



MERRILL F. WEST HIGH SCHOOL ACS WASC/CDE MID-CYCLE VISIT SCHOOL PROGRESS REPORT

Principal Zachary Boswell, Ed. D.

1775 West Lowell Ave

Tracy, CA 95376

Monday, March 1st through Tuesday, March 2nd, 2021

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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I. Student/Community Profile Data

A. Updated School Profile

Merrill F. West High School, commonly known as West High, first opened its doors in 1993 as the second comprehensive high school to meet the increasing student population demands of the Tracy Community. West High is one of three 9-12 comprehensive high schools in the Tracy Unified School District (TUSD) including long established Tracy High School (founded in 1912) and much more recently established Kimball High which first opened in 2009. TUSD (unified in 1997) serves approximately 14,000 K-12 students. Though TUSD has been in declining enrollment in recent years, West High's enrollment numbers have been increasing. Our student socio-economic demographics have been changing significantly over time, especially over the last 10+ years. At the time of our last full cycle WASC visit, our percentage of students qualifying for free and reduced lunch had increased dramatically from 22% in 2007-2008 to 54% for the 2016-2017 school year.

Beginning with the 2018-2019 school year, West High became a Title I school. Our Socio-Economically Disadvantaged (SED) student enrollment was at slightly over 60%, an increase of approximately 6% from data collected for our 2017-18 full term WASC visit. Based on the same 2018-19 demographic data, our English Language Learners (EL Learner) made up 18% of our student population, our Fluent English Proficient students (FEP) 38%, and our Reclassified Fluent English Proficient students (RFEP) 9.4% respectively. Combined, approximately 62% of our students either have been or currently are an EL Learner. Our school student population was a majority 55.4% Hispanic for the 2018-19 school year as noted on the CDE Dashboard, a similar percentage to our demographic data compiled for our full report and visit in 2017-18. Please see the California Dashboard information provided in the table below for West High's complete demographics for the 2018-19 school year. For the 2019-20 school year, our enrollment increased to approximately 2204 students: [Dashboard Link](#)

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B. Staff Description and Updates

For the 2019-20 school year, West High's certificated staff consisted of 91 teachers, four counselors, two school psychologists, three assistant principals and a principal. Teachers are part of the following departments: English, Math, Science, Social Science, World Languages, Career Technical Education, Special Education, Physical Education and Visual Performing Arts. All teachers have an adjunct duty and are a member of a Professional Learning Community (PLC). For certificated staff, significant changes since the 2017-18 full self-study and visit include three new assistant principals: Annabelle Lee and Steven Wichman (2019-20) and Michael Stagnaro (2020-21) plus an additional full-time school psychologist (that travels between Tracy and West): Eric Lee (he was in his 1st year and part time in 2017-18). Staffing for teachers has increased in numbers with 96 teachers for the 2020-21 school year and nearly 30 new additions to our site over the past few years as well as inter-district transfers. Librarian, Cathy Pope joined us for the 2019-20 school year with the retirement of Susan Perry.

Our four counselors are assigned to students alphabetically and work with students from all grade levels. Head counselor Sarah Banchemo also advises students from our Space and Engineering Academy while counselors Laurie Tomlin and Iris Abraham work with our AVID students. West High continues to have the services of mental health counseling from Valley Community Counseling Services. Tamara Centeno has served in that role since the 2018-19 school year. We had a full time Parent Liaison, Ana Arroyo funded by District LCAP funding until October 2020 when Ana accepted the Assistant Principal's Secretary position on the West High campus after the retirement of Carol Gutierrez. Ana's invaluable contributions to our West High community and students will be highlighted numerous times in this mid-cycle report.

West High's classified staff serves our students in multiple roles including classroom/student learning, campus supervision, clerical support, food services, and maintenance/custodial. Since becoming a Title I School, we were able to add two bilingual paraprofessionals to our English Learner Development program funded by Title I. Victoria Carrera and Liliana Novoa started at West High during the 2nd Semester of the 2018-19 school year and have been committed and dedicated educators to our students and ELD program. We have also added a part time library tech, Jennifer Sedillo to work alongside fellow library tech Sharon Miller-Singh and certificated librarian Cathy Pope.

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Since the full visit, numerous members of our staff have received District recognition. Social Studies Teacher, Tom Haim, Maintenance Supervisor, Cory Frasier and Principal's Secretary, Audrey Harrison earned District Employees of the Year in 2018 and 2019 respectively while Music Teacher, Jonathan Raman, Business Manager, Donna Ensor, and Food Services Employee, Cinthya Matasol were honored as grades Six through Twelve Employees of the Term for the fall semester of 2019-20. Custodial/maintenance member Chris Anderson received the honor for the winter term. Our former ISET Technician, David Nguyen also received the same honor during the 2018-19 school year (He is a West High alum, by the way!). Agricultural Science and Future Farmers of America teacher/coordinator Marlene Hepner won the prestigious Golden Owl Award for the Delta-Cal Section from the state of California FFA Association. Marlene and her Ag Science team make an incredible difference with our students and represent the West High community with determination and pride. With over 20 years at West High, Marlene is a wonderful teacher leader and ambassador for West High.

C. 2018 Self-Study Recap

Following the full self-study and March 2018 visit, West High earned a six-year accreditation with a two-day mid-cycle visit for the 2020-21 school year. Since that time, we have continued to address our Critical Student Learner Needs utilizing and revising our 2018 Action Plan. Our Critical Student Learner Needs are aligned with Tracy Unified School District's Vision and Mission statements and LCAP Goals as well as our site Vision and Mission statements and Schoolwide Learner Outcomes. Those can be found below.

1. TUSD Purpose (Vision and Mission Statements)

- TUSD Vision Statement: All students in Tracy Unified School District will become lifelong learners, responsible citizens, and leaders in the 21st Century.
- TUSD Mission Statement: Tracy Unified School District, as a recognized leader in education, will prepare our diverse student population to be college and career ready for the 21st Century by providing a quality-learning environment in safe, modern facilities equipped with the latest technological tools. Our world class, culturally proficient staff empowers students to reach their fullest potential and prepares

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students to solve real-world problems by utilizing best instructional practices and collaborating with the community, businesses, and institutions of higher learning.

2. *TUSD 2020-21 Goals*

Tracy Unified School District's Strategic Plan is incorporated into the District's Local Control Accountability Plan (LCAP). It helps the District utilize its energy and resources to focus on specific goals.

- Goal 1: Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap.
- Goal 2: Provide a Safe and Equitable Learning Environment for all Students and Staff

It is important to observe that it takes a team effort to make meaningful progress towards achieving our District's weighty goals and objectives. Our teachers, administrators and support staffs work hard every day to provide students the quality learning experience envisioned in our strategic plan.

3. *West High School's Purpose (Vision and Mission Statements)*

- West High School Vision Statement: Merrill F. West High School will be a place where all students and all staff develop positive relationships and where all students receive rigorous and relevant instructional learning experiences including 21st Century skill development.
- West High School Mission Statement: The mission of Merrill F. West High School is to provide all students with a safe, caring, and engaging learning environment in preparation for college and careers.

4. *West High School Schoolwide Learning Outcomes (SLOs)*

- a. Communication
 - i. Speak so others understand
 - ii. Listen actively
 - iii. Learn to successfully engage as professionals
- b. Collaboration
 - i. Share knowledge and resources

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- ii. Learn cooperatively
- iii. Work together as a team
- c. Critical Thinking
 - i. Recognize and design solutions for real-world problems
 - ii. Persevere to solve problems
 - iii. Ask high-level questions
 - iv. Use information from multiple sources to solve problems
 - v. Develop disciplinary literacy
- d. Creativity
 - i. Develop and implement new ideas
 - ii. Experiment and create
 - iii. Embrace failure as an opportunity for growth

D. West High School Staff

1. Administration

Name	Title
Zachary Boswell, Ed.D.	Principal
Annabelle Lee	Assistant Principal
Michael Stagnaro, Ed.D.	Assistant Principal
Steven Wichman	Assistant Principal

2. Counselors

Name	Title
Sarah Banchemo	Head Counselor
Idi Gaines	Counselor
Laurie Tomlin	Counselor
Iris Abraham	Counselor

3. Support Staff

Name	Title
Julie Aguilar	Paraeducator
Rochelle Aguilar	Utility Worker II
Ana Arroyo	Assistant Principal Secretary
Berta Baca	Food Service Worker
Natalie Bartholdi	Food Service Worker
Ann Bassett	Attendance Secretary
Lori Borges	Administrative Secretary

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Kim Brooks	Food Service Worker
Victoria Carrera	ELD Paraprofessional
Virginia Carrera	Custodial/Security
Ma Veronica, Castro	SpEd Paraprofessional
Ana Maria Costa Alongi	ELD Paraprofessional
Imelda David	SpEd Paraprofessional
Beatrice Delara-Torres	SpEd Paraprofessional
Catherine Ebojo	SpEd Paraprofessional
Elhag Elhag	Utility Worker II
Donna Ensor	Business Manager
Cindy Estrada	ELD Paraprofessional
Imelda Flores-Sanchez	SpEd Paraprofessional
Corey Frasier	Maintenance Supervisor
Melina Gallegos	Counseling Secretary
Jose Gallo	Utility Worker II
Tara Galvan	SpEd Paraprofessional
Jason Garrett	Security Supervisor
Lori Goldberg	Food Service Worker
Ana Guasch	Food Service Worker
Tara Hackney	SpEd Paraprofessional
Audrey Harrison	Principal's Secretary
Edward Haun	Security
Graham Hawkinson	School Resource Officer
Connie Henson	Attendance Clerk
Gayle Jackson	Career Center Technician
Anjali Jain	SpEd Paraprofessional
Michelle Kammen	Security
Sheryl Loreda	Bookkeeper
Cinthya Matasol	Food Service Worker
Tricia Mathis	Food Service Worker
Sharon Miller-Singh	Library Tech
Liliana Novoa Garcia	EL Paraprofessional
Christine Pimentel	SpEd Paraprofessional
Haidee Quarbani	ELD Paraprofessional
Joyce Rambo	Food Service Worker
Edna Riddle	Registrar
Lisa Robledo	SpEd Paraprofessional
Najwa Sabliny	SpEd Paraprofessional
Jennifer Sedillo	Library Tech
Roshine Sharma	Food Service Worker
Rafael Soares	Utility Worker II
Marla Solorio	Utility Worker II
Rodica Vatan	SpEd Paraprofessional

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4. Teachers

Name	Subject
Babette Adkins	Social Science
Steve Anastasio	Physical Education
John Anderson	Social Science
Lee Aptaker	Special Education
Arturo Arechiga	Fine Arts
Dana Avila	Career-Technical Education
Julie Backster	Mathematics
Shauna Baker	English-Language Arts
Scott Behnam	English-Language Arts
Lucinda Bliss	Career-Technical Education
Ellen Borders	English-Language Arts
Rogelio Bravo	English-Language Arts
Marna Bynum	English-Language Arts
Elizabeth Carrasco	World Language
Michael Castor	Social Science
Sol Ceja	Science
Bryan Cicero	Special Education
Jordan Dajani	Agricultural Science
Dante Dell'Aringa	English-Language Arts
Anne Duff	English-Language Arts
Alana Escalante	English-Language Arts
Karen Evans	Mathematics
Jeremy Fallquist	Social Science
Perry Farrens, Jr.	Mathematics
Jessica Fernandez	Social Science
Abigail Ferrell	Agricultural Science
Victoria Geibig	World Language
Adalberto Gomez-Villafina	World Language
Fred Graff	Science
Tom Haim	Social Science / TOSA
David Haut	Mathematics
Jennifer Haut	Science
Marlene Hepner	Agricultural Science
Homaira Jamash	Special Education
Nicholas Jamero	Music
Theresa James	Mathematics
Joshua Jensen	English-Language Arts
Jacie Jones	English-Language Arts
Erick Keating	Mathematics
Susie Kim	Fine Arts
Lyudmyla Krasnova	Mathematics
David Lance	Special Education
Michael Lawrence	Career-Technical Education

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Jonathon Lewis	Science
Jessica Lockard	Science
Brenda Loggins	Physical Education
Rebecca Loggins-Brown	Physical Education
Mayra Lopez	World Language
Lindsay MacLeod	Special Education
Shelby Martin	Special Education
Leslie McCoy	Fine Arts
Shannon McMahon	Social Science
Scott Mizuno	Mathematics
Randy Moehnke	Science
Diane Moen	World Language
Robin Mohlenhoff	Agricultural Science
Rachel Moraes	English-Language Arts
John Morris	JROTC
Omar Musleh	Physical Education
Alex Nelson	Fine Arts
Charles Nitti	Mathematics
Danielle Parham	Special Education
Stephanie Pease	Physical Education
Michelle Pereira	Mathematics
Claire Peters-Libeu, Ph.D.	Science
Catalina Pina, Ed.D	World Language
Cathy Pope	Teacher Librarian
Jonathon Raman	Music
Steve Rascano	Fine Arts
Alexandra Rocha	Agricultural Science
Shauna Rodgers	English-Language Arts
Mario Rodriguez	English-Language Arts
Melissa Rotondi	English-Language Arts
Archie Roundtree	JROTC
Nico Sandoval	English-Language Arts
Joyce Shade	Science
Holly Smith	Agricultural Science
Kim Stewart	Science
Derek Sundquist	Social Science
Armando Tailes	English-Language Arts
Sandra Vega	Social Science
Scott von Stade	Special Education
Cassidy Waters	English-Language Arts
Christine Welk	Fine Arts
Scott Whetstone	Mathematics
Casey Wichman	Physical Education
Melinda Williams	English-Language Arts

E. Socioeconomic Demographic Data***1. Parent Education Level***

	2018-19	2019-20	2020-21
Not HS Grad	312	348	361
HS Grad	404	456	438
Some College	418	456	463
College Grad	510	540	545
Grad School	151	145	158
Declined to state	265	251	263

Findings: Well over half of all parent respondents attended some college or beyond, while the “College Graduate” option showed an increase for 2019-20 and 2020-21. The “Not High School Graduate” option also increased for both the 2019-20 and 2020-21 school year.

2. Percent of Eligible Free and Reduced Lunch Students

	2017-18	2018-19	2019-20	2020-21
Free & Reduced (%)	1251 (58.9)	1254 (60.3)	1336 (60.6)	1337 (60.0)

Findings: Our SED students make up approximately 60% of our student population. The number has increased slightly since our self-study in 2017-18. As mentioned earlier, we have been a Title I School since 2018-19. Our SED students showed positive progress on the 2018 and 2019 SBAC exams. On the 2019 ELA SBAC, this student demographic scored [18 points above standard](#).

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3. Student Enrollment

Academic Year	Total Enrolment
2020-21	2228
2019-20	2203
2018-19	2043
2017-18	2121

4. Grade Level by Gender

Male Enrollment							
Grade	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
6		2					1
7	1		2	2		2	
8	19	27	17	25	20	16	21
9	323	257	278	281	288	295	251
10	271	286	282	279	263	246	283
11	283	251	268	254	234	275	266
12	247	237	263	251	286	272	221
Total	1145	1060	1118				

Female Enrollment							
Grade	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
7		1	1	1		1	
8	27	48	25	18	20	16	22
9	263	231	273	266	258	251	231
10	250	234	253	241	241	223	274
11	246	265	242	232	211	272	230
12	265	221	223	221	282	234	234
Total	1051	1000	1009				

Findings: Our student population increased by approximately 200 students for the 2019-20 school year. Grade level class sizes are generally around 500 students. While Kimball and Tracy High are declining in student enrollment, West High is increasing. For 2020-21, West High increased teacher staffing to meet our student enrollment numbers.

5. Ethnicity

	2017-18	2018-19	2019-20
White	17%	15%	15%
Hispanic	54%	55%	55%
African American	7%	7%	6%
Asian/Pacific Islander	12%	13%	11%
American Indian	.24%	.29%	.31%
Filipino	7%	7%	7%

Findings: Our student population is very diverse with the largest subgroups being Hispanic at approximately 55% of our student population. Student population numbers by ethnicity have remained relatively the same compared to the 2017-18 full self-study. Predominate primary languages spoken at West High other than English are Spanish, Punjabi, Farsi, Tagalog, and Vietnamese.

6. Pre-AP, AP, AVID, Enhanced, and the Space and Engineering Academy

West High offers 13 Advanced, Enhanced, and Academy courses and 14 Advanced Placement (AP) courses. West High has a comprehensive Advancement Via Individual Determination (AVID) program offered at all grade levels currently led by English teacher and AVID Coordinator, Melinda Williams. West High has expanded in student enrollment and sections for 9th and 10th grade AVID classes, respectively. English teacher Shauna Rodgers continues to advise our AVID Club organizing program fundraisers and AVID sponsored blood drives. Nearly all our AVID graduates meet A-G requirements. The same is true of our Space and Engineering Academy (SEA) led by Randy Moehnke.

SEA ENROLL						SEA GRADS		
Year	9th Grade	10th Grade	11th Grade	12th Grade	TOTAL	Year	Academy Graduates	Academy Graduates w/ Honors
2018-19	59	54	62	47	222	2019	43	20
2019-20	59	49	50	58	216	2020	55	34
2020-21	70	59	48	50	227	2021	NA	NA

Findings: Over the past three years, SEA enrollment has remained constant at about 10 percent of West High’s student population. Academy graduates and graduates with honors have increased since our last self-study.

7. Language Proficiency Numbers

	2017-18	2018-19	2019-20
English Learners	382	346	389
Fluent English (FEP/RFEP)	719	767	734
Students Re-designated to FEP	36	36	47
Long Term ELs	241	212	255

Findings: Our EL student population percentage increased for the 2019/20 school year as did our numbers/percentages of Re-designated students for 2019/20. Over half of our study body is either currently an EL Learner or was at one point during their time in school. Our Long Term EL (LTEL) numbers have continued to increase, a concerning trend we are trying to change through intervention at both the site and District level. We made a push last year to highlight the importance of Re-designation and the ELPAC exam to our LTELs in coordination with our District EL Counselor Jessica Escobedo.

8. Special Education and Students with Disabilities

	2017-18	2018-19	2019-2020
(210) Intellectual Disability (ID)	19	6	12
(220) Hard of hearing (HH)	1	0	1
(240) Speech/Language Impairment (SLI)	13	1	18
(260) Emotional Disturbance (ED)	1	8	11
(270) Orthopedic Impairment (OI)	5	1	1
(280) Other Health Impairment (OHI)	30	38	44
(290) Specific Learning Disability	109	115	116
(310) Multiple Disabilities (MD)	4	2	2
(320) Autism (AUT)	32	24	25
(330) Traumatic Brain Injury (TBI)	0	0	1
Total Students:	220	203	231

Findings: Our Special Education and Students with Disabilities (SPED) population continues to make up slightly over 10% of our student body. These numbers have held relatively constant since our last self-study in 2018 though we did see a decline in number in 2018-19 and then an increase of 28 students for the 2019-20 school year. For the 2019-20 school year, the District introduced a co-teaching or push-in model for 9th Grade English as well as for Algebra classes. In this model, an English/Algebra teacher co-teach with a SPED colleague in a college prep class setting with an inclusion model of approximately 10 mainstreamed SPED students per class period. The Co-Teaching model has continued in the 2020-21 school year and expanded to the 10th grade level for English courses.

F. Data on Addressing the Eight State Priorities**1. LCFF Priority 1 - Basics**

For the 2019-20 school year, West High had 91 classroom teachers. One teacher was providing instruction outside his or her credential area. West High has 4 teachers with a Provisional Internship Permit, 1 with a Short-Term Staff Permit and 5 with a University Intern Credential. Overall, West High has 41 classroom teachers with advanced or graduate degrees. To assist new teachers, TUSD staff development provides mentor teachers for its induction and intern programs. All new teachers are introduced and welcomed to the district through a pre-service Tracy Teacher Induction Program (TTIP) led by TUSD's staff development. For 2019-

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20, West High had 91 classroom teachers including one unfilled position, 42 were male and 49 are female. For certificated staff by ethnicity, the numbers are the following:

Primary Ethnicity			Hispanic	
Chinese	1		Yes	11
Japanese	1		No	80
Korean	2		Declined/Blank	0
Other Asian	1		Total	91
African American	3			
Cambodian	1			
American Indian	1			
White	81			
Total	91			

For the 2019-20 school year, West High had 65 classified employees including 18 classroom paraprofessionals with all meeting the requirements of Every Student Succeeds Act (ESSA).

Years at West High	1-2 Years	3-5 Years	6-10 Years	11-15 Years	16-20 Years	20+ Years
Number of Teachers	29	10	7	7	14	16

Years in Teaching	1-2 Years	3-5 Years	6-10 Years	11-15 Years	16-20 Years	20+ Years
Number of Teachers	13	8	10	8	11	31

Findings: West High has a balance of veteran and beginning teachers as well as a significant number of colleagues in the six to fifteen-year range. For the 2020-21 school year, West has 29 teachers in their 1st or 2nd year at our school. Many of those colleagues are experienced educators. 31 members of our staff have 20+ years' experience in teaching.

West High has a highly qualified staff among both classroom teachers and paraprofessionals. This is a TUSD priority as is new teacher support through TTIP and Mentee Induction support from teacher mentors and TUSD staff development. While West High

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continues to have a highly qualified staff, the number of teachers in Intern and Impact programs has increased since the last self-study.

For classroom textbooks and other curriculum, our school librarian manages our textbooks and other standards-aligned materials in an excel file. It is organized by course including adoption year and year of publication. All approved textbooks have gone through the appropriate adoption process including District and School Board approval. Since the self-study, there have been adoptions in English (StudySync) and Social Studies (Pearson and National Geographic) while Science teacher leaders continue to work on developing NGSS curriculum. World Language was scheduled to pilot new textbooks for the 2020-21 school year though that adoption has now been delayed one year due to the COVID-19 caused budget crisis.

2. LCFF Priority 2 - Implementation of Academic Standards

Both the English and Math Departments have transitioned to Rigorous Curriculum Design, which is a standards-based, assessment driven form of facilitating instruction that is designed by the district's teachers. Science has been working monthly with the County Office to prepare for the transition to NGSS. We continue to work in site PLCs and are using our staff meeting time for professional development opportunities and further PLC training. Social Science has continued to update its Common Assessments and Curriculum Maps in line with common core standards.

Findings: TUSD completed its three-year commitment to the “Rigor, Relevance and Relationships” framework in 2019-20. Prior to each school year since 2017-18, a West High Leadership Team has attended an end of summer training in late July 2017 and worked with staff on a site action plan beginning in August of 2017. We had a site coach for 10 days each year from 2017-2018 through 2019-2020. Our site coach worked with teachers and administration to implement the Rigor, Relevance and Relationships framework. He often presented at our Early Release Mondays and participated in teacher lesson studies.

Throughout each school year, the district's expectation is for 30% of classrooms to be visited each month. Our site coaches for Rigor, Relevance and Relationships through the International Center for Leadership in Education also collect data on walk throughs. Our walk throughs, formal and informal observations indicate that there are a variety of positive teaching

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practices taking place at West High, and areas that we can improve upon. Areas to improve upon include working toward a guaranteed and viable curriculum for every student on our campus, and an increase in the critical thinking that students are asked to do across the curriculum.

3. LCFF Priority 3 - Parent Engagement

Findings: The Auto dialer call system served as a vital form of contact for Dr. Boswell with West High families during the mandated shutdown and shift to distance learning. Prior ongoing use and familiarity with the Auto dialer system proved vital for the continuation of communication and student learning during the Distance Learning (DL) period. Before DL, West High administration used an Auto dialer call system to parents (in both English and Spanish) to serve as a reminder of school community events like Back-to-School Night and Parent/Teacher Conferences. We were particularly excited about the continued enthusiasm and support in numbers of parents attending both events over the last three to four years. West High Administration also coordinates with middle school principals to do a call home regarding 8th grade orientation night at West High. Other established and continuing parent-driven student support groups include both a Science Booster Club as well as a Band Booster Club. These clubs conduct fundraisers to purchase supplies and fund field trips. In addition, Home Field Advantage (HFA) is a group of current and past parents who support West High Athletics. There is further community outreach through AVID Parent Nights.

Since the last full self-study in 2018, Ana Arroyo served as West High's Parent Liaison until October 2020 with her duties and outreach expanding. Her position was funded through the District LCAP. Ms. Arroyo worked closely with families from our 2nd language and ESL communities (primarily but not entirely Spanish speaking) as well as our Foster and Homeless student population. We are particularly proud of our Cafecito Parent Group and ELAC and School Site Council parent teams Ana has facilitated and supported.

4. LCFF Priority 4- Performance on Standardized Tests

SBAC Results

Percent of students meeting or exceeding proficient standards on SBAC – by grade

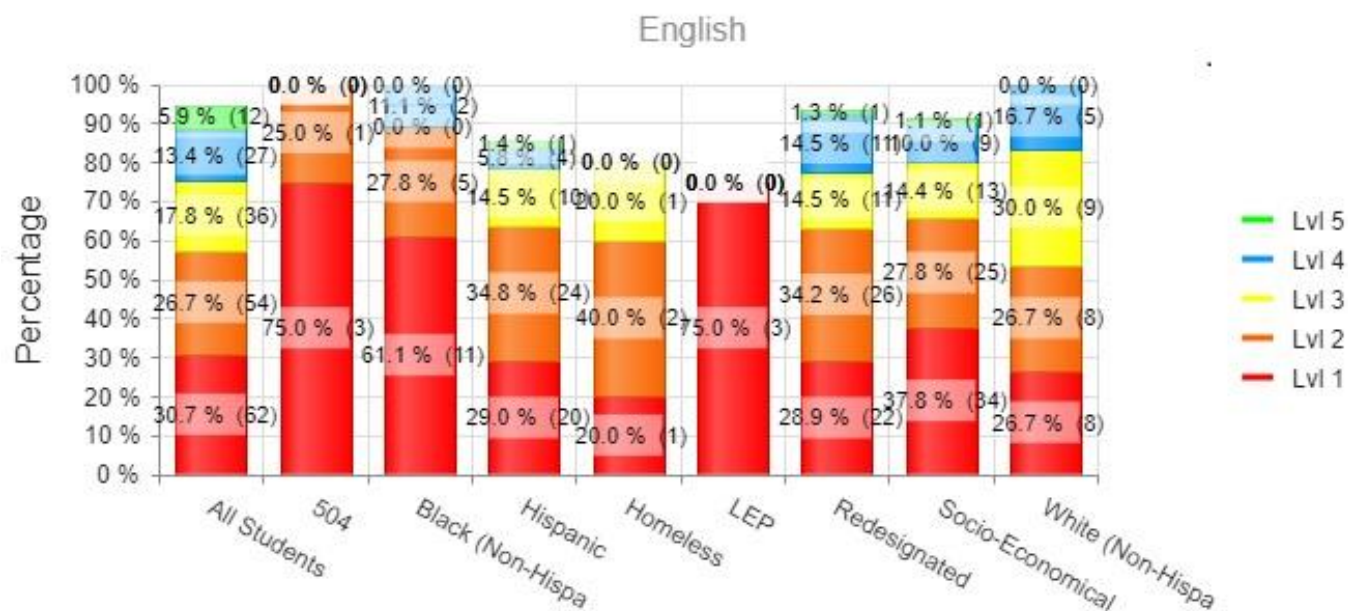
	Language Arts			Mathematics		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Grade 11	39%	57%	65%	20%	25%	32%

Findings: Since the completion of our accreditation visit in March of 2018, West High students have shown great improvement and promise in SBAC results for both 2018 and 2019. 2020 testing was waived statewide due to the Covid-19 Shelter in Place order and shut down of California schools in March.

In looking at the Distance from Standard graph on the CDE Dashboard for ELA, there is a nearly 100-point increase in overall West High student results from 2017 to 2019. West High's 2019 11th graders scored at 40.5 points above standard and 44 points above the state average. [All subgroups](#) showed increases in their overall scores with all also above the state average for their category except for students with disabilities. Our 2019 ELA results were at the overall highest color indicator of blue with 65% of students scoring at proficient or higher. This result built on the momentum from 2018 in which our students overall scored at the color indicator of green with 55% proficient, an 18% increase over 2017 results.

