SELF-STUDY REPORT

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

Merrill F. West High School

1775 W. Lowell Avenue

Tracy, CA 95376

April 2024

Principal: Gary Henderson

Introduction

Merrill F. West High School, commonly known as West High School, 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 the largest school in the Tracy Unified School District with approximately 2,100 students. Though Tracy Unified School District (TUSD) has been in declining enrollment in recent years, West High's enrollment numbers have been steady between 2100-2300 students per year. Our student socio-economic demographics have been changing significantly over time, especially over the last 10+ years. Students are evenly divided between male and female and although we have a diverse student body, the largest groups are 60% Hispanic or Latino, and both Asian and White are near 12%. We also have 54.2% Socio-economically disadvantaged (SED), 21% English Learners (EL) and 14.5% students with disabilities (SPED).

Students are involved in many programs including Special Education (SDC and Inclusion), an award winning JROTC program supplements the PE offerings, and we offer CTE, a fast growing FFA program, 14 Advanced Placement courses and seven AVID classes. Our EL program has changed significantly from a sheltered to an integrated approach where we strive to have each ELD student paired with the same teacher for English. West High boasts robust academic offerings with a number of special programs that support student success. Our course offerings are designed to promote College and Career Readiness among our students as we help them find their passion, purpose, and path.

Beginning with the 2018-2019 school year, West High became a Title I school. Our SED student enrollment was at slightly over 59%, a decrease of approximately 1% from data collected for our 2021 mid-term WASC visit. For the 2021-22 school year, we Redesignated 75 students, 62 mainstream students and 13 SPED students. We had 385 students for our EL numbers in that year which would be a Redesignation percentage of 19%, which is well over the district minimum goal of 10 percent.

During the 2020-2021 school year, we began the co-taught classes incorporating Special Education teachers with General Education teachers in both English and Math. We began with 9th grade only and continue to add the support to each grade or content level every year. Currently 9th through 11th grades have co-taught classes.

The WASC self-study process began by our administrative team for 2022-2023: The WASC Coordinator Shauna Baker (English Department Chair), Annabelle Lee (Principal), Nico Sandoval (Assistant Principal), Michael Stagnaro (Assistant Principal), and Bond Cashmere (Assistant Principal). This process was continued during the 2023-2024 with additional members such as Gary Henderson (Principal), Mauricio Martin (Assistant Principal), and Brent Barth (WASC Coordinator). To prepare for the self-study, staff were divided into focus groups with each department represented and given tasks to evaluate, analyze, and ultimately contribute to the final report. In addition to the teaching staff, classified employees were also included in the

process. All West High educational partners were asked to evaluate data and give input on the information. To ensure that all key educational partners are involved in the self-study process, we began last year with a greater emphasis on Professional Learning Communities (PLC) for staff members and the use of formative assessments such as FastBridge, DNA Illuminate and PLC group collaborative assessments.

The goal of our self-study is for all educational partners to review and analyze our site goals for progress as well as needs of improvement. While West High excels in many areas, there are also areas that can be improved. By incorporating all staff, parents, and students in the study we hope to identify the deficits to target and create plans to progress positively. This self-study will help evaluate needs and create action plans for increasing student success. We plan to do this by incorporating current Single Plan for Student Achievement (SPSA) goals and action plans, and then implementing the action plans including all educational partners is the goal to improve and ensure student achievement.

Chapter 1: Progress Report

The following changes and developments have been identified as having a major impact on the school and/or specific curricular programs since West High School's last WASC Self-Study in 2018 though collaborative discussion and reflection with the various schoolwide educational partners.

<u>**New Staff / Staff Turnover**</u>
West High has had multiple turnovers in administration since the last full self-study. This turnover was not limited to West High as Tracy Unified has a new superintendent and cabinet members. We have changed principals twice and assistant principals' multiple times as well. Since our last full self-study, about 51% of our teachers present during the 2017-2018 school year have left West High. Tracy Unified is aware of these changes and has the Tracy Teacher Induction Program (TTIP) to help support new-to-the-profession and new-to-the-district teachers into integrating and acculturating as smoothly as possible and prevent staff turnover. The substitute and teacher shortage has forced teachers to cover classes during their prep period. Although the district has increased the pay to substitute, it has still been very difficult to cover all classes.

<u>**Adoption of One to One Technology throughout School/District**</u>
The pandemic's push to move all instruction online has encouraged more teachers to shift some of their classroom procedures to the ongoing integration of Microsoft Teams as a communication tool. All students are issued devices at the beginning of every school year to: 1) support efficiency in the classroom, 2) have access to a digital LMS (Microsoft Teams) for both distribution and collection of schoolwork, and 3) access digital curriculum like StudySync ELA and digital textbooks in multiple subject areas. This has increased teacher-to-student communication, as well as documentation of student learning and smaller, formative progress. Using this technology tool has resulted in continued learning when a teacher is absent and can offer clear and consistent communication with the students via email and Microsoft Teams.

There is some concern among staff members that an overreliance on technology, like Teams, has also become a distraction for students as increased use of such communication tools has become a source of entertainment and/or facilitated easier academic dishonesty. Because of the technology and habits gained during the pandemic, some students are more distracted by the technology and diverse computer application options.

<u>**Bell Schedule Changes**</u>
To accommodate the new statewide law with late start high school times, West High incorporated a [new bell schedule](#) to comply. No significant increase in school attendance has been correlated to this change in the bell schedule. Comparing the tardy data from 2022 first semester to 2021 first semester, it has stayed consistent at 10%. Although West High has the earliest start time of the three high schools in Tracy, it is difficult for staff members to provide

after-school support since the day ends near 4:00pm. The later bell schedule also increases student checkouts during and after 4th period for athletics, employment, or personal issues.

Change to Title 1 Status

Transitioning to a Title 1 school in 2018 has had its benefits with significantly increased funding. As determined by Title 1, we have a strong school site council that holds accountable to the increased federal funds. We have used the additional monies to support site staffing including translators and bilingual paraprofessionals to best support the needs of our students at our site. Using the goals set for the mid-cycle visit in 2021 and the current SPSA, West High continues to evaluate practices to increase the academic success of our students.

Summarize progress on each section of the schoolwide action plan/SPSA that incorporated growth areas for continuous improvement from the last full self-study and all intervening visits.

WASC Action Plan Goal #1: Increase SBAC and ELPAC scores for all students including critical subgroups as an indicator of increased college and career readiness.

LCAP Goal #1	Prepare all students for college and careers and ensures all students meet grade level standards with a focus on closing the achievement gap using accelerated learning and tiered supports.	
SPSA Goal #1	Prepare all students for college and careers and ensures all students meet grade level standards with a focus on closing the achievement gap.	
Progress:	**Impact**:	**Evidence**:
ELA / ELD classes: EL students are purposely scheduled to have the same teacher for both ELA and ELD to best support students in their development as an English Learner. EL Content Specific Classes: Students who have an ELPAC score of a 1 or 2 and have been in the United States 3 or less years attend EL specific classes to help students with accessing potentially difficult core curriculum classes in Math, Science, and Social Studies. Paraprofessional Support: We have enough bilingual paraprofessional staff to ensure every ELD and EL core content class has a paraprofessional in the classroom to support the	Increasing number of EL redesignations. We had 75 students redesignated in 21-22 School Year, 95 in 22-23, and 151 in 23-24. When comparing ELPAC scores, we have had an increased number of students demonstrating growth. In 2022, we had 38.5% of students demonstrating growth and 21.3% demonstrating a drop compared to their previous ELPAC score. In 2023, the student growth score increased to 57.1% and decreased the student drop rate score to 8.3%. Our ELPAC progress scores are currently measured at blue / highest level on CA Dashboard. SBAC Scores Comparison: Our ELA SBAC scores are	Redesignation Data (See Chapter 2) CA Dashboard 2023 EL Lab Schedule SBAC Testing Schedules (Last & Current Schedule)

teacher in addressing the needs of the students during instruction.

EL Tutoring:
The EL coordinators host a twice weekly tutoring group supported by our site's bilingual paraprofessionals. EL students are encouraged to come in for additional support for any of their classes.

ELD/EL Content Training:
Prior to the beginning of the school year, the EL coordinators hosted a training for all ELD/EL content teachers and bilingual paraprofessionals to provide EL-specific teaching strategies and analyze prior data to best address the needs of our EL student population.

SBAC Scheduling:
In the past, the site uses a specialized schedule during state testing to ensure 11th grade students have enough uninterrupted time to complete all sections without any distraction. We are trying a different schedule this year in order to reduce the possible loss of learning time.

above the state average. We have seen an increased number of students who have either met or exceed the standards. Our Mathematic SBAC scores have improved by continue to be lower than the state average.

EL Program Opt-Outs: 46 students have opted-out of taking part of the EL program for the 23-24 school year. These students do not have an ELD class as part of their coursework. This does not opt-out the students from taking the ELPAC and therefore may change and affect our ELPAC scores.

WASC Action Plan Goal #2: Increase A-G/College/Career readiness for all students including critical subgroups as shown through measured growth on the CDE Dashboard, and closing the achievement gap.

LCAP Goal #1	Prepare all students for college and careers and ensures all students meet grade level standards with a focus on closing the achievement gap using accelerated learning and tiered supports.
SPSA Goal #1	Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap.

Progress:	Impact:	Evidence:
College/Career Readiness: Using available data, A-G Readiness has functionally plateaued (2019 34.6% vs. 2023 35.9%). Current Senior are on track to achieve at least 25.3%	Less students are achieving A-G readiness overall, impacting the ability to go directly to a CSU/UC or equivalent university.	**State Dashboard**
		Aeries Gradebook Data / Counseling
An award medal was designed and worn by students at graduation as proof they have met A-G/College/Career readiness.	Students are not attaining Algebra 2 and sufficient Foreign Language credit.	**College/Career Readiness Posters are available in every classroom reminding students**
	173 of Graduates wore the College/Career Readiness Medal at the Class of 2023 Graduation.	**Counseling Office uses 4-year plan for students.**
Counseling: Counseling staff provides general and targeted information to students to ensure understanding of A-G requirements. Counseling provides targeted meetings with students at-risk who will completely miss their graduation/A-G requirements.	Counseling: Counseling has identified 11th and 12th graders who are at risk of not graduating on time. Those students are identified and given priority to intervention programs (e.g. Edugenuity) or enrollment at the district adult school.	**Lab Schedule**
STEM Course: NGSS Coursework required for HS graduation (e.g Biology, Physics, Chemistry)	Inclusion Classes as A-G: Students with IEPs are being actively placed into A-G classes increasing both the rigor of their education and making it easier for students to pursue a college pathway.	
Space & Engineering Academy (SEA) Targeted Intervention: SEA implemented a mandatory intervention/lab time for students who are in danger of failing out of the SEA program. Students are placed on probation to improve grades.		
Ag Science & JROTC: Ag Science & JROTC continues to grow giving students alternative pathways to being college & career ready. Ag		

Science continues to add new courses and new pathways. Co-Taught Classes as A-G: Using an Inclusion Model, students with an IEP can engage and keep up in A-G coursework by having a co-teacher support students with a special need in the least restrictive environment as possible.		

WASC Action Plan Goal #3: Increasing academic and overall success for 9th graders.

LCAP Goal #1	Prepare all students for college and careers and ensures all students meet grade level standards with a focus on closing the achievement gap using accelerated learning and tiered supports.
SPSA Goal #1	Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap.

Progress:	**Impact**:	**Evidence**:
COST: At-risk students who are identified by staff members are recommended for review and placement within our various MTSS offerings. Student Support Programs: Since 2021, our site has created partnerships with programs such as Boys and Girls Club, FACES, Improve Your Tomorrow (IYT) Summer Bridge: At-risk 8th graders are identified and provided transitional support during the summer between 8th and 9th grade. EL Curriculum Coordinator: Parts of our Title 1 monies used to fund an EL Curriculum Coordinator position. Counseling: Counseling meets with 9th grade classes to provide regularly targeted information regarding graduation, A-G, and other key information. College/Vocation Visits:	Support Programs: IYT, FACES, and the Boy and Girls Clubs help provide targeted academic and mental supports to students at our site. IYT helps to identify young men of color at-risk and guides them on a college-bound pathway. Summer Bridge: Program has returned to in-person sessions during the summer. The support class, Freshman Seminar, offered during the school year has been discontinued by District. Summer Bridge has lost some focus at the site and district level. EL Curriculum Coordinator: Increased planning and communication between ELD and EL Content teachers. Improved ELPAC scores and increased number of redesignations in the past few school years. Counseling: 9th graders tested by counselors show an increased	81 students served by IYT 57 students served by FACES 13 served by Valley Community Counseling 429 students served by Boys & Girls Club Summer Bridge supports about 40 each year. CA State Dashboard ELPAC Data (See Chapter 2) Assessment results from counseling #s to CARE – 22 students (max)

Some 9th Graders receive a field trip to a college campus, other vocational schools, and military bases as part of AFJROTC, SEA, Ag Science, Boys and Girls Club, and other site programs. CARE: CARE program was adopted during 23-24 school year to give identified at-risk 9th grade students targeted support through smaller class sizes and additional supports.	understanding of graduation requirements after presentation.	

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

LCAP Goal #1	Prepare all students for college and careers and ensures all students meet grade level standards with a focus on closing the achievement gap using accelerated learning and tiered supports.
SPSA Goal #1	Prepare all students for college and careers and ensures all students meet grade level standards with a focus on closing the achievement gap.

Progress:	**Impact**:	**Evidence**:
School Site Council: School Site Council is a combination of administration, teachers, site classified staff, and parents who work together to develop school policy. Regular Communication: Monthly Principal's Newsletters sent to parents. Available digitally and mailed out to parents. Parent Liaison: Dedicated member of staff to support and reach out to parents of our EL student population. Cafecito: Program run by the Parent Liaison where parents meet regularly on campus to discuss specific issues relating to our EL students on campus and the programs available to support their success.	Parents attending School Site Council help to develop our sites plan and learning goals ensuring parental involvement in improving our school. Our Parent Liaison helps in supporting staff and parents to connect with each other despite language issues. Our Liaison also helps run our Cafecito program which connects with our Spanish-speaking parents and increase awareness of the issues and supports available to their students. Counseling and AVID Informational Nights brought in varying numbers of parents which heard key information to help their students keep on the pathways to graduating on time. Our recent Counseling Night	Site Council Minutes PIQE's Impact Reports Counseling Informational Nights AVID Informational Nights Cafecito Flyer Sample of Principal's Newsletters SEA Senior Night Presentation SEA 4 Year Plan Form

[Parent Institute for Quality Education (PIQE)](#): West High provides instructional nights using PIQE's programs to support parents in guiding their students through their time in school and afterward. Program Information Nights: Counseling Department, SEA, AVID and other programs on campus have informational nights to help their students and their parents become more aware of the college requirements and their pathways through High School.	focusing on 12th grade students had a large turnout of parents.	

WASC Action Plan Goal #5: Provide a safe and equitable learning environment.

LCAP Goal #2	Provide a safe and equitable learning environment for all students and staff.	
SPSA Goal #2	Provide a safe and equitable learning environment.	
Progress:	**Impact**:	**Evidence**:
COST: At-risk students who are identified by staff members are recommended for review and placement within our various MTSS offerings. Conflict Management: Adoption of a Conflict Management class to help teach students how to facilitate conflict through de-escalation between students on campus. "Conflict" students are called in to help mediate various social problems between students and prevent the future escalation of such problems before they become situations requiring the attention of our site administration. SROs: Tracy Police Department has provided 4 SROs to Tracy Unified. One SRO is stationed primarily at each of the district's 3 high schools and floats to	COST: During the 2023-24 school year, COST has identified and provided mental supports for at least 300 students through 1:1 or group therapy. COST has helped identify additional 300 students for mentorship through FACES, IYT, or the Boy and Girls Club. Conflict Numbers: Students in the Conflict Management class have dealt with at least 48 conflicts involving a total of 112 students during the 2023-24 SY. Conflict dealt with 112 conflicts involving a total of 220 students in 2022-23 SY. In addition, Conflict students are trained to help provide the Yellow Ribbon Week presentations on suicide prevention to all Sophomores in their Social Science class.	[COST Presentation 10/30](#) Suspension Data (See Chapter 2 Below) Custodial Work Orders & Service Requests

other sites as needed. One SRO floats throughout the entire district as needed. Campus Security: Consistent presence of campus security staff throughout campus. Campus Infrastructure: Changes have been made to school facilities including replacing/updating fencing and gates around campus, and additional cameras have been installed in key public areas.	Suspension Data: As of January 2024, suspensions are down 9% compared to the 2022-2023 School Year. Updates to school facilities such as cameras help with identifying students involved with less than safe situations and pulling them in for support and/or corrective action. Improvements made on the on-site Agro-Science facility/farm increase student enrichment and accessibility. Having a Police Officer on campus is an asset to our site as he can investigate matters outside the scope of the LEA. Our custodial staff doubles as campus security. They assist us in discovering graffiti or managing students that are out of class consistently. Additional cameras on campus have aided in identifying and discipling individuals making less than appropriate choices on campus.	

All growth areas for continuous improvement are included in the schoolwide action plan/SPSA.

Chapter 2: School Profile and Supporting Data and Findings (3-5 Pages maximum)

Brief History of the Community Served by the School

In 1993, Merrill F. West High School was opened to deal with Tracy's growing population. It was the second of now three comprehensive high schools run by Tracy Unified.

Tracy is situated on the edge of California's San Joaquin Valley near San Francisco and the Greater Bay Area. The proximity to the Bay Area has caused Tracy to have continued growth shifting Tracy from a rural agricultural town to a community with over 95,000 people today. Tracy has become an attractive and affordable alternative to living in the Bay Area and many people commute into the Bay Area from Tracy for their work.

Merrill F. West High School Vision Statement: West High 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.

Merrill F. West High School Mission Statement: We will provide all students with a safe, caring, and engaging learning environment in preparation for college and careers.

Merrill F. West High School Learner Outcomes
- **Communication**
  - Speak so others understand
  - Listen actively
  - Learn to successfully engage as professionals
- **Collaboration**
  - Share knowledge and resources
  - Learn cooperatively
  - Work together as a team
- **Critical Thinking**
  - Recognize and design solutions for real-world problems
  - Persevere to solve problems
  - Ask high-level questions
  - Use information from multiple sources to solve problems
  - Developed disciplinary literacy
- **Creativity**
  - Develop and implement new ideas
  - Experiment and create
  - Embrace failure as an opportunity for growth

Merrill F. West High School Programs and Graduation Requirements

A student must earn 220 units of credit and satisfy the subject requirements listed below to receive a diploma of graduation from Merrill F. West High. A-G requirements are the courses students are required to take in high school to meet the eligibility requirements for the UC and CSU systems. Most 4-year private institutions or out of state colleges/universities require similar courses. However, it is best to check the private school's website for their requirements. Each course presented in the course catalog indicates which A-G requirement that class meets (if any). All A-G classes must be passed with a grade of a C- or better.

Subject Requirements	TUSD Requirements	University Requirements
History/Social Science	3 years	2 years
English	4 years	4 years
Math	2 years (including Algebra)	3 years (4 years recommended)
Science	3 years (Biology, Chemistry, Physics)	2 years of lab sciences (3 years recommended)
Foreign Language	1 year *	2 years (3 years recommended)
Visual/Performing Arts	1 year *	1 year
Physical Education	2 years	None
Electives	70 credits minimum	1 year (must be A-G approved)

*TUSD Requires 1 year of a foreign language OR 1 year of fine arts for graduation

Staff Descriptions

Merrill F. West High School has 88 certificated teachers, 6 counselors, and 4 administrators. WHS has an additional 81 classified staff members who support students in other areas such as paraprofessionals within the classroom, library support staff, through custodial efforts, cafeteria staff, and other places on campus.

Student Demographics

Student Enrollment by Grade

School Year	9th Grade	10th Grade	11th Grade	12th Grade	Total
2023-24	488	481	561	534	2075
2022-23	469	545	508	482	2004
2021-22	544	528	489	454	2015
2020-21	578	560	482	478	2098
2019-20	586	520	529	512	2146

Student Enrollment by Gender

Gender	Population #s	Population %
Female	947	45.6%
Male	1128	54.4

The school's enrollment is in decline from the 2019-20 school year. We have had two consecutive years with decreasing numbers of incoming freshman classes. There are many reasons for the decline of enrollment at our school: 1) opening of a new charter school in TUSD; 2) opening of a new high school in neighboring community of River Islands; and 3) families have moved from Tracy during and following the COVID-19 Pandemic.

Student Enrollment by Ethnicity (Percentage %)

School Year	African American	American Indian or Native American	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Multiple or No Response
2023-24	5.5	0.34	14.2	6.2	56.9	1.2	11.4	4.2
2022-23	5.1	0.40	13.7	6.8	55.7	1.4	12.7	4.2
2021-22	5.6	0.42	12.7	7.5	55.6	1.6	12.2	4.4
2020-21	6.0	0.28	11.9	7.0	56.8	1.6	12.3	4.2
2019-20	5.9	0.36	12.0	6.4	55.0	1.7	14.3	4.4

The 2023-24 enrollment shows that our Hispanic population is the largest group of students and has been for the past five years. The total number of students in each ethnicity are: African American – 114; American Indian/Native American – 7; Asian – 296; Filipino – 129; Hispanic or Latino – 1186; Pacific Islander – 26; White – 237; Multiple or No Response – 88.

Academy Enrollment

Future Farmers of America (FFA) with Ag Science Pathway

Over the past five years, our FFA program has increased from two teachers to six teachers. We now offer four complete CTE pathways with Agriscience, Animal Science, Agricultural Mechanics, and Floriculture available to our students. We have approximately 733 students involved in Agriculture Education.

Comprehensive Music Program

Our music program has doubled in size since the 2016-17 school year when we hired Jonathan Raman as our music director. We now have a comprehensive program that includes Concert Band, Symphonic Band, Jazz Band, Piano, Beginning Choir, Advanced Choir, Orchestra, Music Club, and Marching Band.

Space and Engineering Academy (SEA)

Over the past 21 years, more than 600 students have completed the Space and Engineering Academy's rigorous graduation requirements, exceeding college entrance requirements with at least four years of mathematics and five years of science, and completing community service, job shadowing, a mock interview, and an extensive senior service project. The Academy prepares students for college studies and careers in science, engineering, and technology.

Air Force Junior Reserve Officers' Training Corps (AFJROTC)

Our AFJROTC program now has close to 150 cadets. Our increase in numbers has been due to visits to the middle schools and positive word-of-mouth from current and former students. The AFJROTC Regional Director conducted a staff assisted 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. Three of our former students have received full-ride JROTC scholarships for college.

Advancement Via Individual Determination (AVID)

We have sections of the AVID elective class at all grade levels, and we plan to continue these for years to come. 100% of our AVID seniors have been accepted into four-year colleges.

English Learner Population

The primary non-English languages spoken at Merrill F. West High School are Arabic, Chinese, Dari, Farsi, Pashto, Persian, Punjabi, Spanish, Tagalog, and Vietnamese.

English Language Fluency Percentage (#)

School Year	EL	LTEL *	RFEP	IFEP	EO
2023-24	17 (351)	71 (250)	37.1 (767)	3.7 (77)	42.3 (875)
2022-23	13.2 (265)	68 (181)	40.2 (808)	3.8 (77)	42.8 (859)
2021-22	16.7 (354)	78 (277)	35.6 (754)	4.4 (94)	43.3 (918)
2020-21	15.8 (337)	80 (271)	36.7 (784)	3.3 (71)	44.3 (947)
2019-20	15.4 (338)	75.4 (255)	35.8 (786)	3.5 (77)	45.3(995)

* LTEL percentage is a subset of the larger EL percentage

Student Attendance

School Year	Actual Attendance %	Chronically Absent %	Target %	Difference from Target (+/-)	Target Met (Yes/No)
2023-24	89.6	10.4	98	-8.4	No
2022-23	76.1	23.9	98	-21.9	No
2021-22	80.6	19.4	98	-17.4	No

Attendance rates remained low during COVID-19 years and recovery (SY2019-2021). TUSD implements a School Attendance Review Board (SARB) to investigate and address chronic absenteeism at the TUSD district office. We have worked with students and parents on attendance issues by implementing a number of approaches.

Discipline

Suspensions

Dispositions	2023-24 *		2022-23		% Change
	#	%	#	%	
Suspensions	139	■	231	■	???
Students Suspended	118	???	173	8.6%	???
Expulsions	9	■	16	■	???
Students Expelled	9	<1%	16	<1%	<1%
Suspended Expulsions	4	<1%	■	■	■

Dispositions	2022-23		2021-22		% Change
	#	%	#	%	
Suspensions	231	■	219	■	+6%
Students Suspended	173	8.6%	170	8.4%	<-1%
Expulsions	16	■	27	■	-41%
Students Expelled	16	<1%	27	1.3%	

Dispositions	2021-22		2020-2021 (COVID)		% Change
	#	%	#	%	
Suspensions	219	Baseline	2	COVID	COVID
Students Suspended	170	Baseline	2	COVID	COVID
Expulsions	27	Baseline	1	COVID	COVID
Students Expelled	27	Baseline	1	COVID	COVID

Dispositions	2020-21		2019-2020		% Change
	#	%	#	%	
Suspensions	2	COVID	132	COVID	COVID
Students Suspended	2	COVID	105	COVID	COVID
Expulsions	1	COVID	8	COVID	COVID
Students Expelled	1	COVID	8	COVID	COVID

* 2023-24 SY numbers are up to date as of 03/01/2024

The 2019-2021 school years were impacted by the COVID-19 preventative response. In the spring of 2020, WHS closed its school following Spring Break. The following year, 2020-21, students were taking classes virtually. We have used the 2021-22 school year as the baseline for subsequent years. Suspensions remained steady while expulsions were almost halved (41%) from the 2021-22 school year to the 2022-23 school year. For the purposes of the 2024 WASC visit, the information provided is the latest suspension and expulsion data.

Referrals

Other Means of Correction including Suspension
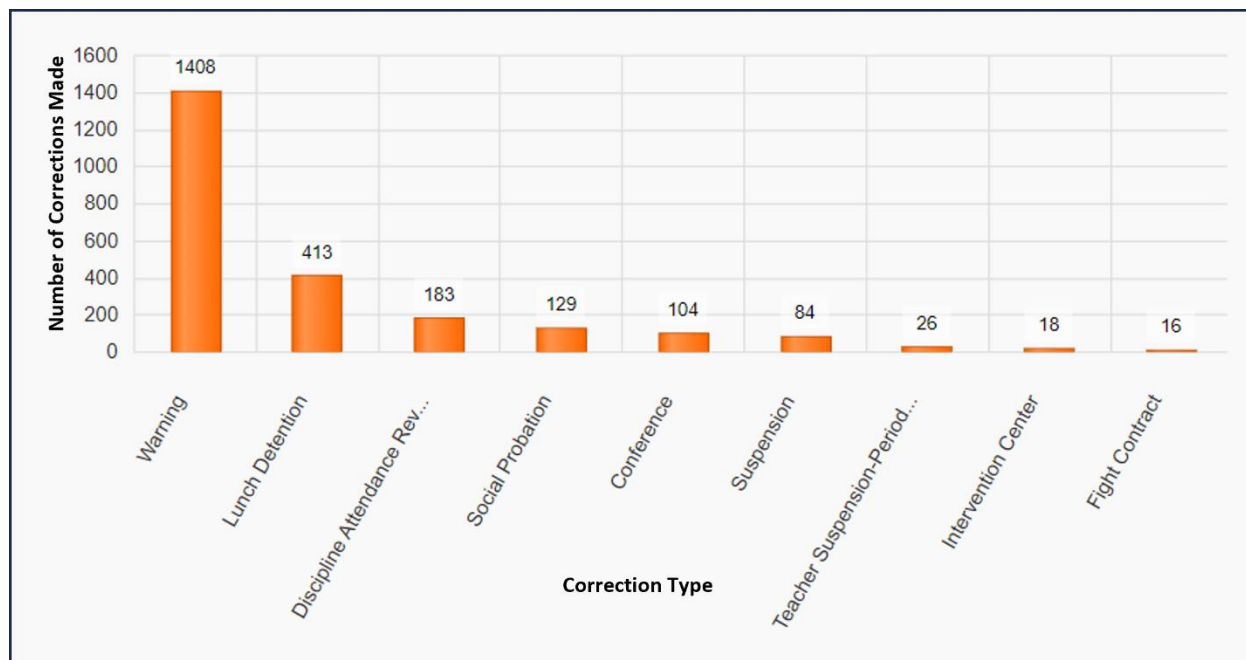
Achievement Data

Students considered College/Career Ready

	# of Student Met	% of 12th Grade Students
2022-2023	**496**	**35.9**
2021-2022*	**--**	**--**
2020-2021*	**--**	**--**
2019-2020*	**--**	**--**
2018-2019	**490**	**34.3**
2017-2018	**495**	**27.5**

* These data sets were not available through CA Dashboard

CAASPP

	ELA Standards (%)			
	Not Met	**Nearly Met**	**Met**	**Exceeded**
2022-23	17.72	20.98	35.23	26.07
2021-22	23.60	22.40	29.60	24.40
2020-21*	17.96	28.40	32.28	21.36
2019-20*	--	--	--	--
2018-19	13.24	21.74	34.39	30.63
2017-18	16.70	26.10	34.03	23.17

* Numbers affected by the COVID-19 Pandemic. Data may be missing or inaccurate.

	Mathematics Standards (%)			
	Not Met	**Nearly Met**	**Met**	**Exceeded**
2022-23	58.97	21.03	12.37	7.63
2021-22	55.42	21.89	16.27	6.43
2020-21*	48.23	27.27	13.89	10.61
2019-20*	--	--	--	--
2018-19	43.70	24.61	18.90	12.80
2017-18	50.52	24.22	16.08	9.19

* Numbers affected by the COVID-19 Pandemic. Data may be missing or inaccurate.

	Science (CAST) Standards (%)			
	Not Met	**Nearly Met**	**Met**	**Exceeded**
2022-23	11.05	58.40	25.14	5.42
2021-22	11.08	61.79	24.06	3.07
2020-21*	10.78	58.33	25.49	5.39
2019-20*	--	--	--	--
2018-19	10.78	58.33	25.49	5.39
2017-18±	--	--	--	--

* Numbers affected by the COVID-19 Pandemic. Data may be missing or inaccurate.
± CAST Field Test, no data available. 2018-19 is first year of widespread testing.

ELPAC Overall

School Year	Level 4 (%)	Level 3 (%)	Level 2 (%)	Level 1 (%)
2023-24	55	21.2	12.1	11.7
2022-23	57.9	18.8	11.6	11.7
2021-22	42.5	28.5	17.2	11.9
2020-21	37.7	28.9	20.2	13.2
2019-20	29	39	24.4	7.6

ELD Redesignation

School Year	# of Students
2023-24	151
2022-23	95
2021-22	75
2020-21*	--
2019-20*	47

* Number of reclassifications were affected by COVID.

AP Testing

	2022-23	**2021-22**	**2020-2021**	**2019-20**	**2018-2019**
# of Exams	504	302	372	458	507
Pass Rate (%)	64	66	54	62	70

* AP Test Data Breakdown found [here](#).

Preliminary Student Needs

EL Redesignation: West High School has one of the largest populations of English Learners in the district and a population larger than our two other comprehensive high schools combined. We continue to redesignate many English Learners each year, but our state dashboard metrics in previous years on student English language growth progress has been measured as low. Our state dashboard metrics for the 22-23 school showed improvement with an 18% increase in ELPAC results placing us in the highest tier on the CA Dashboard. West High has the highest redesignation of EL students in our district.

Student Absenteeism: West High School's current attendance rates are lower than our target of 98%. The number of students who are chronically absence has increased since COVID. Although our numbers have improved over the years where data is available, we have not met our target. West High continues to work on encouraging student attendance and diminishing our chronic absentee population.

CAASP/SBAC Scores: West High School had a noticeable drop in our overall CAASP related to the events of the COVID-19 pandemic. We are seeing some improvements in our overall numbers of students meeting or exceeding ELA standards. Our ELA numbers are comparably above the state average. Our biggest concerns are our Mathematics CAASP scores and the increased number of students not meeting standard. Although our overall Mathematics scores have increased by 23.7 points during the 2022-23 SY, our numbers are still below the state average.

College/Career Readiness: About a third of our graduating seniors are classified as being college or career ready. We are focusing efforts to support students who are struggling in specific academic classes or who are not completing A-G requirements. Some students are only completing the necessary graduation requirements and are not adequately prepared for college entrance. Our school includes several additional pathways to being College/Career ready such as involvement in JROTC, SEA, AVID, or our Agricultural Science programs and pathways.

Chapter 3: WASC Criteria and Indicators
Category A: Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources (*9 pages maximum for Category A*)

Criterion A1: Vision and Purpose

The school has established a clearly stated vision and purpose reflecting students' needs, current educational research-based practices, with a focus on diversity, equity, inclusion, and a belief that all students can learn and achieve. Supported by the governing board and the district Local Control and Accountability Plan, the school's purpose is defined further by schoolwide student goals/graduate profile and academic standards, supported by the governing board and the district Local Control and Accountability Plan.

A1.1 Vision and Schoolwide Learner Goals/Graduate Profile: The school has established a clear, coherent vision and purpose and schoolwide learner goals/graduate profile based upon high-quality standards and congruent with research, school practices, and aligned with district goals for students.	
Findings	**Evidence**
West High School's Mission Statement and LCAP align with TUSD's goals for students and staff including preparing students for college and career, closing the achievement gap, and providing a safe and equitable learning environment for all.	• West High's Mission and Vision Statement • TUSD's LCAP Student and Staff Goals • MySAEBRS Survey • 4 Cs Posters in classrooms

A1.2 Equity and Inclusion: The vision and purpose of the school reflects a belief that all students can learn and achieve.	
Findings	**Evidence**
All departments offer after-school academic support labs for our students with our ELD program offering support twice a week. Many teachers provide before and/or after school support for our students. In many ELA/ELD courses, teachers offer revisions or rewrites for students on skill-based assessment(s). Students have multiple opportunities to show growth and improvement. The Advance Placement (AP) program is designed to prepare students for college. West High has open enrollment for our AP Program and offers 14 different courses. The Summer Bridge program supports around 100 incoming freshmen with their transition into high school through a variety of engaging activities that promote positive relationships with peers and teachers. West High houses two County Office of Education classes (CARE & Fragile Students). The CARE program is for 20 incoming freshmen provides greater support for at-risk students to better transition into a traditional high school setting. The Fragile Needs class is for students in Tracy that have severe disabilities.	• Lab Schedule • Lab Schedule found on Counseling/Programs - Tutoring Tab of WHS website • Course Catalog • Master Schedule • Counseling/Programs - Summer Programs Tab WHS website • Summer Bridge Two Week Outline/Plan • Teacher's Course Syllabi

West High creates diverse, interdependent small learning groups in all our subject areas. This allows students to meet and interact with many different cultures and skill levels. This consistent practice of inclusion prepares our students to become healthy productive members of our community.	

A1.3 Development/Refinement of Vision and Purpose: There are effective processes in place to ensure involvement of all educational partners/educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/graduate profile.	
Findings	**Evidence**
We regularly meet in PLC groups to assess student achievement towards the learning goals and to set SMART goals to help them meet those learning goals. The Pre-Service Buy Back Day offered a wide range of workshops that varied in subject and curriculum focus. They provided relevance to our teaching practice. Staff has reviewed mission and vision statement as a group during staff meetings to revise, as necessary, to our student needs. Staff reviews graduate profile to align with our vision and purpose. SPSA is reviewed by School Site Council at the end of the year. The council is composed of all educational partners including teachers, administration, students, and parents.	• Mission Statement • Regularly scheduled ERW meetings • District staff development calendar • Staff meetings • SPSA • Exit Survey – Future Plans • School Site Council meetings • https://staffdevtusd.gosignmeup.com/Public/Course/Browse

A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals: There are effective processes for communicating with all educational partners/educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile.	
Findings	**Evidence**
The vision, purpose, and school learner goal statements are visible in places such as on the school website, on posters in each classroom, and school provided student planners. Counselors meet regularly with students, including annual meetings for class registration and class specific meetings to review graduation requirements and A-G requirements for college acceptance. Additional meetings are held with individual students who need guidance to keep them on track for graduation. School Site Council meets each May to review the SPSA which contains the vision and purpose statements. Teachers, admin, students, and parents review, and/or amend the vision and purpose statements. Many staff and community meetings begin with reviewing the vision and purpose statements.	School website Student Planner AVID & SEA Parent meetings Counseling yearly calendar of activities. Counseling website for student access. School Site Council minutes.

The administration has provided opportunities for parent and students to have their voices heard through the addition of several open forums for parents and students.	

Criterion A2: Governance

The school's purpose is aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness.

A2.1 Relationship between the Governing Board and the School: The school community has a clear understanding of the role of the governing board and how the governing board's decisions, expectations and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.	
Findings	**Evidence**
The TUSD school board emails staff regarding the rationale for standardized tests. Board agendas for upcoming meetings are posted on the district website. Community members can attend in person or via live stream and can provide public comment. Board meetings are recorded and available for review on the district website. The school board establishes high school graduation requirements through board policy and revisits those policies as needed in conjunction with high school faculty. For example, a few years ago the state established new NGSS science standards. A district committee of science department chairs and teachers representing all high schools made recommendations to the school board for revisions to high school science courses and high school science graduation requirements, which the school board reviewed and adopted.	(FastBridge, MySabers) Public Forum Public Comments School Board Minutes (Videos available on Website) Science Course Outlines

Criterion A3: Leadership for Learning

The school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students' needs and achievement. The result is accountability for implementing practices, programs and providing services based on the school's purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP.

A3.1 Broad-based and Collaborative: The school's leadership, faculty, staff a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.	
Findings	**Evidence**
Departments including subject specific PLCs, use common units and benchmark assessments to both plan and evaluate student achievement and progress. Our former Principal (2021-2023), Annabelle Lee, supported us in the after school ELD Reading team to discuss literacy strategies for our ELD students and brainstormed and put into practice ways to peak student interest in reading.	(RCD Units, FastBridge Data) (Meeting minutes and PO's)

A3.2 Leadership Role in Accountability: The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.	
Findings	**Evidence**
A student with an Individualized Education Plan (IEP) has a team comprised of parent(s)/guardian(s), administrator, teachers, and service providers (as needed). The IEP team meets annually to reassess accommodations, modifications, and/or services based on student's assessed needs in the least restrictive environment. School Site Council is a place where students, teachers, administrative staff, and parents come together to guide site learning goals with various funding streams, discuss student concerns such as safety and environmental factors that affect student learning, and consider organizations that connect parents to their children's learning and future. There are other support programs (e.g. Boys & Girls Club) for students during and after the school day. This year 23-24 a new committee was formed by the principal called Shared Governance and Equity Committee to provide open forum for voluntary staff input on decisions and staff concerns	IEP plans, accommodations, behavior plans, specialized academic instruction, inclusion classes and/or support services PIQE, Cafecito, Booster groups, Parent and Student Forums Site Lab Hours Tutoring Program, Boys & Girls Club after school, Meeting Minutes

A3.3 School Action Plan/SPSA Correlated to Student Learning: The schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.	
Findings	**Evidence**
Subject departments and subject-specific PLCs use common units and benchmark assessments to both plan and evaluate student achievement and progress.	RCD Units, FastBridge Data

Our School Site Council reviews the SPSA with our site principal. The SPSA is aligned with our WASC site goals and the District LCAP goals. Our School Site Council has representation from all educational partners (Administration, Classified, teachers, parents, students) and demonstrates our shared commitment in decision making.	Yearly SPSAs School Site Council minutes

Criterion A4: Qualified Staff and Professional Development

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

A4.1 Qualifications, Preparation, and Supervision of Staff: The school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Findings	Evidence
PLC groups meet regularly to assess student achievement towards the learning goals and to set SMART goals to help them meet those learning goals.	(Meeting minutes and PO's)
Pre-Service Buy Back Day offered a wide range of workshops that vary in subject and curriculum focus. They provided relevance to our teaching practice.	(Lesson Studies), (SPSA)
Our School Principal supported after school ELD Reading team which met every other week during the 1st Semester to discuss literacy strategies for our ELD students and brainstormed and put into practice ways to peak student interest in reading.	(Meeting minutes and PO's)
Extra support is given to new teachers through the Induction and TTIP programs and the site administration. Additional training days are provided through additional programs like Center for Model Schools for specific needs of the school site. Mentors/Peers are provided to support new teachers.	
Cafecito Parent group meets weekly with our Parent Liaison and our ELAC Parent Team meets quarterly with school leadership group. School goals and needs assessments (SPSA) are shared and discussed with these groups providing input and feedback for the school plan going forward.	(Buy-back day offerings)
Teachers are provided regular professional development on a variety topics offered through Buy Backs Days, staff meetings, or district-wide professional development.	(TTIP, CAL Logs) (buy back day online scheduled workshops)

A4.2 Professional Learning and Impact on Student Learning: The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college- and career-readiness expectations.

Findings	Evidence
Tracy Unified has partnered with Center for Model Schools to help provide targeted professional development to teachers on its campuses through a focus on the relationship between rigor, relevance, and relationships in the classroom. Science and Math teachers are helping to pilot a new STEM curriculum within their classrooms and are regularly evaluating its effectiveness as part of a county-led program.	Syllabi STEM Grant Curriculum (Counseling/Programs - JROTC tab WHS website) (Course Catalog, Master Schedule) (Pictures, Engineering course curriculum, Robotics game manual) (California Colleges Data)

A4.3 Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.	
Findings	**Evidence**
Parent Liaison provides support and guidance for parents of our EL students. The Parent Liaison runs the Cafecito Parent group that meets weekly and our ELAC Parent Team that meets quarterly with school leadership group. The SPSA is shared and discussed with these groups gaining input and feedback for the school plan going forward. CTE community educational partners annually meet and collaborate to build school to career relationships, experiences and job opportunities. We have a Parent Liaison that provides support and guidance for our ELD parents. School Site Council is a place where students, teachers, administration, staff and parents come together to guide site learning goals through determining funding, discuss student concerns such that affect learning, and consider organizations that connect parents to their children's learning and future (PIQE, Cafecito, Booster groups) as well as support programs for students during and after the school day (Boys & Girls Club). Teachers are given the opportunity to participate in district committees such as Social Studies, English, Math, and Science. Within these committees, teachers collaborate to create curriculum maps that align with the district adopted materials. The committee members also create resources, links, activities, videos, worksheets, etc. to share with all teachers to access through district provided access. Monthly newsletters are sent out to families with events and school updates Administration has created a WHS Site Guide to make clear the procedures and policies that are followed in daily operations and provide specialized support to students.	Site Council Meeting Minutes SPSA (Job Description for Parent Liaison) (Staff Portal, Curriculum Tab) Principal's Weekly Staff Letter Monthly newsletter Department Chair Meeting Minutes WHS Site Guide

Criterion A5: Resources

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

A5.1 Resource Allocation Decisions: School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and goals of the schoolwide action plan/SPSA and the LCAP.	
Findings	**Evidence**
Our ELD Program has expanded in our course offerings as well as in our staff support. We also have established a specific ELD PLC group to focus on developing curriculum and formative assessments for our EL students, including a specific focus on the ELPAC. All departments offer after-school academic support labs for our students, with our ELD program offering support twice a week. Many teachers provide before and/or after school support for our students. We have specific academies for our students including Space and Engineering, AVID, Ag Science/FFA, JROTC. These provide students not only with preparation for college and careers, but also an avenue for building relationships with students and faculty in smaller learning communities within West High that share common interests and goals. The Summer Bridge program helps incoming freshmen transition into high school through a variety of engaging activities that promotes positive relationships with peers and teachers. Monthly Department Chair Meetings Each department has an annual budget to provide instructional materials. Our principal is open to special requests and has site funding available for that purpose. Various Parent Booster clubs supporting WHS programs and sports. West High provides one device to each student and gives at-risk students an internet hot spot if needed. This ensures all students have equity when it comes to accessing rigorous assignments and projects through Microsoft Teams.	Master Schedule (Counseling/Programs - Tutoring Tab of WHS website) (Syllabi, STEM grant curriculum) (ELD Team Meeting Notes, PO for texts purchased) Counseling/Programs - Summer Programs Tab WHS website (Principal SPSA/School Plan) (Minutes for Science Boosters and Home Field Advantage, Music Boosters, Pos) District LCAP Department Chair Meeting Minutes

A5.2 Practices and Procedures: Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices.	
Findings	**Evidence**
School Site Council gives all educational partners feedback on the school budget and ensures collaborative and transparent efforts to maintaining the school budget and special budget (e.g. Title I) expenditure.	SPSA, LCAP Survey Results, ELAC Meeting Notes Booster club minutes, reports, and applications

SPSA goals are aligned with the LCAP survey results, as well as the Needs Assessment for each educational partner group.
Parent Booster clubs for programs and sports (Science Boosters, Music Boosters, Home Field Advantage, etc.) must register with the district annually and provide monthly budget reports to the district.

A5.3 Instructional Materials: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

Findings	Evidence
The ELD Literacy Team presented a proposal for supplemental texts which was approved and supported by our principal Annabelle Lee in 2022-23 SY. These texts offer high interest and relevance to our students while building their literacy skills. Teachers are given the opportunity to participate in district committees to collaborate and create curriculum maps that align with the district adopted materials. The committee members also create educational resources that are shared with all teachers. Each department has an annual budget to provide instructional materials. Our principal is open to special requests and has site funding available for that purpose.	ELD Team Meeting Notes, PO for texts purchased Staff Portal, Curriculum Tab Principal SPSA/School Plan

A5.4 Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.

Findings	Evidence
Campus facilities are maintained through regular reviews by custodial staff and administration. We have one designated AP responsible for facilities who works closely with our site's custodial and security staff. Teachers are encouraged to email this AP about any facilities issues. We have an on-site ISET technician who handles campus technology issues. He responds to emails promptly. Our district provides each student with a laptop and goes even further by equipping our at-risk students with a hot spot. This ensures all students have equity when it comes to accessing rigorous assignments and projects online.	Site SPSA District LCAP Teacher Emails RE: Facilities District Service Request Portal District Technology Policies

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

Areas of Strength
1. We offer programs that meet the interests and needs of the entire spectrum of students including academic, social-emotional support, club organizations, career interests, and student support through IEPs and 504s.
2. We offer strong support for our site's new teachers in the form of TTIP, Mentors, Peer Coaches, and the new WHS Site Guide.
3. The WHS Site Guide provides clear direction for staff and provides a consistent set of guidelines for staff (e.g. Counseling schedule of visitation, site meeting agendas, COST referrals/processes)

Areas of Growth
1. Since 2018, we have had numerous and frequent changes in administration and staff that have made clear and consistent policies difficult. The site guide is a step in the right direction that can aid future admin and staff in continuing to maintain clear, consistent policies.
2. We are currently working with the district to better support our various immigrant communities in communication and access to programs including but not limited to translators, interpreters, paraeducators, professional development and training, and community forums such as Cafecito.
3. We need additional support in creating whole staff agreements that set school policies governing things like cell phones, discipline, tardies, and dress code that the whole staff agrees to enforce and support in order to create consistent and equitable rules across the entire campus for students.

Category B: Curriculum (*6 pages maximum for Category B*)

Criterion B1. Rigorous and Relevant Standards-Based Curriculum

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college- and career-readiness indicators in order to meet graduation requirements.

B1.1 Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals and academic standards.

Findings	Evidence
WHS Math & Science classes are using STEM units to make connections between past and present learning experiences and organize students' thinking towards the learning outcomes. WHS follows Center for Model School's framework for effective teaching. This framework emphasizes the intersections between rigor, relevance, relationship, and the curriculum taught to the student to build highly effective instruction.	Artifacts submitted to district (for randomly chosen students). ICLE Rigor/Relevance/Relationship Framework

B1.2 Congruence with Schoolwide Student Goals: There is congruence among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and the college- and career-readiness indicators.

Findings	Evidence
There is congruence among the concepts and skills taught in classrooms, the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators. There are a variety of skills that are used in different subjects that connect and help students understand the material. Teachers in after school labs have the ability to help students comprehend the material. They can then take those skills with them across subjects and do well on SBAC and ELPAC testing. Vertical integration of ELA RCD (Rigorous Curriculum Design) 9-10, 11-12 CCSS	Stemscopes (online resource) have activities both in English and Spanish along with picture vocabulary which helps the EL students learn English, reading, writing and speaking. Teachers can see the students using the language and able to read and write sentences as well.

B1.3 Academic Standards and College- and Career-Readiness Indicators: The school has college- and career-readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.

Findings	Evidence
Math & Science STEM units are more engaging, and students can work in a systematic manner and think like engineers where they can plan, create, test, and improve their designs. Academic Standards and College/Career Readiness Indicators: The school has college- and career-readiness indicators and academic standards for each subject area, course, and/or program that meet or	STEM units are evaluated by the district and there is a team of teachers who read a random samples of student work. Each student must work in STEM labs and self-assess their work. The Self-Assessment

exceed graduation requirements. TUSD graduation requirements are aligned with A-G requirements. Interdisciplinary (History, ELA, Science) effort to teach writing skills at a level that is proficient when compared to SBAC rubric	artifact is checked by the district. Graduation Requirements

B1.4 Curricular Integration: There is integration between/among areas of study, academic standards and college- and career-readiness indicators.	
Findings	**Evidence**
Students are gaining skills in classes that focus on the claim, evidence, and reasoning method (CER). CER also expands on reading comprehension to help scores and SBAC testing go up. District Common Assessments uses CER to help build skills that can be helpful on the SBAC and other assessments in the future. Starting in 9th grade, students explore careers with a research paper/presentation. Then, later in 11th students continue career preparation with work resume. By 12th grade, seniors refine a career research project that focuses on specific features of a profession in an informative essay & presentation. In 10th grade Honors English, *Julius Caesar* curriculum is augmented with the *Qualities of a Good Leader* article from the business community culminating in student collaborative discussion utilizing AVID Socratic Seminar training strategies. SEA uses a career interest survey that is part requirements to graduate with the Academy. SEA has field trips to colleges and different engineering companies. SEA requires job shadowing for 12th graders.	HSS District Assessments 9th Grade ELA Career Research Project 10th ELA Leader Article Supplement TUSD District Socratic Seminar Training 12th Grade ELA Career Project SEA Graduation Requirements

B1.5 Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.	
Findings	**Evidence**
Journalism students regularly engage with community leaders and organizations inside and outside the classroom to create links between students/student life to create direct access to the community. Availability of programs like AVID, FFA/Ag, and CTE to increase student awareness of programs that can help them after they leave high school. High school counselors connect with K-8 counselors regularly regarding curriculum to present to feeder schools regarding the transition to high and curriculum needed to prepare for high school.	WHS Journalism's Interview with Tracy Mayor Nancy Young Alumni/Career Day Video WHS Course Catalog Counseling Presentation: Preparing for HS

Criterion B2. Equity and Access to Curriculum

All students have equal access to the school's entire program and the school prioritizes opportunity and advancement for all students. Students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals.

B2.1 Variety of Programs — **Full Range of Choices:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.	
Findings	**Evidence**
Merrill F West provides students with a variety of classes and clubs to explore various career options. These classes and clubs have used guest speakers from industry professions to help students look into their future careers. Students are given many opportunities to experience future college and careers choices through guest speakers, career specific trade shows (e.g. Agriculture Career Summit, Construction Career Trade Fair), all-freshman college visit to San Joaquin Delta Community College, college visits connected to additional programs (e.g. FFA, AVID, Boys and Girls Club, IYT). FFA students are given the opportunity to visit several college campuses through their CDE and LDE team competitions. SEA 4 Year Plan Forum to meet incoming freshmen in Feb before coming to high school to discuss courses and expectations for graduation. SEA requires job shadowing for 12th graders. Extensive Special Needs (ESN), formerly known as Life Skills classes, connect students with work in the community through Workability. In Special Education teachers use ONET to determine the students preference in occupational and vocational areas. It is a tool for career exploration and job analysis. This is used in IEP meetings to discuss the transition of students to exit high school. 11th Grade ELA students are provided instruction and experience building in the preparations and completion of resumes, mock interviews and pre-hiring phases of transition to adulthood. Counselors have freshmen students sign into and access the CA Colleges website as part of the 9th Grade Counseling Presentations. Students complete career inventories, research potential career options, develop 4-year high school course curriculum plans, and track their "A-G" course prerequisite progress.	Merrill F West FFA has a college and career fair during National FFA Week in February. (Local trades and Colleges) Local News: WHS Alumni Day *College Trips (Freshman to Delta, AVID, Ag College Trips* AVID Requirements Fliers/links for CDE and LDE Photos from FFA, pamphlets/fliers from competitions O*Net Online California Colleges 9/11 and Veteran's Day Ceremonies, Military Ball, Blood Drives, