story on the Glendora Field Hockey team. This year, our journalism lab is also collaborating with KQED's YouTube series "Above the Noise." These partnerships have expanded student knowledge and experience in broadcast journalism and new digital media, leading to several students pursuing college studies in media arts and journalism, as well as alumni working in the video production industry.	PBS NewsHour Student Reporting Labs
We recently partnered with the Parent Institute for Quality Education (PIQE) to provide additional support for all parents, but particularly for our Spanish speaking parents. PIQE is a 9-week Parent Academy that meets weekly. Sessions are held twice every Tuesday for nine weeks. PIQE focuses on how parents can empower students to achieve educational success. PIQE equips parents with the knowledge of the various programs and requirements that are important for student success, such as the high school graduation requirements, A-G requirements, the importance of applying for FAFSA, applying to colleges, reviewing transcripts and how the college system works. There is also a focus on UC and Cal State requirements. Eighty-two percent of the parents that participated thus far have successfully obtained their PIQE certification.	PIQE
The Special Education department works closely with families to develop individualized education plans for students identified with a learning disability in order to meet the individual learning need of their student. The IEP team includes parents, students, education specialists, general education teachers, counselors, our school psychologist, Speech Pathologist, Adaptive PE teacher,	IEP meetings IEPs

district support and other specialists as indicated by the identified needs of the student. The special education department conducts required assessments as mandated by law, to ensure student's needs are properly identified and eligibility, placement, and services within the special education program are appropriate. The specialized academic instruction teachers and staff communicate with parents by sending emails, flyers home, and calls home to provide information to parents. Additionally, academic progress on written goals is sent home every six weeks.	Written Progress Reports
The vocational specialist also works with our students through the workability program. She provides students with special needs the opportunity to gain valuable work experience. She coaches students one-on-one on how to fill out a job application, job interview skills, and interpersonal skills. She informs students about possible job opportunities. She also follows up with students periodically to check in on their progress.	Workability/Jobs Program Job Placement Supportive Service Specialist
As a member of the IEP team, the school counselor works closely with the school psychologist, education specialist, general education teacher, and vocation specialist to ensure students receiving special education services receive assistance with the college application process in order to meet their post-secondary goals of attending college.	
Families, nearby businesses, and community members support Northview. Parents and community members are also heavily involved in the various sports and booster clubs. A local pizza shop gives discounts to our weekly Bible club. Some sports like Wrestling and Baseball hold Bingo night weekly for community members to participate in and for fundraising opportunities.	Karga 7 Pictures ABC/Disney Bill Wilber Photography
Northview enjoys community partnerships with several local businesses and associations, all of whom either donate time or goods to benefit our students.	Friar Tux Horace Mann Walmart
Twice a week, our wrestling program hosts Cal Grapplers, a non-profit youth program for young wrestlers on campus. The wrestling program also holds a Jesse Cruz Memorial Alumni Dinner each year which also acts as a fundraiser for the Jesse Cruz Memorial Scholarship. Wrestling provides scholarships to colleges for on-campus coaches to help further their education.	Guido's Pizza-discounts The McIntyre Company Starbucks
Through our partnership with Covina Swim, Northview provides free swim lessons on our campus to over 900 students in the Covina-Valley Unified School District. In the 2017-2018 school year alone, we taught 934 elementary age students and 80 adults how to swim. Over 1600 students and parents benefited from the swim lesson program at Northview High School.	Krispy Kreme One Speed Auto Repair Assistance League of Covina Valley

NHS works closely with many outreach programs from the area to assist students and families. These businesses and programs donate food, supplies, equipment, and/or clothes to the school staff and/or students.	Operations School Bell Target and Kohls Clothing Shopping spree
NHS students have the opportunity to participate in the San Gabriel Valley Law Enforcement Explorer Academy (SGVLEEA), which is based on the Northview campus and is funded by the Covina-Valley Unified School District. The program is a twelve-week program which is held on Saturdays between the hours of 7 am and 3 pm. One program is conducted during first semester and the second program is held during second semester. This program is free to any student who has an interest in pursuing a career in the public service field. The academy curriculum is taught by law enforcement professionals from throughout the region and the topics covered include lifetime fitness, leadership skills, military drilling, Constitutional law, criminal law, safety tactics, decision making, cultural diversity, teamwork and the importance of community service. The academy provides students with the opportunity to interact with students from throughout the San Gabriel Valley and part of the Northview High School's Public Service Pathway Program. Our academy graduates are also provided with the opportunity to continue their law enforcement aspirations by being selected to volunteer with their local law enforcement agency as part of their Police Explorer Program.	San Gabriel Valley Law Enforcement Explorer Academy (SGVLEEA)
Various clubs and programs at NHS put on food or disaster drives to help people in need. The school receives school supply donations from Walmart for economically disadvantaged students. Other local businesses, companies, and individuals also have recently donated their time and money to NHS.	Covina Rotary- Operation Santa Clothes Assistance League- Operation School Bell
NHS's Renaissance partners with Chick-Fil-A to sponsor a Leadership Academy for 28 students on campus, which consists of 8 "Leadership Lab" in-class lessons and discussions, as well as three community service projects throughout the year. Additionally, Chick-Fil-A has donated gift baskets to support Renaissance/ASB's "Start with Hello," a week-long campaign sponsored by Sandy Hook Promise, a non-profit organization, whose main goal is to ensure all students feel they are not alone and are a part of the campus community.	Faith Community Church- Thanksgiving Boxes Swimming Lessons during summer Building alliance to women's shelter
The NHS Marching Band brings in families to volunteer for the students by bringing fundraisers and advertising the band events. With each performance, the parents work together under the booster president to bring meals, transport equipment and sell concessions at any events. Donations and fundraisers are connected with local businesses and community performances are given if asked.	Clothes Drive Food drives

E1.2 Indicator: The school uses community resources to support student learning.

E1.2 Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluate of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings:	**Supporting Evidence**
The AVID college readiness program has established bonds with several local colleges and universities. On a regular basis, our AVID coordinator arranges for college guest speakers to present during AVID classes. Most presentations take place in the library. AVID takes numerous field trips to colleges yearly by grade level. Over 15 universities will encompass the AVID field trips from 9th-11th grade. UC Irvine, UC Riverside, UC San Diego, UC Santa Barbara, CSULA, CSU Fullerton, San Diego St., and CSU Channel Islands are just some of the regularly visited college campus sites AVID sees each year. AVID also participates in a west coast college tour over spring break. Key Club, Renaissance and the community service clubs, have built strong affiliations with several local groups and work hand in hand with some of Covina's finest non-profit organizations. This includes but is not limited to Covina Rotary Club, Kiwanis Club, Irwindale Lion's Club, Assistance League, and the City of Hope. As evidenced in Chapter 2 Community Partnerships, Northview enjoys multiple partnerships with businesses, communities, and colleges in our surrounding area, all of which extend learning and promote professional and educational development among students.	Guest Speakers AVID Field Trips

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, with a focus on continuous school improvement.

E2.1 Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.1 Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
At Northview High School, the school Administration ensures staff and students are safe through a number of ways. The administration holds an annual Expectations Assembly to the entire student body to address policies and expectations of Northview students.	NHS Expectations Emergency Preparedness Plan
The Dean of Students is responsible for discipline on campus. Contact with the parent is made to inform them of any discipline infractions. If the infraction occurs during class time, the teacher is instructed to contact the parent as well. The Dean also plays a major role in conflict resolution among students.	Dean Ashley Mar
The Dean is also responsible for School Safety and Preparedness. The administration conducts a variety of drills to ensure student's preparedness in the event of an emergency. These drills include safety, disaster, lockdown, and lockout procedures. Safety drills are conducted once a month to ensure that every student knows what to do during an emergency situation.	
Another way student safety is ensured is by having the K-9 contraband dog come into classroom twice a month. Another way student safety is ensured is by having the K-9 contraband dog come into classrooms twice a month. The K-9 contraband dog is responsible for detecting drug and weapon paraphernalia. An investigation is then conducted for students who are found to have drug and weapon paraphernalia.	
We have 4 Campus Supervisors who monitor the students, and campus facilities. They enforce school rules, including but not limited to dress code, tardiness, and campus disruptions. They escort students to the office and assist in searches as needed.	Campus Supervisors
During the 2017-2018 school year, Northview High School installed 42 security cameras throughout the campus to help monitor and ensure throughout the school.	iVMS-4200 Surveillance System
We have a school resource officer from the Covina Police department who is assigned to our High School. His services are available and used to enforce rules when necessary. The officer will make parent contact when it is warranted.	SRO: Officer Reed
We have a Probation Officer on site that helps our students who are on court ordered probation and are considered at-risk or wards of the court. He maintains a relationship with local law enforcement agencies and works with school administrators on attendance matters to ensure compliance. He is a member of the Student Attendance Review Board (SARB) which brings together school administrators, social services, mental health professionals and local law enforcement to work with habitual truants and their parents to provide the needed resources to ensure the students attend school as required.	Probation Officer Winston Peterson

NHS students have the opportunity to participate the San Gabriel Valley Law Enforcement Explorer Academy (SGVLEEA), which is based on the Northview campus and is funded by the Covina Valley Unified School District. The program is a twelve-week program which is held on Saturdays between the hours of 7AM and 3PM. The program is a twelve-week program which is held on Saturdays between the hours of 7 am and 3 pm. One program is conducted in the first semester and the second program is held in the second semester. This program is free to any student who has an interest in pursuing a career in the public service field. The academy curriculum is taught by law enforcement professionals from throughout the region and the topics covered include lifetime fitness, leadership skills, military drilling, Constitutional law, criminal law, safety tactics, decision making, cultural diversity, teamwork and the importance of community service. The academy provides students the opportunity to interact with students from throughout the San Gabriel Valley and part of the Northview High School's Public Service Pathway Program. Our academy graduates are also provided with the opportunity to continue their law enforcement aspirations by being selected to volunteer with their local law enforcement agency as part of their Police Explorer Program.	San Gabriel Valley Law Enforcement Explorer Academy (SGVLEEA)
Students are given a student handbook at the beginning of the year during registration. In the student handbook, the Tardy/Attendance policies and procedures are explained. Students are able to make up hours through after school detention and Saturday Academic School. Tutoring is also available on Saturdays for students who are seeking academic help.	Student Handbook Saturday Academic School
Staff is educated in services on identifying anxiety and depression so staff can intervene and provide assistance when needed.	District Mental Health Coordinator
Encouraging and coaching reporting of conflict for intervention. To ensure a safe culture for staff and students, there are random contraband canine checks. There are clear procedures on dealing with student under the influence and procedure with following up/re-entry plans. There are also Re-entry plans for students that have dealt with suicide and/or self-harm attempts.	School Psychologist and Counselors
To ensure the safety of our students and staff, new fences and gates have been installed at the perimeter or the school.	
According to the 2017-2018 Healthy Kid Survey which polled our current seniors and sophomores, 62% of students polled agreed or strongly agreed with the statement: "I feel safe in my school."	Healthy Kids Survey
All staff and students are trained in SOS. The SOS Signs of Suicide Prevention Program is the only youth suicide prevention program that has demonstrated an improvement in students' knowledge and adaptive attitudes about suicide risk and depression, as well as a reduction in actual suicide attempts. The SOS program uses a simple and easy-to-remember ACT (Acknowledge, Care, Tell).	S.O.S. Training SOS Student Video SOS Staff Video SOS Response Form

NHS students and parents must review and accept the Student Internet and Technology Acceptable Use Policy upon registration. This Policy outlines student safety awareness (Section III) when accessing the internet, as well as teachers' commitment to monitor student internet use to support student safety. In the interest of maintaining a safe and productive environment for all students, Section VII of the Policy also outlines the prohibition of any form of harassment or cyberbullying in accordance with California penal and education codes. A link to a copy of this document is provided on the NHS website, as well as additional internet safety tips.	Library Main Page Student Internet and Technology Acceptable Use Policy Digital Citizenship Website
Each school year, students attended an assembly regarding digital citizenship that further reviewed student safety and conduct when using the internet and technology. The NHS website also provides a link to district resources on digital citizenship for all grades.	NHS Website - Internet Safety Page

E2.2 Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2 Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings:	**Supporting Evidence**
There are a variety of strategies used to create and support a positive atmosphere of caring, concern and high expectations within the Northview High School Community. These strategies are implemented and embraced by the students, staff, teachers and administrators who collaborate to provide the students and the staff with effective programs and activities to encourage and promote a safe and healthy educational environment on the Northview High School campus. These various strategies encourage the students and staff to embrace their cultural differences, while still fostering an atmosphere of tolerance and unity. Our students are afforded the opportunity to participate in several programs and events throughout the year which not only highlights the diversity on our campus, it also encourages it. Student led programs such as Renaissance and ASB promote cultural diversity through programs such as "Student of the Month," a variety of campus clubs, such as the Bible Club and the Gay/Straight Alliance, along with the campus wide cultural celebrations including Black History Month, Hispanic Heritage Month and Woman History. During these events, the students are reminded of the importance of these celebrations as they are honored and instructed in various curricular areas/contents.	Staff is culturally/racially sensitive/aware Student of the month with Renaissance Gay/Straight Alliance The Bible Club at lunch on Thursdays Music programs studies different cultural perspectives & time periods Day of the Dead honored in various content areas Various cultural celebrations and heritage months

Renaissance is an elective made of approximately 40 students. Their objective is to make sure all students feel included. The student-led group write personalized notes for every student on campus, they write inspirational, positive notes on sidewalk with chalk for students "who have their head down," and create posters campus wide. A representative from Sandy Hook came to speak to students and started "Start with Hello" campaign, with the idea that one hello is all it takes to change someone's day. Teachers elect a Student of The Month each month and Renaissance rewards them with a small gift. Renaissance has a kindness week second semester. There is an activity designed each day to include students in one way or another.	2017-2018 Parent Survey 2017-2018 Healthy Kid Survey Kindness Week Student of the Month Start with Hello- Sandy Hook Promise
The library decorates and offers programming to celebrate and honor diverse experiences, including heritage and ethnicity. In February 2018 the library offered a Civil Rights Movement timeline display for Black History Month, as well as showcased books by Black authors important to the history of the Black diaspora. Additionally, the library hosted a screening and Q&A/discussion of the critically acclaimed documentary I Am Not Your Negro about the work of noted writer and social critic James Baldwin. In February, in addition to static displays, the library also hosted the YWCA of San Gabriel Valley for presentations for Teen Dating Violence Awareness Month. For Women's History Month in March, in addition to an interactive display, the library offered students a chance to honor an inspirational woman in their life with the Fierce Female activity, after which their contribution(s) are put on display in the library for the entire month. The library also showcased new books for Women's History Month and hosted a screening and Q&A/discussion of the documentary Dolores, about infamous United Farm Worker movement icon Dolores Huerta. The Q&A was led by local scholars with a history in farm working, to honor the intersection of women's history with social movements. While the library undergoes construction, heritage month resources and information is disseminated through the library Twitter page. At the conclusion of construction, the library will decorate for and honor National Hispanic Heritage Month, as well as Dia de los Muertos, and hopes to offer more interactive programming throughout the 2018-2019 school year.	Pictures and tweets on library Twitter page
According to the 2017-2018 Parent Survey:	
91% of parents polled agreed or strongly agreed with the statement: "my student is challenged by the academic courses here at NHS"	
According to the 2017-2018 Student Healthy Kid Survey:	
56% of students polled agreed with the statement: "at my school there is a teacher or some other adult who really care about me."	

65% of students polled agreed with statement: "at this school there is an adult who listens to me when I have something to say." 78% of students polled agreed with the statement: "at my school there is a teacher or some other adult who always wants me to do my best." 71% of students polled agreed with the statement: "at my school there is a teacher or some other adult who believes I will be a success." 79% of students polled agreed with the statement: "I am always trying to do better in my school work."	

E2.3 Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3 Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
Northview staff values building solid student/teacher relationships. All Northview staff builds a bond of trust with the student population by being approachable. Most teachers and all counselors have an 'open door policy.' Northview is an inviting and welcoming community. According to the 2017-2018 Healthy Kids survey, 70% of students polled agree or strongly agree to the statement "I feel close to people at this school." According to the Spring 2018 Parent Survey, 82% of parent polled agreed or strongly agreed with the statement, "NHS effectively communicates school-related events (parent information nights, extracurricular activities, testing schedules, etc.)." We treat families and their students with the utmost respect and professionalism. According to the parent survey, 86% of parents polled agreed or strongly agreed with the statement, "NHS teachers demonstrate a high level of professionalism in both student and parent/guardian interactions."	LCAP Survey Monthly ILT Meetings AVID Team Meetings IEPS Highly Qualified Staff In-House Professional development Weekly PLC meetings. Bi-monthly late start for staff development. Collaboration, weekly PLCs, and Monthly Department meetings.

The same survey reports that 78% of parents either agree or strongly agree with the statement, “I receive timely and helpful advice from my student's counselor when requested.”	
Northview High School has an Instructional Leadership Team that is focused on communicating and collaborating. The ILT regularly attends *Focused Schools* meetings where they receive instruction that navigates the team through trainings that incorporate strategies that will ensure student academic success. This has been a three-year process and we are currently in year three. Through this process, as a staff, we have developed new SLOs, our new focus: to create problem solvers, critical thinkers, and the instructional strategies: 10-2-2, 3-2-1, and Think-Pair-Share.	
Northview High School is committed to a school-wide effort to have all NHS students be expert problem solvers. Students will show measurable growth through the implementation of strategies that promote critical thinking, collaborating and effectively communicating as measured by department generated common assessments, grade distributions, A-G completion rates, district-wide writing assessments, and CAASPP scores.	
Staff participates in consistent all-staff meetings, department coordinator meetings, & PLC’s where consistent facilitation of discussions and effective feedback is provided. In classrooms, Teachers model successful outcomes and Classwork reflects a collaborative process.	Northview Newsflash
Each week, a staff newsletter, the Northview Newsflash, is sent via email to all staff members. This newsletter provides information regarding the week’s events, including any changes in bell schedules, student activities, athletic events, and staff meetings.	Registration Packet Link
At the beginning of each school year, Northview sends home a student information packet full of resources to each student. The packet contains bell schedules, a school map, contact information for each athletics coach, school rules and expectations, a copy of the attendance policy, and information about the counseling office.	

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and multi-tiered interventions to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and community.

E3.1 Indicator: The school has available and adequate services to support student's academic and personal needs.

E3.1 Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings:	Supporting Evidence:
Student Success Teams are a school-based teams comprised of teachers, administrators, other resource personnel as needed including school psychologist, speech/language pathologist, and/or ELAC support team. This team meets to brainstorm and strategize ways to help individual students who may be struggling academically or otherwise in the class. The team then develops possible interventions for the student.	SST
Students with disabilities are given an IEP, Individualized Education Plan, to provide additional support within their classroom setting. Each year an annual meeting occurs between the IEP team and parent/student in order to determine the effectiveness of goals, accommodations, and academic performance. Tri-annuals (meetings where standardized testing is used) are also used to determine effectiveness.	IEP Health Care Plans 504 plans
IEP and 504 Information is communicated to each student's teachers via email which address the individual accommodations and needs.	Co-teach classes SOS Training for Staff and Students
As part of the consistent effort to include all students, Northview offers co-teaching courses for SAI students in English, Math, Science and Social Science.	
Tutoring available after school with credential teachers and AVID and college students to assist students with homework reviewing for test, reteach of campus	Tutors
Each student is assigned a school counselor who meets one on one for career and educational goals, A through G and scheduling.	Academic Counseling Assistance League
Community partnership with The Assistance League of Covina Valley for SAT prep classes through the school year housed on the Northview Campus not only for Northview Students but the	Subsidize cost/scholarship

surrounding schools. As well availability for one-on-one tutoring in math and language arts at their learning center. Community Partnership with ALCV also assist in providing our students with clothing via community retail stores Club, and designated classroom, purposed to teaching mindfulness to enable students to deal with stress. Study skills classes for SAI students to give them more time to work on post-secondary transition skills, college applications, job applications, and academic support for general education classes. We currently have five sections of summative math classes strictly for juniors to assist with extra support or for those students who are struggling with math concepts. We are currently servicing 92 students. Adaptive PE for students with physical limitations. It is now integrated with our general education population. We have One on One aides for students with physical disabilities. Services provided for students with SAI or in crisis (counselors, psych, and MFT). Workability Program provides post-secondary employment training for students receiving special education services. When students fall behind on their credits, they are assigned Credit Recovery classes. available to ensure graduation requirements are met.	

E3.2 Indicator: Strategies are used by the school leadership staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	**Support Evidence**
Northview High School offers varied approaches to education to academically support all students. These approaches include Independent Study and Home Hospital (an option for students whose personal situations make it difficult to make it to campus), Specialized Academic Instruction, Individualized Education Plans	IEPs Home Hospital Instruction SAS Attendance

Credit Recovery, and Co-Teach classes. Other support strategies provided by Northview include our Saturday Academic School, after school tutoring, APEX credit recovery, and our study skills classes.	After School Attendance APEX Enrollment Study Skills Enrollment
Prior to the end of fall and spring semesters, counselors and administrators meet one-on-one with students to intervene and direct them on a path to ensure they end the semester successfully.	SAI Enrollment PLC
With our seven-period day, PLCs are utilized for collaboration among departments to strategize, improves and deliver rigorous standards-based curriculum.	
Math	
The math department uses multiple strategies and interventions to help all students. If any student needs extra help with math homework, there is a math tutor at NHS every Saturday for Saturday Academic School from 8-12pm. Furthermore, a math teacher is in the library after school (Monday-Thursday) from 3:15 to 5pm for tutoring and help.	ALEKS Summative Math Course Saturday Academic School
Just this year, the district has provided a new online math program as an extra resource for students to improve their math skills. The program is called ALEKS and is used in class and for homework. After the initial diagnostic, this program sets up an individualized program for each student. This works well with our 1 to 1 laptop program.	After school tutoring Co-Teaching math courses SMART Goal Posters
The math department currently has co-teach classes in Math 1, Math 2, and Math 3 to mainstream SPED students into a regular education class. Many of these students also have extra support from their special education teacher.	
A new math class this year was incorporated into the master schedule called Summative Math. This class is designed specifically for juniors and is a second math class for these students. This class targets SAT prep, tutoring, advancement, CAASPP practice, and tutoring.	
Every math department teacher offers extra help to students as needed. If a student struggles on a test or quiz, retakes are possible if a student gets tutoring and extra help. Most teachers also require test or quiz corrections to help students find their mistakes and to improve student achievement.	
Finally, the math department with continue to implement SMART goals this year in each subject area. With the pre and post assessments, we can target students that need extra help while also showing overall student improvement and success.	SMART Goals

ELA In ELA, we give pre-assessments to discern where our students' weakness and strengths are. In the classroom, we pair students together because peer interactions and collaboration work well with our students. Teacher conferences are extremely effective. Teacher conferences with students to celebrate student's individual growth and gives them one goal the student can work on. In our PLCs we create common assessments from IOS. Teachers re-teach, and spiral objectives throughout lessons and assignments. We have also found Commonlit.org to be a useful resource for students. Each PLC has created a SMART goal. With the pre and post assessments, we can target students who need extra help. For those students who need extra help, we provide in class intervention. This includes one on one instruction, reteaching, and in some instances, allowing students to take tests over again. We also provide out of class intervention; however, this is primarily limited to Saturday school, but also includes additional materials and lessons that are made available through Google Classroom.	PLCs I/O Commonlit.org Google Classroom
World Language The World language department uses multiple strategies and interventions to help all students. If any student needs extra help with any world language, there is a world language teacher every Saturday for Saturday academic school from 8:00 am to 12:00 pm. Every world language teacher offers extra help to students as needed. In the classroom, world language teachers pair students together because it is important for students to practice acquired language and collaborate with each other. When one student doesn't understand a concept, the other partner can help his or her partner with the concept. In class students also use a program called Duolingo as an extra resource for students to improve their world language skills. Students are able to practice their skills, daily or weekly. World Language teachers re-teach different grammatical or structural concepts in order for students to goals set by the department. The teacher builds upon student's prior knowledge using new, different, or recycled vocabulary.	DuoLingo
Social Science The Social Science departments offers a variety of strategies for student intervention. Students are encouraged to attend Saturday Academic School for extra help, make-up work, and make-up tests. Students are also encouraged to attend after school tutoring, as well as meeting with teachers during their free time (lunch, after school).	

Many department members also provide extra support by utilizing google classroom and personal websites to communicate and share videos to reinforce content.	Google Classroom
Some department members also use the Remind application to communicate and answer student questions and remind students of upcoming work/assignments	Remind
Department members also collaborate on a weekly basis with our Special Ed Department in order to better assist students with special needs such as providing extra guidance, one-on-one work, and peer support.	
Students that need further assistance are also given the opportunity to attend summer school	
AVID The AVID class consists of tutorials twice a week (Tuesdays & Thursdays) in which students receive help with something that they are struggling with. Students are able to pose a "point of confusion" which is generally an area that they are struggling with in a particular subject area. Their classmates and college tutors then assist in helping the student figure out their question.	AVID Tutorials
In addition, students in the AVID class complete weekly grade checks. If a student needs to make up a quiz/test they can go during AVID class. This allows for intervention with other classes.	Grade Checks
In the AVID class students are allowed to work on big group projects or assignments from other classes if they need the extra time.	
ELD Our ELD students also have the assistance from our AVID tutors three times per week. Our AVID tutors normally assist our students with homework or projects.	
As in AVID, our ELD students complete weekly grade checks. Our ELD teachers then assist in helping the students raising their grades by means of: emailing their teachers, requesting extra work that might be beneficial for the student, arranging for the student to visit their teachers for help.	
PE Strategies used in Physical Education class include peer coaching, retaking fitness tests, added practice for skills, and one-on-one teacher instruction.	

Physical Education accommodates the health needs/differences in PE class by knowing individual's risks and limitations and adjusting or modifying activities accordingly. Students are given activities to do at home to make up for missed classroom activity. These activities are chosen by the student and confirmed by a parent signature. If the student is injured or unable to perform physical skills for a time, they are given the option to research fitness periodicals and right summaries for credit. NHS takes advantage of new technologies. NHS students are all issued their own personal laptop, to ensure all students have access to 21st century learning.	
Teachers meet in grade-level or subject matter PLCs to discuss shared practices, create common assessments, and discuss strategies that meet the needs of students. Both parent and student have access to the Aeries/Parent Portal. All students have equal opportunity and access to rigorous courses and can take Honors/AP classes. Students have access to FAME and Career Pathways. Northview provides two hours of free after-school tutoring in the library. Students with Special needs are provided a Study Skills period which allows for the teaching of life skills, post-secondary school skills, and extra help with schoolwork. Here at Northview, we provide a specific counselor (Theresa Humphreys) as well as an Assistant Principal (Ryan Parry) to oversee specialized academic instruction (SAI) students. To support the non-English-speaking parents, Northview's ELAC committee meets with the School Site Council. There are interpreters at each meeting who help translate the meeting for our non-English speaking parents. The ELD teachers and staff communicate with parents by sending emails, flyers home, and the ELD Instructional Aide calls homes to provide information to parents.	PLCs
The Parent Institute for Quality Education (PIQE) is offered to our ELAC community and to our primarily Spanish speaking parents. PIQE is a 9-week session that focuses on how parents can empower students on educational success. PIQE equips parents to be more aware of the various programs and requirements that are important for students to know, such as A-G requirements, applying for FAFSA, applying to colleges, and help review	PIQE

transcripts and how the college system works. There is a focus on UC and Cal State requirements. 82 parents have successfully obtained their PIQE certificate, thus far. The Special Education department works closely with families to develop individualized education plans for students identified with a learning disability in order to meet the individual learning need of their student. The IEP team includes parent, student, education specialists, general education teachers, counselors, school psychologist, Speech Pathologist, Adaptive PE teacher, district support and other specialist as indicated by the identified needs of the student. The special education department conducts required assessments as mandated by law, to ensure student's needs as properly identified and eligibility and placement, and services within the special education program is appropriate. The special education teachers and staff communicate with parents by sending emails, flyers home, and calls home to provide information to parents. Additionally, academic progress on written goals are sent home every six weeks. The vocational specialist also works with our students through the workability program. She provides students with special needs the opportunity to gain valuable work experience. She coaches students one-on-one on how to fill out a job application, job interview skills, and interpersonal skills. She informs students about possible job opportunities She follows up with students periodically to check in on their progress. As a member of the IEP the school counselor works closely with the school psychologist, education specialist, general education teacher, vocation specialist to ensure students receiving special education services receive assistance with the college application process in order to meet their post-secondary goals of attending college. Northview offers Saturday Academic School with fully credentialed teachers in multiple subject areas that provide homework help, test re-taking, and general tutoring. Northview also offers two hours of free tutoring every Monday through Thursday in the library with fully credentialed teachers. In these tutoring sessions, students can receive one-on-one help with their homework or class projects.	

E3.3 Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the schoolwide learner outcomes and academic standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.

E3.3 Prompt: Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom.

Findings	Supporting Evidence
At Northview High School, roughly 10% of the student population receives specialized academic instruction. Prospective Students with disabilities are identified through the Student Study Team process and/or parent referral for assessment for suspected learning disability and eligibility for Special Education Services and/or a 504 Plan. Once identified for special education services, progress is monitored and reported frequently via progress reports (6 reporting periods per year) on related written objective and measurable goals including but not limited to academic, vocational, speech/language, behavior, social-emotional goals. Annual meetings are held to review each student's IEP, discuss educational benefits obtained, placement, services, and develop new goals and objectives, accommodations, and any other concerns for that student. Every three years a re-evaluation is conducted to determine if a student continues to meet the eligibility criteria for special education services. Our workability liaison, along with other members of the IEP team, helps all students who receive special education services with necessary skills to help them transition to post-secondary schools and/or possible employment opportunities through high school. The workability liaison works more intensely with students during their junior and senior years with transition and post-secondary goals. Northview High School uses multiple strategies to identify and support underperforming or struggling students. Formative assessments can quickly identify problematic areas for learners and those issues can be addressed in follow up lessons. Our timely progress reports, teacher/parent communication, student and parent access to the Aeries Grading Portal, SST's, and other previously noted strategies support our governance of student progress.	IEP SST (Student Success Team) 504 Plan MFT Speech Therapist Workability Counselor Annual IEP Meet Triennial Reevaluation Assessment Progress report every six weeks Workability Specialist Educational Specialist Counselor School Psychologist
Through timely assessment and interventions students make academic improvements. Teachers can also determine if academic improvement is occurring by analyzing the D/F rates at the quarter and semester reports, our A-G completion rates, our results from SBAC tests, common formative and summative assessments, graduation rates, testing, reclassification of EL student language levels.	D/F ratios A-G Completion Rates CAASPP Results

Northview's co-teach class offerings have grown from 4 in the 2015-2016 school year to 12 in the 2018-2019 school year. This has granted more students the opportunity to access the general education curriculum with their peers.	Master Schedule
Northview High School is committed to helping English Language Learners and their guardians. Northview has an array of support systems for ELL students. We offer ELD I, ELD II, ELD III. Students can also take AVID to fulfill their English development support.	ELD Enrollment
Northview offers Saturday Academic School with fully credentialed teachers in multiple subject areas that provide homework help, test re-taking, and general tutoring.	SAS Attendance
Northview also offers two hours of free tutoring every Monday through Thursday in the library with fully credentialed teachers. In these tutoring sessions, students can receive one-on-one help with their homework or class projects.	

E3.4 Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4 Prompt: *Evaluate the school's effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g. master class schedule and class enrollments).*

Findings	**Supporting Evidence**
The open access policy to Honors and AP classes has produced steadily increasing student enrollment in those classes. The school prides itself on allowing students to make the choices that could benefit their future and offering open access has given confidence to countless students in every grade level.	AP Open access policies
The school offers the opportunity for all students to take the SAT free of charge in their senior year, sophomores and juniors take the PSAT and freshmen take the PSAT 8/9. The schoolwide testing day is in October and gives every student a chance to experience a test that could help to guide their future.	SAT/PSAT/PSAT 8/9
Summer school is offered every year through the district, Mt. San Antonio College extended education, and Opportunities for Learning. Students in Special Education programs are guaranteed a spot for the extended school year. Students not in the special education program can enroll on a first come first serve basis for make-up credit, and any remaining spots are offered to students for first time credit. Summer school usually fills quickly to capacity.	Summer School Enrollment

E3.5 Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5 Prompt: *Evaluate the availability to and involvement of students in curricular and cocurricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	**Supporting Evidence**
NHS has many clubs and activities for students to collaborate, problem solve, and critically think. While clubs are more interest-motivated, they provide opportunities for students to work together and plan rallies, fundraisers, and reach a common goal. They provide opportunities for leadership and community service. Clubs are continually added based on student interest. ASB holds a Club Rush where new clubs are formed, and members are recruited. In the fall of 2017, the Reset Room was founded, a room where the Mindfulness club students go during lunch to destress and meditate. This helped alleviate student stress during the day. Drama Club attends various workshops and theater performances throughout the year at local playhouses. Photo students collaborate with Mt. San Antonio College and utilize their dark room facilities to process their various projects throughout the year. Avid encourages students to look toward and to get into college. Tutoring is provided on a regular basis. Students are encouraged to push themselves academically. Avid students are encouraged to take an honors or AP classes.	Student Work Folder Club Rosters Athletic and Academic Competition Rosters

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Summary

Northview is committed to creating a campus that is safe and clean learning environment for our students. We have a myriad of extra-curricular activities and clubs for our students. We have numerous community ties and services that benefit our entire population of students.

Category E:
School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- We regularly involve families, businesses, and the community in our learning and teaching process
- We have created a safe and caring environment for students that allows them to be themselves

Category E:
School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- We need to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum
- We need to ensure student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided

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AND YOU'RE half
AVID & Renaissance celebrate the signing of Sherilyn Suyat, Class of 2018 to…
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CALIFORNIA STATE UNIVERSITY Stanislaus
Your hard work, dedication and determination are an inspiration to the entire Viking Family.
Date 5/11/18
AVID & Renaissance celebrate the signing of Sophia Saucedo, Class of 2018 to…
CSU Stanislaus
CALIFORNIA STATE UNIVERSITY Stanislaus
Your hard work, dedication and determination are an inspiration to the entire Viking Family.
Date 5/11/18
AVID & Renaissance celebrate the signing of Madison Arellanes, Class of 2018 to…
CSU Stanislaus
CALIFORNIA STATE UNIVERSITY Stanislaus
Your hard work, dedication and determination are an inspiration to the entire Viking Family.
05/11/18
AVID & Renaissance celebrate the signing of Xiomara Ramos-C
Class of 2018 to…
CSU Stanislaus
CALIFORNIA STATE UNIVERSITY Stanislaus
Your hard work, dedication and determination are an inspiration to the entire Viking Family.
Date 05.11.18

Chapter 4: Summary from Analysis of Identified Critical Student Learning Needs

Task 4:

The Process for Identifying Our Critical Areas of Need

During our Self-Study process, our staff used both our ILT meeting times and our Reverse Minimum Staff Development days to discuss and determine our critical areas of need (CANs). Once the data from Task 2 was accumulated and once our areas of strengths and our areas of growth were identified in Task 3, we met as an entire staff to look for and identify any trends. At this initial meeting, groups were placed in the departments and were asked to look at all the data provided and as a department, provide suggestions based on the data they were given. Departments were given a week to devise their suggestions. Once the suggestions were collected, our ILT team met to amalgamate the suggestions. From the over 15 suggestions, our Instructional Leadership Team created six new critical areas of need.

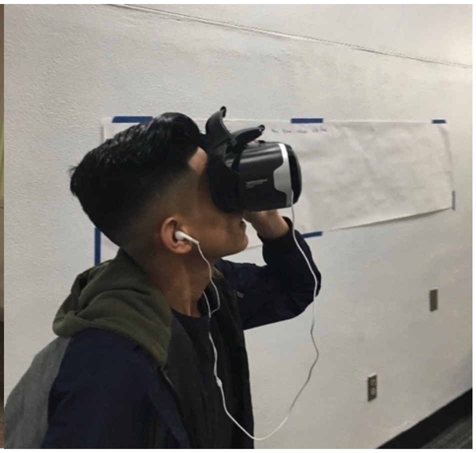
Once the six preliminary critical areas of need were established, staff, teachers, administrators, and students were placed into six groups and asked to do a gallery walk to look at, analyze and discuss the six critical areas of need. After the initial walkthrough, we came together as a whole group and discussed the pros and cons of each CAN. After thorough discussions of all six, groups were asked to do a second gallery walk, but this time they had to place a sticker on the CANs each felt should be our true Critical Areas of Need.

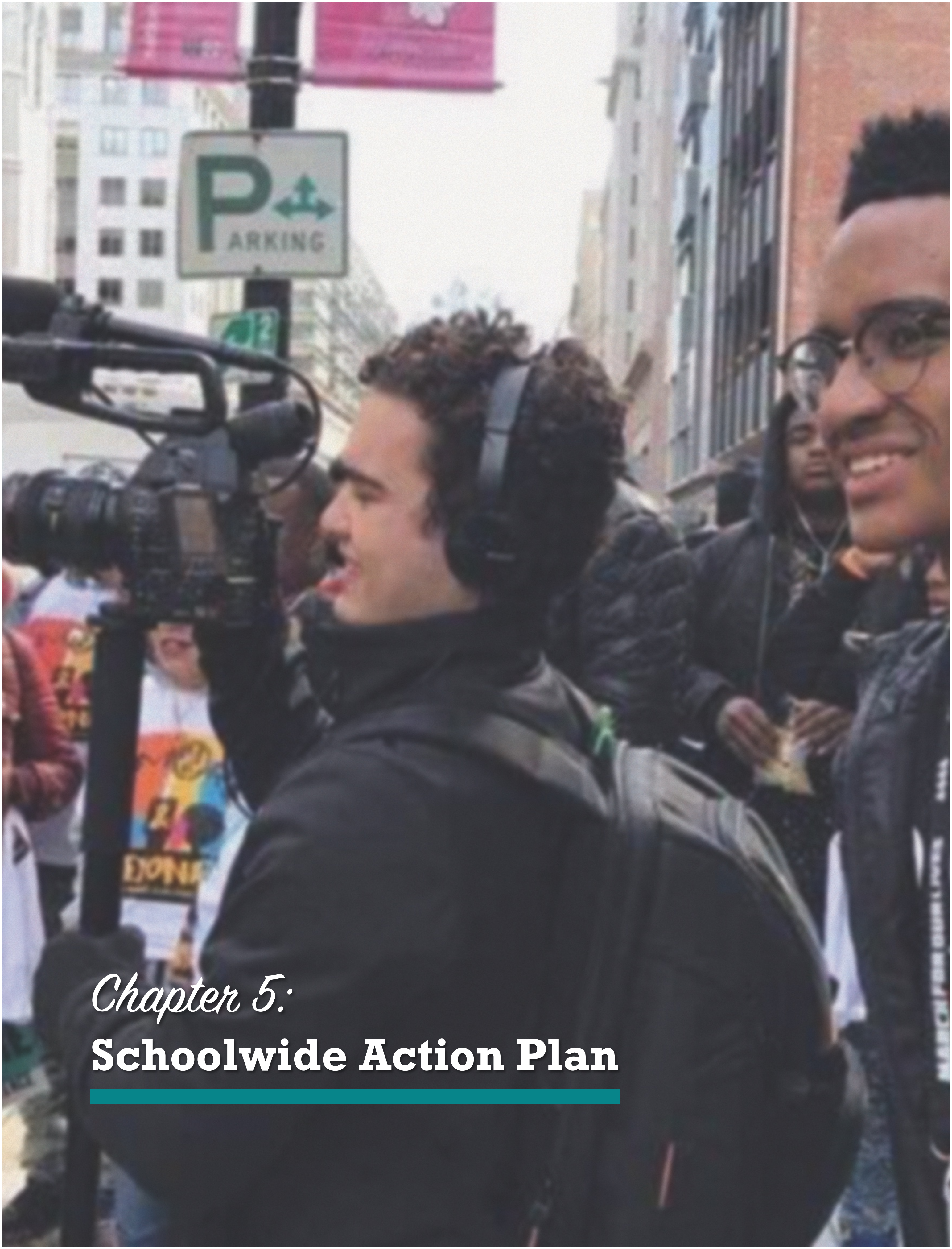
After the tabulation of the six, our ILT met to look through the notes left by all the stakeholders. We noticed three of the six Critical Areas of Need could be molded into one and that two could be combined into one, therefore, leaving us with three Critical Areas of Need. These were then presented to all stakeholders.

Once all stakeholders agreed upon our Critical Areas of Need, we met in our Focus Groups and our Home Groups to begin to develop our Action Plan. Rough drafts were submitted to the WASC Coordinator. She compiled them into one document and presented it to our ILT. The ILT went through each action step and deleted duplicate ideas and added action steps they deemed were lacking.

In early December, our Focus Groups, Parent Groups, and Student groups met to go through our Acton Plan step by step. Using the AVID World Café strategy, members of our ILT, led all of our stakeholders through each action step for all three of our critical areas of need. After each section, parents, students, and faculty were asked to make suggestions on our living document. All sections were compiled by our WASC Coordinator, and all suggestions were added to our document. After which our ILT met, went over each suggestion and qualified the steps to ensure all parties voices were represented in our document. The final product was then presented to all stakeholders for approval.

Critical Areas of Need	
Critical Area of Need #1	Northview High School stakeholders recognize the need to ensure all of our students are college and/or career ready.
Indicators:	• AP scores • CAASPP scores • Task 3 Areas of Growth • Career Pathway Enrollment • Career Pathway Completers • Dual Enrollment • D/F ratios • SAT/ACT scores • A-G completion • A-G course enrollment • AVID Enrollment
Critical Area of Need #2	Northview High School stakeholders recognize the need to provide interventions to increase the proficiency of all populations in core classes with an emphasis on ELA and Math.
Indicators:	• CAASPP scores • District Benchmarks • Common Assessments • SAT/ACT scores • Task 3 Areas of Growth • A-G completion
Critical Area of Need #3	Northview High School stakeholders recognize the need to increase universal access across all core curriculum for our SPED and ELL populations.
Indicators:	• CAASPP scores • Co-teach class enrollment • Task 3 Areas of Growth • Benchmark Assessments • ELPAC scores • A-G completion • College/Career pathway completion





Chapter 5:
Schoolwide Action Plan

Task 5:

The Schoolwide Action Plan

Process Developing the Action Plan

Through the process of this Self-Study, we are very proud of the impressive gains we have made since our last Self-Study in 2012. We have made significant strides in student completion of our A-G requirements—moving from 42% completion to 62% completion. We have dedicated ourselves to increasing our pathway opportunities for our students—adding four new pathways in the past three years. We have worked to ensure our established pathways meet the proper requirements for the College and Career Indicator—creating a pathway program that houses seven complete pathways. We have worked to build support for our Special Education program—adding several new co-teach classes. We have restructured our ELD program; a program that is now led by two of our strongest instructional leaders—both of whom have been trained in AVID and who have worked tirelessly to help reclassify our English Language Learners. In the past three years, our new ELD leaders have worked to improve our reclassification rate from 8% in 2016 to 60% in 2018—which is a significant gain considering the state average is 15%. We have worked to instill a college-going culture—developing Articulation Agreements and Memorandums of Understanding with multiple local colleges and universities. We are now home to the only AP Capstone program in the San Gabriel Valley—celebrating an 89% pass rate in our inaugural year. A program whose sole purpose is to prepare our students for the rigors of college writing and presenting. We have worked to increase our parent involvement—partnering with programs such as Parent Institute for Quality Education, or PIQE. Additionally, our counselors, along with our strong AVID program, have developed a parent handbook in both English and Spanish—reaching the full spectrum of our parent population. Furthermore, Northview has become a leader in our district—paving the way to develop both English Language Arts and Science pacing guides. Adding to this legacy of leadership in the district, we celebrated in 2015 and again in 2018, the recognition of two of our teachers as they were named Covina-Valley Unified Teacher of the Year. Northview is home to stakeholders who embrace the grit and growth mindset and in doing so, have paved the way for student success.

The stakeholders of NHS are committed to using the findings of this Self-Study to ensure that all students are successful at Northview and beyond. Our Self-Study reflects two years of numerous discussions about what the school needs to accomplish to bring our new vision and mission statements to fruition.

The WASC Leadership Team met to discuss patterns of concern indicated in Chapters 2 and 3. Three primary growth targets emerged, becoming the focus of what is now our comprehensive school-wide action plan, a plan all stakeholders agree will best serve our students in the coming years. As a result, action steps will involve all disciplines and incorporate our Student Learning Outcomes.

No school can succeed and move forward without first looking back to celebrate the successes and to figure out how to improve upon the areas of need. With the continuation of the 7-period day and Professional Learning Communities, we have established a culture where data is routinely reviewed and best practices are shared.

Throughout the year, PLCs review and analyze data to determine how to best help our students be successful. At the beginning of the year, the entire staff meets to review current data, as well as data from years past, and trends are identified. Home Groups then take their respective data and adjust the Single Plan for Student Achievement for the upcoming school year. Home Groups place specific goals in the plan. PLCs meet weekly to share best practices and to pour over both district assessment results and school assessment results. The PLC members make adjustments with regard to instruction and discuss possible interventions to help students attain proficiency.

All stakeholders are fully aware that our action plan is a work in progress. We are committed to continually improving upon the three critical areas of academic need. Our Instructional Leadership Team will continue to monitor the progress of the action steps listed in this chapter. Our Instructional Leadership Team will continue to bring research-based methods and strategies, such as Achievement Teams, to the staff in order to address the critical areas of need.

Critical Area of Need #1:
Northview High School stakeholders recognize the need to ensure all of our students are college and/or career ready.

LCAP Goal: Guarantee all students are eligible for college and careers upon graduation.

LCAP Goal: Create a school-wide program of engagement that fosters innovative, positive environments within and outside of the classroom to connect students to school learning.

Student Learning Outcomes:

- Collaborate:
  All students will develop skills which will enable them to work together to share ideas, encourage and support each other, exchange information, provide purposeful feedback, listen with intent, be a productive member of a team, achieve a common goal, take risks and respect differing opinions.
- Communicate:
  All students will develop interpersonal, social, cross-cultural and technological communication skills which will allow them to effectively and responsibly communicate through writing, speaking and the arts.
- Critically Think:
  All students will develop skills which will enable them to apply existing knowledge to new situations, raise vital questions, assess relevant information, analyze how parts of a whole interact with each other and come to well-reasoned conclusions and solutions.

Rationale: After examining the College and Career Indicator, Northview High School stakeholders have determined that our students would be best served if we focus on ensuring that they are meeting at least one of the requirements on the indicator. We will continue to encourage students to access the most rigorous curriculum preparing them for the college and/or career of their choice.

Action Steps		Persons Responsible	Timeline	Measure of Progress
Category: College Ready	Enhance implementation of the University of California, Irvine Math Project conceptual lessons in Math 1, 2, and 3.	• Math Teachers • District Director of Curriculum • Administrators • PLCs	Annually	• CAASPP Scores • D/F ratios or A-C ratios • A-G Completion • SAT/ACT Scores • PLC Minutes • Benchmarks

	Offer Summative Math to close the achievement gap.	• Math Teachers • Administrators • Counselors	Annually	• CAASPP Scores • Master Schedule • ALEKS Usage • D/F ratios or A-C ratios
	Increase articulation with Mount San Antonio College (Mt. Sac): • Increase the number of articulated courses • Increase number of Connect Four students • Partner for dual enrollment courses • Increase Mt. Sac summer school offerings	• Administrators • Teachers • Counselors • Director(s) of Curriculum • College and Career Center Assistant	Annually	• Articulation scores • AP scores • SAT scores • ACT scores • College Acceptance Rates
	Develop lessons that integrate NGSS in all areas of science to increase success with SEPs, DCIs, and CCCs.	• Administrators • Science Teachers • District Science Leadership • Director of Curriculum	Annually	• CAST scores • A-G completion • PLC minutes • Common Assessments
	Incorporate problem-solving and hands-on learning in all curriculums and use achievement team data analysis in: • ELA • Math • Social Science • Science • World Language	• Administrators • All Teachers • PLC leads • PLCs	Annually	• A-G completion • PLC minutes • Common Assessments • CAASPP scores
	Develop resources to assist our AP students in managing coursework/course load and preparing for AP exams.	• Administrators • ILT • AP teachers • Counseling	Annually	• A-G completion • AP Scores • A-C grades in AP courses • Khan Academy Usage • APEX

	Increase enrollment in newly introduced AP courses. Transition 9th grade courses to pre-AP courses where possible.	• Administrators • ILT • Counselors • Honors/AP Teachers	College Board Timeline	• A-G completion • AP Scores • A-C grades in AP courses • College Board Conference Attendance • AP Enrollment • Master Schedule
	Increase enrollment in AVID courses. Enhance collaboration of AVID Senior teachers and Senior English classes to ensure all seniors have access and understanding of the Common Application and Financial Aid applications.	• AVID teachers • Senior English Teachers • Counselors	Annually	• A-G completion • College Acceptance Rate • Graduation Rate • Naviance Survey • AVID Enrollment • Master Schedule
	Increase enrollment in A-G courses; develop more A-G course offerings - specifically "G" electives.	• Administrators • ILT • Counselors • Curriculum Focus Group	Annually	• A-G completion • College Acceptance Rate • Master Schedule
	Increase awareness of scholarship opportunities.	• Career Center • AVID/Senior Teachers • Counselors • Athletic Directors	Ongoing	• Bulletin • College Presentations • AVID Field Trips • Mt. SAC/ Citrus visits • Naviance
	Ensure ELA teachers are analyzing PSAT/PSAT 8/9 and SAT with students.	• Administrators • Counselors • ELA Teachers • AVID teachers • PLC leads	Annually	• SAT scores • College Acceptance • PLC minutes • Khan Academy

Category: Career Ready	Expand our Computer Science program into a pathway to provide career-ready experience for students (i.e. Math 1 with Coding).	• CTE Teachers • Math Teachers • Administrators • ILT	Fall 2018 - Ongoing	• Master Schedule • A-G Completion
	Increase Community College articulation emphasizing CTE programs.	• Administrators • Teachers • Counselors • Director of Curriculum	Fall 2018-ongoing	• Articulation scores • Career Certifications • Articulation Agreements • Pathway Enrollment
	Expand partnerships with businesses and trade schools.	• Administrators • Teachers • Counselors • Director of Curriculum • Career Center • AVID	Fall 2018-ongoing	• Internships • Job placements • Career Day Participants
	Increase enrollment in CTE classes: • Film/Video Production • Professional Theater • Animation • Patient Care • Visual Commercial Art • Cabinetry, Millwork, Woodworking • Public Safety	• Administrators • CTE teachers • Counselors • College and Career Assistant	Ongoing	• Pathway Completion • A-G completion • Pathway Enrollment • Master schedule • California Dashboard

Critical Area of Need #2:
Northview High School stakeholders recognize the need to provide interventions to increase the proficiency of all populations in core classes with an emphasis on ELA and Math.

LCAP Goal: Implement innovative, researched based programs and practices to ensure the highest level of achievement for all students.
LCAP Goal: Create a school-wide program of engagement that fosters innovative, positive environments within and outside of the classroom to connect students to school learning.

Student Learning Outcomes:

- **Collaborate:**
  All students will develop skills which will enable them to work together to share ideas, encourage and support each other, exchange information, provide purposeful feedback, listen with intent, be a productive member of a team, achieve a common goal, take risks and respect differing opinions.
- **Communicate:**
  All students will develop interpersonal, social, cross-cultural and technological communication skills which will allow them to effectively and responsibly communicate through writing, speaking and the arts.
- **Critically Think:**
  All students will develop skills which will enable them to apply existing knowledge to new situations, raise vital questions, assess relevant information, analyze how parts of a whole interact with each other and come to well-reasoned conclusions and solutions.

Rationale:
After examining the data including D/F ratios or A-C ratios, CAASPP scores, and AP realia, Northview High School stakeholders recognize there is a need for academic interventions in all areas of discipline and instruction for the entire population, and especially for our ELL, SWD, and SED subgroups. By increasing opportunities for intervention, building teacher capacity in researched instructional practices and refining our assessments to better match the rigor and complexity of the state summative test, we are confident the entire population as well as the above-named subgroups will find greater success.

Action Steps		Persons Responsible	Timeline	Measure of Progress
Category: MATH	Enhance implementation of the University of California, Irvine Math Project conceptual lessons in Math 1, 2, and 3.	• Math Teachers • District Director of Curriculum • Administrators • PLCs	Fall 2018-ongoing	• CAASPP Scores • D/F ratios or A-C ratios • A-G Completion • SAT/ACT Scores

				PLC minutes Benchmarks
	Implement Achievement Teams 5-step cycle to assess and analyze data to address student needs.	Math Teachers PLC leads PLCs ILT Administrators	Fall 2018-ongoing	CAASPP Scores D/F ratios or A-C ratios A-G Completion SAT/ACT Scores PLC Meeting Notes
	Maximize utilization of existing tutoring models and implement additional options for tutoring.	Math Teachers AVID Tutors	Spring 2019-ongoing	CAASPP Scores A-G Completion SAT/ACT Scores SAS attendance After school tutoring attendance
	Offer a bilingual tutor during Saturday Academic School (SAS) to work with and support ELL and SPED students.	AVID Chair AVID tutor	Fall 2017-ongoing	Common Assessments CAASPP District Benchmarks
Category: ELA	Once per quarter, designate specific class periods for students to work on replacement assignments allowing students additional opportunities to show progress in learning.	ELA teachers PLC Leads PLCs	Fall 2016-ongoing	A-G Completion PLC Minutes
	Create alternative replacement assignments to be completed during SAS with a follow-up quiz to assess understanding.	ELA Teachers PLC Leads PLCs	Ongoing	A-G Completion PLC Minutes
	Increase the use of multiple scaffolding strategies in order to assist students in attaining ultimate core standard.	ELA Teachers PLC Leads PLCs	Ongoing	A-G Completion PLC Minutes
	Implement Achievement Teams 5-step cycle to assess and analyze data to address student needs.	ELA Teachers PLC leads PLCs ILT Administrators	Fall 2018-ongoing	CAASPP Scores D/F ratios or A-C ratios A-G Completion SAT/ACT Scores PLC Meeting Notes

	Ensure all ELA teachers are spiraling year-long standards.	- All Teachers - PLC Leads - PLCs	Ongoing	- PLC minutes - A-G Completion - CAASPP scores - Common Assessments
	Increase the number of teachers who provide all assignments on websites or Google Classroom, so students have access to assignments digitally.	- Administrators - ELA Teachers - PLC Leads - PLCs	Ongoing	- PLC notes - A-G Completion
Category: All Depts.	Develop a team that will investigate research-based school-wide intervention programs.	- Administrators - Counselors - ILT - Volunteer Teachers	Fall of 2019	- Meeting minutes - ILT minutes - Administration meeting minutes
	Develop and use SMART goals and assessment cycles to measure student progress toward success.	- All Teachers - PLC Leads - PLCs - Administrators	Fall 2018-ongoing	- A-G Completion - PLC Minutes - Benchmark assessments - Achievement team data
	Prior to each progress report, identify students who are in danger of failing and notify parent/guardian by phone call or email (printed report cards are no longer sent home).	- All Teachers - PLC Leads - PLCs - Counselors	Ongoing	- A-G Completion - PLC Minutes - Benchmark assessments - Achievement team data - D/F ratios or A-C Rates
	Develop students' reading and math skills within other departments - e.g. close reading, graphing, symbols.	- All Teachers - PLC Leads - PLCs	Fall of 2019	- A-G Completion - PLC Minutes - Benchmark assessments - Achievement team data

	Expand the use of Saturday Academic School to incorporate writing workshops for ELA and Social Science.	- Administrators - Teachers - ILT	Spring 2019	- A-G Completion - Benchmark assessments - ELA and Social Science Achievement team data
	Increase the number of teachers who provide all assignments on websites or Google Classroom, so students have access to assignments digitally.	- Administrators - Teachers - ILT	Ongoing	- A-G Completion - PLC Minutes
	Utilize Saturday Academic School as an intervention to help students with assignments and practice for AP classes and SAT prep.	- Administrators - SAS Teachers - AP teachers	Ongoing	- A-G Completion - SAS Attendance - Benchmark assessments - Achievement team data - AP data
	Utilize credit recovery program (APEX) for students who are not successful in the traditional classroom.	- Administrators - APEX Teachers - Counselors	Ongoing	- A-G Completion - APEX enrollment

Critical Area of Need #3:
Northview High School stakeholders recognize the need to increase universal access across all core curriculum for our SPED and ELL populations.

LCAP Goal: Implement innovative, researched based programs and practices to ensure the highest level of achievement for all students.
LCAP Goal: Create a school-wide program of engagement that fosters innovative, positive environments within and outside of the classroom to connect students to school learning.

Student Learning Outcomes:

- **Collaborate:**
  All students will develop skills which will enable them to work together to share ideas, encourage and support each other, exchange information, provide purposeful feedback, listen with intent, be a productive member of a team, achieve a common goal, take risks and respect differing opinions.
- **Communicate:**
  All students will develop interpersonal, social, cross-cultural and technological communication skills which will allow them to effectively and responsibly communicate through writing, speaking and the arts.
- **Critically Think:**
  All students will develop skills which will enable them to apply existing knowledge to new situations, raise vital questions, assess relevant information, analyze how parts of a whole interact with each other and come to well-reasoned conclusions and solutions.

Rationale: Since our 2012 visit, we have worked diligently to properly identify our ELL population. We have also worked diligently to increase our co-teach classes to ensure our SPED population is additionally supported in mainstream classes. At this time, Northview High School stakeholders recognize there remains a need to increase academic achievement and reduce the achievement gap in these two subgroups.

Action Steps		Persons Responsible	Timeline	Measure of Progress
Category: ELL	Increase communication between general education teachers and ELD teachers to ensure academic success.	• All Teachers • ELL Liaison • ELD Teachers • PLC Leads	Fall 2018 - Ongoing	• A-G Completion • CAASPP Scores • PLC Minutes • Common Assessments • Benchmark Assessments • D/F Ratios or A-C Ratios
	Initiate the inclusion of ELD I and II students into co-teaching classes.	• Administrators • Counselors • Aide Support	Ongoing	• A-G Completion • PLC Minutes
	Enhance parent support programs in an effort to better serve ELL students and to educate their parents on school programs and support services.	• Administrators • ILT • Teachers	Ongoing	• A-G Completion • PLC Minutes • PIQE

		• ELAC		• ELAC minutes
	Provide teachers and staff with training on how to embed ELD strategies and language development into their lessons.	• All Teachers • PLC Leads • PLCs • Administrators • ILT/Dept. Chairs	Ongoing	• A-G Completion • PLC Minutes • PD minutes • Professional Development Attendance
	Enhance collaboration between AVID and ELD teachers.	• Teachers • ILT	Ongoing	• A-G Completion • CAASPP scores • Benchmark Assessments • PLC Minute
	Increase use of differentiated assessments for students.	• Teachers • ILT	Ongoing	• A-G Completion • CAASPP scores • Benchmark Assessments
	Expand Saturday Academic School to academically support our ELL populations.	• Administrators • ILT • SAS teachers	Ongoing	• A-G Completion • SAS attendance
Category: SPED	Increase communication between general education teachers and SAI teachers to ensure academic success.	• All Teachers • SAI teachers • PLC Leads	Fall 2018 - ongoing	• A-G Completion • CAASPP Scores • PLC Minutes • Common Assessments • Benchmark Assessments
	Strengthen implementation of co-teaching to ensure the SPED population has access to A-G and to rigorous curriculum and mastery of core content in the least restrictive environment.	• Administrators • ILT • Counselors • SAI teachers	Ongoing	• A-G Completion • PLC Minutes • D/F ratios or A-C ratios • CAASPP scores

		• General Education Teachers		
	Ensure staff has training and is implementing accommodations and support services that enable them to more effectively reach our SPED populations through staff development meetings.	• Administrators • PLC Leads • PLCs • Teachers • ILT • Department Chairs	Ongoing	• A-G Completion • PD Minutes • PLC minutes
	Expand Saturday Academic School to academically support our SPED populations.	• Administrators • ILT • SAS teachers	Ongoing	• A-G Completion • SAS attendance
	Increase the number of A-G co-taught classes.	• Administrators • Counselors	Ongoing	• A-G Completion rate • Master schedule
	Implement Universal Design for Learning strategies in all classes.	• Administrators • ILT • Teachers	Fall 2019	• A-G Completion • Benchmark assessments • Achievement team data • CAASPP scores
	Increase the use of differentiated assessments for students.	• Achievement Teams • PLC leads • PLCs • Teachers	Ongoing	• A-G Completion • Benchmark assessments • Achievement team data • CAASPP scores

Appendices:

A. Local Control and Accountability Plan

B. Results of Student Survey/Questionnaire

C. Results of Parent Survey

D. Healthy Kids Survey

E. Master Schedule

F. Approved AP Course List

G. UC A-G Approved Course List

H. College-and Career Ready Indicator

I. California School Dashboard Performance Indicator

J. School Accountability Report

K. CBEDS School Information Form

L. Graduation Requirements

M. Articulation Agreements

N. 2017-2018 Single Plan for Student Achievement

O. 2018-2019 Single Plan for Student Achievement

P. Local Control Funding Formula

Q. Bell Schedule

R. 2018-2019 Staff Development Dates

S. Parent/Student Handbook

T. Counseling Handbook

U. Results of ILT Student Survey