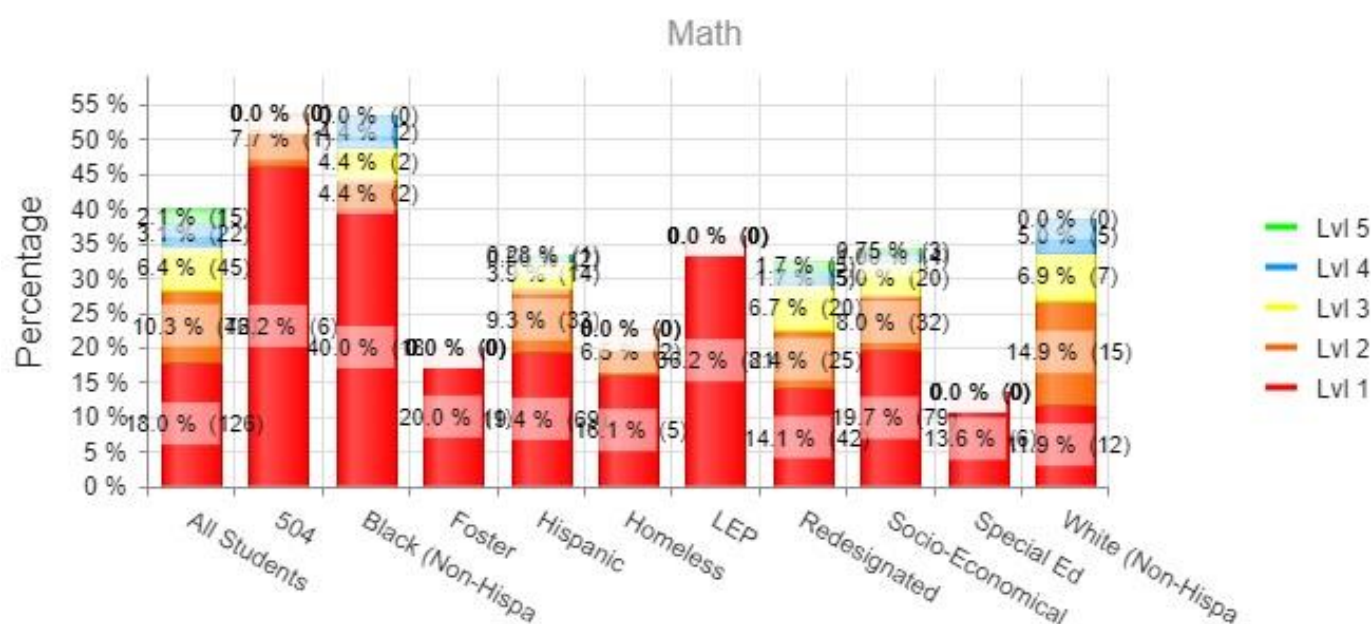
WHS MID-CYCLE REVIEW

SAT Results 2019–2020



Schools: West HS

Grades: PS, TK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

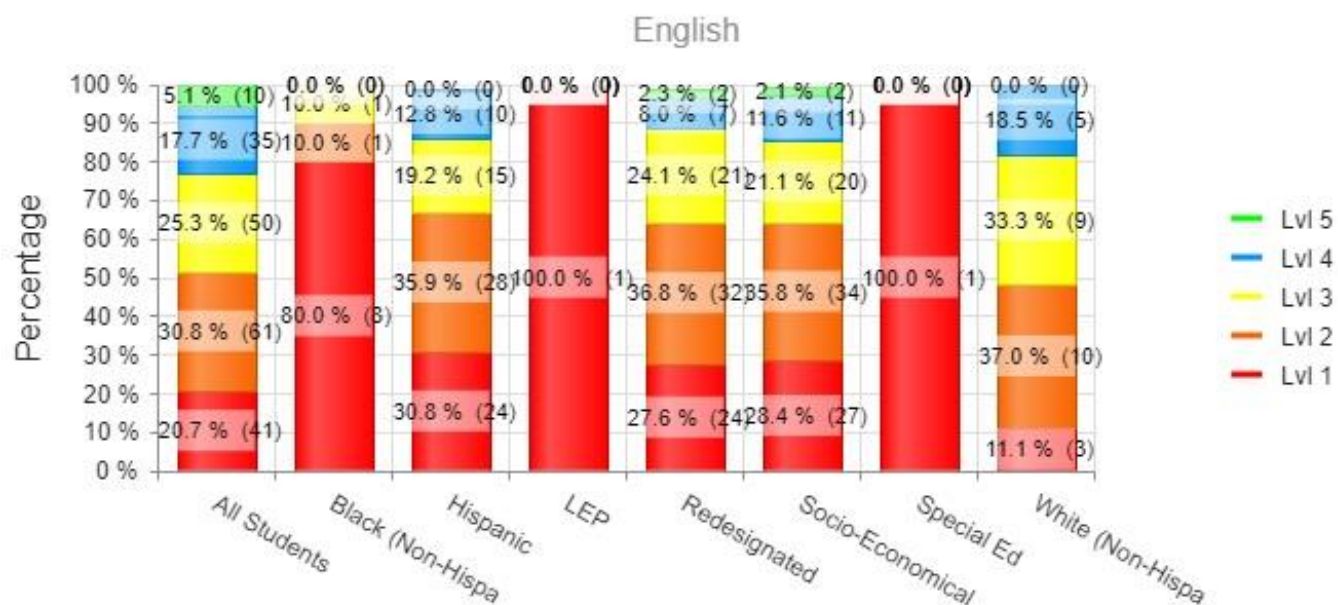


Schools: West HS

Grades: PS, TK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

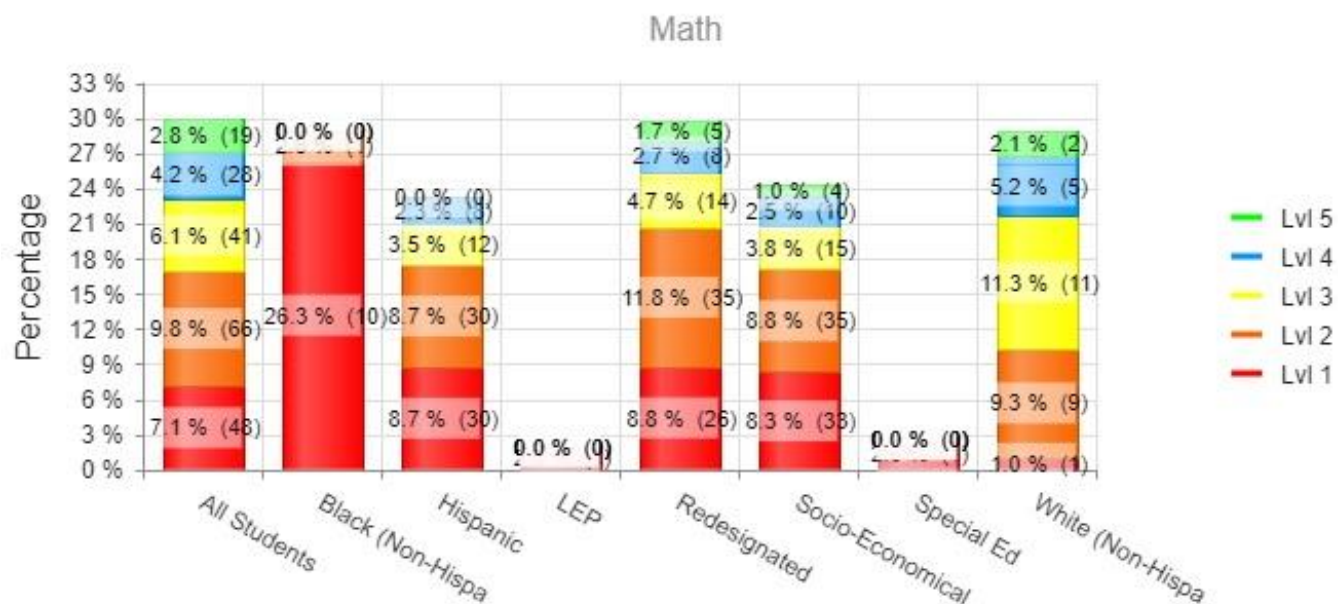
WHS MID-CYCLE REVIEW

2018-2019



Schools: West HS

Grades: PS, TK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

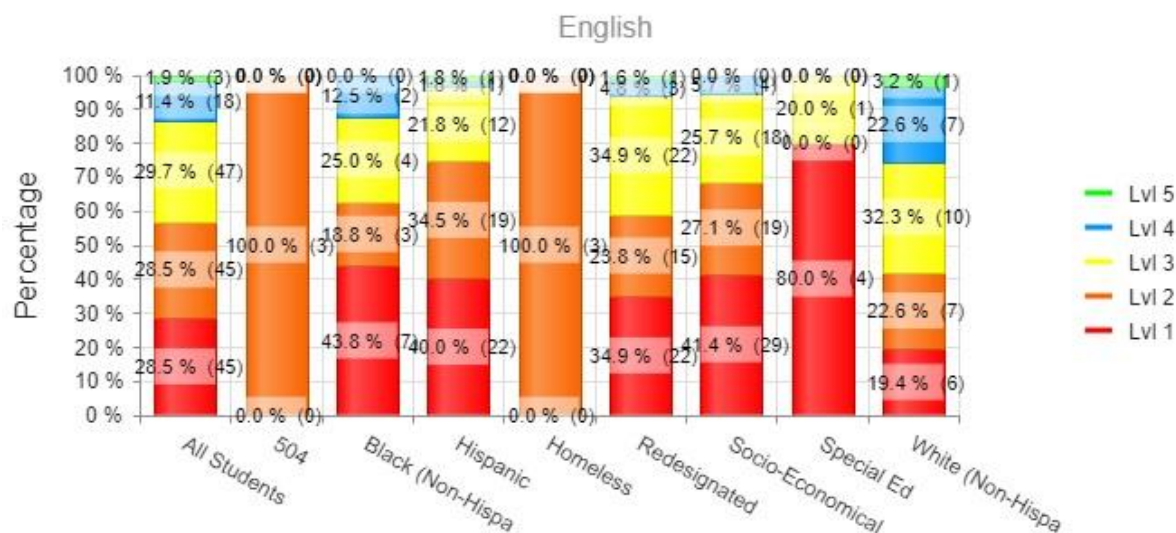


Schools: West HS

Grades: PS, TK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

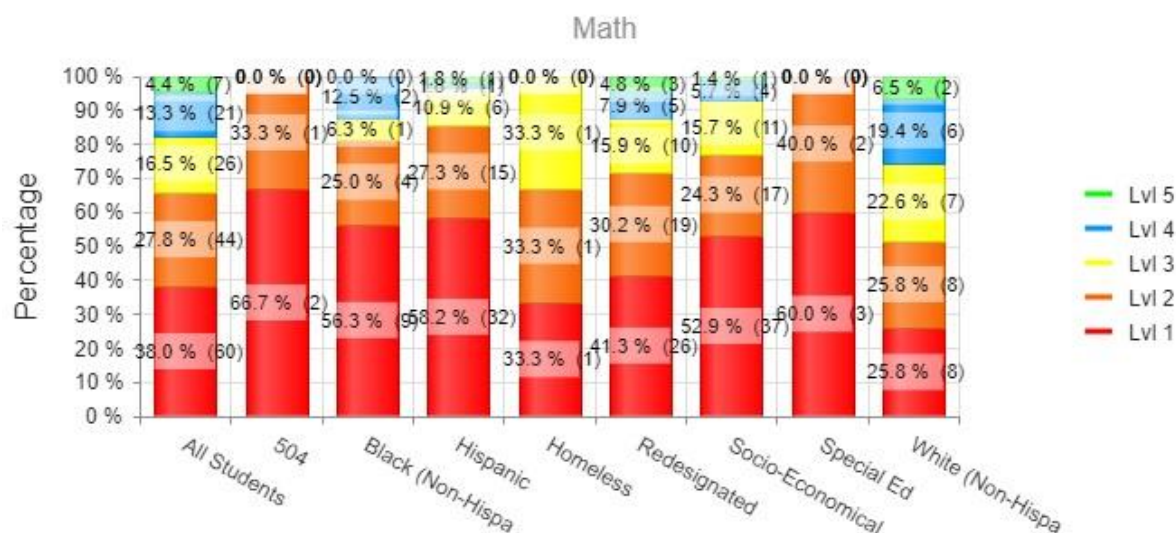
WHS MID-CYCLE REVIEW

2017-2018



Schools: West HS

Grades: PS, TK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12



Schools: West HS

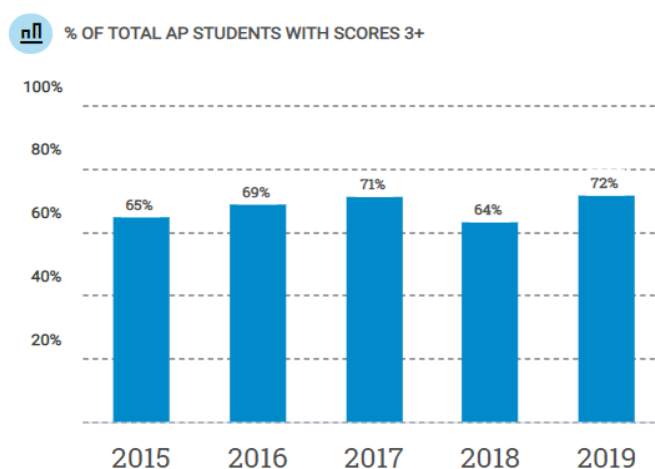
Grades: PS, TK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Findings: With the COVID-19 pandemic shutdown, SAT student results for 2019-20 were incomplete. West High students showed improvement on the English section of the exam for 2018-19 when compared to 2017-18. Math scores however declined when comparing these two years. Overall, the future of the SAT as part of admissions to UCs and CSUs is uncertain, a

WHS MID-CYCLE REVIEW

factor West High faculty needs to monitor closely for our students and their post high school graduate decisions.

AP Results



SCHOOL SUMMARY

	2015	2016	2017	2018	2019
Total AP Students	267	233	220	239	242
Number of Exams	500	468	381	392	481
AP Students with Scores 3+	174	161	157	152	174
% of Total AP Students with Scores 3+	65.2	69.1	71.4	63.6	71.9

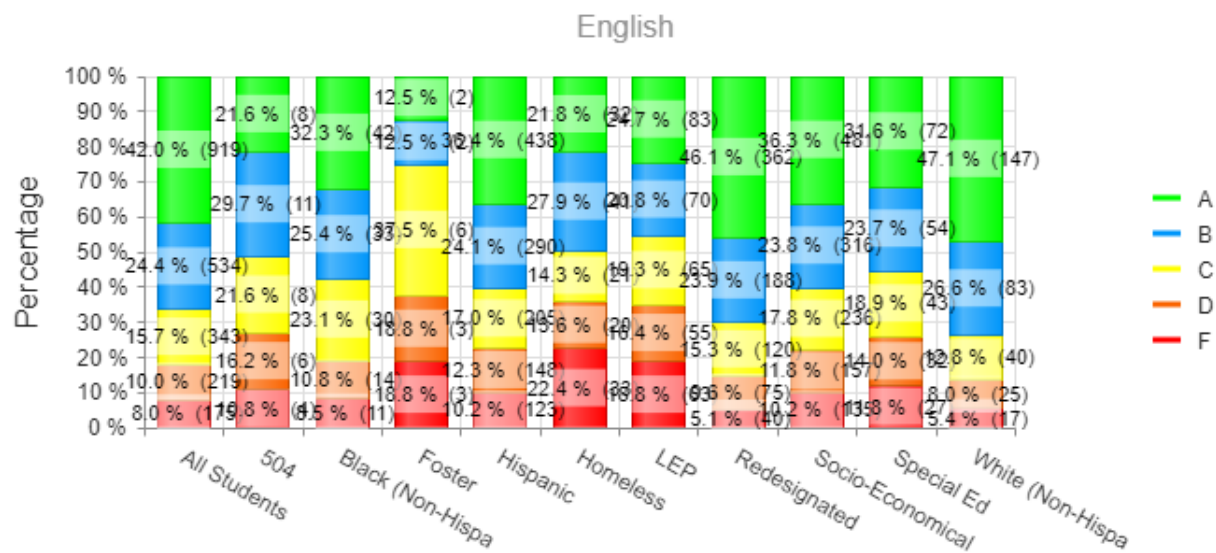
Findings: West High AP students overall score well above the national average on AP exams. Each year, West High continues to have numerous students pass multiple exams. A goal for our site continues to be to increase AP student enrollment as well as the number of students taking and passing exams with our current overall numbers at approximately 11 to 12% of our overall

WHS MID-CYCLE REVIEW

student enrollment. The percentage of our students scoring a 3 or better on an AP exam increased from 64% in 2018 to 72% in 2019.

West High has an open enrollment policy for AP courses. We do have some honors and pre-AP courses at the freshman and sophomore level and there is AP open access for all West High students. Predominantly juniors and seniors take AP courses with World History the one major option for sophomores.

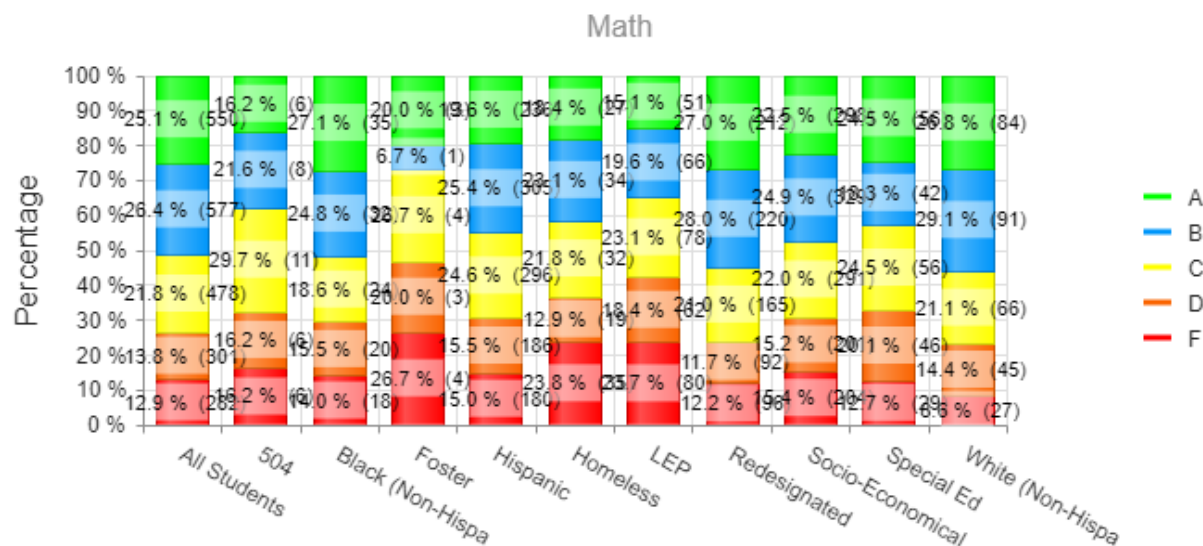
Grades 2019 – 2020



Schools: West HS

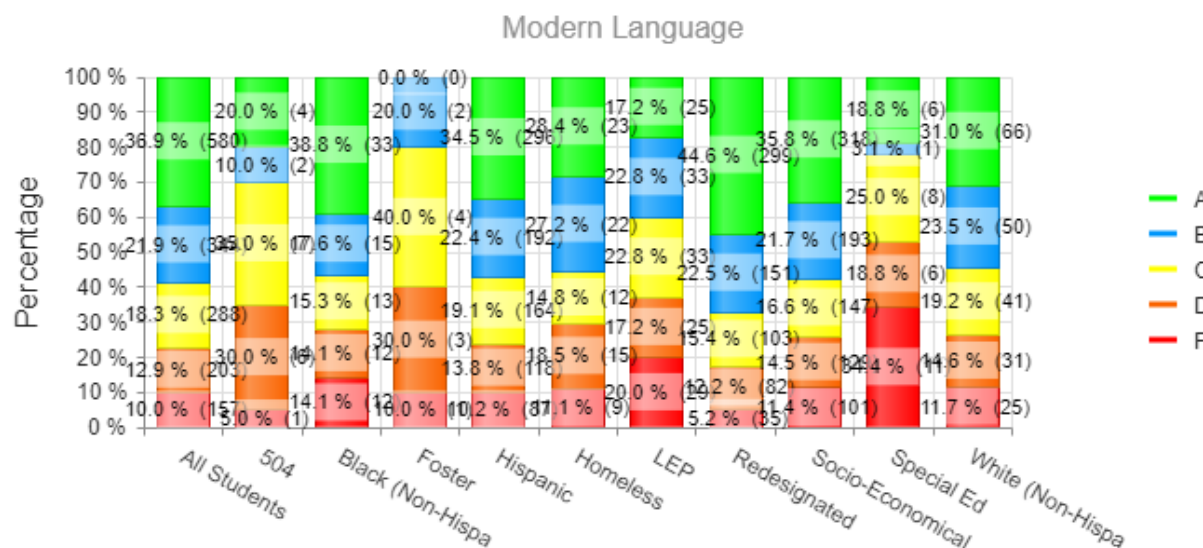
Grades: PS, TK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

WHS MID-CYCLE REVIEW



Schools: West HS

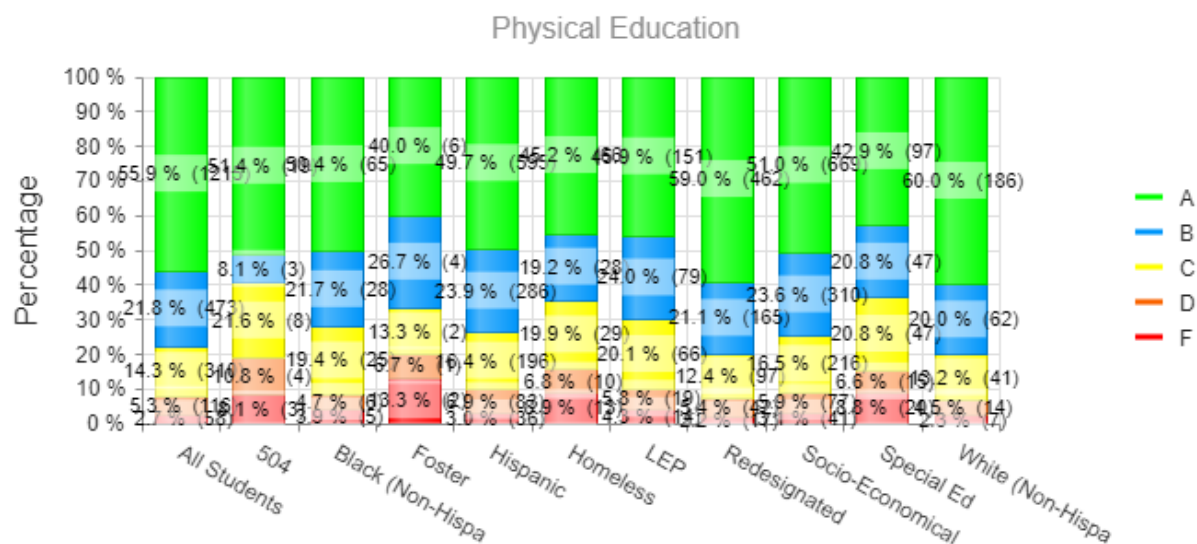
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Schools: West HS

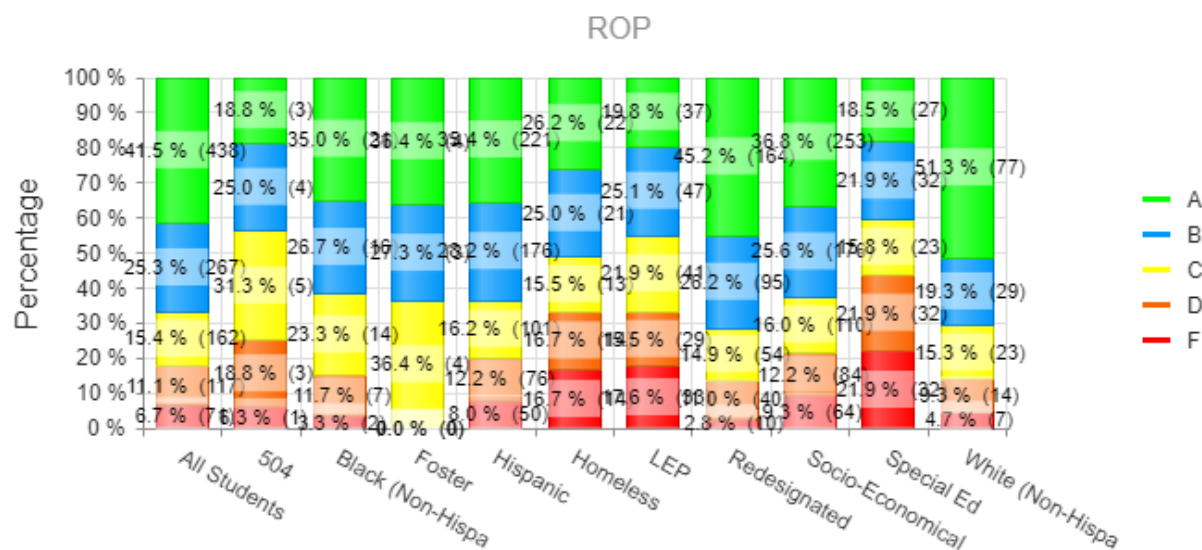
Grades: PS, TK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

WHS MID-CYCLE REVIEW



Schools: West HS

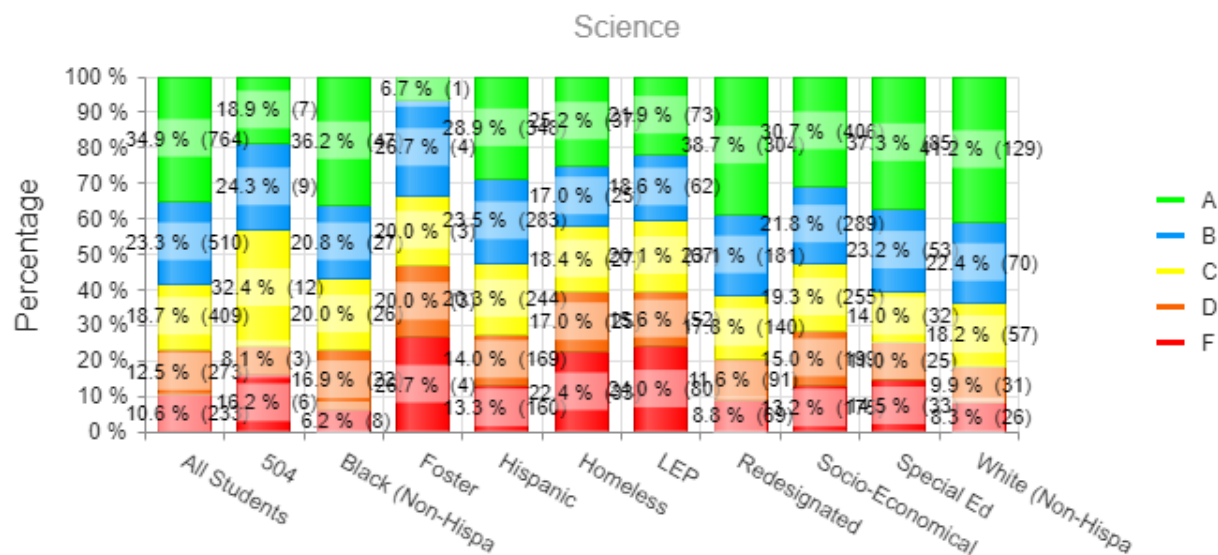
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Schools: West HS

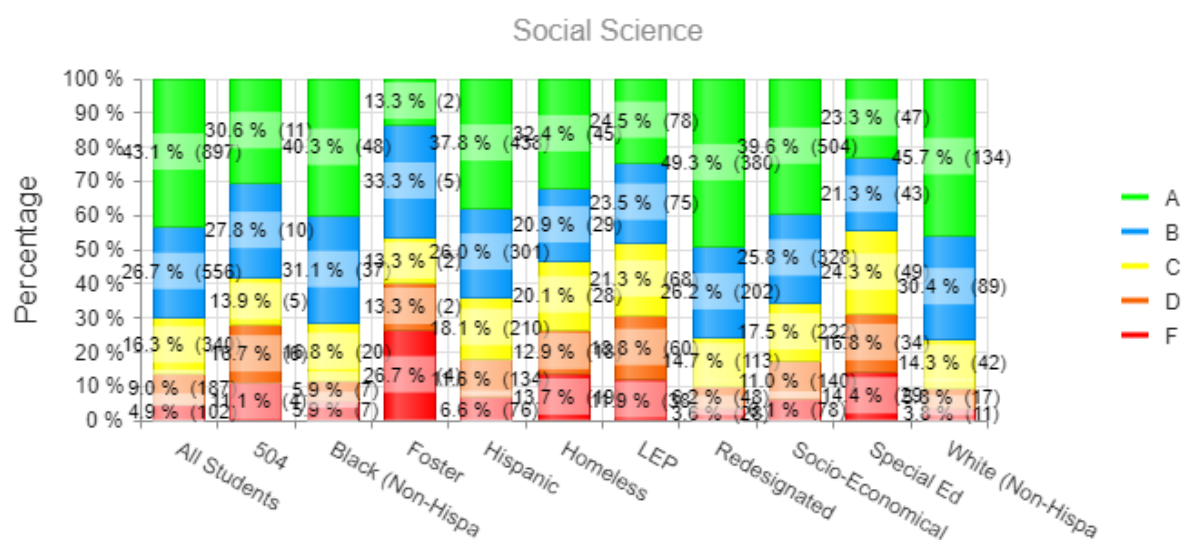
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WHS MID-CYCLE REVIEW



Schools: West HS

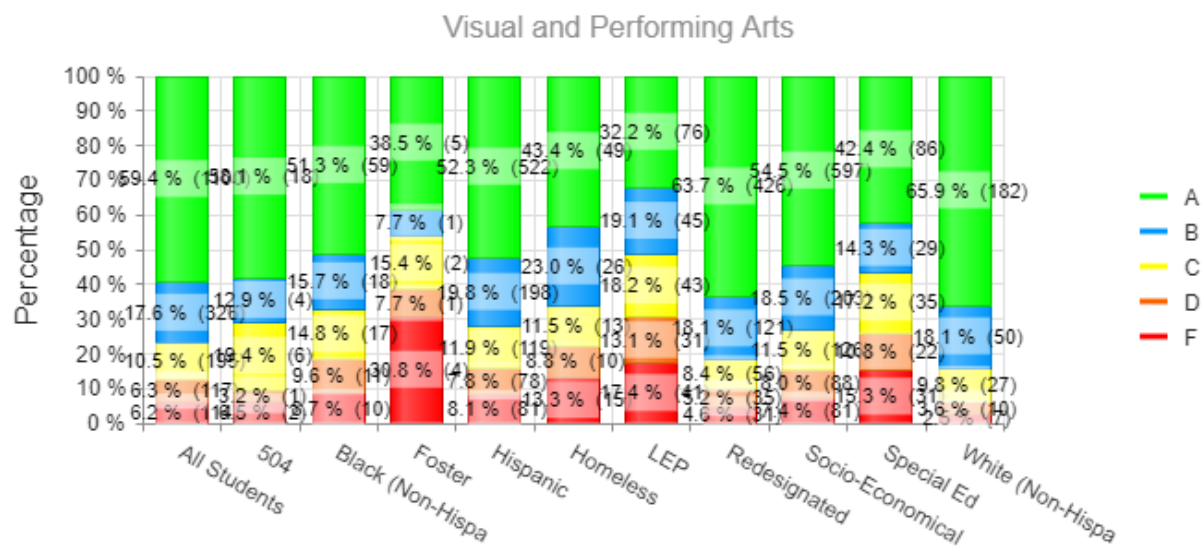
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Schools: West HS

Grades: PS, TK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

WHS MID-CYCLE REVIEW

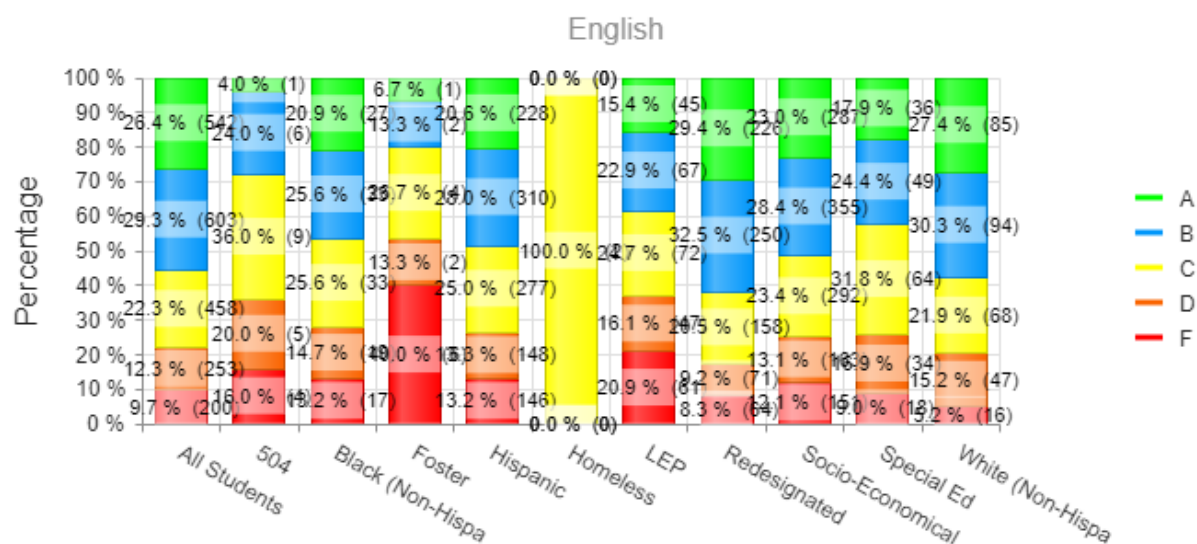


Schools: West HS

Grades: PS, TK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

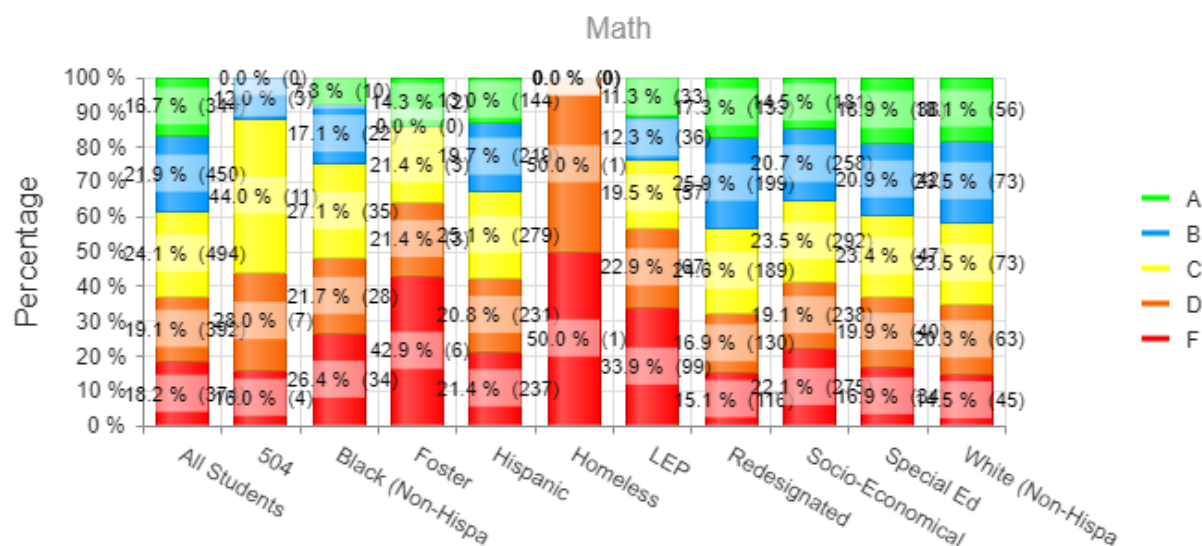
WHS MID-CYCLE REVIEW

2018 – 2019



Schools: West HS

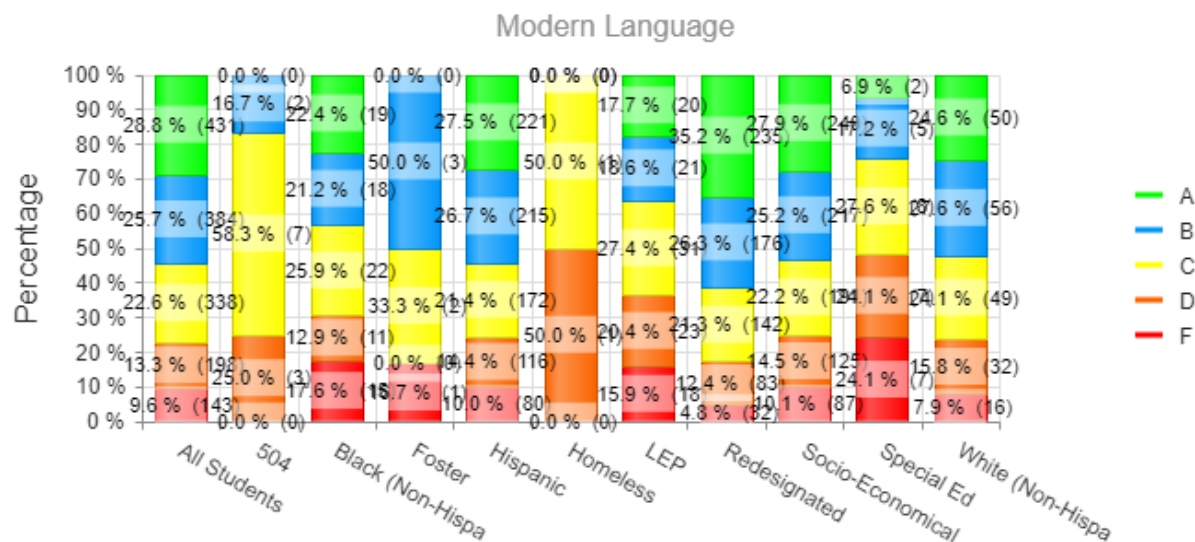
Grades: PS, TK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12



Schools: West HS

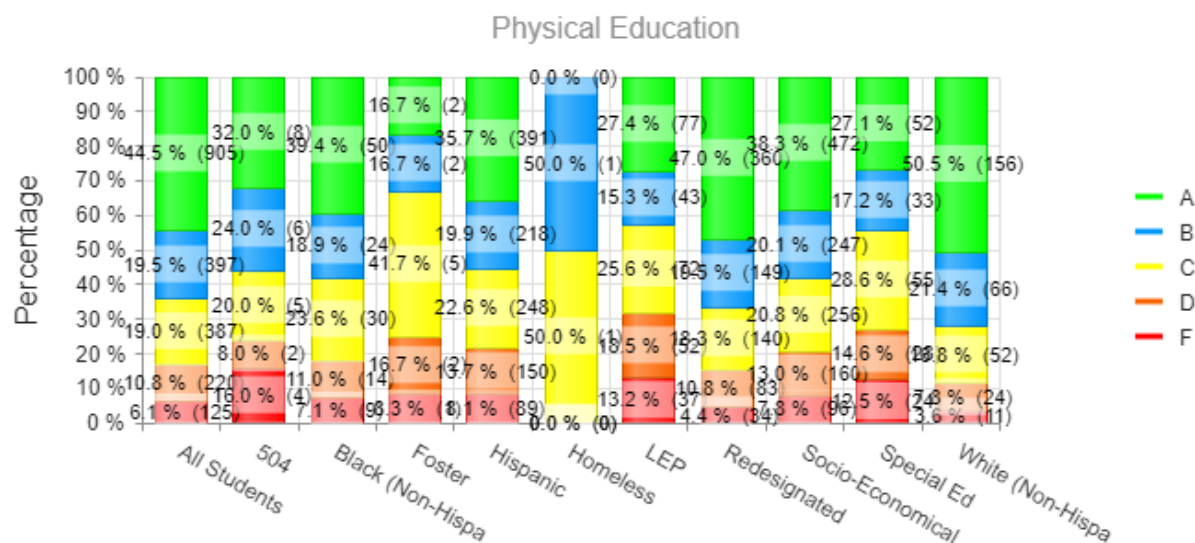
Grades: PS, TK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

WHS MID-CYCLE REVIEW



Schools: West HS

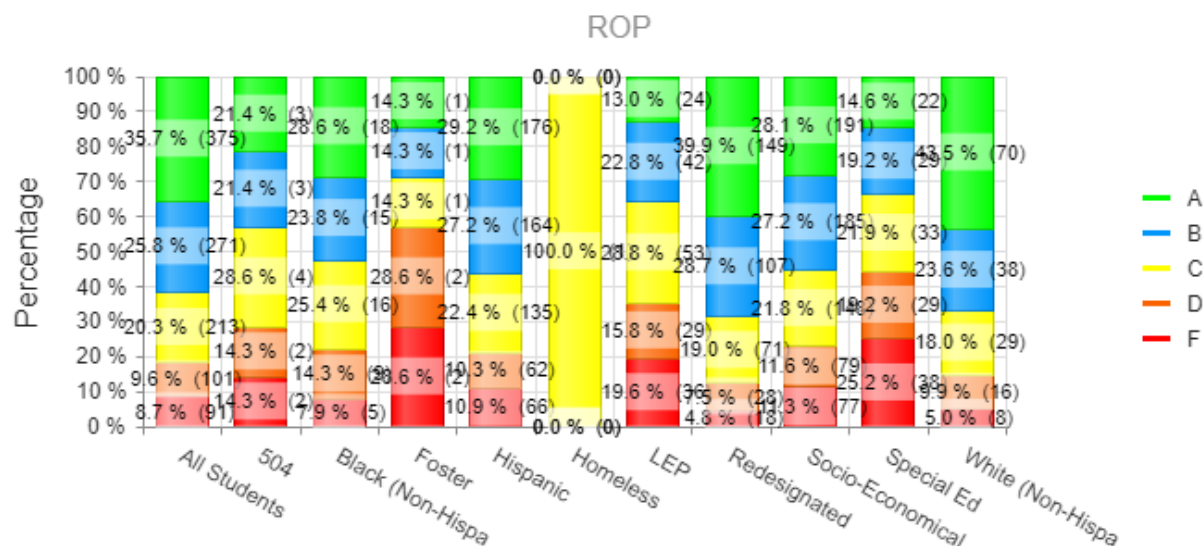
Grades: PS, TK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12



Schools: West HS

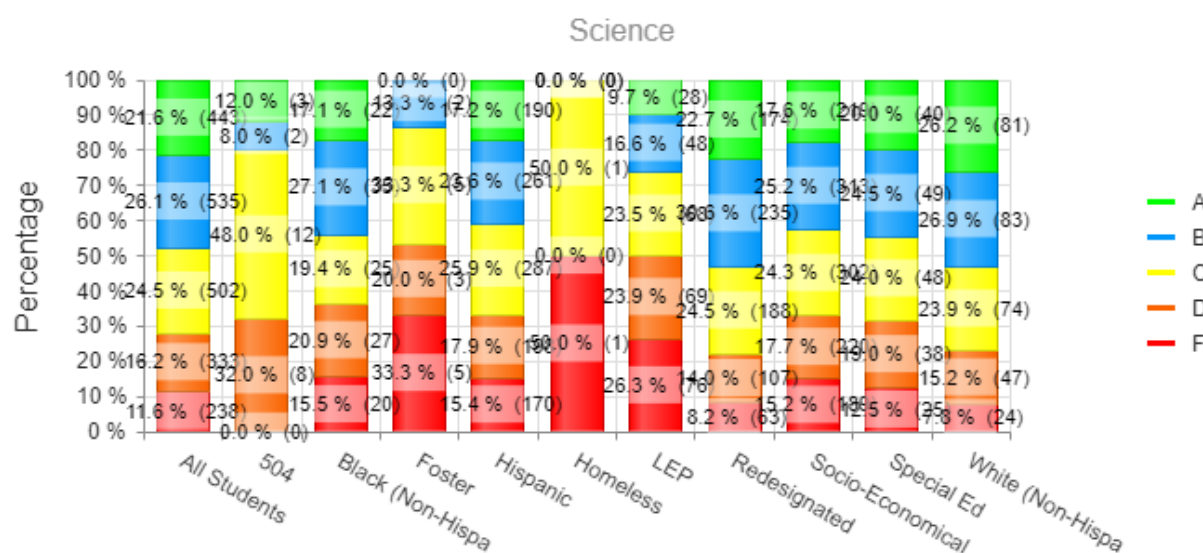
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WHS MID-CYCLE REVIEW



Schools: West HS

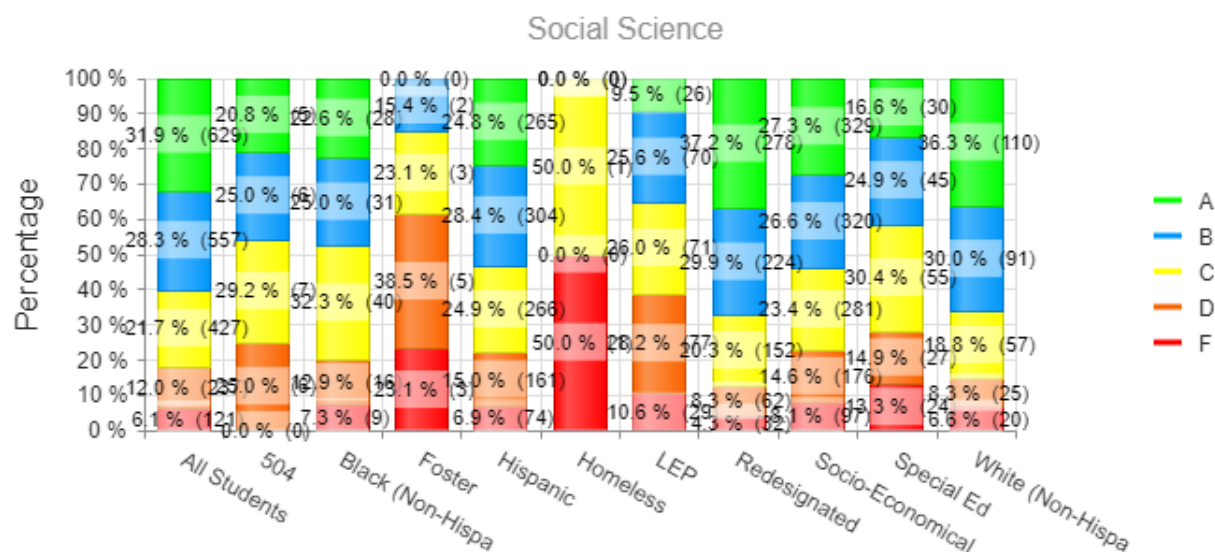
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Schools: West HS

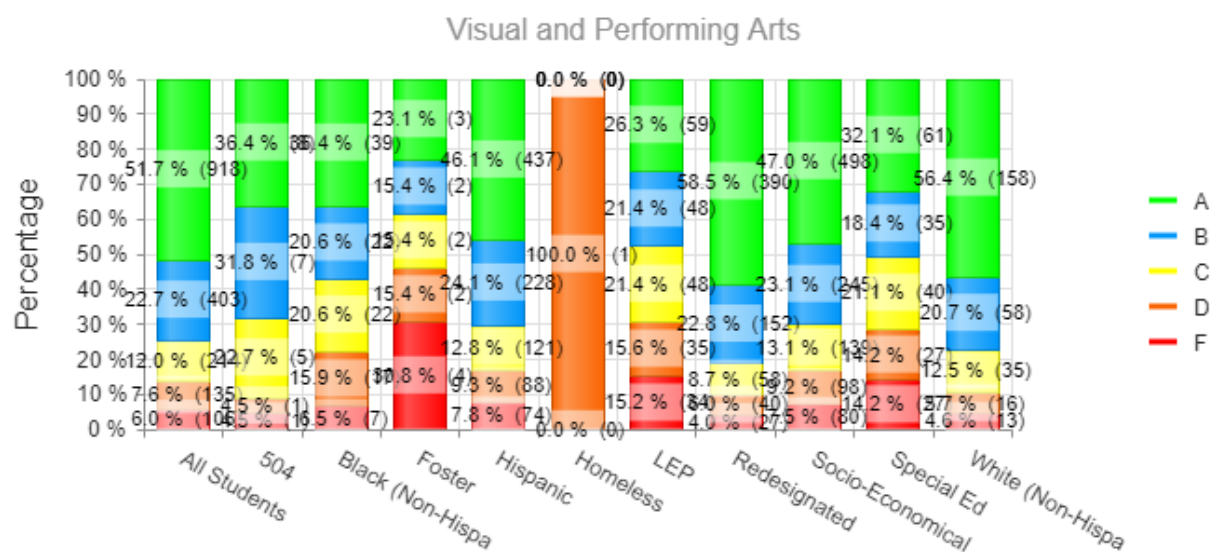
Grades: PS, TK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

WHS MID-CYCLE REVIEW



Schools: West HS

Grades: PS, TK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

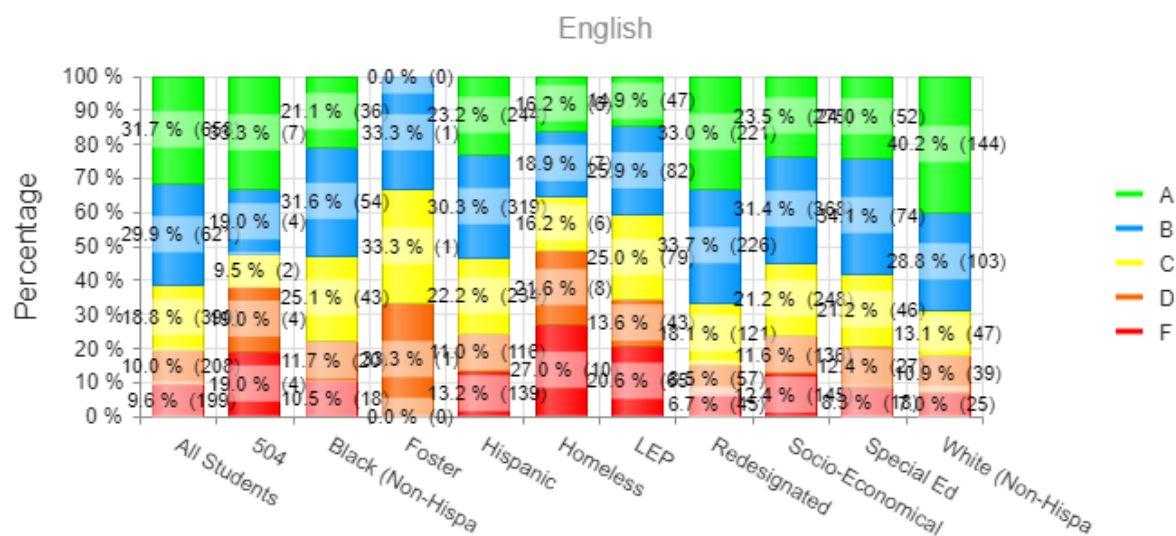


Schools: West HS

Grades: PS, TK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

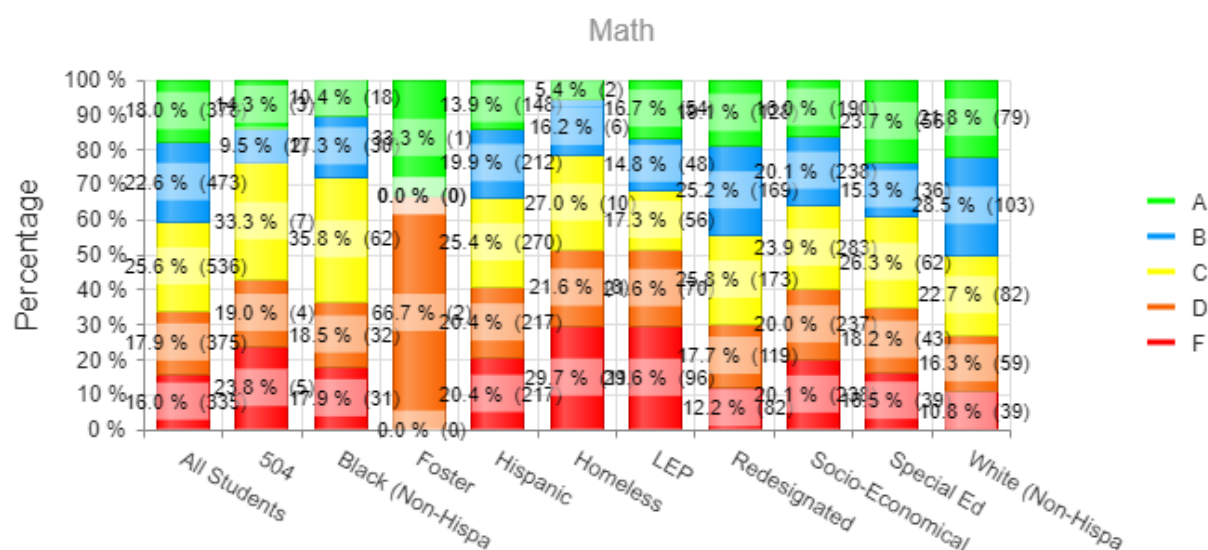
WHS MID-CYCLE REVIEW

2017 – 2018



Schools: West HS

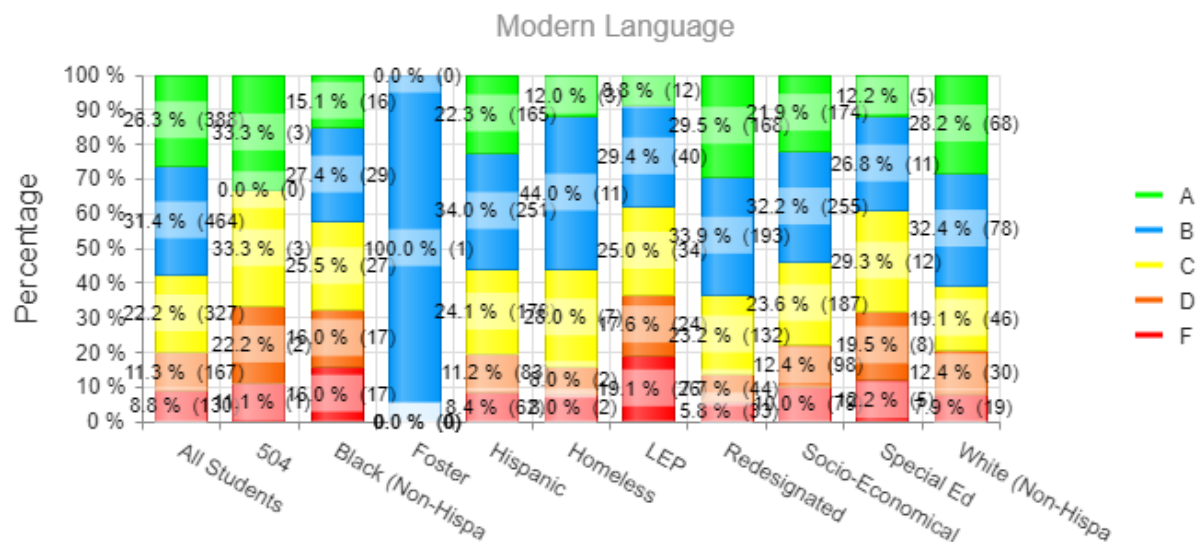
Grades: PS, TK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12



Schools: West HS

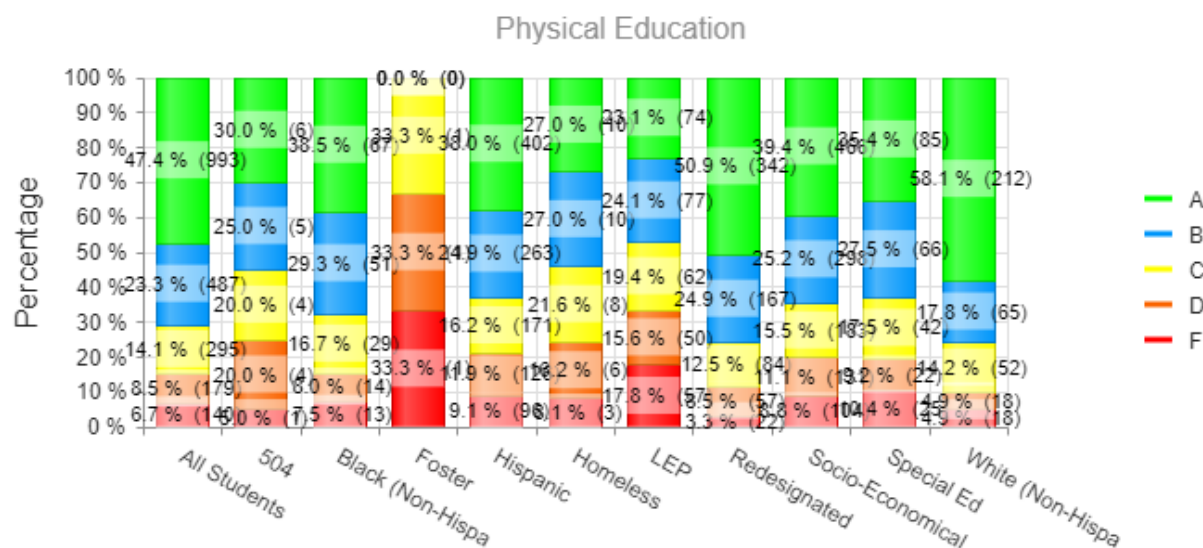
Grades: PS, TK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

WHS MID-CYCLE REVIEW



Schools: West HS

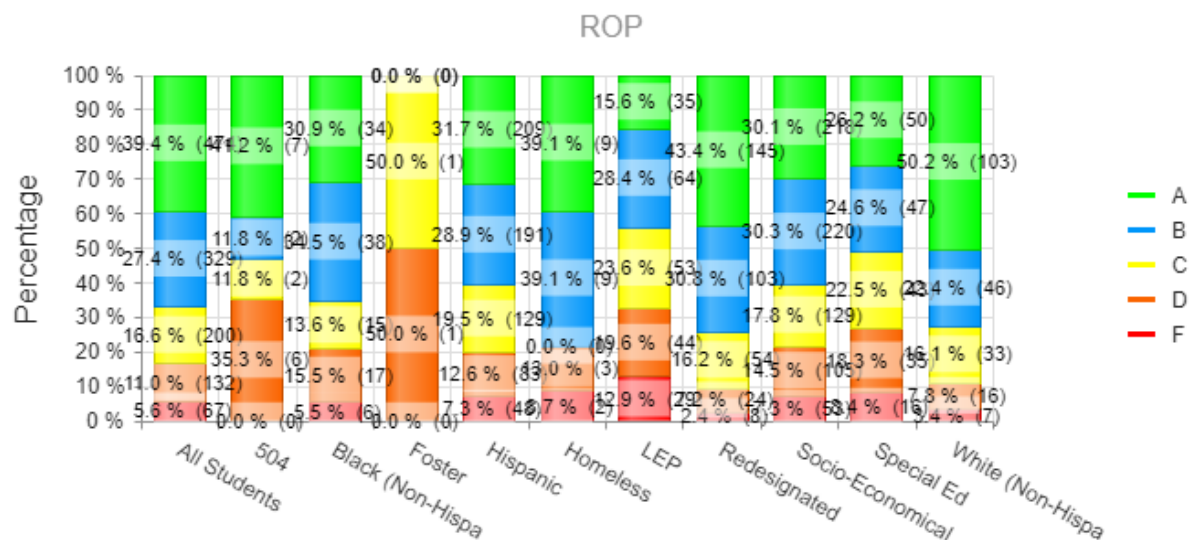
Grades: PS, TK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12



Schools: West HS

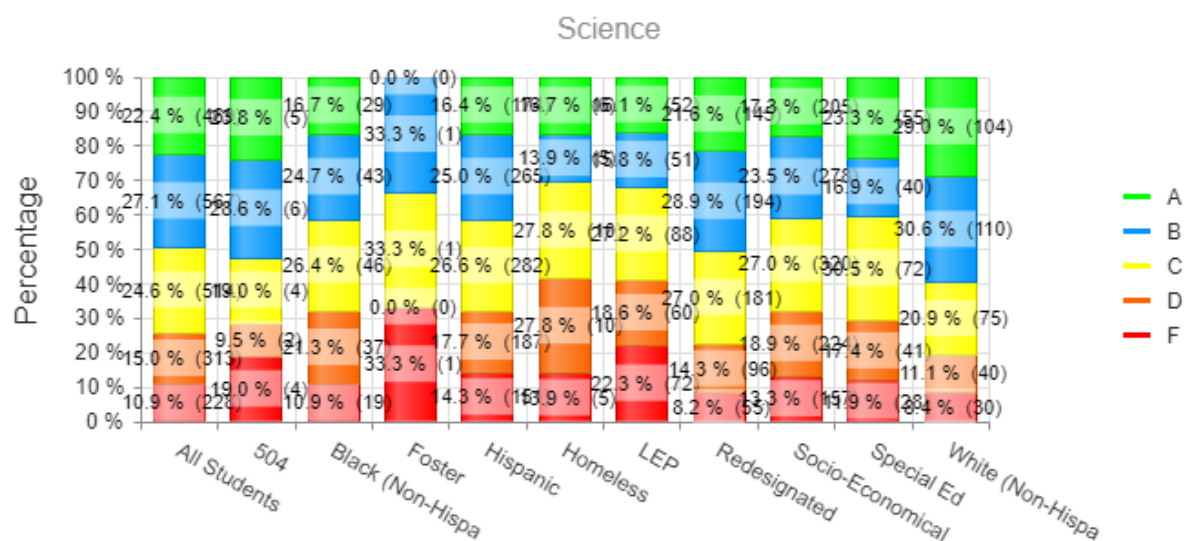
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WHS MID-CYCLE REVIEW



Schools: West HS

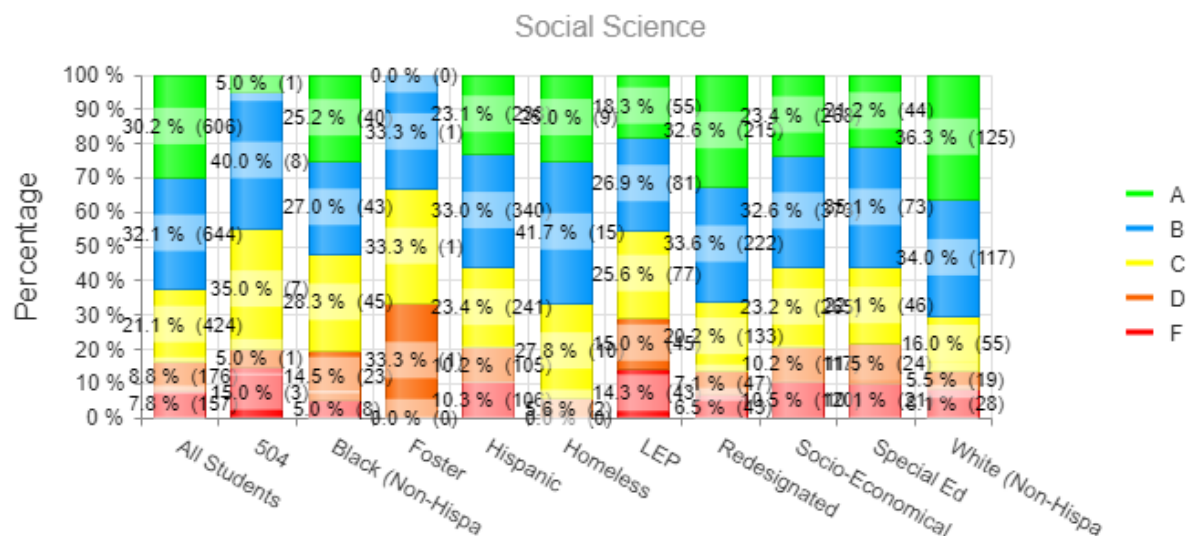
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Schools: West HS

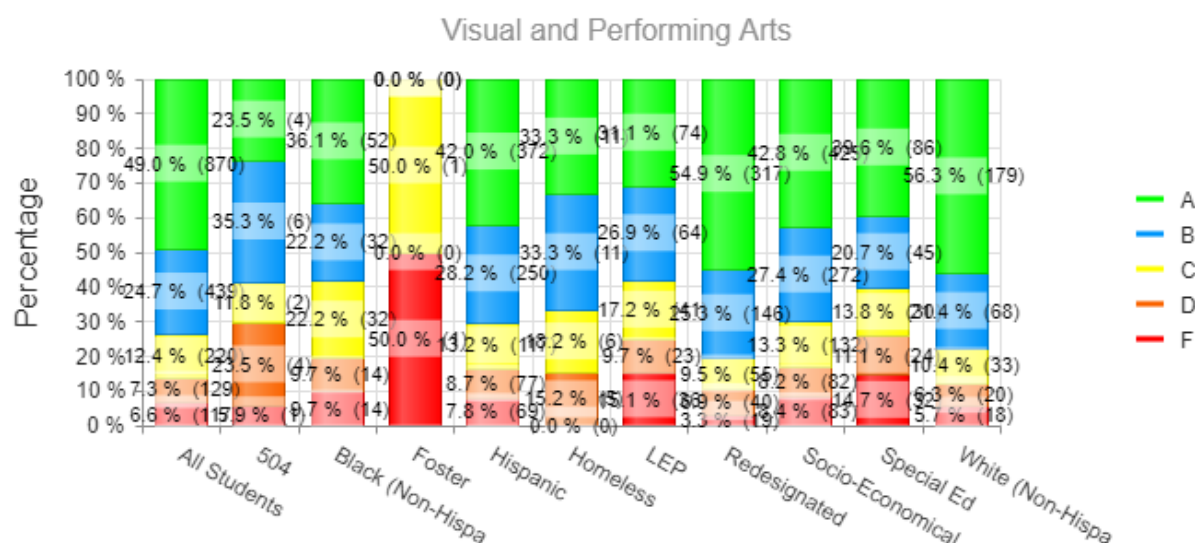
Grades: PS, TK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

WHS MID-CYCLE REVIEW



Schools: West HS

Grades: PS, TK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12



Schools: West HS

Grades: PS, TK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Findings: Grade percentages for students receiving Ds and Fs have remained relatively constant since the last self-study. Students earning a “C” or higher” increased for most subjects during the 2019-20 school year with a slight decline in Physical Education. Modern Language statistically remained the same. Math had the highest percentage of Ds and Fs (27%) though that number declined 10% compared to 2018-19 grades.

WHS MID-CYCLE REVIEW

Freshman Grades and Ds and Fs Percentage Comparison: All Grades and 9th Graders 2019 – 2020 GRADE REPORT

Grade 9

Mark	ELA	Mod Lang	Math	PE	ROP	Science	Social Science	VPA
A	41.5%	38.5	25.4	54.4	32.6	29.1	32.6	59.8
B	22.5	19.7	27	24.3	19.3	22.9	25.2	14.5
C	13.7	17.8	23.1	13.2	14.4	18.7	21.5	10.3
D	9.9	13.2	10.4	4.1	15.5	15.8	15	6.6
F	12.5	10.8	14.0	4.1	8.3	13.5	5.7	8.8

Grade 10

Mark	ELA	Mod Lang	Math	PE	ROP	Science	Social Science	VPA
A	42.3%	33.4	25.4	57.8	31.5	26.2	46.9	55.1
B	22.8	21.2	27	21.6	28.4	21.9	21.5	18.1
C	13.1	19.3	23.1	13.8	17.2	21	13.4	12.5
D	10	11.6	10.4	3.9	11.6	11.2	8.5	6.6
F	11	14.4	14.1	2.9	11.2	19.8	9.7	7.8

Grade 11

Mark	ELA	Mod Lang	Math	PE	ROP	Science	Social Science	VPA
A	36.7%	40.7	27.2	52.6	44.1	47.5	50.5	56.3
B	31.2	20.4	25.7	19.6	18.5	19.5	27.2	20.6
C	16.9	15.9	24.6	17.1	17.8	14.8	14.1	9.5
D	9.9	13.6	13.6	7.7	12.8	10.6	5.4	7.6
F	5.3	9.4	8.9	3.1	6.8	7.6	2.9	6.1

Grade 12

Mark	ELA	Mod Lang	Math	PE	ROP	Science	Social Science	VPA
A	44.2%	34.3	24.1	57.3	50.4	35.8	40	64.4
B	22.2	24.8	26.2	21.8	26.6	29.1	32.5	17.9
C	19.8	19.7	22.5	13.9	12.7	20.8	17.6	10.5
D	10.8	13.9	16.8	6.3	7.2	12.6	8.1	4.7
F	2.9	7.2	10.5	0.60	3.0	1.8	1.8	2.5

1st Quarter: 2017-18 9th Graders by Percentage

Mark	ELA	Mod. Lang	Math	PE	ROP	Science	VPA
A	35.79	35.88	19.77	44.75	30.26	13.94	48.61
B	22.32	29.21	24.62	19.85	24.12	21.74	20.65
C	16.60	17.60	22.94	13.85	22.36	23.23	13.09
D	11.28	8.97	13.80	12.35	9.21	19.51	8.56
F	15.68	7.97	18.84	9.17	14.03	21.56	9.06

Findings: Increasing freshman achievement is an area of focus both at the site and district level. A close look at report card grade data supports an emphasis on increasing 9th grade student achievement as a critical student learning need at West High. The data above compares 9th grade achievement alongside grades 10th-12th for the 2019/20 school year. 9th grade data for quarter one of 2017/18 is also listed above, data we looked at before submitting our full WASC report in January of 2018. In all subject areas, 9th graders had a higher percentage of A's for the 2019/20 school year when compared to quarter one for 2017/18. The percentage of D's and F's also decreased for the 2019/20 school year when compared to quarter one data for 2017/18 in all subject areas except Modern Language. Science had the most dramatic change with D's and F's declining for 9th grade students by approximately 13% when comparing 2019/20 data with quarter one from 2017/18.

5. LCFF Priority 5- Pupil Engagement**Graduation Rate**

School Year	%
2019-20	94.33
2018-19	88.9
2017-18	87.9
2016-17	92.5

Findings: Our 2019/20 graduation numbers increased to 94.33%. Those numbers include our summer graduates; a statistic the CDE Dashboard does not include in its calculations. For our last Dashboard comparison, West High's [graduation rate increased slightly in 2019](#) though it was still 2.6% below 2017. West High's 2019 student graduation rate was 3% higher than the state average and placed in the middle CDE Dashboard category of yellow. Demographically, our Asian and Filipino students were at the highest level of blue with Hispanic and EL students

WHS MID-CYCLE REVIEW

increasing in percentage and placed in the 2nd highest level of green. Students with disabilities and white students were the two demographic groups whose percentage declined and were categorized at the 2nd lowest level of orange.

Attendance

School Year		Actual Attendance %	Target %	Difference from Target (+ or -)	Target Met Yes or No
2019-20		96.15%	98%	-1.85	N
2018-19		95.91%	98%	-2.09	N
2017-18		95.50%	98%	-2.5	N
2016-17		95.67%	98%	-2.33	N

Findings: After a slight decline between the 2016-17 and 2017-18 school years, our attendance numbers have increased for both the 2018-19 and 2019-20 school years. We feel as though an increase in our parent and community presence has helped those numbers over the past two years. The current Distance Learning platform does create new challenges with student attendance.

Chronic Absenteeism (Based on 2018-19 data)

Ethnicity	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	147	24	16.3%
American Indian or Alaska Native	NA	NA	16.7%
Asian	247	11	4.5%
Filipino	156	9	5.8%
Hispanic or Latino	1,208	148	12.3%
Pacific Islander	29	3	10.3%
White	331	36	10.9%
Two or More Races	68	3	4.4%

WHS MID-CYCLE REVIEW

Chronic Absenteeism by School, District, County, and Statewide

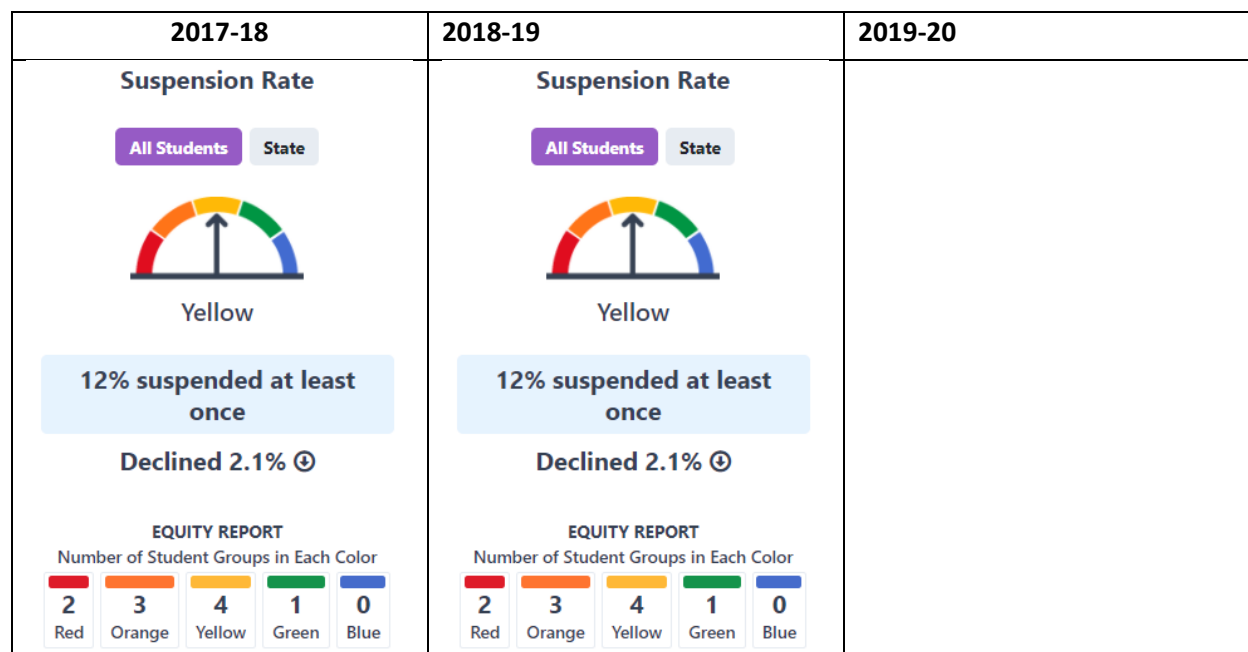
Name	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Merrill F. West High	2,192	235	10.7%
Tracy Joint Unified	16,620	1,607	9.7%
San Joaquin County	156,671	21,944	15.4%
Statewide	6,329,883	755,950	10.8%

Findings: Our student Chronic Absenteeism rate is a continued concern. Our percentage for 2018-19 was lower than the County and State but slightly above the District average.

Percentages were statistically highest for our African American and Hispanic populations. Most of the trends for 2018-19 are like our findings in our last self-study except for a Statewide increase in the chronic absenteeism rate.

6. LCFF Priority 6- School Climate & Parent Survey

Suspension Rate/Expulsion



	2014-15		2015-16		2016-2017		2017-2018		2018-2019		2019-2020	
	#	%	#	%								
Suspensions	310		370		403		318		212		103	
Students Suspended	200	9.0%	226	10.6%	236	11.4%	197	9.3%	144	7%	83	3.78%
Expulsions	17		35				11				8	
Students Expelled	17	<1%	35	1.5%			<1%				<1%	

Findings: The current California Department of Education (CDE dashboard) has West High placed in the “yellow” or mid- level performance range for student suspensions. For the 2018-19 school year, the overall suspension rate per student declined to 8.1%, a 3.9% decline from the 2017-18 rate of 12% and a 6% improvement compared to the 14.1% for all students for the 2016-17 school year. The 8.1% rate for 2018-19 was still above the state average though the suspension rate was declining or maintaining for nearly all subgroups when compared to the

WHS MID-CYCLE REVIEW

2017-18 and 2016-17 school years. For 2019/20, the student suspension rate continued to decline to 3.78 percent prior to the mandated shutdown in March.

Discipline Referrals

	16-17		17-18		18-19		19-20	
Referrals	1639		1488		1134		1084	
Students Receiving Referrals	553	27%	315	21%	401	19.5%	312	14%

Findings: Discipline numbers have declined significantly since our full self-study in 2017-18. The number of students receiving a discipline referral have been nearly cut in half when comparing 2019-20 data with 2016-17.

School Climate Data

Climate	
Parents	78.18%
Students	72.19%
Staff	75.98%

Safety	
Parents	84.93%
Students	71.91%
Staff	75.45%

Findings: Over three quarters of parents and staff had a positive view of school climate and safety in our most recent survey (2019-20 school year). Students had a slightly lower percentage but were over 70 percent favorability in both categories.

7. LCFF Priority 7- Access to a Broad Course of Study

A. Students who are college or career ready

B. Meeting and enrolled in UC A-G requirements

Students Completing A-G Requirements

	# Met A-G	% (12 th Grade Students)
2017-18	136	27.5
2018-19	145	33
2019-20	176	34.4

College Going Rate (2017-18)

Race/Ethnicity	High Schools Enrolled in CA College	College-Going Rate	Enrolled In-State				Enrolled Out-of-State	
			UC	CSU	Comm. College	Private 2-/4- Year College	4-Year College (Public/Private)	2-Year College (Public/Private)
Schoolwide	286	64.7%	22	44	197	23	9	4
Asian	49	89.8%	8	8	26	3	0	0
Filipino	20	69%	1	5	14	14	0	0
Hispanic	130	57.3%	7	20	98	2	2	1
African American	29	70.7%	2	4	20	2	1	0
White	53	67.1%	4	5	33	2	6	3
Two or More Races	12	66.7%	0	2	6	0	0	0

West High School's Data Quest Link

Findings: Our Asian students have the highest percentage of “College-Going Rate” at nearly 90% based on 2017-18 data provided by the CDE. Our Hispanic students who make up our largest ethnic group by a large margin had the lowest “College-Going Rate” at 56%. The overall “College-Going” rate of 65% was slightly below the average for Tracy Unified but 4% above San Joaquin County and statistically the same as the State average.

Findings: Our A-G readiness numbers for graduating seniors increased in 2018-19 by nearly 7% when compared to 2017-18 numbers. They are below our high of 38.1% for the 2016-17. As was the case in 2018, as a school, we have not yet reached 40% of our students meeting A-G readiness though 65% of our 2018 graduates pursued higher education as noted above.

8. *LCFF Priority 8- Other Pupil Outcomes***District Policies/Expenditures per Pupil, Other Funding Sources**

State Programs		Allocation
	Site Allocation <u>Purpose:</u> Services for all students	\$202,933
	LCFF Targeted Assistance for at-risk students <u>Purpose:</u> To provide additional services to support student learning and close the achievement gap. This includes services for EDY, EL and FY	\$32,954
	LCFF Targeted assistance for English Learners <u>Purpose:</u> To develop fluency and academic proficiency of ELs.	\$139,591
	Total amount of state funds allocated to this school	\$375,478
Federal Programs under No Child Left Behind (NCLB)		Allocation
	Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$369,511
	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals.	\$0
	Total amount of federal categorical funds allocated to this school	\$369,511
West High's Allocation of State & Federal Funds	Total amount	\$744,989

Findings: West High Administration has made sure that our site budget has gone towards targeted LCFF groups, is District and site LCAP focused, and puts our students first. As mentioned earlier, we have been a Title I School beginning with the 2018-19 school year. Our utilization of those funds is addressed throughout this report though the funding was cut for both the 2018-19 and 2019-20 school year. Funding for the 2020-21 school year was in doubt due to the COVID-19 Pandemic and current financial crisis. Fortunately, much of our Title I site funding was restored by the District at the start of the 2020/21 school year though this remains an ongoing concern for next year and beyond.

II: Significant Changes and Developments

A. COVID-19 Pandemic and Mandated School Shutdown

After much uncertainty over the summer, TUSD on advice from the County of San Joaquin Department of Health opted to start the 2020-21 school year with Distance Learning. The decision was announced in mid-July with West High teachers transitioning into full Distance Learning lesson design and training on our Microsoft Teams platform. The District offered both voluntary and paid online trainings with teachers developing their Teams' sites both individually and collaboratively. Our Administrative team continuously coordinated with District Leadership and contacted West High families through both the phone dialer and social media to announce textbook pickup and determine technology needs. Distance Learning instruction officially began on Tuesday, August 11th, 2020 with a blend of synchronous and asynchronous learning. West High held a virtual Back to School Night on Wednesday, August 26th. Our PLC Leadership team had its 1st virtual meeting on Thursday, September 3rd and PLC Teams began their 1st Cycle as part of our virtual Early Release Wednesday (ERW) on Wednesday, September 9th. Faculty completed a Microsoft Form at the September 30th virtual ERW outlining Distance Learning Strengths, Areas for Concern and potential solutions for our students going forward in lieu of 1st quarter Progress Reports. The Admin team put together the form and compiled the feedback.

Like all other schools in California, the West High community of students, parents, and staff endured the COVID 19 Pandemic and school shutdown for the 4th quarter of the 2019-20 school year. The last day of in person, on site learning took place on Friday, March 13th, 2020, the final day of the 3rd quarter. At that time, West High staff and students were busy wrapping up the ELPAC exam for English Learners while preparing for the upcoming SBAC exams in 11th grade English and Math and 12th grade science. We were also eagerly anticipating the last-minute dash in preparation for AP exams and the end of year celebrations and milestones for our graduating seniors.

We initially thought and desperately hoped we would only shut down for three weeks. But by late March it became clear that on campus learning would not resume for the remainder of school year. While a District Committee discussed and planned how to finish the year, our admin team of Zack Boswell, Annabelle Lee, and Steven Wichman along with Principal's Secretary Audrey Harrison and Parent Liaison Ana Arroyo came together to both distribute

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optional packets to students and families and provide comforting and supportive words all while maintaining proper social distancing protocol. At the end of March, TUSD District Leadership released our plan for five weeks of Distance Learning to finish the school year. [Distance Learning officially began on Monday, April 20th](#).

Our admin team consulted with teacher leaders and then Department Chairs in discussing our site plan which was understandably fluid and changing by the day. In the end, teachers had the choice to design distance learning lessons either collaboratively or individually with many opting for the collaborative approach. Department Chairs were responsible for receiving and organizing all department members' lessons for week one of distance learning by Tuesday, April 7th. Lessons were then forwarded to Dr. Boswell who uploaded teacher lessons in our new Distance Learning portal on the West High website. Teachers also reached out to student families in their 1st period classes using multiple technological avenues to determine whether students had reliable online access at home.

By Monday, April 6th, approximately 500 of our 2200 student families had not yet been reached. Our Assistant Principals, Annabelle Lee and Steven Wichman efficiently and quickly organized a master list of all West High students highlighting those still needed to contact. Principal's Secretary Audrey Harrison along with office staff members Ann Bassett, Connie Henson, Carol Gutierrez, and Melinda Gallegos, Parent Liaison Ana Arroyo and EL Paraprofessionals Ana Alongi, Veronica Grotle, Victoria Carrera and Liliana Novoa divided up the list and dedicated long hours in contacting families through Wednesday, April 8th. By the end of the day on the 8th, we had a nearly complete list of all students' families including those with online access at home and those that needed to pick up a paper packet. The packet pickup for Week 1 of Distance Learning took place on Thursday, April 9th organized by the indefatigable office and support staff.

Admirably, our West High community rallied together in multiple ways during such a difficult and unimaginable time. In addition to the multiple examples mentioned above, teachers came together in their departments to not only organize distance learning lessons but to support one another and their families. Many of us who had never heard of Zoom or Microsoft Teams before the shutdown soon wondered how we had ever functioned without it. Admin and staff with Dr. Boswell and Ms. Lee leading the way put together and then posted supportive messages and videos on our school social media platforms. Our Parent Liaison Ana Arroyo, EL

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Paraprofessionals like Ana Alongi, and office staff like Ann Bassett continued to reach out to families that we could initially not contact to make sure they had the guidance and support needed for the shift to distance learning. Counselors were on call. These are just a few examples of the inspirational commitment of West High staff to support our students and families including more [here](#):

- [Not the Same without You, Wolf Pack!](#)



- [Staff Messages - April 4](#)

However, a major issue that emerged during the shutdown was student access to a reliable online device at home. With the uncertainties going forward into the 2020-21 school year, it seemed the District needed to address the issue of some sort of 1:1 technology accessibility for our students. We were relieved when the District announced it had purchased hot spots and computers for all our students/families in need. With approximately 60% of West High's student's SED, this is a bigger issue for our site in comparison to the other two comprehensive high schools in our district that have significantly lower SED student populations.

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In some ways, it is hard to remember all that our West High community accomplished prior to the COVID-19 dictated shutdown. There is however much to be proud of and to be able to build upon. Last May, our WASC Coordinator and Admin team reached out to Department Chairs and Special Program Coordinators to ask for their specific insight and reflections since our last completed full self-study in 2018. Their findings and overviews are below. As we have been through



past WASC cycles, we are particularly proud of the extended faculty commitment to our WASC process during the 2018 full visit and through our 2021 mid-year visit.



Throughout the 2020-21 school year, West High is focusing on its School-wide Learner Outcomes. To gain more clarity and commitment to the School-wide Learner Outcomes, the entire staff participated in an activity to specify the learner outcomes for all teachers and students. For each learner outcome (i.e. Working Together As a Team), teachers wrote what West High School should start doing, what West High School should stop doing that inhibits student achievement, what would the learner

outcome look like and feel like to teachers and students. Once all answers were collected, the Professional Learning Community Leadership Team met and arranged the answers to themes. All teachers were provided eight “star stickers” to place on the themes they thought were important. The teachers could use their “star stickers” any way they wanted to: A teacher could

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spend all their “stars” on one theme, or a teacher could place there “stars” on different themes. Once teachers placed their “stars”, the themes provided the wording for “Students will ...” and “Teachers will...” statements on the School-wide Learner Outcomes. The “Students will...” and “Teachers will...” were published on our website and presented to our ELAC and School Site Council.

B. Core Curriculum

Core curriculum includes English-Language Development, English-Language Arts, Mathematics, Social Science, and World Languages. West High’s curriculum development and reflections on our practice are included below.

1. English-Language Development

The 2019-2020 school year began in June with paras and EL teachers attending the first session of the EL Institute at the County Office of Education. A second session held in July was attended by additional paras and EL teachers. The district paid for the training and paid the staff for their attendances during their summer break.

Dr. Boswell then approved for the EL Coordinator Alana Escalante and EL TOSA Tom Haim to conduct a training in August with the staff to apply the new knowledge gained over the summer to curriculum. Dr. Boswell ensured the staff was compensated for their time during summer break. The workshops allowed for real-world application to occur with the training received.

Additionally, the EL Coordinator and the EL TOSA met with students the first quarter who had scored a 4 on the ELPAC to congratulate them and to inform them of the next steps to reclassification. Because of these meetings, our rates for reclassification dramatically improved from 29 students reclassified in 2018 to 47 for the 2019/20 school year.

In our ELD courses, the EL Coordinator and EL TOSA made available practice ELPAC tests so that students were fully prepared for February's ELPAC. Once our results are in, we expect to see a dramatic increase in ELPAC scores for our site. The 2019-20 school year also marked the initial rollout of a college prep English class along with an enrichment ELD course for all our EL students with ELPAC scores ranging from Level 1 to Level 3. This change did not apply to our Newcomer students who have a two-hour bloc with our ELD Coordinator nor our EL students with an ELPAC score of 4 nor those enrolled in AVID who would continue to have

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only the one period of college prep English. The District's goals for enrolling the vast majority of our ELD students in both an ELA and ELD course is an issue of equity with the dual goals of increasing A-G completion and Re-designation percentages for our EL students. The roll out was a challenge especially with most of these students losing an elective they expected to have in their schedules for an additional English class. An important development for the 2020/21 school year is each ELD student enrolled in both an ELA and ELD course has the same English teacher for both periods. Plus, to further support our ELD students with Distance Learning, our ELD Curriculum Specialist and Paraprofessionals Ana Alongi, Cindy Estrada, Liliana Novoa, and Victoria Carrera have offered Asynchronous Academic Support in all subject areas.

2. English-Language Arts

The West High English Department seems to get new positive additions each year. We strive to hire new teachers that fit in with the school culture, while caring for our students and meeting and exceeding our goals as lifelong learners and create relationships with our students.

In 2019, we began the inclusion co-teach/push-in model incorporating Resource students into mainstream English classes. There was very little training, and both teachers were brand new to teaching and did not know each other, but eventually found a way to work together in a way that the students were able to learn.

Another success was our CAASSP scores. For the third year in a row, we increased our 11th grade scores from 57% in 2018 to 65% in 2019. We attribute this success to strong rigor being taught in our English classes, successful data analysis and collaboration in our PLC's and our department commitment to preparing our students for a successful future.

To meet the demands of Distance Learning, we found an unseen positive since the district found a way to buy and distribute computers and hot spots to all students who needed them. We were able to utilize our online curriculum, StudySync full time. TUSD adopted the program three years ago, but because there was a lack of technology for all students, many teachers chose not to use many of the features. This year with all students having devices, several teachers chose to incorporate the adopted program for which it was initially purchased for.

Additionally, we were able to align the master scheduling of ELD and ELA courses to increase the supports for students who are English Language Learners. Every teacher who has an ELD course now also teaches an English course for the same level. For instance, ELD 11 is

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taught by a teacher who also teaches English 11. Where possible, we have also scheduled the ELD students to have their same teacher for English. This has allowed the ELD course to support students' work in English more effectively than in the past, especially as both English and ELD are using StudySync curriculum.

3. *Mathematics*

AP Computer Science was initiated in the math department while West High continued to offer and support AP Statistics, AP Calculus AB, and AP Calculus BC as well as Pre-AP courses such as, Geometry PreAP and Algebra 2Pre-AP, in addition to our regular Geometry and Algebra 2 courses. Two options are now there for students to complete the Algebra graduation requirement: one-year Algebra 1 or the two-year Algebra A and Algebra B. We have continued to reach EL students with a Geometry EL course. For 2020-21, Algebra EL will be offered. The EL math program has included two paraprofessional aides: Ana Alongi and Liliana Novoa who provide academic support in the Geometry EL course (with EL students' level 1 and 2) as well as some regular math courses (with higher percentages of mainstreamed EL students).

The math department has utilized common core aligned district assessments for Algebra 1, Geometry, and Algebra 2, to drive the math curriculum and student learning. The Department meets often in multiple PLC teams. Members of the department attended a PLC Conference in August 2019 with Dr. Boswell. Teachers meet in PLC groups that are math specific for Algebra, Geometry, and Algebra 2. The groups met throughout the year to plan, create, revise, and reteach curriculum based on common assessment data.

In the school year of 2019-20, the co-teaching model began implementation, where Special Education students were mainstreamed in Algebra Readiness and Algebra 1A. Shelby Martin, a special education teacher, was partnered with a math teacher to collaborate in teaching these math inclusion courses. The program has continued to expand during the 2020-21 school year. Still, West High continues to offer ACC Math, ACC Basic Algebra, and Mod Math for non-mainstreamed special education students.

Math teachers continued to offer tutoring to any West High student before and after school at the West High Math Lab. This year during distance learning, teachers have been using Microsoft Teams to offer additional support time for their students during asynchronous

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hours. While students have been learning from home initially during this school year, West High has been utilizing the full Distance Learning Model.

To support our incoming “At Risk” students, West High has offered a Bridge Program starting with the summer of 2017. Two math teachers, Julie Backster and Scott Mizuno, were involved with teaching the Summer Bridge course and offered additional tutor hours after school for these students.

Moreover, West High math teachers have collaborated with other district math teachers through a Rigorous Curriculum Design (RCD) process to create common district assessments, curriculum guides, and lessons. The math department has utilized common core aligned district assessments for Algebra 1, Geometry, and Algebra 2, to drive the math curriculum and student learning. Furthermore, the department meets often in multiple PLC teams. Members of the math department attended a PLC Conference in August of 2019 along with the administration team. These PLC-trained math teachers in turn led PLC math groups. The PLC math groups meet regularly in math specific areas of Algebra Readiness, Algebra, Geometry, and Algebra 2. These groups collaborate throughout the year during early release days to plan, create, revise, and reteach curriculum based on common assessment data.

Since the last self-study, small teams comprised of math teachers from West High, the district math specialist, and a county math specialist worked together in Lesson Studies. During these lesson studies, the small team spent two days creating a 5E common core lesson plan and taught the lesson to improve the lesson plan. In addition to aligning our curriculum to the state standards, West High insured students do well on the SBAC exams by having math teachers administer the exams in math classrooms. Also, a math refresher/boot camp course was offered to Juniors not taking mathematics to help them succeed on the SBAC exam.

Placement is another area where the math department has strived to improve. The math department has been working closely with counselors, by notifying them of misplaced students in the beginning of the school year. Math teachers have utilized the assessments from the Mathematics Diagnostic Testing Project (MDTP) to assess and diagnose students to aide in the proper placement of students. Also, the feeder middle schools use the MDTP as part of the placement determination for our incoming freshmen. Students sign up for next year’s courses in the beginning of the 2nd semester. At the end of the 2nd semester, the math teachers review how students are progressing during the end of the second semester in their current math courses and

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offer adjustment recommendations of proper placement to the counselors for the following school year's courses.

4. Physical Education

Through the PLC process, the Physical Education department studied the data from the FitnessGram test that is conducted every Spring. It was determined that our students were lacking Muscular Strength and Cardiovascular Endurance. In order to address these areas, we put together a new fitness room where all PE classes performed the strength and agility stations once a week. Students and teachers held pushup/mile run competitions between one another and other classes as a motivational tool. We also encouraged students to apply the FITT Principle to their workouts. They were able to use their Target Heart Rate Range as an indicator they were developing their fitness levels. They also kept a journal to track these exercises, set goals and reflect on failures or accomplishments. Students were very excited about their strength and cardio development. They brought the exercises home for their parents and siblings to perform together and more students chose to try-out for athletic teams on campus.

To encourage life-long fitness, we added a few new units to our PE curriculum. The Aerobics class performed a dance unit that included many popular TikTok dances. During this unit, students were energized and excited not realizing that their heart rate was elevated. They also were able to perform a group choreographed dance routine for their peers. Our Freshman classes took part in Bocce Ball, Disc Golf and Spike Ball. Many students had never heard of these activities and were excited to find courses at their local parks to further develop their game.

Starting the 2020/2021 school year with Distance Learning proved to be a little overwhelming for both the students and teachers. Even though students were stuck behind their computer, our goal in the Physical Education department was to get our students up and moving in moderate to vigorous activity at least 5 days during the week. To achieve that we developed Flipgrid assignments where students were able to view the correct form of an exercise and then video themselves participating using those exercises in a workout. Students were able to receive feedback on form and participation from teachers and peers. We also integrated motivational videos where students were inspired and reflected on how fitness applies to the many facets of their lives. The last critical piece to our Distance Learning was social/emotional check-ins through Microsoft Teams Forms and Padlets. Students felt a sense of belonging and connection

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in having this safe place to share their challenges and successes. In just a few short weeks, students and teachers alike began to embrace Distance Learning and all it had to offer.

5. Science

Our district is in the final year of transition to new science graduation requirements to meet the NGSS state standards. After our current senior class graduates, all students will be required to take courses in Biology, Chemistry, and Physics (each with Earth Science standards embedded) in order to graduate. West High is seeing the impact of this change in the number of sections of science courses. Our number of Earth Science and Human Physiology sections have been decreasing the past two years. This year we have only one section of Human Physiology and no Earth Science. Since all students must now take Physics, our number of Physics sections have been increasing, jumping from 10 sections last year to 17 sections this year.

Several of our department members were involved in writing curriculum outlines for our NGSS science courses and are currently involved in selecting new textbooks for these courses. Tracy Unified is utilizing the CA NGSS TIME (California NGSS Toolkit for Instructional Material Evaluation) to select textbooks and learning materials that meet the needs of our students. We are about to begin the third phase of this process, paper screening, where teachers will have the opportunity to dive deeper into the instructional materials which were selected during prescreening before piloting the new materials in the spring and adopting next fall.

Distance learning has provided many challenges for all teachers, but especially for science teachers where lab experiences are an integral part of learning. Science teachers have found creative ways to do experiments, from performing experiments live via webcam for students, to having students do experiments at home with materials they have around the house, to even using smart phone apps to help students make measurements. Thanks to support from our principal, our department just purchased a subscription to Pivot Interactives, a web service that provides interactive online labs where students do experiments using videos of actual lab experiments (not simulations). Students can do everything they would do in an actual experiment - design an experiment, select different variables to test, make observations, collect data, make graphs, analyze results, etc. We are looking forward to implementing this in our courses.

6. *Social Science*

The West High Social Studies department continues to offer students many options besides the core subjects. We have a strong AP program that consists of AP US History, AP Government, AP World History, and AP Psychology. Each subject area has grown since the last self-study. Our department has also increased our commitment to the AVID program with more of us teaching the AVID elective while others have attended Summer Institute training and have integrated AVID strategies into our classrooms with our students. Human Rights is another elective option offered in our department. We also have EL classes with Paraprofessionals. For the current school year, we are offering EL Government and EL World History.

A highlight for the 2019-20 school year came from our AP US History students and their teacher Shannon McMahon. They received an invitation to attend Lin Manuel Miranda's *Hamilton* in March. In the end, the field trip did not happen due to COVID-19, but the students and Ms. McMahon's efforts were an inspiration, nonetheless. The following is from Ms. McMahon:

West High was participating in the Hamilton Education program through the Gilder Lehrman Institute for the Spring of 2020. Dr. Boswell had signed the school up to receive tickets to Hamilton in San Francisco. West received 40 student tickets and 4 adult chaperone tickets. The decision was made to limit participation to AP U.S. History due to ticket constraints and project requirements.

To be able to attend Hamilton in SF students were required to engage in a research project with no more than three students per group. The project consisted of students learning how to analyze primary and secondary sources and then using primary and secondary sources from a curated website to research and create an original performance piece (i.e.: rap, song, poem, scene, monologue, etc.) based on the document(s) and historic context. The performance could be no more than 2 minutes in length. All students in the AP U.S. classes participated BUT due to the limited amount of tickets, there were additional requirements. To have a shot to go to Hamilton, students had to turn in permission slips by a certain date. Secondly, again due to the limited number of tickets, students who turned in permission slips on time had to compete for the 40 tickets available. I arranged a panel of judges of history and other teachers to help me adjudicate. The top performance would get videoed and entered for a chance to perform their project on stage at Hamilton to an audience of other students. Our winning student was Reuven V. who did a monologue on Benjamin Banneker. Our date to go to Hamilton was scheduled for March 18, 2020.

To stay current, the Social Science department has been active in getting the latest textbooks for our students. For the 2019-2020-year, Government and Economic classes as well

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as United States and World History adopted new textbooks. We chose textbooks that not only addressed content standards but reflected the digital and technological changes happening in education. A number of us piloted textbooks during the adoption process, receiving training from the publishers and the UC Davis History Project. AP Psychology adopted a new textbook for the 2020-21 school year. Department members Shannon McMahon and Jeremy Fallquist presented about the textbook adoption process to the Board of Trustees

One of our greatest strengths is the quality of teachers in our department. We have a diverse group of veteran teachers (three teachers who have been at our school for over 20 years), and a group of young dynamic teachers who bring in fresh and new exciting ideas and strategies. We work very well as a group and support and encourage one another. This is reflected in our PLC groups. Each group has worked together to come up with common strategies and meet regularly to reflect on what has worked and what has not.

The 2020-21 school year started with Distance Learning and our social science department worked collaboratively to implement Microsoft Teams and technology as the lead platform for our students. Department members Nico Sandoval and Derek Sundquist have been site technology leaders with both Nico and Derek presenting best practices at staff meetings and giving countless hours to support teachers across departments. In fact, Derek recently accepted the Technology Support Advisor (TSA) position for our site. Our PLCs continue to thrive with subject specific teams for World History, United States History, and Economics/Government respectively. Nico Sandoval and Tom Haim are also lead members of our District Curriculum Council for Social Science Grades 6th-12th. Tom serves as the facilitator for the District team. Though Distance Learning has been a challenge, our department has continued to collaboratively work together to meet the needs of our students who we greatly appreciate for their commitment and dedication.

7. World Languages

The World Languages Department continues to offer Spanish for Native Speakers, a two-year program (Spanish for Native Speakers I and II) that provides literacy as well as Latino culture and historical perspectives. The program has served as a vital pathway for our students to both AP Spanish 4 Language and Culture and AP Spanish 5 Literature and Culture success under the leadership of teachers Catalina Piña, Mayra Lopez and Bert Gomez and has grown in student enrollment since 2017-18.

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The Department also continues to offer Spanish One for 8th Graders which is currently taught by our World Languages Department Chair Catalina Piña. For the past 5 years, 8th graders have been coming to West High from our middle school feeder schools to take Spanish 1. The students are given the opportunity to do so if they are already meeting the requirements of 8th grade graduation and have extra elective spots that can be filled.

The students are either driven by parents or walk over. To come and take the class, many students miss part of their lunch period and walk while eating. They are hard-working students who want to get ahead and go above and beyond what is expected of them. Much of the time, they are the students who not only work the hardest, but also do the best in the class. Their dedication to their education pays off. It is a great way for the students to get ahead in high school and to have the opportunity to go through Spanish 5 AP.

The Modern Language department continues to offer Spanish and French. For the 2020-21 school year, we have added an additional section of Spanish 5 AP Literature. For professional development, our teachers meet in language level site and district groups or PLCs regardless of language and design lessons based on the can-do statements recommended by American Council on the Teaching of Foreign Languages (ACTFL). Spanish for Spanish Speakers classes are also offered and serve as a pathway for AP Spanish Language and AP Spanish Literature. These AP level courses meet the rigorous standards set forth by the College Board, as well as the SLOs, where students are required to use critical thinking skills with an emphasis on communication and collaboration by working in pairs and groups with an emphasis on speaking fluency. AP Spanish IV uses a curriculum that aligns to the rigorous course of study required by College Board. An online component allows students to develop their interpersonal and presentational communication skills. Students connect virtually on vhlcentral.com with a partner on a weekly basis to converse and present on one of the six themes put forth by College Board.

Our AP Spanish IV teacher Mayra Lopez has continued to guide her students to great success. This course serves as the perfect pathway to the California State Seal of Biliteracy. Students must successfully complete the equivalent to 4 years of a world language or a passing score on the AP Test. For the 2018-19 school year, 47 out of 48 of Ms. Lopez's students achieved a passing score on the College Board exam with 14 scoring a "5." Ms. Lopez has also continued to increase the number of Non-Native Speakers that are both enrolled in the course and achieving a passing score on the College Board exam. In Spring 2019, Ms. Lopez and her

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students presented at a West High Staff meeting discussing their experiences in reading the non-fiction text *La Travesía de Enrique*. The text tells the real-world story of a 17-year-old from Honduras named Enrique who makes the journey to the United States in search of reuniting with his mother. This text established a personal connection for Ms. Lopez's students with Enrique's experience as a teenager. In designing collaborative activities and lessons to go with the text, Ms. Lopez worked closely with the Rigor/Relevance framework and Quad D lessons including the Question Formulation Technique (QFT). She also connected the text to help reinforce five of the six AP themes and skills. In addition to their presentation about *La Travesía de Enrique*, students also talked about their different pathways to Ms. Lopez's Spanish 4 class as well as the inspirational impact of her teaching including the sense of community she establishes in her classroom. The student presenters were all recipients of the California State Seal of Biliteracy.

8. *Special Education*

The Special Education Department at West High is unique since we are the only high school within TUSD that provides supports and services to students with all needs including RSP, SDC mild / moderate and moderate/ severe. To enhance the vocational supports for students with disabilities we contract with Workability and San Joaquin County Department of Rehabilitation.

Our Moderate/Severe program strives to make our classroom as fun and engaging as possible. The focus is to instill as many functional skills as possible within our students, to help them be independent going into adulthood. The students participate in a work supported program through the San Joaquin County known as Workability. Participation within Workability exposes students to work environments thus developing the necessary skills to enter the work force. Our Moderate/Severe programs go on community outings to visit retirement home(s), local bowling alley, various store(s) both grocery and restaurant as well attending movies at the local movie theatre. These opportunities serve our Moderate/Severe population by exposing them to real-world experiences while developing stronger social skills leading to independence.

The Mild/Moderate program provides courses in core subjects for students with disabilities that will thrive in a smaller classroom setting. Our curriculum is scaffolded in a way that supports students who learn in different modalities while providing access to the mainstream (general education curriculum). These courses enable students to access the mainstream

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curriculum while providing supports and accommodations to students within their IEPs. These classes are considered SDC (special day classes) and are provided to students for core subjects including Math, ELA, Social Studies, and Science.

The Special Education Department has continued to make changes and adjustments to best fit student's needs in the RSP setting. We strive to make these adjustments to best fit the needs of the school culture and the need for support of our students in accommodated classes, inclusion classes, and resource support classes.

2019-20 saw the beginning of the co-teaching model where Special Education students were mainstreamed in Algebra Readiness and Algebra 1A. A special education teacher was partnered with a math teacher to collaborate in teaching the math inclusion courses. Co-teaching also began in English 1 as well for our freshman classes. The program has continued to expand for the 2020-21 school year and will continue doing so in the years to come.

In the 2020-21 school year the inclusion model has been expanded into English 2, which now allows freshman and sophomores to participate in the inclusion model. This has given students and teachers the opportunity to increase the rigor within the classroom while also giving the students to thrive in the general education setting.

Accommodated (ACC) classes are available for students who can complete general education coursework and keep up with the general education curriculum with built-in accommodations within class setting including a much smaller class size. These classes are tailored to the needs of the students in the classroom.

Students who are in general education classes whether inclusion or with no support, may have addition of a support class. The accommodated support class offers students a chance to receive the extra support if needed. It is a recommended course if the student is moving from modified courses to general education courses for a smoother transition.

9. Counseling Department

Since the self-study in 2018, West High Counselors continue to meet with students to discuss their four-year plan through classroom and group presentations. They meet with each 9th grade student individually to review transcripts, discuss 4-year plans and schedule appropriate courses according to student's academic or career goals. They also coordinate and discuss scheduling ELD students with our ELD coordinator to ensure proper placement into ELD linguistic courses.

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This helps to ensure we are meeting the school and District commitment to equity and access to both a college prep ELA course and an ELD enrichment course. Finally, our counselors are particularly excited about the Counseling Page on our school website that includes announcements, our course catalog and parent and student access to registration materials for the next school year. Here is the link: <https://westhigh.tracy.k12.ca.us/academics-programs/counseling>.

Our Counseling department also schedules training for students to use the career and college planning tool Californiacolleges.edu plan (virtual) as well as physical college visits (Pre-COVID-19) to increase college going culture. Counselors also coordinate with Delta College in co-hosting "Cash for College" a workshop to present information about financial aid and how to apply for it using the Free Application for Federal Student Aid (FAFSA). To support our students' social-emotional well-being, the counseling department works closely with our Valley Community Counseling on-site staff as well as our school psychologist Eric Lee, Parent Liaison Ana Arroyo (prior to her site promotion in Fall 2020) and suicide prevention coordinator Greg Rangel.

10. Library Program and Services

The West High library experienced change at the start of the 2019-2020 school year when we welcomed our new teacher librarian, Cathy Pope, to the campus. There were many focus areas that Cathy quickly began to address to increase library use and to ensure that students had access to properly curated resources. We are proud to know that students have 24/7 access to the library program through their teacher librarian to explore career options, post-secondary education, conduct in-depth research and have materials to strengthen their overall problem-solving skills

As previously noted, the English Department has been able to utilize our online curriculum, StudySync. In support of this effort, Cathy became a part of the ELA Core Literature adoption committee. As a teacher librarian, Cathy recognized the important role of the library in supporting standard-based curriculum to help students prepare for college, career, and life. By being involved in the decision-making process of core literature selections, we can be assured that the West High library program will be able to provide access to curated curricular resources and other resources that will support student learning outcomes.

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The library program provides instruction to integrate appropriate resources and our teacher librarian provides instruction based on current educational research. In addition to providing access to curated curricular resources, Cathy delivered standards-based instruction which included research-based library learning outcomes. Her lessons were engaging, challenging and provided students an opportunity to succeed in a rich learning environment. Lessons were provided in collaboration with ELA teachers who were focusing on research skills and projects. Instruction focused on the use of our state provided databases, and Gale, our district provided database and learning how to identify fake news. Students were taught how to access the library catalogue to locate materials to support their research, as well as how to use Microsoft Word to successfully formulate MLA style formatted documents. This instruction was instrumental in helping to prepare students for college and career, by introducing students to a variety of print and electronic resources. West High appreciates the collaborative efforts of ELA teachers and the teacher librarian and recognizes the value of including library skills as a relevant learning experience to prepare students for college, career or life. The use of technology, higher orders of thinking and relevant assessments are all a part of the success of our library program and services.

In addition to standards-based instruction focusing on research, the library hosted Shauna Rogers' AVID students each Monday for what was to become "Must Read Mondays". During this time, either Shauna or Cathy would read aloud the first chapter of selected books. Books were selected thematically to support an AVID strategy, such as how to solve a problem, or the importance of reading, as well as a student request, topic of interest, or a favorite author. While being read aloud to, students were instructed to reflect upon what they heard or identify vocabulary that was unique, unfamiliar, or intriguing. We strongly believe that these Monday's were especially beneficial to our ELD students and other unduplicated students who benefit from exposure to reading literacy.

C. Career Programs

West High has a variety of career programs which are available to all our students. The Career programs include Career and Technical Education (CTE) and Visual and Performing Arts (VPA). Our Career Programs prepare students for life outside the classroom.

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1. CTE

During the past two years CTE continues to help meet the District goals of preparing our diverse student population to be college and career ready for the 21st Century. We also prepare our students to be life ready. CTE is a unique department that not only prepares our population for college and career, but we teach life skills. Truly our curriculum prepares all students for life after high school. Whether the class is Floral Design, Foods and Nutrition, Marketing or Child Development all students gain the knowledge of what is required to function as well-rounded individuals in today's complex society

Successes in Child Development can be uniquely experienced in the parenting project in which students work in a steadfast manner to care for an infant simulator for seven days in a row. This unique opportunity to practice the many responsibilities of parenting provides students with a real-life practice session for performing the many responsibilities of infant care. Their experiences are followed up by group oral presentations in which they share and discuss their individual experiences as parents.

Another unique and fun learning activity that gives students an opportunity to further prepare for their future career is the preschool teacher simulation project. This project begins with students identifying ways to prepare and manage their time as they investigate learning activities that are age appropriate for preschoolers. Students develop partnerships with classmates as they prepare to become the preschool teacher. They work together to create a lesson plan in which they incorporate instructions and demonstrations that engage preschoolers at their level of interest and ability. Their lesson plan design is practiced and reworked as their classroom peers serve as their audience and ultimately, their pupils. Students come away with improved ways to plan and execute their ideas as well as how to orally present materials and engage their audience members.

Child Development II provides an opportunity for students to build knowledge and skills that are necessary for understanding human growth and the many influences on development. This type of knowledge is essential for understanding ourselves and how we relate to the world. One project in which students gain some of these unique understandings of the influences on development is from the cultural awareness interview project. Students conduct an interview of an individual from a culture different from their own. The examination of another person's customs, traditions and beliefs can engage students in active perspective taking in which they

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perceive an understanding from an alternative point of view. They also discover what mainstream culture is and how it affects our perspectives and opinions. Students compile their information and orally present what they have discovered about culture and how it influences us physically, intellectually, emotionally, socially and morally. This cooperative examination of cultural influences often results in cognitive change that students opening share about during their project presentations.

2. *VAPA*

We have increased in student numbers in the Fine Arts and are particularly excited to have added a new course, piano. We added two new teachers to our department, one teaching the new piano course (and choir) and another for our first-year art classes. We have increased the number of student art exhibits, and our student participation in the exhibits. We have collaborated with other departments, in several areas. We expanded our Dia del los Muertos exhibition that not only showcases student's artwork but honors former students and faculty who have passed away. We have also increased in student enrollment in our technical theatre program, adding an additional period for this upcoming year. With the addition of a new music teacher Mr. Jamero, he and our Theater Art Teacher, Christine Welk, and their students collaborated on a children's play/musical. Unfortunately, a week away from performance, we had to cancel due to COVID-19. We hope to revive the effort for the 2020-21 school year.

Our Wolfpack Music Program has added some new clubs and implemented new music software in our curriculum to enhance our students' music education and overall musical experience at West High. We have added two new music clubs that are available to the students in our music program: The Glee Club, and a sanctioned chapter of the Tri-M Honor Society. The Glee Club is an inclusive group of students of all different levels of musical experience that come together to get to know one another through the power of music and song. The Tri-M Honor Society is comprised of high-achieving student musicians that aim to serve their community and bring people together through music, service and performance. We have also added MusicFirst: a comprehensive music software website that helps students with their playing, music theory, and music history skills (among other interesting applications).

VAPA department members including Leslie McCoy, Alex Nelson, Arturo Arechiga, Steve Rascano, and Susie Kim have participated in interdepartmental lesson studies, where we

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collaborated with other departments in creating lessons that pushed students towards high level, real world quad D thinking and collaboration within their own class. That experience helped to inform some of our teachers' approach on writing within the arts curriculum, especially in the area of critique writing. The VAPA department also collaborates throughout the year for a themed student art show, such as Optical Illusions art show, AP art show, District Art Show, and more. One of our students, Madison Mangskau, an AP art and Adv Animation student, earned acceptance to CSULB and received the Tracy Art League's Art Scholarship. The art department has also updated its software for all digital arts, bringing technology in line with professional tools currently used in all design and media fields.

D. Special Programs

West High offers a variety of special programs. All special programs encourage students to become integrated into the programs as early as the 9th grade. Our special programs include Advanced Placement, Ag Science/Future Farmers of America, Air Force JROTC, AVID, Bridge and Freshman Seminar, Journalism, Leadership, and Music. West High hosts a yearly Special Programs Night for incoming freshmen to encourage all students to get connected to a smaller learning community within our school. Due to the COVID-19 pandemic the 2020 Special Programs Night has been moved to Flipgrid, a virtual platform for students/parents to view videos about each program: <https://flipgrid.com/3162e587>

1. Advanced Placement

Our Advanced Placement program offers accelerated college level courses. West High offers 15 AP courses, and our students score collectively (71% pass rate) well above the national average on College Board AP certification exams. We did have a new course offering in the 2019-20 year. We now offer the Computer Science course. Melissa Rotondi serves as our AP coordinator. This past year our registration dates came earlier than ever with a deadline of November 13, 2019 for all exams. We are happy to report that we had 525 exam registrations for the 2019-20 school year. Normally there is enough in the budget to send teachers to trainings. However, with the pandemic, all trainings and travel were cancelled. All our AP courses/teachers are audit certified.

2. Ag Science/Future Farmers of America

At the end of the 2019-20 school year, the number of students in the MERRILL F. WEST Ag/FFA program increased to 571. In 2020-2021 this number has grown to approximately 700. Our number of teachers in the program stood at 4 with a 5th to be coming for 2020-21. We are so excited to be growing! Major projects over the last school year include a new Textbook adoption for the Integrated Animal science course to complete the animal science pathway. We have submitted both Floriculture Courses and Animal Science Courses to Modesto Junior College for Articulation and Dual Enrollment and submitted our Animal Science courses for UC A-G Approval.

We are grateful for our Admin team's continued support as well as support from the District Level from our Career Technical Education Director. Our Principal and assistant principals have been vital to our success. They helped us to write, submit and ultimately be awarded the CTIEG grant. They have supported additional approval and funds for Substitutes for program recruitment, Field trips and served as judges for local student events to support the Agri science fair, Speaking contests, Leadership Development Events (LDE). Finally, the District and Site Admin supported a textbook adoption process for the Integrated Animals Science course.

We also are appreciative for our continued parent and community support. We received the San Joaquin Farm Bureau grant for \$500 that supported our transportation cost, and we received a donation of two FFA jackets from the Farm Bureau, too. The senior students had a new and wonderful agriculture industry experience traveling to the Tulare World Ag. Expo and brought back lots of information to the program.

For 2019-20, we anticipate (pending final grades) that 30-35 students will obtain 3 college credits from Modesto Junior College (MJC) for taking and passing, with high marks, integrated Animal Science. This is a great breakthrough for our relationship with MJC and for our College and Career Readiness Pathway for our Ag Science students. We are also particularly proud of our on-campus projects, our garden, greenhouses, farm, etc. Also, we gathered and purchased materials for a meat bird fryer project. We built additional spaces for all SAE livestock Project. Since the last Self-Study, we are housing more student SAE projects at the garden including space for swine, goats and a rabbit habitat. In fact, we partnered with the Space and Engineering Academy whose students built additional animal enclosures for us.

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FFA students continue to achieve and earn accolades. For 2019-20, our students won 5 State degrees along with placing in Delta-Cal section speaking contests. Diego Salinas placed 4th in the county Extemporaneous Public Speaking and moved on to the Central Region Finals virtual contest on May 26th and represented us well. Unfortunately, this year's contests were cut short due to travel and school closures but not before UC Davis where our Light Horse team earned 9th place, with a high individual in the top ten, and Poultry Team Earned 4th High Team, with the first-place high individual. Ag. Sales earned 5th high team at the Arbuckle contest. AgFest 2020 was all held virtually this year allowing students to continue to show and sell their projects. West High students won numerous accolades including:

- Entomology - George Alcala won best of show for his entomology project.
- Ag Panels - Diego Salinas won second place for his Display panel about agriculture.
- Swine - Veronica Martinez-Mota won FFA champion AOB (All other breeds).
- Sheep - Rylee Towle won FFA champion and SUPREME champion sheep! She had the best lamb in the entire show!

Pictures from the UC Davis competition can be found below. Finally, our Outstanding Senior and Scholarship Winner was Veronica Martinez Mota for her four years of accomplishments, Chapter Presidency and leadership for the students of this program.



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Within Merrill F. West FFA we have various opportunities to provide mentorship to our students, we categorize these opportunities into Leadership Development Events (LDEs) and Career Development Events (CDEs). Throughout the school year we practice, travel (outside of COVID-19 Pandemic) and compete with numerous students. These opportunities allow students to develop beneficial life skills as well as create meaningful relationships while challenging students to practice their presentation skills, articulation, and logical thinking and advocate for agriculture and agricultural education.

Within LDEs, students gain speaking skills, communication skills, memorization skills, leadership skills and gain confidence within themselves. The LDEs we offer at Merrill F. West FFA are as follows:

Creed Speaking: In the Creed Speaking contest, our 9th grade students are asked to memorize and recite the five paragraphs of the FFA Creed and answer questions about its meaning and purpose.

Impromptu Public Speaking: In the Impromptu Public Speaking contest, 10th grade students are expected to provide thoughtful responses to questions and prompts that relate to agriculture in a very limited amount of time. The intention of the Impromptu Contest is

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to offer a more realistic, practical speaking contest to better prepare our students for public statements.

Extemporaneous Public Speaking: During the Extemporaneous Public Speaking Contest, 10th, 11th and 12th grade students draw from 12 agricultural topics. They are tasked with choosing three topics of interest, a student then selects the topic of their speech and has 30 minutes to prepare using five resources. Participants then present a four to six-minute speech on their topic to a panel of judges. After their speech, students answer questions on the topic they just presented.

Job Interview: The Job Interview Contest is designed for 10th, 11th and 12th grade students to develop, practice, and demonstrate skills needed in seeking employment in the agricultural industry. In this event members submit a cover letter, resume, complete a job application and then conduct a personal interview.

Prepared Public Speaking: In the Prepared Public Speaking Contest, 10th, 11th and 12th grade students write and deliver a six to eight-minute speech about a current agriculture-related topic. The goal is for students to be able to successfully educate the public on an aspect of the agriculture industry.

Within CDEs 9th through 12th grade students are challenged to develop critical thinking skills and effective decision-making skills, foster teamwork and promote communication while recognizing the value of ethical competition and individual achievement. The CDEs we offer at Merrill F. West FFA are as follows:

Agricultural Pest Control: The purpose of this contest is to provide students with new insights into the science and practice of pest management with a specific emphasis on the California Agricultural Industry. Participants will accurately identify and apply the correct scientific and common name to pests as well as separate specimens into the categories of beneficial insects, quarantine or invasive insects, and vertebrate pests.

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Agricultural Sales: The purpose of this contest is to provide students with the basic skills to take advantage of the career opportunities offered in the agricultural sales field. Sales are an essential part of a market economy.

Agronomy: It is the intention of this contest to provide a venue for students to explore career opportunities, skills, and proficiencies in the agronomy industry. This event blends knowledge as well as critical thinking to evaluate many crop scenarios.

Best Informed Greenhand: The objective of the BIG contest is for 9th grade students to understand the aims, purposes, history, and structure of the Local, State, and National FFA student organizations and know the opportunities it makes available as referenced in the current National FFA Manual and State Constitution.

Floriculture: This event seeks to effectively prepare students for the expectations of the agricultural floral industry. Students will identify the many cut flowers, potted plants, and tools and materials commonly used in the floral industry. Students will also demonstrate their design ability with flowers to wear, flowers to carry, and a floral design according to the floral industry standards. Students will also demonstrate their knowledge of the floral industry with a written test.

Light Horse Judging: The purpose of this event is to provide students with new insights into equine science by evaluating and ranking horses based on breed characteristics, confirmation and performance. Participants will make accurate observations of equine, assess desirable traits of horses, make logical placing decisions based on these observations, and defend their decision-making process.

Livestock Judging: Withing this competition students are asked to evaluate four species of livestock for phenotypic qualities. Students are also expected to form four sets of reasons in which students describe the differences they saw and defend their opinion on the quality of the animals. This contest is unique because livestock evaluation can be

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done competitively at the junior college and senior college level. Students gain invaluable critical thinking and speaking skills that they can carry with them throughout their lives.

Cooperative Marketing: This contest aims to effectively prepare the students with the practices and operations of Agricultural Cooperatives. This event blends the testing of manipulative skills and knowledge required for careers in operations and marketing.

Veterinary Science: This event seeks to prepare the students for the expectations of the animal health care and services workplace. Workers seeking careers in the animal health care field must develop a high degree of knowledge, skill, and ability to solve difficult problems. This event blends the testing of skills and knowledge required for careers in the animal science career pathway.

Additionally, all students enrolled in advanced Agri-science classes (Ag chemistry and Ag Physics) and in the Animal Science pathway have researched and conducted an Agri-science Research Project to aid in their understanding and application of the scientific method as well as to find solutions to current industry issues. West High Agriculture had more than two hundred formal projects submitted by students as a part of their classroom grade. Around one hundred students chose to enter their reports into our annual local contest. Of those students, eight chose to edit, retool, and submit their report to California FFA for the statewide contest. Some of our highest placing students earned the following placings:

1. Animal Systems: Division 4, Emilee Barnes and Cadence DeCoite earned 2nd place for the project titled “The Effects of Show Supplements on Rabbit Growth.”
2. Animal Systems: Division 6, Catherine Petersen and Gloria Martinez-Mota earned 3rd place for the project titled “The Effects of Feeding Market Broiler Chickens High Octane Show Supplements.”
3. Plant Systems: Division 4, Rylee Towle and Kyler Hickman earned 4th place for the project titled “The Effects of Different Fertilizers on Tomato Growth.”

An area of concern for us going forward is whether Ag education in California Funding for FFA will be included in the state budget or will school Ag programs have to amass support to

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ensure the funding is there as has had to be done in the past. We are concerned about the impending cuts for education and CTE funding in the coming year as directed by the COVID safety guidelines and the state budget.

3. *Air Force JROTC*

The Air Force JROTC program has grown tremendously since the last WASC visit. In school year (SY) 2019-2020, the program increased by 154%, from 74 cadets in SY 2018-2019 to 114 cadets by the end of SY 2019-2020. The program continues to grow as the school hired Maj Archie Roundtree, USAF retired, as our Senior Aerospace Science Instructor at the beginning of SY 2019-2020. He joins SMSgt John Morris II, who has been with the program since SY 2017-2018. The AFJROTC Regional Director conducted a Staff Assistance Visit on September 19, 2019 and noted that the program was exceeding standards in many areas. Laudable areas of achievement include cadet community service hours, discipline, leadership activities, cadet ownership of the program, and the Cadet Mission Brief. The West High graduating class of 2020 will include seven students who completed four years in JROTC program.

The students created a science, technology, engineering, and mathematics (STEAM) division for the JROTC program. The STEAM team participated in the CyberPatriot and Joint Leadership Academic Bowl competitions for SY 2019-2020. The cadets formed a competition drill team in SY 2019-2020. They competed in three competitions against students from numerous JROTC units and the various military services. The cadets had never attended nor participated in a drill competition. But the West High JROTC team entered the contest determined, highly motivated, with one goal—to bring a trophy back to West High. They were not disappointed—the drill team placed either 1st, 2nd, or 3rd in each of the three competitions. The JROTC enrollment projection for SY 2020-2021 stands at 142. The increase in numbers are largely due to visits by cadets to the middle schools to introduce the program to 8th graders. The district approved PE credit for the JROTC program during SY 2020-2021, which must be reapplied on an annual basis. The attainment of PE credit for the JROTC program is a great recruiting tool which contributed to the [large increase in enrollment](#).



During this past summer, JROTC received a grant for access to CyberStart. CyberStart Game is an online platform featuring hundreds of hours of real-world cyber security challenges. Students will take on the role of a security agent, gathering information, cracking codes, finding security flaws and dissecting a cyber criminal's digital trail, using in-tool resources, working together and researching techniques. 25 students (JROTC and SEA) participated in the program throughout the summer.

We started the 2020-2021 school year with Distance Learning. Students were given detailed instruction on how to use MS Teams. Students are always required to have their videos on. AFJROTC is a student led leadership program. The use of breakout rooms was a critical part of the class. Classes are broken into four breakout rooms with approximately six students in each room. Each group is facilitated by an upper classman. The facilitator leads the group in discussions, and completion of assigned tasks. This process gives students increased engagement and ownership of the lesson. In addition, AFJROTC has peer tutoring sessions two times a week. Students provide peer tutoring in all subject areas

4. AVID

Our AVID program has expanded exponentially in the past two years. Not only do we have multiple class sections for both 9th and 10th grade, but we have also developed a collaborative process for working with and recruiting from our Freshman Seminar classes and our Summer Bridge program. AVID students and AVID elective teachers have taken opportunities to present to and train teachers and students at our site in schoolwide best practices in writing, inquiry, collaboration, organization, and reading. In 2018, our AVID classes participated in a 6-day tour of Southern California colleges, attending a combination of colleges in the UC and CSU systems. AVID students have also stepped up to take on leadership roles on important decision-making

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committees, such as Site Council, in which the 3 available student positions for 2019-20 were filled by AVID students. AVID Seniors also came together virtually during the COVID-19 shutdown to produce [AVID Confessionals](#) to wrap up their high school experience and 2019-20 school year.

5. *Bridge and Freshman Seminar*

For the 2019-20 school year, West High offered Freshman Seminar for the second year with 53 freshmen. 32 of those students had participated in our Summer Bridge program. All students were given basic school supplies, including PE clothes, binders, etc. The Seminar program focused on study skills and self-realization. Students were taught notetaking, agenda - use, and organizational skills. They did college projects and other value clarification exercises. They also participated in weekly after school tutoring. We averaged 35 students attending tutoring each week over the first 3 quarters. For the third quarter, we moved tutoring from the Seminar classroom to a larger conference classroom and saw better concentration which led to more work completion during out tutor period.

All Bridge and Seminar students took part in two Collaborative on-campus field trips where they spent the day working and learning from each other and their upper-classmen peers. The [first Collab Day](#) was in August during Club Rush week and had a focus on getting student acquainted with all the campus resources available. There were student and staff presenters as well as a school board member. The second collaborative day was held in February and focused on learning and refining study skills and was mostly led by junior and senior AVID students. Both days were a great success and attended by over 100 students. Shortly after the August Collab Day, Bridge student Carlos Lopez and teacher Tom Haim gave a short [PowerPoint presentation](#) to the TUSD Board of Trustees. Carlos was an absolute hit with the Board, they requested a return visit from him soon!

6. *Journalism*

Our school newspaper [“The Zephyr”](#) continues to publish both online and in print. The editorial team began in May of 2019 to raise money for a journalism conference in Washington, D.C. They were able to win the support of several local service organizations and were able to make the trip. The training received directly influenced the workflow of the class as well as

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exposed students to the emerging medium of the high school podcast. By making podcasts a part of our curriculum, the editor-in-chief was made aware of a unique scholarship, which she was granted.

Journalism's next steps are to get certified as a Career Tech Education (CTE) course in collaboration with the yearbook advisor, Leslie McCoy. We intend to create a media pathway that includes Journalism I, Journalism II, and Graphic design. It remains for the advisors to get the proper certification through the Journalism Educator Association as well as rewrite our course descriptions so that the work that is already being done is created as CTE.

7. *Leadership*

Since the full self-study, Pack leaderships diversity has continued to be showcased and thrive in the over eighty members representing the program. Through our diversity and understanding of all different ethnicities, genders, sexualities, and backgrounds, Pack Leadership was able to bring many different events and programs to our whole school. We proudly thrived in our diversity as the numbers of students on campus that participated in events was constantly over 70% with the focus on inclusion of developing new ways to make everyone feel involved exceeded standards.

We are continuously developing new and innovative ways to spread positivity not only on our campus but throughout our community in the name of West High. Our students have attended and participated in countless hours of philanthropy within our community, such as assisting elementary schools, elderly homes, trash picks ups, local businesses/organizations, as well as local government leaders. This included read-a-thon, panels with Congressman Josh Harder, solutions for student homelessness, a suicide awareness walk, antibullying events, youth sports programs and so much more.

Although we are always busy planning and carrying out traditional events for the school throughout the year such as spirit weeks, rallies, dances, and more, the true focus this year was celebrating our diversity as well as the mental health of our students. We strive to always be dedicated to serving and bettering both our campus and our community through our leadership program. For example, after a disappointing last-minute cancellation in 2018 due to fire and air quality danger, our League of United Latin American Citizens (LULAC) Leadership Conference Field Trip to San Joaquin Delta College returned in November 2019. Approximately 30 seniors

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attended the Conference along with hundreds of students from other local schools. Our students attending included English Learner and Redesignated students preparing to embark on their journey as 1st Generation college students. The Conference included college and career informational booths as well as small and large group mentoring conversations with a focus on specific career opportunities and pathways. Our LULAC student representatives were chosen based on teacher recommendation. The trip was organized and facilitated by a dedicated team including: Parent Liaison Ana Arroyo, EL Curriculum Specialist Tom Haim, EL Coordinator Alana Escalante, Counselor Idi Gaines, Bilingual Paraprofessional Victoria Carrera, Career Center Tech Gayle Jackson, and Bilingual Counseling Secretary Melinda Gallegos.

We would also like to note an amazing and inspirational accomplishment by a group of our West High students and their advisor Air Force JROTC Teacher John Morris during the current Fall 2020, Distance Learning semester. Sadly, fall sports continue to be postponed indefinitely during the ongoing Pandemic. However, West High has an Esports Team (Rainbow Six Siege) that is in the finals for the current season. They won the championship in late December as the top team (out of 54) in the country for Rainbow Six Siege. The students will each be awarded a scholarship worth \$1,000 for this accomplishment. We are so proud of the following students: Emiliano Nolasco (10th grade,) Xavier Quezada (10th grade), Chris Iriartem (10th grade), Paramvir Singh (10th grade), and Ulysses Garcia (9th grade).

8. *Music*

The West High Music Program parent group has increased membership and parent involvement. In 2018-2019, our parent group, titled West High Music Boosters, began a fundraiser to replace our Marching Band uniforms and successfully (with additional aid from Dr. Boswell) purchased 80 brand new uniforms. Our parent boosters continued to establish multiple fundraisers for our students to help pay for entry fees for competitions, bus transportation, equipment transportation, food, water, and necessities for our Music Program. Our Boosters increased in parent volunteers in 2019-2020 and successfully raised \$5,000 to complete our Marching Band entire with matching hats.

During 2018-2020, our Music Program developed a music student leadership group named Wolf Pack Tri-M Music Honor Society, part of a National Tri-M Honor Society. Students organize and collaborate with our Music Parent Boosters to host events, concerts, and fundraisers. Both groups organized two Benefit Concerts to raise over \$3,000 for First

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Responders and St. Jude Children's Research. In 2019-2020, the Tri-M students organized movie nights for students and Moonlight Nights (Day of one-on-one music lessons with local middle school music students). Our Tri-M and Music Boosters collaborated with our VAPA (Visual and Performing Arts) Department to raise money through a new Mystery Night fundraiser. Our student leadership grew in numbers and continue to produce Academic Student Musicians who volunteer in our community and become leaders of the Wolf Pack.

2018-2019 had seen new additions to our Music Program that continued into 2019-2020. The first addition in 2018-2019, a Piano Course opened to all students that fulfills Fine Arts requirements. Secondly, Choir, Jazz, Band, and Orchestra classes reached a higher student population than before. Choir class expanded from 40 to over 60 students in one class, Jazz Band has 20 students in 2016 and expanded to over 40 students in one class, Bands grew from 30 to 50 students in the span of three years, and Orchestra reached a new high with over 40 string players compared to 18 students in 2016. Thirdly, we added a new hire of our now two Choirs and four Piano classes. Our New Choir and Piano Director successfully led our Advanced Choir to our first top rating Straight Superior (All judges ranked Ones for the Choirs Performance) in 2019-2020. In 2018-2019, our Symphonic Band reached a new level of a Superior Rating, Orchestra reached Straight Excellence, and Jazz Band reached Straight Excellence. Our Marching Band in 2019-2020 won Second Place in Parade Competition for our first awards in a new Music Director era (new hire was 2016). In addition to the Marching Band, Color Guard was revamped and successfully performed a routine created by our students in 2018-2019 and 2019-2020. Due to the demand for more performances, our Color Guard and Drumline entered (first time) the 2019-2020 Winter Color Guard and DrumLine Competition Season (students work 2-5-minute shows and perform against other groups within the division). For the first time in our Music Program, Our Winter Drumline won fifth place and Winter Color Guard placed fourth. We added hired Color Guard Instructors to create a show for our students and purchased music for Drumline with the Music Director teaching the Drumline. Due to COVID-19, our chances to perfect our Music Program was cut short but [we continued to find success in our shortened 2019-20 year.](#)

9. Space and Engineering Academy (SEA)

The class of 2020 was the 22nd graduating class for the Space & Engineering Academy, and our largest graduating class ever, with 53 students. That class also had a record for number of Graduates with Honors, at 33. Those graduates are now at UC's (Berkeley, LA, Davis, Santa Cruz, Irvine, Santa Barbara and Merced) Cal Poly, private universities, and most of the CSU's. We also sent a graduate to the Air Force Academy.

Last year we finished the update of our Academy science and engineering courses. We had previously updated our Engineering 1 and 2 courses to SEA Physics and SEA Biology, and we added an SEA Chemistry, to reflect the NGSS standards. Last year we updated our Engineering 3 course to Engineering Design, and our Engineering 4 course to Product Design. Both courses are now UC-approved "D" lab science courses, where previously they were "G" electives.

E. Parent and Community Involvement

Our Cafecito parent group continued to meet each Wednesday with our parent liaison Ana Arroyo. Each session had from 40 to 50 parents joining Ana and community outreach presenters. It is an amazing group. In fact, one of our Cafecito Mom's Liliana Novoa is now in her 2nd full year as an EL Paraprofessional working with our teachers and students in a diverse range of subjects including Algebra, Biology, Chemistry, and English respectively. Plus, our Cafecito parent group was the subject of a profile story for the San Joaquin County Office of Education Digest (see page 5) <https://indd.adobe.com/view/5e131d39-2935-45b4-937e-1b26b58333c7> during the 2nd Semester of the 2019-20 school year.

Our ELAC Parent Committee has also thrived since our last WASC visit. The committee of six parents has been facilitated by Ana Arroyo and EL Curriculum Specialist Tom Haim with Assistant Principal Michael Stagnaro joining the leadership team for the 2020/21 school year. The team meets quarterly and presents at our monthly School Site Council meetings. Three ELAC team members along with Mrs. Arroyo are also voting members of the School Site Council. Plus, over half of District DELAC team is from West High. West High parents, staff, and students have led the way on District Title I and LCAP meetings and presentations. Minutes from an ELAC Quarterly team meeting are provided below.

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For 2018-19, our Parent Institute for Quality Education (PIQE) program offered an advanced 2nd year Spanish speaking session as well as an additional breakout session for 12 non-Spanish speaking parents. This is the 1st time we have had the interest/numbers to provide this service for non-Spanish speaking parents. PIQE for 2019-20 added a 3rd year for Spanish speaking parents including a STEM component. They also offered a 2nd year for non-Spanish speaking parents (get that number). For 2019-20, we had over 50 graduates for all levels.



III: Engagement of Stakeholders in Ongoing School Improvement

Each year, multiple stakeholder groups participate in a Needs Assessment in putting together the Schoolwide Action Plan for the following school year. Principal Zack Boswell facilitates the process with leadership groups including Department Chairs, all staff, School Site Council, and the English Language Advisory Committee. The following were the steps taken through the process.

With each group, the process involves a review of our school mission and vision statements and our self-study critical learner needs. Based on those areas, different stakeholder groups identify specific strengths, areas for growth or needs and potential solutions. The process is facilitated by Admin and the WASC Coordinator with conversations and brainstorming in both small and large group settings. Ideas for each category (strengths, areas for growth, solutions) are recorded on poster paper, discussed as an educational team, and then typed up by the Leadership team. Group ideas then go into our Schoolwide Action Plan prepared by Dr. Boswell and are revisited for implementation, monitoring, and overall evaluation and modification by faculty at ERM's and groups like School Site Council at monthly meetings. The entire process is looked at by each specific educational team during the spring. Please see the timelines below for the SPSA Development Process for 2018-19 and 2019-20 as well as a link to a [Strengths and Needs Assessment](#) brainstorm by the ELAC Leadership team from March 2020.

Stakeholder Groups & Dates

Stakeholder Group	Date
Faculty (Voluntary)	March 1 st , 2019
Parent Forum	March 4 th , 2019
School Site Council	March 12 th , 2019
All Staff	April 7 th , 2019
Department Chairs	April 8 th , 2019
School Site Council	January 16 th , February 13 th , 2020
LCAP Student Survey	February 14 th , 2020
LCAP Parent Community	February 14 th , 2020
LCAP Staff	February 14 th , 20
ELAC/Parent	March 4 th , 2020
All Staff	February 20 th , March 2nd, 2020

Action Plan

We made a commitment as a leadership team and then as a staff to make our revised Action Plan a vital and true part of our professional development as a faculty on behalf of our

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students. Our Mid-Cycle Progress Report has been an active, real world and relevant document for the West High community since our full-cycle visit in mid-March of 2018. Here is the timeline in narrative form.

In April of 2018, the WASC Leadership Team in coordination with site stakeholders completed the revised action plan for submission to WASC and our Visiting Chair Lori Emmington. In May, Dr. Boswell received notification from WASC that West High had received a six-year accreditation with a 2-day mid-cycle visit during the 3rd year. Our full accreditation was announced and celebrated at an end of year faculty meeting in May 2018.

Beginning with our 1st faculty meeting for 2018-19 in August, the West High staff continuously addressed and revisited our critical student learner needs monthly. Staff meeting activities were designed with our student learner needs in mind and were facilitated by WASC Coordinator Tom Haim and Dr. Boswell and the Admin team including Annabelle Lee and Steven Wichman for the 2019-20 school year. As seen above in discussing our yearly SPSA's, multiple stakeholders were part of its development. Discussion and implementation of the WASC Action Plan was (and will continue to be) a major component of these conversations. Tom also met monthly with the admin team to discuss our Action Plan progress and received specific feedback from Department Chairs regarding our critical student learner needs in the spring of 2019 and 2020. The spring and early summer of 2020 conversation had to be coordinated through email with Department Chairs providing specific feedback for Chapter 2 of the mid-cycle report.

During the Fall of 2020, the WASC Leadership Team met biweekly and then weekly beginning in October to continue to revise and develop the Mid-Cycle Report. Department Chairs received a Mid-Cycle Report update in August. ERW virtual staff meetings focused on our WASC Mid-Cycle Report began in October with departments revising and updating their write-ups for Chapter Two at our October 14th ERW. Departments later reviewed and revised our Chapter 4 Critical Student Learner Needs at the December 2nd and 9th ERWs through virtual conversations facilitated by Department Chairs. The WASC Leadership Team met virtually with Department Chairs to plan for these ERWs and shortly thereafter to review and discuss the Chapter 5 Revised Action Plan. Final revisions were made by the WASC Leadership Team over the winter break.

IV: Progress on the Implementation of the Schoolwide Action Plan/SPSA

Chapter IV addresses our six identified Critical Student Learner Needs. They were identified through our self-study in coordination with the TUSD Vision, Mission and LCAP Goals, our own Vision and Mission statements and 4 Cs Schoolwide Learner Outcomes and conversations and recommendations from the March 2018 Visiting Team. Progress and updates since the last full self-study in Spring 2018 are below for each critical student learner need.

A. Critical Student Learner Need #1

Increase all student groups' achievement on the Smarter Balanced Assessments and decrease the achievement gap by subgroups.

Since the completion of our accreditation visit in March of 2018, West High students have shown great improvement and promise in SBAC results for both 2018 and 2019. 2020 testing was waived statewide due to the Covid-19 Shelter in Place order and shut down of California schools in March.

In looking at the Distance from Standard graph on the CDE Dashboard for ELA, there is a nearly 100-point increase in overall results from 2017 to 2019. West High's 2019 11th graders scored at 40.5 points above standard and 44 points above the state average. All subgroups showed increases in their overall scores with all also above the state average for their category except for students with disabilities. Our 2019 ELA results were at the overall highest color indicator of blue with 65% of students scoring at proficient or higher. This 2019 result built on the momentum from 2018 in which our students overall scored at the color indicator of green with 55% proficient, [an 18% increase over 2017 results.](#)

These multi-year results represented an exciting culmination of a strong school commitment and dedication to the SBAC. For both the spring 2018 and 2019 semesters, our principal Dr. Boswell made SBAC presentations to all 11th grade ELA classes. 11th grade teachers discussed the importance of the assessment to their classes including the use of SBAC results as a factor in determining college readiness. A "Math Boot Camp" was provided for 11th grade students not currently enrolled in a math class while all JROTC students took practice SBAC exams with review and support from their instructors. We also made a full commitment to the exam during the actual days of testing for 2018 and 2019. 9th, 10th, and 12th graders attended

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presentations while 11th graders tested. This seemed to raise staff and student awareness of the importance of the exam. This also gave students the time they needed to delve into the exam with minimal interruption.

Student performance has increased on Math SBAC testing as well. For 2019, our 11th graders scored at 32% proficient or advanced with our overall performance measured at the 2nd highest level of Green on the CDE Dashboard. The 2019 results represented a 7% overall improvement from 2018 and a 12% jump from 2017. For 2019, all subgroups either maintained or increased their performance with English Learners improving by 28 points and SED students by 74 respectively. Overall, despite the improvement, our 11th graders scored at 49 points below standard and 15 points below the state average on the [2019 mathematics exam](#).

We also prioritized the ELPAC exam during the 2019-20 school year much like we had done with SBAC for 2018 and 2019. In August, our EL Coordinator Alana Escalante and EL Curriculum Specialist Tom Haim had individual conferences with EL students on the cusp of redesignation based on their score of “4” on the ELPAC Spring 2019 ELPAC exam. These students now needed to earn a “C” or better in their English classes during either the 1st quarter or end of the semester. The individual conferences were a great success! A few students shed tears of joy upon hearing they had scored a “4” on the ELPAC, an exam they feared they would never pass. Others had no idea of their score nor the fact they needed to earn a “C” in English to continue to be on the pathway to redesignation. Most importantly, they could tell how much we cared and how much their earning redesignation mattered! By the end of the 1st semester, 47 EL students had been redesignated, a 60 percent increase from 2018. Clear communication was such an important reason for this success!

While the increased numbers in redesignated students were something to celebrate, we also realized how much work still needed to be done. The CDE Dashboard released an ELPAC baseline score for 2019. Our results showed a need for improvement. Just under 48% of our English Learners [progressed either one ELPAC level or maintained at the ELPAC 4](#) level, an overall result slightly below the state average.

During the summer of 2019, our EL Coordinator and our EL Curriculum Specialist took EL site teams of teachers and paras to our county ELD Institute for three days of training in ELD strategies and skills. From there, our EL Curriculum Specialist worked with ELD and EL content teachers in designing and team-teaching lessons based on the ELPAC tested skills of listening,

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reading, speaking, and writing. Our ELD Coordinator Alana Escalante facilitated our ELD PLC team in designing, scoring, and reflecting on assignments based on common ELPAC skills and rubrics.

During the beginning of the 2nd Semester in January, our EL Curriculum Specialist put together a four-day presentation/practice test for all ELD classes. He was joined in different ELD classes by Ms. Escalante, Dr. Boswell, and our EL Paraprofessional Victoria Carrera for the presentation and actual practice test in each of the four ELPAC tested skills. Class presentations outlined the importance of the ELPAC to both the students themselves and to our school overall. We also reviewed helpful hints in taking each portion of the exam plus highlighted the benefits of students scoring a “4” on the exam opening the pathway to redesignation as well as college and career readiness status including the Seal of Biliteracy especially for our Spanish speakers. Much like the Fall conferences with Redesignated students, our EL students appreciated the [presentations](#) and the feeling of how much their success on the exam mattered to us and to our school.

An additional challenge presented with the 2020 ELPAC came with a complete transition to testing on computers. This added a great deal of hours/layers in people power to make this all happen and to test our nearly 400 EL students ideally by the end of March. It required a commitment from all stakeholders. Our West High EL team rose to the challenge; from our Administration to ELD teachers to ELD Paras to our office staff. On Friday, March 13th, we had completed tests for all but a handful of our EL students with plans to finish the exam with those final few students the following week. Then the shutdown came and the ELPAC exam was suspended.

ELPAC results were provided to our District towards the end of summer. We received results for our current 10th, 11th, and 12th graders. 68 students scored at a “4” for the three grade levels, by far the most success we have had based on data for the three years of ELPAC testing. The final steps for Redesignating these students have been a team effort during the Distance Learning, Fall 2020 Semester. At the end of the 1st quarter, we had achieved a 3rd consecutive year of growth with 50 students Redesignated. We are working with our remaining “ELPAC 4” ELD students to support their efforts to earn the required grade in their English class and on a common ELA assessment to be Redesignated by the end of the Fall Term. We also think a

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benefit of Distance Learning will be a growing student comfort level and familiarity with testing on the computer for both the ELPAC and SBAC exams respectively.

B. Critical Student Learner Need #2

Increase students' college and career readiness through staff and student proficiency in the 4 Cs (Communication, Collaboration, Critical Thinking, Creativity) with a focus on the Relationships, Relevance and Rigor learning model.

For our graduating class of 2019, West High showed an increase in College and Career Readiness by nearly 7% with 34.3% of graduates deemed College/Career Prepared on the Dashboard. This put our indicator status in the Yellow with improvement shown but still much room for growth and improvement. Our current 34.3% prepared is nearly 10% below the state average with our English Learners and Students with Disabilities in the Red Indicator. Our Asian students also declined in this category by nearly 7% though our Hispanic, SED, and Filipino students showed [strong increases](#).

Going forward, more awareness and celebration of College/Career Readiness with staff, students, and our school community will be a point of emphasis. During the early part of the 2020 Spring Semester, our school registrar Edna Riddle and WASC Coordinator put together a PowerPoint presentation and additional resources for staff regarding how our students can achieve College and Career Readiness status according to the Dashboard Indicator. During staff discussion, World History Teacher Babette Adkins suggested a school recognition award at commencement for our students who achieve College/Career preparedness. Assistant Principal Annabelle Lee began work on a medal design to be awarded to each student who earns this title. Classroom conversations with our students about the importance of earning the honor and how to do so were beginning to take place right before the state mandated shutdown. For the 2020/21 school year, our staff has committed to awarding a College/Career Readiness medal to each graduate that earns this distinction.

The Three R's or Relationship, Relevance, and Rigor model continue to be an important part of classroom instruction at West High. For 2018-19 and part of 2019-20, our administration and teachers continued to receive the guidance and support of site coach Jim Warford from the International Center for Leadership in Education (ICLE). Our administration, site EL Curriculum

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Specialist, and teachers (both individually and in small groups) worked with Mr. Warford in “bumping up” lessons and assessment and making them more Quadrant D, Real World relevant and rigorous for our students, a clear connection in supporting our students for college and career readiness. Our CTE Program including our Child Development courses as well as our FFA and JROTC Special Programs have developed real world, Quad D experiences for our students through long term projects, local and regional competitions, field trips and community service experiences.

School administrators from each of the high school sites in Tracy met together three times during the 2019-2020 to tour each other’s sites using the Rigor/Relevance rubric. Each team visited multiple classrooms, assessed the learning using the rubric, and debriefed for an hour after two hours of classroom visits. The feedback from all involved was positive. The administrators felt that it was much more beneficial to see what was happening in classrooms throughout the district than it would have been just to meet and talk about things happening on our campuses. With the positive feedback, our district has indicated that they will continue to support this type of professional development in the future.

Much of this work was done in teacher team lesson studies facilitated by our District Math TOSA Richard Newton and our Site EL Curriculum Specialist. The [lesson study model](#) includes both a planning day followed by a team teaching one in which the [collaboratively designed lesson](#) is put into practice with our students. The lesson is generally taught three times with a meeting period after each for team member reflection, assessment and discussion of students’ work, and initial teaching adjustments. Here is a Lesson Study PowerPoint [overview](#) for the 2019-20 school year (Pre-COVID-19 Shutdown).

TUSD has emphasized the Relationships, Relevance and Rigor learning model since our last self-study. In addition to our site focus, the district office has made this a focus of professional development for the entire district. Our three-year contract with Houghton Mifflin Harcourt for coaching and professional development around Relationships, Relevance and Rigor has come to an end, but the district office has created a transition plan to continue with this important work led by the district office.

As mentioned earlier, the 2020-21 school year opened using a distance learning model. This presented the challenge for teachers to focus primarily on building relationships with their new class before delving into the curriculum. The students also learned to navigate through the

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Microsoft Teams platform in order to engage in their classroom content. Going forward, a schoolwide focus and commitment is to continue to develop and support our students' college and career readiness through Real World, Quad D lessons and skill development in both the in person and virtual settings.

For example, our Visual and Performing Arts supports student real world achievement and growth in the 4 Cs. VAPA teacher leaders bring in a variety of professional speakers to instruct the students on real-world jobs and applications for what they are learning. Our speakers have ranged from sound technicians, lighting technicians, actors, string quartet musicians, college music professors, conductors, professional animators and illustrators. In the future we plan to add in video game designers, character designers and make-up artists.

Our VAPA department has our students regularly collaborate, both together in class, with other departments, and with the community to create products and put together events to showcase their talents. This occurs with community events such as the Dia de los Muertos celebration, combining music, dance, food, art, culture and personal reflections. Other community events involving students' collaboration are the District Art Show, The All-District Drama Festival, numerous play productions, The All-District Music Festival, the California Music Educators Association Bay Section Festival (held at California State University, Stanislaus) and the San Joaquin Delta College Music Festival. All of these involve students collaborating and preparing for public performances and/or competitions.

Students experience a rigorous curriculum in the VAPA department with projects that meet the benchmark standards that we have adopted. Just a few of the many examples of this are: the AP Art class portfolio (which meets requirements for college credit), Art & Design's character turn-around design (involving five different character viewpoints, preparing them for careers in character design for comics and animation, fashion clothing design, photography and film), the theatre audition unit (prepping students for professional audition requirements, including two performance monologues),

C. Critical Student Learner Need #3

Increase academic success for 9th graders

The 2019-20 school year represented the 3rd full year of our 9th grade Summer Bridge Program. First established in 2017-18, the Bridge Program is a joint effort between the District and Sites (in this case, West High) to support at risk 9th grade students in their transition from middle to high school. The Bridge Program begins with a two-week summer introduction to high school/West High during the 1st part of the month of June. Since the last WASC visit, our Bridge student enrollment has increased from 75 students in 2017-18 to over 100 students for the 2019-20 school year. Summer Bridge in 2020 admirably continued remotely for our incoming freshman for the 2020-21 school year. It was led by teachers Julie Backster, Catalina Pina, Shauna Rodgers, Scott Behnam, Nico Sandoval, and Elizabeth Carrasco. Here is [a link](#) to the two-week daily schedule. The 2021-21 school year also marked the 3rd year of our Tier 2 Intervention Freshman Seminar block period course. Students in the class are a blend of Bridge Program students as well as other identified at-risk 9th graders. Seminar teachers Shauna Rodgers and Josh Jensen work collaboratively to provide both AVID study skills as well as relationship building activities for our Seminar students. Mrs. Rodgers and Mr. Jensen are also supporting our 2020-21 Freshman Seminar students with weekly academic support on Microsoft Teams during afternoon asynchronous time.

For the 2018-19 and 2019-20 school year, we made a strong commitment to our after-school Bridge Academic Support program. For the 2019-20 school year, the tutoring program was open to non-Bridge Freshman Seminar students as well. The program ran two days per week for an hour after school. It was facilitated by 5 anchor teachers and a bilingual paraprofessional and met in 2 classrooms. 11th grade AVID tutors also provided academic and mentoring support. For both the 2018-19 and 2019-20 school years, the Bridge program had approximately 50 students attending on a weekly basis. It was funded using Title I Funds and included a nutrition program paid for in part by an annual donation from the Tracy Firefighters Charitable Association. West High is known as the District leader and model for the 9th grade Bridge and Seminar programs. We have hosted Bridge Parent Nights as well as alumni mentoring days and semester and end of year celebrations. For our program celebration events, students were recognized in the following categories: Top GPA, Leadership, and perfect attendance at our weekly Academic Support Program.

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Beginning in the 2018-19 school year, Bridge and Freshman Seminar students were tracked with GPA data. Below is a link to an excel spreadsheet for 2nd semester grades for Bridge students during the 2018-19 spring semester. We looked at overall GPAs for Bridge students attending weekly academic tutoring, Bridge students not attending tutoring, and all 9th grade students. [Bridge students attending weekly tutoring had the highest combined cumulative GPA](#) while Bridge students not attending tutoring had a lower cumulative GPA when compared to all 9th graders. For 2019-20, we compared our two sections of Freshman Seminar students' cumulative GPAs to all 9th graders. The cumulative GPA for all 9th graders increased to 2.62 for the 2019/20 school year, a positive breakthrough to celebrate. The contrasting worry was a 1.99 cumulative GPA for our 47 Freshman Seminar students for the 2019/20 school year. The GPA numbers did increase to 2.27 for the 37 Seminar students who consistently attended our weekly after school tutoring marking a 2nd straight year of a positive correlation in academic achievement for Bridge/Seminar students that attended academic support regularly. For our Bridge Students not enrolled in Freshman Seminar, please see the tables below.

2019-20 “BRIDGE” GRADE REPORT

Mark	ELA	Mod Lang	Math	PE	ROP	Science	Social Science	VPA
A	36%	14.28%	8.51%	63.52%	33.33%	17.02%	51%	62.5%
B	21	46.42	27.65	23.72	22.22	25	23.40	12.50
C	14.90	25	17	8.51	11.11	23.4	4.25	9.37
D	8.51	14.28	27.65	4.25	22.22	19.14	19.14	3.12
F	19.14	0	19.14	0	11.11	14.89	2.12	12.50

2019-20 “BRIDGE WITH TUTORING” GRADE REPORT

Mark	ELA	Mod Lang	Math	PE	ROP	Science	Social Science	VPA
A	44%	12.5%	12%	64%	50%	24%	56%	85%
B	20	50	36	24	25	32	16	0
C	16	31.25	20	8	0	24	8	7.14
D	8	6.25	20	4	25	12	20	0
F	12	0	12	0	0	8	0	7.14

For our 2019/20 9th grade Bridge students, those that attended tutoring had 80 percent achieve a “C” or better in ELA while approximately 73% of the entire Bridge Cohort did so. Achievement in Modern Language was also higher for Bridge students consistently attending tutoring though the overall percentages were impressive for both groups. Math and Science represented the primary area of concern for the group though students attending tutoring significantly outperformed all 9th Grade Bridge students.

The 2018-19 school year also marked the beginning of Algebra 1A and 1B yearlong courses. The intention of these courses was to provide a more deliberate pace for primarily 9th grade students in need of more extended learning of Algebra. Algebra 1A and 1B courses over a 2-year period still put a student on pace for both graduation and A-G readiness. In addition, for the 2019-20 school year, we expanded our 9th grade AVID program from one to three sections with three new AVID teachers: Jacie Jones-Walker, Sandra Vega, and Susie Kim taking the 9th grade sections. All 3 teachers attended the AVID Summer Institute in 2019 (along with a West High Site AVID team) and follow up weekend training in October. We have two sections for both AVID 9th and 10th grade for the 2020/21 school year taught by Elizabeth Carrasco and Jacie Jones-Walker respectively.

During the 2017-2018 and 2018-2019 school years we again sent all 9th grade students on a college visit. Students primarily visited UC Merced and Stanislaus State. This was a major undertaking, with five different field trip days scheduled over multiple weeks. Many of our

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students had not been on a college campus, so we were excited to be able to facilitate this. With the COVID-19 shutdown in 2019-2020, we were unable to facilitate this experience.

At the end of 2018-2019, two computer carts were purchased with grant funding with the purpose of allowing students to go through the College Next program, which helps students identify possible career paths and connects students with colleges/programs that offer degrees and training to meet the requirements of that career path. Counselors worked with teachers to get students in all grade levels through the College Next program.

Even with these strategies and activities, we recognize that we still need to continue to improve in meeting the needs of all 9th grade students. We believe that our strongest strategies are those that connect students to a smaller community within West High as we are a large campus. Something for us to focus on is to find ways to continue develop those relationships for our students in a distance learning and virtual setting.

D. Critical Student Learner Need #4

Analyze current PLC capacity and progress, providing professional development and prioritizing next steps to ensure progress toward a guaranteed and viable curriculum for all students

Each year since the WASC Accreditation, our administrative team in coordination with a teacher leadership team have met before the start of school and organized a rough outline for the upcoming school year of professional development Early Release Mondays (ERMs), including time for best practices and teaching strategies focusing on the Three Rs, PLCs, AVID and ELD respectively. PDs focusing on all these areas have taken place during the last two school years though the PLC process has emerged as our professional development area with the most emphasis and focus. [Here is a Sample PD presentation.](#)

For each PLC Cycle, content specific teams meet multiple times for an hour after school during our weekly Early Release Mondays (ERMs.) For much of the 2018-19 school year, the admin team and curriculum specialist would introduce PLC strategies and goals/purpose before releasing subject teams to work in smaller groups. These meetings took place in either the library (as part of an all-staff meeting) or in teacher classrooms either when ERMs were only an hour long in total or to give teacher teams more autonomy and trust. The results were mixed. Several teachers did not like the team meetings taking place in the library but the overall meeting results

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and the leadership team's clarification of questions by teams in a centralized location seemed more efficient than the teacher classroom meetings held all over the campus.

The 2019-20 school year marked the 2nd year of organizing our PLC teams by content/subject matter. A significant number of staff have attended PLC training including our entire administrative team. Our principal Dr. Boswell has attended multiple conferences taking department teams with him including: ELA, Math, ELD and Social Science. For the 2019-20 school year, a PLC leadership team was established. It met twice a month after school with a representative leader from each subject specific team invited to attend. The team reads and discusses excerpts from PLC professional texts such as Learning by Doing, shares data and strategies from their current or most recent PLC team cycle and continues to discuss the possibility/proposal of a school day intervention schedule. PLC team leaders are also responsible for facilitating ERM (currently ERW) team meetings. This includes designing and planning meeting agendas with a specific purpose in mind in line with increasing student achievement and learning.

Over the course of the 2018-19 and 2019-20 school years, admin and a teacher leadership team developed a PLC team form that PLC subject leaders were responsible for completing and submitting to site administration. The form has gone through several revisions and constructive feedback from staff. It includes team collective commitments, a power standard, common assessment, common rubric, and team responses and reflection on the four Essential PLC questions. Continued work on developing common rubrics and strategies for reteaching represent areas for growth and emphasis for the 2020-21 school year.

For 2019-20, the idea of the PLC Leadership Team and twice a month after school meeting of the group was set up by administration in part to build both shared leadership/accountability and at the same time trust between teachers and administration. This shared leadership focus has continued into the 2020-21 school year with Assistant Principal Michael Stagnaro facilitating PLC Leadership Team meetings and the overall PLC process.

For the 2019-20 school year, three PLC team leaders: Rebecca Brown from P.E., [Jacie Jones from US History](#), and Jeremy Fallquist from World History gave full presentations to the Leadership team of their most recent PLC Cycle. EL Curriculum Specialist Tom Haim joined each team for the cycle and collaborated with the PLC leader in gathering and analyzing data as well as putting together the final presentation. Our World Language PLC Team has been

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receiving TPRS training with the district as well as outside professional development. Teachers are implementing comprehensible input (research based) strategies on language acquisition and building stronger relations within the department by sharing data, best teaching practices and collaboration and making a concerted effort to create a supportive, safe space for us to share our successes and request input to better our instruction. Our CTE Department has established an integrated PLC team consisting of AFJROTC, Business, AG, and Home Economics focused on student learning outcomes and curriculum engagement. Our subject specific PLC presentations and teams were just gaining momentum as was a clearer picture of the PLC process and collaborative commitment to site and team accountability when the COVID-19 Pandemic hit followed by the mandated shutdown for the remainder of the school year.

During the Distance Learning portion of the 2019-20 school year, several PLC groups supported one another by developing common assignments with common standards. While this was an unfortunate time for our school, several our staff members were able to experience the PLC process at a more authentic level than ever before. This included a significant portion of our teaching staff learning to use new technologies such as Microsoft Teams, Zoom, and more. We have had many teachers comment that when we come back to in-person learning they will still utilize the skills and technologies they learned during the shutdown. This was a silver lining during this difficult time period.

In the 2020-21 school year, West High is focusing on its School-wide Learner Outcomes. To gain more clarity and commitment to the School-wide Learner Outcomes, the entire staff participated in an activity to specify the learner outcomes for all teachers and students. For each learner outcome (i.e. Working Together As a Team), teachers wrote what West High should start doing, what West High should stop doing that inhibits student achievement, what would the learner outcome look like and feel like to teachers and students. Once all answers were collected, the Professional Learning Community Leadership Team met and arranged the answers to themes. All teachers were provided eight “star stickers” to place on the themes they thought were important. The teachers could use their “star stickers” any way they wanted to: A teacher could spend all of their “stars” on one theme, or a teacher could place their “stars” on different themes. Once teachers placed their “stars”, the themes provided the wording for “Students will ...” and “Teachers will...” statements on the School-wide Learner Outcomes. The “Students will...” and

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“Teachers will...” were published on our website and presented to our ELAC and School Site Council.

E. Critical Student Learner Need #5

Analyze state data and explore research-based preventive and alternative methods for reducing both in-house and off campus suspensions resulting from disruptive and defiant behavior.

For the 2018-19 school year, RCDiscipline training was explored and provided for the entire staff and multiple District schools with an all-day training session on the Thursday before the start of school. Teachers were provided with everyday student discipline scenarios to practice and a training book to read and review. A 2nd training session was scheduled to take place at a 1st Semester ERM with an option for teachers to stay for an extended session until 7 pm. Unfortunately, the training had to be postponed due to weather travel issues for the presenter. The District did not revisit the training or idea for the 2019-20 school year.

However, we have made positive strides in student discipline when looking at CDE Dashboard statistics. The current California Department of Education (CDE dashboard) has West High placed in the “yellow” or mid- level performance range for student suspensions. For the 2018-19 school year, the overall suspension rate per student declined to 8.1%, a 3.9% decline from the 2017-18 rate of 12% and a 6% improvement compared to the 14.1% for all students for the 2016-17 school year. The 8.1% rate for 2018-19 was still above the state average though [West High’s suspension rate was declining](#) or maintaining for nearly all subgroups when compared to the 2017-18 and 2016-17 school years respectively. For 2019/20, the student suspension rate continued to decline with a 3.78 percent student suspension rate prior to the mandated shutdown in March. Most impressively, our AFJROTC Department had had zero incidents resulting in in-house, off campus suspension, or defiant behavior problems.

Possible explanations for the positive trend include teacher implementation of RCDiscipline ideas and philosophy despite the limited training. Progressive classroom discipline has also been discussed in staff meetings and in small group formal and informal conversations among staff members. Teachers have also committed to more social/emotional and self-reflection learning experiences and opportunities for our students especially since the start of the Pandemic. Finally, we changed the focus of our In-House Suspension to an Intervention Center

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that focuses on continuing the academic learning process as well as student self-reflection. Lessons were created for the intervention center that focused on student's growth mindset and expected classroom behavior.

https://tracyusd-my.sharepoint.com/:b:/g/personal/thaim_tusd_net/EaZdu06ffipCoLTI_iaXjbgBg-1wcMm3A6nZQNRdBZB_w?e=we6wjN

We also recognize the need for continued conversation, communication, and discussion with all West High stakeholders to best meet the needs of our students. That commitment has taken on added importance with the ongoing COVID-19 Pandemic and will continue to be an area of focus and need when students and staff return to in person learning.

F. Critical Student Learner Need #6

Explore possible factors leading to high numbers of D/F grades, including grading practices, missed instruction, intervention strategies, etc.

This student learner need seems to be our most challenging. During the 2nd half of the 2018-19 school year and 1st semester of 2019-20, we explored the possibility of offering an intervention period during the school day. Dr. Boswell and a teacher leader team visited schools offering the period and put together a proposal for a 30 minute per day, 4 days per week intervention schedule. After much revision and staff discussion, the intervention period proposal was voted on in November 2019. 54% of voting teachers approved the change not enough for it to pass under the two-thirds (66%) contractual requirement to implement a change to the daily schedule such as this one. The discussion continued. Staff was surveyed during the early part of the 2nd semester to see if potential revisions could warrant another vote. Prior to the mandated shutdown, administration and the PLC Teacher Leadership Team led by Visual Performing Arts and Yearbook teacher Leslie McCoy were exploring potential adjustments. Teacher PLC leaders continued to discuss the possibility in their subject level PLC teams. The interest for a new proposal appeared to potentially be there before all the uncertainty hit in mid-March and school was then shutdown.

The 2019-20 establishment of our PLC teacher leadership team also applies to this critical learning need. For each PLC Cycle, the goal for teams is to create both a common assessment and rubric. Consistently establishing a common rubric is a challenge for all teams and an area of focus for 2020-21 as is the idea of reteaching standards for students who did not

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show proficiency the 1st time. An intervention period would have provided a great option for reteaching, but PLC teams need to continue to explore reteaching strategies throughout each cycle. Well designed and agreed upon common rubrics would help clarify and pinpoint student areas of need and introduce the idea of standards-based grading. Our US History PLC team led by Jacie Jones is a model for both common rubrics and benchmark scoring guides.

The CDE Dashboard also offers a statistical 3rd point for us to address the situation at least in part. Admin and teacher leaders have provided multiple ERM professional development sessions about the Dashboard for both the 2018-19 and 2019-20 school year. As mentioned earlier, our focus going forward will be on the college/career readiness indicator and the different pathways a graduating senior can achieve “prepared” status. Further educating both staff and students and their families will ideally increase A-G readiness percentages and continue stakeholder dialogue about academic readiness and grading practices and standards.

<file:///C:/Users/thaim/Downloads/WHS%20SPSA%2019-20%20School%20Plan.pdf>

V: Schoolwide Action Plan/SPSA Refinements

Below is our original, revised Action Plan submitted to WASC and the Visiting Committee Team in April of 2018. Updates to the plan are color coded by school year. 2018-19 is in green, 2019-20 in blue, and 2020-21 in purple. SPSA Goals from the 2018 Action Plan were for the 2018-19 school year and therefore are highlighted in green. A summary of our Fall 2020 review of our Action Plan then follows. A refined and revised updated action plan for 2020-21 and beyond then concludes both the chapter and our report.

A. WASC Identified Statement of Area for Improvement #1

Increase SBAC scores for all students including critical subgroups as an indicator of increased college and career readiness.

- 1. District LCAP Goal #1: Prepare all students for college and careers and ensure that all students meet grade level standards with a focus on closing the achievement gap between all subgroups.***

2. *West High SPSA Goal Statements:*

- a. Increase students meeting or exceeding proficiency on SBAC Math assessment by 10% (30% meet/exceed).
- b. Increase students meeting or exceeding proficiency on SBAC ELA assessment by 10% (50% meet/exceed).
- c. 100% of ELA and Math teachers using RCD common assessments
- d. 100% of EL Staff members will receive targeted professional development.

3. *WASC Identified Critical Student Learning Needs:*

- a. Increase all student groups' achievement on the Smarter Balanced Assessments and decrease the achievement gap by subgroups.
- b. Increase students' college and career readiness through staff and student proficiency in the 4 Cs (Communication, Collaboration, Critical Thinking, Creativity)
- c. Analyze current PLC capacity and progress, providing professional development and prioritizing next steps to ensure progress toward a guaranteed and viable curriculum for all students.

Rationale: For students to increase their college and career readiness upon graduation from West High, students need to be working at or above grade level standards. The SBAC Math and ELA and EAP 11th grade assessments are important indicators in monitoring progress, as is student performance on the SAT and PSAT. Over the last two years, our SBAC scores have declined significantly, highlighting the need for students to engage in highly rigorous and relevant coursework that prepares them to be successful on such exams.

4. *SLO Identified*

West High graduates will be **critical thinkers** who

- 1. Recognize and design solutions for real-world problems
- 2. Persevere to solve problems
- 3. Ask high-level questions
- 4. Use information from multiple sources to solve problems
- 5. Develop disciplinary literacy

5. *Supporting Data*

- a. SBAC or CAASPP overall Achievement Data
- b. SBAC or CAASPP Achievement Data by subgroup
- c. EAP Overall Achievement Data and by subgroup
- d. SAT, PSAT overall results and by subgroup

6. *Findings from Data Analysis*

Our SBAC data shows that 20% of our 2016-17 11th graders achieved or exceeded proficiency on the mathematics exam and 39% did so in ELA. This represents a 7% decline in mathematics and 21% decline in ELA when compared to scores from 2015-16.

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Merrill F. West Action Plan for WASC Identified Statement of Area for Improvement Goal #1:

Tasks	Specific Steps	Person(s) Responsible	Resources	Timeline	Assessment of Progress/Updates
Develop a plan to further inform and involve teaching staff in 11th grade ELA and Math SBAC exams.	<p>All 11th grade students take practice ELA and Math SBAC exams.</p> <p>Each department makes a plan to help increase student achievement on SBAC ELA and Math exams.</p> <p>Admin with teacher input works on creating an SBAC testing schedule to maximize student achievement and success.</p> <p>Admin discusses 2018 SBAC results at first department chair meeting and then an early staff meeting.</p> <p>This will be followed by department meetings and additions, revisions etc. to department action plans followed by a whole faculty conversation</p>	<p>Admin</p> <p>Counselors</p> <p>Department Chairs</p> <p>All certificated staff.</p>	<p>ELA and Math practice exams</p> <p>Department Action Plans</p> <p>2018 SBAC result.</p>	<p>Spring 2018; 2018-19</p>	<p>A new SBAC testing schedule was collaboratively created to both maximize student achievement and create full school buy-in.</p> <p>Departments work together as whole staff to discuss potential supports each department can give to increase SBAC success for all students.</p> <p>Student results on the 2018 ELA and Math SBAC exams showed an 18% increase in ELA and 5% increase in mathematics scores respectively. The 2018-19 SPSA goal for ELA SBAC results was exceeded while the goal for Math was not met though positive progress was made.</p> <p>2019 SBAC exam results saw a continued positive increase for both ELA and Math. ELA built on the 2018 success with another increase of 8% or 26% in total when compared to 2017 scores. Math increased 7% more or 12% when compared to 2017 thus meeting our SPSA goal initially established for the 2018-19 school year.</p> <p>There will be no SBAC results from 2020 due to the COVID-19 mandated shutdown.</p>

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Merrill F. West Action Plan continued.

Tasks	Specific Steps	Person(s) Responsible	Resources	Timeline	Assessment of Progress/Updates
Educate and inform parents and students of importance of SBAC exams.	<p>WASC Coordinator meets monthly annually with student focus group to discuss SBAC exam.</p> <p>Principal makes presentations to all 11th grade ELA classrooms about importance of SBAC exams and films video announcement for entire school.</p> <p>Release time and practice exam time for 11th grade students and teachers</p> <p>Investigate possibility of offering incentives, rewards and snacks for students with SBAC testing.</p>	<p>Admin</p> <p>WASC Coordinator</p> <p>Teachers</p> <p>Leadership and Speech and debate</p> <p>Teachers & student presenters</p>	<p>Journalism video camera</p> <p>Admin Phone Dialer</p> <p>Parent Liaison</p>	<p>Spring 2018 2018-19 school year.</p>	<p>Student feedback from discussions and presentations SBAC 2018 Results:</p> <p>The WASC Coordinator met with a student panel group in spring of 2019 to discuss a variety of school topics including the SBAC exam. The student panel then had a question-and-answer session with staff.</p> <p>Dr. Boswell gave an SBAC presentation to all 11th grade English classes.</p> <p>Dr. Boswell continued the SBAC presentation process prior to the exam in 2019.</p> <p>Dr. Boswell and Mr. Haim gave SBAC presentations to classes immediately before the COVID shutdown in March 2020.</p> <p>An SBAC Practice day for 11th graders was held before the exams in 2018 and continued in 2019. A breakfast snack was also offered to students each day at the start of testing.</p>

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Merrill F. West Action Plan continued.

Tasks	Specific Steps	Person(s) Responsible	Resources	Timeline	Assessment of Progress/Updates
Algebra 1, Geometry, Geometry Pre AP, Algebra 2, and Algebra 2 Pre-AP will implement Common Unit Assessments which are common core standard aligned.	<p>RCD (Rigorous Curriculum Design) Team continues to write and edit the assessments.</p> <p>Math teachers teach the common core standards, administer the assessments, and grade the assessments with a common rubric.</p>	<p>Math Teachers</p> <p>RCD (Rigorous Curriculum Design) teams</p>	<p>Common rubrics</p> <p>Professional development for all Math teachers</p>	Ongoing	<p>Student results on common assessment and RCD exams.</p> <p>SBAC math results</p> <p>Multiple Math Teachers participated in collaborative lesson studies in both subject specific and interdisciplinary teams.</p> <p>In the summer of 2018, West High Math Teachers met for one week as part of the RCD design and revision process.</p> <p>In the Fall of 2019, Math Teachers Joe Raco, Perry Farrens, and Scott Mizuno attended the PLC conference with District Math Coordinator Richard Newton, Assistant Principal Steven Wichman, and Principal Zachary Boswell.</p> <p>Math teachers continued to work collaboratively utilizing the lesson study process primarily with District Math Coordinator Richard Newton.</p>
ELA teachers develop common literacy skills by grade level to teach as part of RCD curriculum.	ELA teachers meet in grade level PLCs to discuss strategies for teaching and assessing common literacy skills: close reading, claims and evidence etc.	ELA teachers	PLC time, newly adopted English materials	Established by ELA teachers for 2017-18 school year, ongoing	<p>2018 ELA SBAC results</p> <p>West High School ELA teachers have had a strong presence on the district RCD English design and revision teams, as well as curriculum adoption teams. Dante Dell’Aringa and Armando Tailes have been part of multiple RCD teams.</p> <p>Shauna Baker represented West on the 11th grade ERWC team in creating and designing curriculum for the junior level course to support our students in meeting CSU requirements for English 101.</p>

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					<p>Melinda Williams and Rachel Moraes created and designed ERWC Curriculum for the 12th grade course.</p> <p>Shauna Baker represents West High ELA on the Leadership Committee for our District Curriculum Council with an emphasis on the continuous learning process and Rigor/Relevance.</p> <p>Shauna Baker, Cathy Pope, and Melinda Williams were part of the StudySync novel adoption team.</p> <p>Teacher feedback</p> <p>Student performance on common assessments</p>
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Merrill F. West Action Plan continued.

Tasks	Specific Steps	Person(s) Responsible	Resources	Timeline	Assessment of Progress/Updates
Create cross curricular articulation to develop real world lessons in line with the Relationship, Relevance and Rigor model.	<p>Establish a committee of teachers, counselors and administrators to establish norms for writing across disciplines to present to staff.</p> <p>Establish professional development time for teachers to meet across disciplines.</p> <p>Continue to train teachers in the Relationships, Relevance Rigor model.</p>	<p>All staff buy-in</p> <p>Continued district support for professional development time</p> <p>Continued staff development with ICLE (3Rs model)</p>	Time and teaching materials	Ongoing	<p>Student performance on common assessments</p> <p>Teacher feedback</p> <p>Site EL Curriculum Specialist facilitated both content specific and cross-curricular lesson studies for teachers based on the Rigor/Relevance Model and rubrics.</p> <p>Lesson study process continued for the 2019-20 school year with our ICLE Coach joining the lesson study team when he was visiting.</p>

WHS MID-CYCLE REVIEW

Merrill F. West Action Plan continued.

Tasks	Specific Steps	Person(s) Responsible	Resources	Timeline	Assessment of Progress/Updates
Place 10th-12th grade ELD students in grade level workshops with lessons that target state mandated curriculum and activities related to college and career readiness.	<p>This will take place during the one-week mandated sex ed curriculum for 9th grade ELD students.</p> <p>11th graders will practice both logging onto the CAASPP website and to work with sample SBAC questions with guidance. from their ELD instructor.</p> <p>10th graders will receive access to and training in using the online PSAT website to help prepare them for the exam.</p> <p>12th graders will work with their ELD teacher to create resumes, cover letters, and job applications with a culminating Mock interview activity with a SkillsUSA employer.</p> <p>After the mock interview activity, interview questions will be shared with all ELA teachers.</p>	Admin District ELD teachers	<p>Potential training for ELD teachers in 10th, 11th and 12th grade skills, activities, etc. Meeting and planning time for ELD teachers.</p> <p>Roving Computer labs</p>	Implemented January 2018, ongoing	<p>SBAC Scores PSAT scores</p> <p>Student feedback</p> <p>For the 2019 ELA SBAC, EL students showed an increase of 19.2 points.</p> <p>For the 2019 Math SBAC, EL students increased their overall results by 27.6 points.</p> <p>All ELD students transitioned to the computer based ELPAC for the 2020 exam. This increased their familiarity with testing online in a similar platform to the SBAC.</p>

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Merrill F. West Action Plan continued.

Tasks	Specific Steps	Person(s) Responsible	Resources	Timeline	Assessment of Progress/Updates
Inform staff of new language assessment ELPAC and its alignment with current ELD standards.	<p>EL Coordinator sends Power Point presentation to all ELD and EL content teachers with ELPAC sample questions.</p> <p>EL Coordinator presents ELPAC overview to staff at ERM that displays the increased rigor of the assessment and explains the difference in rigor between the 9/10th grade test and the 11/12th grade test.</p> <p>ELD teachers present Power Point that details new ELPAC test rigor to their ELD students and goes over practice test questions.</p> <p>EL Coordinator meets with Head Counselor to discuss reclassifying students after receiving ELPAC results.</p>	<p>Admin EL Coordinator</p> <p>ELD and EL Content teachers</p>	<p>Professional Development time for ELD and EL teachers</p> <p>Para-Professionals, EL Coordinator and retired EL teachers to administer ELPAC exam to students</p>	<p>January 2018 to ELD and EL content teachers</p> <p>Introduced at upcoming faculty meeting, ongoing training and discussion.</p> <p>Exam results by end of May, reclassification discussion after</p>	<p>ELPAC and SBAC results for 2018,2019, 2020.</p> <p>ELD Coordinator and Curriculum Specialist presented to staff about student ELPAC levels and the test overall. Also, discussed with staff the transition to an ELA and ELD enrichment (2 periods of English) for majority of EL students beginning in the 2019-20 school year.</p> <p>ELD Coordinator and Curriculum Specialist organized a team of teachers to attend summer County ELD Institute and post site training and planning.</p> <p>ELD PLC team designed common assessments and utilized common rubrics specific to ELPAC testing.</p> <p>ELD Curriculum Specialist and Coordinator created and presented an ELPAC PowerPoint to all EL students.</p> <p>ELD students in skill enrichment English classes took ELPAC practices tests online and reviewed skills and strategies with EL Curriculum specialist and ELD teachers.</p> <p>ELD students have the same teacher for both their ELD enrichment and ELA grade level course.</p>

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					ELD Study Groups offered three days a week from 1 to 2 pm during Distance Learning. Facilitated by our EL Curriculum Specialist and EL Paraprofessionals.
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Merrill F. West Action Plan continued.

Tasks	Specific Steps	Person(s) Responsible	Resources	Timeline	Assessment of Progress/Updates
Introduce staff to CDE Readiness Dashboard and West's current standing	<p>Admin presents first to Department Chairs and then to staff at August faculty meeting.</p> <p>Departments discuss and analyze CDE rankings, findings, percentages etc.</p> <p>Whole staff discussion about CDE</p>	<p>Admin Department Chairs</p> <p>All teachers</p>	CDE Dashboard website	Initial discussion in August 2018, ongoing	<p>Teacher feedback</p> <p>CDE Dashboard results for West in 2018, 2019</p> <p>West staff was introduced to the CDE Dashboard through a Scavenger Hunt activity at a 2019 ERM followed by a need's assessment based on Dashboard data.</p> <p>An updated scavenger hunt activity for staff was completed in early 2020 with a more involved, specific presentation on West High students' College/Career Readiness Indicator numbers.</p> <p>Staff members established the idea of giving out an award at graduation for students that met the College Readiness standards requirements. The requirements were to be displayed in all classrooms using the simple graphic from the CDE website. Students would have to apply for this award to be eligible to receive it.</p>

B. WASC Identified Statement of Area for Improvement #2

Increase A-G readiness for all students including critical subgroups as an indicator of college and career readiness.

1. District LCAP Goal(s)

- a. Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all subgroups.
- b. Provide a safe and equitable learning environment for all pupils and staff.

2. West SPSA Goal Statements

- a. 30% of students will meet/exceed proficiency on SBAC Math (a 10% increase)
- b. 50% of students will meet/exceed proficiency on SBAC ELA (a 10% increase)
- c. 100% of certificated staff involved in Relationships, Rigor, Relevance work
- d. 100% of AVID Seniors will apply and be accepted into college.
- e. At least 80% of students in College Bound will be on track with A-G requirements.
- f. Less than 5% of students at West High will be chronically absent (absent more than 10% of the school year).

3. WASC Identified Critical Student Learner Needs:

- a. Increase students' college and career readiness through staff and student proficiency in the 4 Cs (Communication, Collaboration, Critical Thinking, Creativity).
- b. Analyze current PLC capacity and progress, providing professional development and prioritizing next steps to ensure progress toward a guaranteed and viable curriculum for all students.
- c. Explore possible factors leading to high numbers of D/F grades, including grading practices, missed instruction, intervention strategies, etc.
- d. Analyze state data and explore research-based preventive and alternative methods for reducing both in-house and off campus suspensions resulting from disruptive and defiant behavior.

Rationale: Increasing the percentage of our students meeting A-G readiness standards clearly relates to our students' being both college and career ready. We would also like to track A-G readiness numbers at each grade level to both help and support students with monitoring and intervention strategies at the lower grade levels to keep them on track to meet A-G requirements. Increasing our

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A-G percentages will require increased effort from all stakeholders and a clear understanding of what is required for a student to meet A-G readiness in both required courses and grades for four-year college admission.

4. SLOs Addressed:

For increasing A-G student readiness, all SLOs and four Cs will need to be addressed. Communication and collaboration will be emphasized as areas of focus and involve all stakeholders: staff, students, parents and community to work together to increase student A-G readiness.

5. Supporting Data:

- a. A-G readiness percentages for 2017-18, 2018-19 and 2019-20 and a comparison to percentages for past years. The percentages will be analyzed both overall and by subgroup.
- b. A-G perception survey of staff and students before and after the Action Plan steps.
- c. CAASPP results for 2017-18, 2018-19 and 2019-20 as further data for student college readiness.
- d. EAP Overall Achievement Data and by subgroup
- e. SAT, PSAT overall results and by subgroup
- f. Student Grades Comparison to A-G Readiness Percentages

6. Findings from Data Analysis:

Our A-G readiness numbers for our graduating seniors have fluctuated slightly but for the most part have remained near 35%. A-G readiness numbers for the 2016-17 graduating class were lower for our African American, Hispanic and SED students while Asian, Filipino and white student percentages were above the school average. In our data analysis of student grades and A-G readiness, we found a much higher percentage of students achieving grades of “C” or higher across subject areas than the approximate 35% graduating as A-G ready. This finding will be discussed and explored as a top priority for this Action Plan goal.

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Merrill F. West Action Plan for WASC Identified Statement of Area for Improvement Goal #2

Tasks	Specific Steps	Person(s) Responsible	Resources	Timeline	Assessment of Progress
Continue to focus on more elective courses meeting A-G approval.	Organize a team to evaluate each elective course and requirements needed to meet A-G approval.	Elective Teachers Counselors Admin	Review requirements from counselors and catalogs	Fall of 2018 for Course Approval for 2019-20 school-year	Monitor whether courses are A-G approved. Student percentages meeting A-G remained steady at 34.2%, an increase of 5% year-over-year.
Place Update A-G posters in all classrooms.	Create / Approve Poster	Administration Counseling	Printing Resources	Fall of 2018	Tally percentage of posters in classrooms A-G posters updated and placed in all classrooms.
Add A-G requirements on course sign-up sheet.	Edit the current course sign-up sheet	Counseling	A-G approved course list	January of 2019	Assess the course sign-up sheet for completion. Added to multiple student sources including planners, 4-Year Plans etc.

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Merrill F. West Action Plan continued.

Tasks	Specific Steps	Person(s) Responsible	Resources	Timeline	Assessment of Progress
Counselors educate teaching staff on A-G Readiness.	<p>Admin/counseling plan ERM time for educating teaching staff.</p> <p>Counselors prepare presentation, deliver presentation to staff at early release Monday faculty meeting.</p> <p>Admin team discusses with department chairs grade data for 2017-18 school year with an emphasis on D/F grades percentages. Discuss possible factors and solutions.</p> <p>Department chairs then discuss issue with department members.</p> <p>Whole faculty discussion at later early release Monday to address factors and solutions going forward.</p>	<p>Admin / Counseling</p> <p>Department Chairs</p> <p>AVID Coordinator</p> <p>AVID teachers</p> <p>All teachers</p>	Presentation time to prepare and present	<p>December of 2018 for initial presentation.</p> <p>2nd Semester 2018-19 for additional meetings and discussions</p>	<p>Percentage of staff attending the ERM training</p> <p>Student grades comparison for 2018-19 with 2017-18</p> <p>Admin and Counselors gave ERM training to staff about A-G readiness.</p> <p>An Admin and teacher leadership team visited schools, explored the possibility and then developed a proposal for a daily intervention period for students.</p> <p>Intervention proposal was revised and discussed and voted on. A majority voted in favor but not the super majority required for the change. Teacher leaders had further discussions with PLC teams regarding revising and revisiting an intervention plan.</p>

WHS MID-CYCLE REVIEW

Merrill F. West Action Plan continued.

Tasks	Specific Steps	Person(s) Responsible	Resources	Timeline	Assessment of Progress
Counselors educate teaching staff on A-G Readiness cont.	<p>Admin team discusses with department chairs grade data for 2017-18 school year with an emphasis on D/F grades percentages. Discuss possible factors and solutions.</p> <p>Department chairs then discuss issue with department members.</p> <p>Whole faculty discussion at later early release Monday to address factors and solutions going forward.</p>				

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Merrill F. West Action Plan continued.

Tasks	Specific Steps	Person(s) Responsible	Resources	Timeline	Assessment of Progress
<p>Counselors work with AVID including Coordinator, teachers and students to deliver A-G presentations to all classrooms.</p>	<p>Counselors work with AVID</p> <p>Coordinator to create student presented PowerPoint about A-G readiness.</p> <p>Coordinator and AVID teachers meet to discuss presentations and preparation activities for AVID student presenters.</p> <p>students presenters deliver A-G PowerPoint discussion to staff at an early release Monday faculty meeting.</p> <p>AVID students make presentations to all classrooms during designated A-G readiness school activity time.</p>	<p>Counselors AVID</p> <p>Coordinator, AVID teachers</p> <p>AVID students</p> <p>All teachers</p>	<p>After school early release Monday time to meet, plan and present</p>	<p>2018-19 school year, planning and preparation= fall semester</p> <p>Actual presentations to take place during beginning of 2nd semester</p>	<p>Staff and student feedback</p> <p>College Next</p> <p>At the end of 2018-2019, two computer carts were purchased with grant funding with the purpose of allowing students to go through the College Next program, which helps students identify possible career paths and connects students with colleges/programs that offer degrees and training to meet the requirements of that career path. Counselors worked with teachers to get students in all grade levels through the College Next program.</p> <p>A-G readiness percentages for 2018-19, 2019-20</p> <p>Comparison of student letter grades by percentages for 1st and 2nd semester of 2018-19 school</p>

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					<p>year, also compare grades for 2019-20 with 1st semester of 2018-19 (before A-G presentations)</p> <p>Counselors Idi Gaines and Laurie Tomlin gave College and Career Readiness/post graduate presentation to 9th grade Freshman Seminar and Bridge students.</p>
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C. WASC Identified Statement of Area for Improvement #3

Offer more interventions for all 9th grade students, particularly those identified as at risk, to increase 9th grade student achievement and success.

1. District LCAP Goal(s)

- a. Prepare all students for college and careers and ensure that all students meet grade level standards with a focus on closing the achievement gap between all subgroups.
- b. Provide a safe and equitable learning environment for all pupils and staff.

2. West SPSA Goal Statements

- a. 100% of 9th grade students will visit a college campus.
- b. Less than 5% of students at West High will be chronically absent (absent more than 10% of the school year).

3. WASC Identified Critical Student Learner Needs

- a. Increase academic success for 9th graders.
- b. Increase students' college and career readiness through staff and student proficiency in the 4 Cs (Communication, Collaboration, Critical Thinking, Creativity).
- c. Analyze state data and explore research-based preventive and alternative methods for reducing both in-house and off campus suspensions resulting from disruptive and defiant behavior.
- d. Explore possible factors leading to high numbers of D/F grades, including grading practices, missed instruction, intervention strategies, etc.

Rationale: Increasing 9th grade student achievement continues to be a major focus at our site. The district and our site offered the two-week Summer Bridge program in June 2017 as an intervention and outreach to at risk incoming 9th graders. Approximately 75 students attended. Outreach to these students has continued with weekly tutoring and monthly support meetings. The tutoring has not been well attended while the monthly meetings have been. We also recognize the need to offer more programs to our 9th grade students (particularly those at risk) besides Summer Bridge.

4. SLOs Addressed

For increased 9th grade student achievement and success, all stakeholders will need to effectively utilize all four SLOs: Communication, Collaboration, Critical Thinking and Creativity.

5. Supporting Data

- a. 9th grade subject specific grades by semester
- b. Summer Bridge students' grades
- c. Summer Bridge Participation Numbers including: two-week program in June, weekly tutoring and monthly support meetings
- d. 9th grade A-G readiness statistics

- e. 9th Grade Participation in Outreach Programs: ODAT, College Bound, College Visits

6. *Findings from Data Analysis*

For Summer Bridge students, our Summer Bridge Leadership Team, consisting of two classroom teachers and an Assistant Principal, met with District leadership to compare students' 8th grade 2nd semester grades to their 1st quarter grades at West in ELA, Math and Science. In general, we found approximately 20% of the students improved their grades in Math and ELA but almost none improved in their Science classes. About 40% maintained the same grades overall that they had received in 8th grade which is a positive step when considering the increased rigor in 9th grade courses as well as past student results. However, we obviously would like to see increases in 9th grade Summer Bridge students' academic performance. Plus, we also need to see 1st semester and 2nd semester grade data for 2017-18 for these students in assessing next steps for the Summer Bridge program. The lack of student interest in attending weekly tutoring is very concerning as well.

As noted, and discussed at several earlier parts of our Self-Study, increasing freshman achievement is an area of focus both at the site and district level. For the most part, a close look at report card grade data supports an emphasis on increasing 9th grade student achievement as a critical student learning need at West. When compared, the data for all grades, both 1st quarter 2017-18 and 2016-17 report grade data showed a higher percentage of Ds and Fs for 9th grade students in the following subjects: VPA, ROP, Science and English. However, Ds and Fs semester grade percentages for 9th grade students in Modern Language and Math is actually at a lower percentage when compared to all grades. Emphasizing both interventions for and stakeholder discussion about 9th grade success would ideally help pave the way for a higher percentage of West High School students meeting A-G readiness as well college and career CDE readiness standards.

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Merrill F. West Action Plan for WASC Identified Statement for Goal #3: Increase academic and overall success for 9th graders

Tasks	Specific Steps	Person(s) Responsible	Resources	Timeline	Assessment of Progress
<p>Track 2017 Summer Bridge Class student achievement.</p> <p>Track grades of 2018-19 Bridge students during their freshman year.</p>	<p>Have Summer Bridge Leadership Team compare Bridge students' 1st semester grades with their 1st quarter grades.</p>	<p>Summer Bridge Principal and teachers</p> <p>Counseling</p>	<p>Aeries</p>	<p>January 2018</p>	<p>Statistics from grade comparison for Bridge students.</p> <p>Data for 2018-19 showed 9th grade Bridge students that attended weekly after school academic support had higher GPAs compared to both Bridge students that did not and to 9th graders overall.</p> <p>Data for 2019/20 for two Freshman Seminar students showed a similar trend with students attending weekly after school academic support having a higher GPA than those that did not though the overall 9th grade GPA was higher than both Freshman Seminar students that attended tutoring and those that did not.</p>
<p>Increase certificated staff awareness of Summer Bridge Program.</p>	<p>Have Summer Bridge Leadership team present to staff at end of year faculty meeting.</p> <p>Present Summer Bridge students'</p>	<p>Summer Bridge Leadership Team</p> <p>9th grade teachers to identify Bridge</p>	<p>Summer Bridge Leadership Team</p> <p>Funding to pay Bridge Teachers for planning for staff meeting presentation.</p>	<p>May 2018 for planning and staff meeting</p>	<p>Staff evaluation and feedback from presentation</p> <p>Weekly After school academic support program for Bridge students established by Bridge Leadership teacher team. Team presented</p>

WHS MID-CYCLE REVIEW

	grades comparison to staff.	students in their classes.	List of Summer Bridge students to teachers		quarterly to staff with updates on the Bridge program.
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WHS MID-CYCLE REVIEW

Merrill F. West Action Plan for WASC Identified Statement for Goal #3: Increase academic and overall success for 9th graders continued.

Tasks	Specific Steps	Person(s) Responsible	Resources	Timeline	Assessment of Progress
Freshman Seminar Course for Bridge Students	Pilot Course 2018-2019	Admin Counselors Summer Bridge Leadership Team Seminar Course Teachers	District Funding for Course Description and Syllabus Sample 9th grade Seminar Courses from other sites	Spring and Summer 2018 for planning course and presenting to staff 2018-19 and 2019-20 to measure student success	Semester grades for 2018-19 and 2019-20 for current and former (in 2019-20) Seminar students Student evaluation and feedback Teacher evaluation and feedback Weekly after school academic support for all Freshman Seminar students including those not in the Bridge program. Freshman Seminar curriculum developed, two sections of students. Weekly after school academic support for Freshman Seminar/Bridge students continuing in a virtual setting on Microsoft Teams during Distance Learning.

WHS MID-CYCLE REVIEW

Merrill F. West Action Plan for WASC Identified Statement for Goal #3: Increase academic and overall success for 9th graders continued.

Tasks	Specific Steps	Person(s) Responsible	Resources	Timeline	Assessment of Progress
Implement Lunch time study hall as an intervention to increase student homework completion and content understanding	<p>Identify 9th grade students not completing homework and assign them to the lunch time study hall(s).</p> <p>Create teaching assignment(s) for teaching staff to supervise the lunch time study hall(s).</p> <p>Teachers provide list of missing assignments for their students in lunch time study hall.</p> <p>Security collects students and escorts them to study hall classroom(s).</p>	<p>Admin Teachers</p> <p>Counselors Security Staff</p>	<p>Classroom(s) for lunch time study hall.</p> <p>Extra textbooks</p> <p>Pencils, paper</p>	<p>Spring 2018, piloting with one class and planning for 2018-19</p> <p>Full implementation Fall 2018</p>	<p>Students attendance numbers for lunchtime study hall.</p> <p>Teacher feedback on student homework completion and overall academic performance</p> <p>Lunchtime Intervention not revisited due to concerns with staffing availability.</p>

WHS MID-CYCLE REVIEW

Merrill F. West Action Plan for WASC Identified Statement for Goal #3: Increase academic and overall success for 9th graders continued.

Tasks	Specific Steps	Person(s) Responsible	Resources	Timeline	Assessment of Progress
Expand 4-year plan to 9th graders outside of specialized programs.	Create committee of counselors, administration and teachers. Present to all staff. Pilot program with Summer Bridge students.	Counselors Admin Teachers	Sample 4 years plans from AVID, SEA, FFA. System for maintaining individual 4 year plans	Fall 2018	A-G readiness numbers
Provide a college visit experience for all 9th graders.	Continue to coordinate and organize college visits for all 9th graders.	Counselors Admin 9th Grade Teachers	Transportation Costs Sub Costs for Teachers	Ongoing	9th Grade Sign up and attendance lists for College Visits
Explore option of visiting vocational schools and military bases.	Call both vocational schools and military bases regarding visits.	Admin Counselors	Transportation Costs Sub Costs for Teachers	Begin to research during the 2018-19 school-year, implement potentially in 2019-20.	Call log and notes
Every classroom posts tutoring times/teachers and locations	Posters made for all classrooms	Admin Teachers	Laminating, poster printing costs	Fall 2018	Posters visible in all classrooms

WHS MID-CYCLE REVIEW

Merrill F. West Action Plan for WASC Identified Statement for Goal #3: Increase academic and overall success for 9th graders continued.

Tasks	Specific Steps	Person(s) Responsible	Resources	Timeline	Assessment of Progress
Offer Algebra 1A and 1B (a predominantly 9th grade class) as separate yearlong courses to increase 9th grade success in mathematics.	Identify students to take the course through the MDTP. Courses to be offered for 2018-19 school year.	Admin Counseling Staff Math Department	MDTP Exam Results Additional funding for courses: staffing, resources, supplies etc.	Course to be initially offered in 2018-19 school year	Enrollment numbers in both classes for 2018-19 Use Aeries and Registrar to chart percentage of Algebra 1A and 1B that achieve a “C” or higher and meet prerequisites for next math course. <i>Algebra 1A and 1B courses fully implemented and in 3rd year.</i> <i>*Tracy Unified is moving to an Algebra 1 with Support model starting in 2021-2022 and eliminating remedial Algebra courses because the data has shown that a majority of students are not progressing through higher level of math when starting in remedial math.</i>
Utilize MDTP exam and students’ results to properly place in math courses.	MDTP exam to be administered to all incoming 9th graders during their 8th grade year.	Admin team Counseling Staff	MDTP Exam Results	Exam 1st implemented district wide during 2017-18	<i>Vertical Team Conversation and feedback from 8th and 9th grade math teachers.</i>

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	8th grade math teachers to look at MDTP results and make recommendations for 9th grade placement and verify West High Counselor's math placement for each 9th grade student.	Math Department		school year at 8th grade level to ensure correct placement of 9th grade students in math classes	
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WHS MID-CYCLE REVIEW

Merrill F. West Action Plan for WASC Identified Statement for Goal #3: Increase academic and overall success for 9th graders continued.

Tasks	Specific Steps	Person(s) Responsible	Resources	Timeline	Assessment of Progress
<p>Implement Responsibility Centered Discipline (RCD) in all classrooms including 9th grade.</p> <p>* Although program is not being continued at a district level, as a site, we are exploring the possibility of using these strategies in special education classrooms.</p>	<p>Training for a small group of teachers in Spring 2018.</p> <p>All staff will be trained in August 2018 and expected to implement RCD.</p>	<p>Admin team</p> <p>Counseling department</p> <p>All teachers</p>	<p>Initial and follow up training sessions for all staff throughout the 2018-19 school year.</p>	<p>Training for all staff at beginning of 2018-19 school year</p> <p>Full implementation on of RCD in all classrooms by 2019-20 school year.</p>	<p>Discipline referrals statistics for 2018-19, 2019-20</p> <p>Full additional training was cancelled due to snowstorm cancelling presenter flight, then change in district direction the following year away from investing in Responsibility Centered Discipline.</p> <p>In House Suspension Room was converted to an Intervention Center. Students are provided with intervention curriculum.</p> <p>Interviews with staff and students regarding implementation of RCD during 2018-19 and 2019-20 school year.</p>

WHS MID-CYCLE REVIEW

Merrill F. West Action Plan for WASC Identified Statement for Goal #3: Increase academic and overall success for 9th graders continued.

Tasks	Specific Steps	Person(s) Responsible	Resources	Timeline	Assessment of Progress
Add two (one) on site TOSA's to support student learning including the 9th grade level in both math and ELD.	TOSA's to be interviewed and hired before end of 2017-18 school year.	Admin Team ELD Coordinator Math Department Two TOSAs	Two additional FTE positions	TOSA's to begin on site during 2018-19 school year	<p>Statistics for A-G completion and scores on ELA and Math</p> <p>SBAC for 2018-19 and 2019-20 school year</p> <p>Specific Statistics for A-G readiness and scores on ELA and Math SBAC for 2018-19 and 2019-20 school year.</p> <p>SBAC increases in both ELA and Mathematics after 1st year of EL TOSA Curriculum position.</p> <p>ELD Redesignation numbers increased for 2018/19 and 2019/20.</p> <p>ELPAC Scores increase and potential for Redesignation in 2020/21 based on 2020 results.</p>

D. WASC Identified Statement of Area for Improvement #4

Continue to increase parent involvement for all students in particular critical subgroups to help close the achievement gap and to increase post high school awareness for our students and parents.

1. District LCAP Goal(s)

- a. Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all subgroups.
- b. Provide a safe and equitable learning environment for all pupils and staff.

2. West SPSA Goal Statements:

- a. At least 20 families will attend 8 of the 9 weeks of Parent Institute for a Quality Education (8/9 is PIQE graduation requirement)
- b. At least 10 EL families will receive a home visit from the parent liaison and a member of administration
- c. At least 10 parents will join the West High PTSA
- d. At least 80% of students in College Bound will be on track with A-G requirements
- e. Less than 5% of students at West High will be chronically absent (absent more than 10% of the school year).

3. WASC Identified Critical Student Learner Needs:

- a. Increase academic success for 9th graders.
- b. Increase students' college and career readiness through staff and student proficiency in the 4 Cs (Communication, Collaboration, Critical Thinking, Creativity).
- c. Explore possible factors leading to high numbers of D/F grades, including grading practices, missed instruction, intervention strategies, etc.

Rationale: Continuing to focus on increasing parent involvement stood out as an overall area of growth from our Chapter Three Focus Group review. It is also one of the major goals of our 2017-18 SPSA as well as the Self-Study Midterm Review from 2014-15. It aligns with both the District LCAP goals, as well as the first pillar (Relationships) of the Relationships, Relevance and Rigor framework.

4. SLOs Addressed

With the emphasis on increased parent involvement, the SLOs of collaboration and communication would most apply to this action plan goal of continuing to increase parent involvement particularly from critical subgroups to help close the achievement gap.

5. *Supporting Data*

- a. Student attendance for 2017-18, 2018-19, total numbers as well as by critical subgroups
- b. PIQE graduate numbers for 2017-18, 2018-19, EL home visit numbers as well as PTSA membership for 2018-19 and SSC parent attendance for 2018-19
- c. Formation of site ELAC parent group for 2018-19 school-year, attendance numbers for 2018-19. 2019-20
- d. College Bound A-G student percentages for 2017-18, 2018-19
- e. SBAC overall and critical subgroup results for 2017-18, 2018-19
- f. A-G percentages overall and by critical subgroup for 2017-18, 2018-19. 2019-20

6. *Findings from Data Analysis*

Continued efforts to increase parent involvement and education would ideally play an important role in increasing student achievement including SBAC scores and A-G readiness. Our critical subgroups, including African American and Hispanic students, have scored lower than our school average on both the ELA and Math portions of the SBAC and in the percentage of students meeting A-G readiness upon graduation. Few EL or Special Education students achieve proficiency on the Math or ELA exam or graduate A-G ready. Our goal is for the emphasis on outreach with our parents to help change these trends as well as continue to raise the spirit of the West High School community.

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Merrill F. West Action Plan for WASC Identified Improvement Goal #4: Increase parent involvement to close the achievement gap and to increase post high school awareness for our students

Tasks	Specific Steps	Person(s) Responsible	Resources	Timeline	Assessment of Progress
Increase EL parent involvement	<p>Continue to have parent liaison attend DELAC meetings with three West High EL parents and increase number of parents involved</p> <p>Continue to increase home visits with EL parents.</p> <p>Begin Cafecito (Parent Cafe) program for EL parents.</p> <p>Continue PIQE program in Fall 2018.</p> <p>Add on site ELAC parent committee for 2018-19 school year.</p>	<p>Admin team</p> <p>Parent Liaison</p> <p>ELD Coordinator</p> <p>Counselors</p>	<p>LCAP</p> <p>funding for parent liaison and DELAC Committee</p> <p>District and County EL program leaders</p>	Ongoing,	<p>Sign in lists for meetings</p> <p>Attendance numbers for Cafecito programs</p> <p>EL student progress on ELPAC, SBAC, PSAT, SAT and A-G readiness</p> <p>EL student's attendance rates</p> <p>Cafecito meetings every Wednesday, parent attendees increase.</p> <p>ELAC Committee meets monthly with Parent Liaison and EL Curriculum Specialist.</p> <p>PIQE program adds 3rd level with STEM focus.</p> <p>West High parents attend District DELAC, Title I and LCAP meetings.</p>

WHS MID-CYCLE REVIEW

Merrill F. West Acton Plan for WASC Identified Improvement Goal #4: Increase parent involvement to close the achievement gap and to increase post high school awareness for our students cont.

Tasks	Specific Steps	Person(s) Responsible	Resources	Timeline	Assessment of Progress
Continue to support the formation of PTSA and monitor parent interest.	<p>Admin discusses with Department Chairs, Parent Liaison and Special program leaders' potential parents to reach out to for 2018-19 school year.</p> <p>Beginning in the 2018-19 school year, reestablish the PTSA by holding monthly meetings.</p> <p>Site leadership team will initially help parents with agendas for meetings.</p> <p>Auto-dialer to invite parents</p> <p>Work with parents to form parent leadership team.</p>	<p>Admin Team</p> <p>Special Program Directors including Special Ed, AVID, FFA etc.</p> <p>Parent Liaison</p> <p>Department Chairs</p>	PTSA dues	<p>Remainder of 2018 to reach out to site leaders and discuss ways to reach out to and identify interested parents.</p> <p>PTSA meetings to be held monthly during 2018-19 school year.</p>	<p>Sign in lists at PTSA monthly meetings</p> <p>PTSA establishment was revisited during the beginning of the 2018-19 school year but not continued. Prior leaders had moved on due to student graduation or had left the area.</p> <p>2018-2019 Dr. Boswell and WASC Coordinator facilitated monthly parent night meetings.</p> <p>PIQE parent participation grew for courses offered in both English and Spanish.</p>

WHS MID-CYCLE REVIEW

Merrill F. West Action Plan for WASC Identified Improvement Goal #4: Increase parent involvement to close the achievement gap and to increase post high school awareness for our students cont.

Tasks	Specific Steps	Person(s) Responsible	Resources	Timeline	Assessment of Progress
Continue to build parent membership on School Site Council.	<p>Ask Parent Liaison and other Special Program leaders to reach out to parents and put together list of potential parents to join School Site Council.</p> <p>Have Principal directly contact identified parents and invite them to attend the next monthly meeting.</p> <p>Have parents that join School Site Council invite one other parent to attend an upcoming meeting.</p>	<p>Admin Team</p> <p>Parent Liaison</p> <p>Special Program leaders, FFA, SEA, AVID, Special Education etc.</p>	Aeries for parent contact numbers	Ongoing, outreach to parents during remainder of 2017-18 school year, track attendance numbers for 2018-19 meetings	<p>2018-19 attendance records for monthly meetings, feedback from parent attendees of SSC Meetings.</p> <p>Three parent members on School Site Council consistently attended monthly meetings. Additional parents also frequently attended as guests, non-voting members. Most parents are Spanish speaking and members of Cafecito and ELAC.</p> <p>Parent Group to continue with ELAC and School Site Council in a virtual setting.</p>

WHS MID-CYCLE REVIEW

Merrill F. West Action Plan for WASC Identified Improvement Goal #4: Increase parent involvement to close the achievement gap and to increase post high school awareness for our students cont.

Tasks	Specific Steps	Person(s) Responsible	Resources	Timeline	Assessment of Progress
Update grades and/or student progress every two weeks.	<p>Departments meet to discuss the possibility of committing to updating grades and/or student progress every two weeks.</p> <p>Whole faculty conversation about topic at upcoming Monday faculty meeting.</p>	All teachers	Computers, Aeries, Web Assign, etc.	Ongoing	<p>Teacher feedback through Department Chairs</p> <p>Special programs continue to implement grade checks (AVID, SEA, Bridge, Seminar, AFJROTC, etc.). We have been unable to mandate grades to be updated every two weeks due to contractual agreements.</p> <p>Student and Parent Surveys</p>

Merrill F. West Action Plan for WASC Identified Improvement Goal #4: Increase parent involvement to close the achievement gap and to increase post high school awareness for our students cont.

Tasks	Specific Steps	Person(s) Responsible	Resources	Timeline	Assessment of Progress
Implement Career/College Day with an emphasis on presentations by both community members including West High Alumni as well as current West High Parents	<p>Form a committee of teachers, admin, counseling, career tech., parents and community members to brainstorm and plan Career Day for Spring 2019.</p> <p>Committee representatives present ideas to faculty at early release Monday meeting.</p> <p>Staff provides feedback and other potential ideas.</p> <p>Committee presents to other stakeholding groups including School Site Council and PTSA.</p> <p>Video bulletin and classroom presentations to students.</p> <p>Final plan presented to staff, students and community with announced Career Day date by Spring 2019.</p>	<p>Career center technician</p> <p>Counseling Department</p> <p>Admin</p> <p>District Staff</p> <p>Community and Parent Representatives</p>	<p>Community members / volunteers</p> <p>Extra Services</p> <p>Pay for Meetings out of contract hours for staff</p> <p>Journalism</p> <p>Video Camera for Video Bulletin</p> <p>Auto-dialer and other means of contacting and informing parents.</p>	<p>Planning to begin Spring 2018 and continue Fall 2018</p> <p>Career/ College Day to take place Spring 2019</p>	<p>Participation lists</p> <p>Parents, students and teacher Feedback</p> <p>Alumni presentations/question and answer sessions with Freshman Seminar and Bridge students during school day in January and at evening Bridge program celebration in May.</p> <p>Alumni joined Freshman Seminar and Bridge students in a Welcome to West Activity Day in August 2019.</p> <p>Our Alumni outreach and mentoring program continue to be an important long-term goal but is on hold during the Pandemic.</p>

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Merrill F. West Action Plan for WASC Identified Improvement Goal #4: Increase parent involvement to close the achievement gap and to increase post high school awareness for our students cont.

Tasks	Specific Steps	Person(s) Responsible	Resources	Timeline	Assessment of Progress
Friday "positive communication" to parents	On Fridays, teachers make a positive phone call (or other form of communication, for example an email) home.	School Staff	Data Log	Spring 2018	<p>Teachers keep a log of weekly conversations.</p> <p>In 2018-2019, participating staff reviewed the 4 C's at the end of each period with students on Fridays in connection with the work that had taken place in the class during the week. Dr. Boswell sent out email reminders on Fridays encouraging participation.</p> <p>For 2019/20, the 4 C's continued to be point of emphasis in lesson studies facilitated by the District and Site TOSA.</p>
Redesign Pre-SARB meetings to focus on educating	Design parent/student information sheets communicating the negative effects of student absenteeism	Administratio n	Attendance Works materials Redesigned Pre-SARB	Ongoing	<p>Decrease in Chronic absenteeism in 2018-2019 school year</p>

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students and parents regarding the negative effects of student absenteeism	to be shared with students and parents during the meeting		handouts		
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Below is a summary of the Revisions to and Takeaways from the Fall 2020 review of the Full Self-Study Action Plan from the Spring of 2018.

WASC Identified Statement of Area for Improvement #1: Increase SBAC scores for all students including critical subgroups as an indicator of increased college and career readiness.

1. Our commitment to our EL students' success on the ELPAC exam has taken on an evolving and lead role to go with our 11th grade student performance on the SBAC. We made great strides in student performance on the 2020 ELPAC and want to continue that trend as we see it connecting closely to this Identified Area for Improvement.
2. We eliminated the idea of individual Departments each creating specific SBAC support plans. We feel the commitment and dedication to our subject specific PLCs is supporting student success on the SBAC as are our subject specific and interdisciplinary Lesson Studies facilitated by our site EL Curriculum Specialist TOSA.
3. Classroom presentations by Dr. Boswell and schoolwide awareness of the importance of the SBAC helped lead to two years (2018 and 2019) of significant increases in 11th grade student results on both English and Math exams. This commitment will continue in the Spring of 2021.
4. ELA and Math department members have participated in multiple lesson studies as well as attended PLC Conferences and served in leadership positions at the District level for both curriculum and common assessment development.
5. We emphasized the College and Career Readiness Dashboard Indicator as an area of focus last spring and will continue to look at student achievement in this area plus implement the idea of a special graduation medal for students that achieve "prepared" status. Discussing the different ways students can achieve "prepared" status will be part of Dr. Boswell's SBAC student and parent presentations as well as a continued area of discussion for staff.

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WASC Identified Statement of Area for Improvement #2: Increase A-G readiness for all students including critical subgroups as an indicator of college and career readiness.

1. Our A-G readiness numbers for graduating seniors statistically increased by 6 percent for 2018/19 when compared to 2017/18 and then another percent for the 2019/20 class.
2. Our increased percentage is at 34 for students meeting A-G requirements. We would like to see that number increase as well as our College Career Readiness Dashboard Indicator with higher percentages meeting “Prepared” status in at least one criterion.
3. School awareness of A-G readiness has increased since the last full cycle. A “how to” meet A-G poster is in all classrooms. Counseling and Administration have provided A-G training for staff along with collaborative conversation.
4. Our Counseling Department introduced the “College Next” program to students in individual and group settings for both planning and reviewing college and career options after graduation from West.
5. For the 2nd semester of the 2018/19 school year and the 1st semester of the 2019/20 school year, an admin and teacher leadership team explored the possibility of an intervention schedule within the school day. The schedule was voted on but did not receive the 2/3rds teacher support to implement. We are looking at the possibility of revisiting the idea once we return to full in person learning.

WASC Identified Statement of Area for Improvement #3: Merrill F. West Action Plan for WASC Identified Statement for Goal #3: Increase academic and overall success for 9th graders

1. Summer Bridge and Freshman Seminar have been implemented, including targeted after school tutoring available throughout the year and supported with Title 1 Funding. Students who attended after school academic support showed greater success than those who did not. We would like to continue to see greater improvements in this area and build upon the successes.
2. We have been increasing our success getting students redesignated, including 9th grade students. Teachers, our parent liaison, and paraprofessionals have been spending time meeting with our ELD and At-Risk students individually for goal setting and to make sure students know the requirements for being redesignated.
3. Our AVID numbers have grown for our 9th grade students since the last self-study. We currently have two AVID sections for both our 9th and 10th grade students.

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4. West is in its 3rd year of utilizing Title 1 funding for an EL TOSA Curriculum Specialist position. Our Redesignation numbers and ELPAC scores have increased over the past two years for all grade levels. The plan for a 2nd EL TOSA in math and science was eliminated due to lack of staff interest. The current EL TOSA position was cut in April and then reinstated at the beginning of the school year.
5. College visits for all 9th graders and alumni mentorship for Bridge and Freshman Seminar students were fully implemented after the last WASC full cycle though both have been put on temporary hold during the current COVID-19 Pandemic.

WASC Identified Statement of Area for Improvement #4: Merrill F. West Action Plan for WASC Identified Improvement Goal #4: Increase parent involvement to close the achievement gap and to increase post high school awareness for our students

1. We reestablished a thriving PIQE program for our parents taught in both English and Spanish. The Spanish program added a 3rd year, STEM focused component while the English program had its best turnout for the Fall of 2019.
2. West High Parents are highly invested in our District Programs with lead roles on our DELAC, Title 1, and LCAP committees respectively.
3. Our ELAC team continues to thrive and meet quarterly with presentations and collaborative share outs to and dialogue with our School Site Council.
4. Our School Site Council has monthly parental participation including three democratically elected members as well as parents that attend our public forum to stay informed and to discuss issues and ask questions.
5. Community activities thrived since our last full self-study including Special Programs Awards Nights, a Dia de los Muertos Celebration, and our weekly Cafecito Parent Group facilitated by our former Parent Liaison Ana Arroyo. All these activities and programs are on hold unfortunately with the current situation and state guidelines.
6. Our school community has expanded upon our parent involvement and support with parent groups like Science Boosters and Future Farmers of America (FFA).

V. Revised Action Plan

***Due to the unexpected circumstances regarding school closures and distance learning during the COVID-19 pandemic, our revised action plan has included items specific to Distance Learning and Hybrid Learning models that have been implemented this year and will continue into the foreseeable future. Some strategies will remain when in-person learning resumes, and some are specific only to distance learning.**

A. Merrill F. West Action Plan for WASC Identified Statement for Improvement Goal #1

Increase SBAC and ELPAC scores for all students including critical subgroups as an indicator of increased college and career readiness.

Tasks	Specific Steps	Person(s) Responsible	Resources	Timeline	Assessment of Progress/Updates
Develop a plan to further inform and involve teaching staff in 11th grade ELA and Math SBAC exams.	<p>11th grade students take practice ELA and Math SBAC exams.</p> <p>Admin with teacher input works on creating an SBAC testing schedule to maximize student achievement and success. Adjust as directed and needed in virtual or hybrid learning platform to continue whole school commitment.</p> <p>Admin annually discusses SBAC results at first department chair meeting and then an early staff meeting.</p>	<p>Admin</p> <p>Counselors</p> <p>Department Chairs</p> <p>All certificated staff.</p>	<p>ELA and Math practice exams</p> <p>Past SBAC results</p>	Spring 2021, ongoing	

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	<p>Consider extending SBAC practice exams to earlier grade levels.</p> <p>Explore professional development training for science department to help prepare teachers and students for upcoming state mandated science exam.</p>				
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Tasks	Specific Steps	Person(s) Responsible	Resources	Timeline	Assessment of Progress/Updates
Educate and inform parents, staff, and students of importance of SBAC and ELPAC exams.	<p>Principal makes presentations to all 11th grade ELA classrooms about importance of SBAC exams and films video announcement for entire school.</p> <p>Teachers facilitate practice exams and discussions with students regarding the importance of SBAC.</p> <p>Release time and practice exam time for 11th grade students and teachers.</p> <p>Investigate possibility of offering incentives, rewards and snacks for students with SBAC testing.</p> <p>ELD Curriculum Specialist works with ELD colleagues and ELD students to both</p>	<p>Admin</p> <p>Counseling Dept</p> <p>WASC Coordinator</p> <p>ELD Coordinator, Curriculum Specialist</p> <p>Teachers</p> <p>ELD Teachers, ELD Paraprofessionals</p>	<p>Social Media Announcement, West High Twitter, Instagram, Website</p> <p>Admin Phone Dialer</p> <p>School Site Council</p> <p>ELAC Meetings</p>	<p>Winter, Spring 2021, Ongoing</p> <p>ELPAC Preparation in January, administering of exam in February, March</p>	

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	<p>inform and prepare for the ELPAC exam.</p> <p>ELPAC and Redesignation numbers are shared and discussed by EL Coordinator with community at staff meetings, ELAC and School Site Council Meetings.</p> <p>Look into Master Schedule possibility of making ELA and ELD periods consecutive for students with the same ELA teacher for both periods.</p>				
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WHS MID-CYCLE REVIEW

Merrill F. West Action Plan continued.

Tasks	Specific Steps	Person(s) Responsible	Resources	Timeline	Assessment of Progress/Updates
Algebra 1, Geometry, Geometry Pre AP, Algebra 2, and Algebra 2 Pre-AP continue to implement Common Unit Assessments which are common core standard aligned in either an in person or distance learning platform.	<p>RCD (Rigorous Curriculum Design) Team continues to write and edit the assessments.</p> <p>Math teachers teach the common core standards, administer the assessments, and grade the assessments with a common rubric.</p>	<p>Math Teachers</p> <p>RCD (Rigorous Curriculum Design) teams</p>	<p>Common rubrics</p> <p>Professional development for all Math teachers</p> <p>Math PLC Teams</p> <p>FastBridge Diagnostic Assessments</p>	Ongoing	.
ELA teachers continue to develop common literacy skills by grade level to teach as part of RCD curriculum and to develop and implement StudySync as a curriculum resource.	ELA teachers meet in grade level PLCs to discuss strategies for teaching and assessing common literacy skills: close reading, claims and evidence etc.	ELA teachers	PLC time, newly adopted English materials	Ongoing	

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Merrill F. West Action Plan continued.

Tasks	Specific Steps	Person(s) Responsible	Resources	Timeline	Assessment of Progress/Updates
Colleagues collaborate with site EL Curriculum TOSA as department and cross curricular lesson study teams to develop Quad D, real world lessons in line with the Relationship, Relevance and Rigor model.	<p>Admin and EL Curriculum Specialist to reintroduce and offer Lesson Study process to colleagues.</p> <p>Lesson Study to include teacher teams in both subject specific and cross curricular settings.</p> <p>Continue to train teachers in the Relationships, Relevance, Rigor model.</p>	<p>All staff buy-in</p> <p>Continued district support for professional development time</p> <p>EL Curriculum Specialist</p>	Time and teaching materials, funding for substitutes and professional development outside of contract hours	Reestablish in Winter 2021 term in either Distance or Hybrid Learning Platform, Ongoing	

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Merrill F. West Action Plan continued.

Tasks	Specific Steps	Person(s) Responsible	Resources	Timeline	Assessment of Progress/Updates
Train students and teachers to effectively utilize MS teams and online supplementary sites (Padlet; Flip Grid; Linoit; Mente)	<p>Admin/district provide professional development on the basics of MS Teams</p> <p>Support training throughout the year in various programs including monthly trainings by our two-site teacher TSA's.</p>	<p>Admin</p> <p>Admin/ Technology Support Advisors/Teachers</p>	<p>Microsoft Teams</p> <p>District funding for Professional Development, TSAs</p>	Ongoing	

B. Merrill F. West Action Plan for WASC Identified Statement for Improvement Goal #2

Increase A-G/College/Career readiness for all students including critical subgroups as shown through measured growth on the CDE Dashboard.

Tasks	Specific Steps	Person(s) Responsible	Resources	Timeline	Assessment of Progress
Continue to develop PLC Leadership Team facilitated by assistant principal and consisting of admin team and teacher leaders chosen by department colleagues	<p>Team meets monthly and reviews school's 4 C's. Collaboratively creates "Teachers will" and "Students will" statements.</p> <p>Statements will be posted online for community and students.</p> <p>PLC Teams create SMART goals for year (long-term) and standard (short-term).</p> <p>SMART goals are assessed each</p>	<p>Admin</p> <p>PLC Leadership Team</p> <p>PLC Teams</p>	<p>Site funding for Professional Development time out of contract hours</p> <p>Microsoft Teams for virtual meetings</p> <p>"Learning by Doing" – Dufour/Dufour</p>	<p>Team reconvened virtually in Fall 2020, ongoing</p> <p>January 2021</p> <p>February/March 2021 for 2021-22 school year.</p> <p>Ongoing assessment each quarter.</p>	

WHS MID-CYCLE REVIEW

Continue to develop subject specific PLC teams with an emphasis on standards-based grading including identifying essential standards and creating common assessments and rubrics.	<p>quarter with PLC Lead Team</p> <p>PLC Leadership/Teams agree on instructional cycle and common formative assessments (not tests/exams) to give based upon standard, target, and student.</p> <p>Targeted professional development based upon instructional cycle and student need led by PLC Lead members.</p> <p>Continue to send teachers to PLC trainings in either a virtual or in person setting depending on circumstances.</p>	<p>Admin</p> <p>PLC Leadership Team</p> <p>All departments and teachers</p>	<p>ERW Meeting Time on Microsoft Teams</p> <p>Site Funding for PLC Conferences and Trainings</p>	Ongoing, virtual for all of 2020-21	
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WHS MID-CYCLE REVIEW

Revisit strategies to expand targeted tier 2 interventions for all students using systematic identification of student needs by standard	<p>Review “D” and “F” grades/subgroups.</p> <p>Review previous interventions (strengths/weaknesses).</p> <p>Discuss pros/cons of Tier 2 intervention.</p> <p>Develop possible strategies with PLC Leaders.</p> <p>Revisit previous Intervention plan – revise based upon staff feedback</p>	<p>Admin</p> <p>PLC Leadership Team</p> <p>Teachers</p>	<p>“Learning by Doing”</p> <p>Teachers that have taught with a Tier 2 intervention.</p> <p>Companies that utilize Tier 2 intervention platform for schools.</p> <p>Schools/Districts that currently have a working Tier 2 time for all students.</p> <p>Solution Tree PLC training</p>	Ongoing discussions at ERWs, revisit intervention possibilities for 2021/22 school year	

WHS MID-CYCLE REVIEW

	Devise a plan for intervention for all students.		Professional Development, Title 1 Funds		
Continue to develop more elective courses meeting A-G approval.	Organize a team to evaluate each elective course and requirements needed to meet A-G approval.	Elective Teachers Counselors Admin	Review requirements from counselors and catalogs	Ag Mechanics to start in the 2021-22 school year	
Create and update A-G video for parents, students, and community members.	Create A-G video Post A-G video on website Update video, as needed Counselor presentation to parents to answer questions about A-G requirements.	Administrator Counselors	PowerPoint	November 2020 Fall 2021	Feedback from Parents and students through online survey and email responses.

WHS MID-CYCLE REVIEW

Introduce new staff /reinforce with returning staff CDE Readiness Dashboard and West's current standing	Admin presents first to Department Chairs and then to whole staff. Departments discuss and analyze CDE rankings, findings, percentages etc. Whole staff discussion about CDE	Admin, Department Chairs All teachers	CDE Dashboard website	Ongoing, updated Dashboard to be released in Fall of 2021	
Counselors continue to educate teaching staff on A-G Readiness.	New and updated Counseling website introduced to students and staff Admin/counseling plan ERW time for educating teaching staff. Counselors prepare presentation, deliver presentation to staff at early release	Admin / Counseling Department Chairs All teachers	Presentation time to prepare and present	Ongoing	

WHS MID-CYCLE REVIEW

	<p>Wednesday faculty meeting.</p> <p>Whole faculty discussions at early release Wednesdays about A-G Readiness and high number of D's and F's in Distance Learning, address factors and solutions going forward.</p>				
College/Career Readiness medal for graduating Seniors	<p>Design medal for graduating seniors who have met the College/Career Readiness indicator requirements. Contact awards company. Create application.</p> <p>Teachers/Counselors highlight to students the CCR medal application process.</p>	<p>Administration and Counseling</p> <p>Teachers</p>	College Career Readiness Prepared Indicator Components	Start with graduating class of 2021, ongoing	Medal has been designed and will be awarded to 2021 graduates who earn designation.

WHS MID-CYCLE REVIEW

	<p>Becomes a whole school commitment.</p> <p>Laminated, enlarged College/Career Readiness CDE “Preparedness” paths poster placed in every classroom</p> <p>CTE to continue to explore increasing courses that are articulated with local community colleges</p>				
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WHS MID-CYCLE REVIEW

C. Merrill F. West Action Plan for WASC Identified Statement for Improvement Goal #3

Increase academic and overall success for 9th graders

Tasks	Specific Steps	Person(s) Responsible	Resources	Timeline	Assessment of Progress
Continue to track grades of Bridge and Freshman Seminar students during their freshman year.	<p>Have Summer Bridge Leadership Team and Freshman Seminar teachers compare Bridge students' 1st semester grades with their 1st quarter grades.</p> <p>Reflect upon and reestablish after school academic support program in virtual or in person setting.</p> <p>Continue the process for 3rd quarter and 2nd Semester grades.</p>	<p>Summer Bridge Principal and teachers</p> <p>Freshman Seminar Teachers</p> <p>Counseling</p> <p>Admin Team</p> <p>District Leadership and Bridge Team</p>	<p>Aeries</p> <p>Release Time</p>	Ongoing	

WHS MID-CYCLE REVIEW

	<p>Have Bridge Leadership Team and Freshman Seminar teachers share data/findings and program updates to staff at Spring 2021 ERW.</p> <p>Work with District Leadership to potentially expand Bridge and Seminar Programs to support more at risk students (especially our incoming Special Education students) plus continue to develop vertical teaming with middle school program leaders.</p>	Special Education Department			
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WHS MID-CYCLE REVIEW

Continue to work on expanding 4-year plan to 9th graders outside of specialized programs (College Next).	Counselors continue to meet individually with all 9th graders. Counselors discuss and present program at ERW,	Counselors Admin Teachers	Sample 4 years plans from AVID, SEA, FFA. CollegeNext program System for maintaining individual 4-year plans	Ongoing	
Provide a college visit experience for all 9th graders.	Continue to coordinate and organize college visits for all 9th graders.	Counselors Admin 9th Grade Teachers	Transportation Costs Sub Costs for Teachers	Ongoing, Revisit Spring 2021 for virtual experience	
Explore option of visiting vocational schools and military bases.	Call both vocational schools and military bases regarding visits.	Admin Counselors	Transportation Costs Sub Costs for Teachers	Ongoing, Revisit Spring 2021 for virtual experience	
Fully implement Tracy Unified School District's updated mathematics plan with an emphasis on proper placement and	MDTP exam to be administered to all incoming 9th graders during their 8th grade year.	Admin team Counseling Staff Math Department	MDTP Exam Results FastBridge diagnostics	Ongoing	

WHS MID-CYCLE REVIEW

support for our 9 th grade students.	<p>FastBridge diagnostic assessments to be given three/four times a year to discover learning deficiencies.</p> <p>Collect data on student progress through Algebra 1, Geometry, and Algebra 2.</p> <p>Excel spreadsheet on student progress.</p> <p>Counselor tracking individual/cohort students through high school.</p>				
Implement FastBridge Assessments in ELA and Math to assess learning loss (COVID) and to continuously monitor student's Math and ELA skills with an emphasis on our	<p>Teachers give assessments three times per year in ELA and Math. Teachers review the learning data.</p>	<p>Admin</p> <p>ELA Teachers</p> <p>Math teachers</p>	FastBridge Assessment system (district funded)	<p>Initial Implementation 2nd Quarter 2020,</p> <p>Ongoing three times yearly</p>	

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current 9 th graders.					
Explore using Responsibility Centered Discipline practices initially in Special Education classrooms (including but not limited to 9 th graders) plus reintroduce and potentially expand upon our current support groups and resources.	<p>Training and book study for Special Education teachers.</p> <p>Assistant Principal and Special Education Teachers to present progress and findings with implementation of Responsibility Centered Discipline to Staff.</p> <p>Revisit and reestablish student and staff support programs including: One Day at a Time, Conflict Management, and Valley Community in either a virtual or in person setting.</p> <p>Explore expanding number of sections</p>	<p>Admin team</p> <p>Special Education Teachers</p> <p>Conflict Management teacher and students</p> <p>ODAT Program Director</p> <p>Valley Community Counselors</p>	RCD Training books. Release time.	<p>Possible implementation 2021-2022 school year.</p> <p>2nd Semester 2020/21 school year, ongoing</p>	

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	for Conflict Management course.				
Continue funding EL Curriculum Specialist position (80%) to work with staff and students on implementation of EL strategies including but not limited to 9 th grade classrooms.	<p>EL Curriculum position cut and then reinstated at beginning of the school year after analysis of progress by Principal and District leadership</p> <p>Interviews held, staff member that held position past two years reapplied and rehired to the position as 80 percent of his teaching assignment.</p> <p>EL TOSA and ELD Paraprofessionals coordinate afternoon study group sessions for ELD (Grades 9th-12th) students.</p> <p>EL TOSA collaborates with colleagues through</p>	<p>Admin Team</p> <p>ELD Coordinator</p> <p>EL Curriculum Specialist TOSA</p>	Title I Funding for one EL TOSA funded at 80 percent.	EL Curriculum Specialist TOSA funded at 80 percent for 2020/21 school year, then reevaluated for effectiveness and funding	

WHS MID-CYCLE REVIEW

	lesson design, team teaching, lesson study, and other professional development.				
Continue the Alumni, Leadership and AVID full-day Introduction to West High School Event for 9 th Grade Bridge and Seminar Students	<p>Recruit Alumni, Leadership and AVID coordinate with Bridge/Seminar teachers.</p> <p>Establish mentor support program of alumni and AVID and Leadership students to continue to connect with Bridge/Seminar students.</p>	<p>Leadership Teacher</p> <p>AVID Teachers</p> <p>Admin</p> <p>Bridge/Seminar Teachers</p>	<p>Alumni</p> <p>AVID Tutors</p> <p>Leadership Students</p>	Once Yearly in Fall	

WHS MID-CYCLE REVIEW

Special Programs Night (Virtual due to COVID-19)	<p>Set up Flipgrid for all participating programs</p> <p>Load video to website and social media outlets</p> <p>Special Programs including FFA and JROTC to continue to develop outreach to community including college/career readiness, real world activities and skills and college/career focused field trips and competitions.</p>	<p>Special Program Leaders</p> <p>Admin</p>	<p>Flipgrid link:</p> <p>https://flipgrid.com/3162e587</p>	<p>November</p> <p>Spring 2021, Ongoing</p>	
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D. Merrill F. West Action Plan for WASC Identified Statement for Improvement Goal #4:

Increase parent involvement to close the achievement gap and to increase post high school awareness for our students

Tasks	Specific Steps	Person(s) Responsible	Resources	Timeline	Assessment of Progress
Continue to increase EL parent involvement including meeting in a virtual setting plus continue to expand school community involvement.	<p>Cafecito to meet virtually Winter 2021 with West staff representative facilitating</p> <p>Continue to increase home visits with EL parents once it is safe to do so in person</p> <p>Continue to build on site ELAC parent committee.</p> <p>Continue to build on EL and Redesignated Parents attending District DELAC, Title 1 and LCAP meetings.</p>	<p>Admin team</p> <p>ELAC Team</p> <p>ELD Coordinator</p> <p>ELD TOSA</p> <p>Counselors</p>	Title 1 Funding for EL TOSA, Cafecito Program	<p>Ongoing,</p> <p>Fall 2021 for Dia de los Muertos Community Event</p>	

WHS MID-CYCLE REVIEW

	<p>ELAC Parents, Admin, and ELD Coordinator and TOSA to continue to report updates on ELAC and District ELD information to School Site Council.</p> <p>Revisit Dia de Los Muertos Community Events for Fall 2021 upon in person return. Look to expand involvement to more departments, clubs, and community members.</p>				
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WHS MID-CYCLE REVIEW

Continue to build parent membership on School Site Council.	<p>Ask Parent Liaison and other Special Program leaders to reach out to parents and put together list of potential parents to join School Site Council.</p> <p>Have Principal directly contact identified parents and invite them to attend the next monthly meeting.</p> <p>Have parents that join School Site Council invite one other parent to attend an upcoming meeting.</p>	<p>Admin Team</p> <p>Parent Liaison</p> <p>Special Program leaders, FFA, JROTC, Music, SEA, AVID, Special Education etc.</p>	Aeries for parent contact numbers	Ongoing, revisit in Spring of 2021	
Implement Career/College Day with an emphasis on presentations by West High Alumni.	Form a committee of teachers, admin, counseling, career tech., parents and community	Career center technician	Funding for refreshments and grab and go lunch for alumni	Planning to begin Winter/Spring 2021 and	

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	<p>members to brainstorm and plan an Alumni Career Day for Fall 2021.</p> <p>Committee representatives present ideas to faculty at early release Wednesday meeting in Spring 2021.</p> <p>Staff provides feedback and other potential ideas.</p> <p>Committee presents to other stakeholding groups including School Site Council.</p> <p>Final plan presented to staff, students and</p>	<p>Counseling Department</p> <p>Admin District Staff</p> <p>Alumni Community and Parent Representatives</p>	<p>presenters if in person</p> <p>Extra Services Pay for Meetings out of contract hours for staff</p> <p>Journalism Video Camera for Video Bulletin</p> <p>Auto-dialer and other means of contacting and informing parents including West High Social Media</p>	<p>continue into Fall 2021</p> <p>Career/ College Alumni Day to take place in Fall 2021 in either in person or virtual setting.</p>	
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WHS MID-CYCLE REVIEW

	<p>community with announced Career Day date by beginning of school year, Fall 2021.</p> <p>Video bulletin and classroom presentations to students in Fall 2021 highlighting and previewing the day.</p>				
Continue to implement Pre-SARB meetings with a focus on educating students and parents regarding the negative effects of student absenteeism	Continue to use parent/student information sheets communicating the negative effects of student absenteeism to be shared with students and parents during the meeting	Administration	<p>Attendance Works materials</p> <p>Redesigned Pre-SARB handouts</p>	Ongoing	

WHS MID-CYCLE REVIEW

Create and update A-G video for parents, students, and community members.	Create A-G video	Administrator	PowerPoint	November 2020	
	Post A-G video on website	Counselors			
	Update video, as needed			Fall 2021	
	Counselor presentation to parents to answer questions about A-G requirements.				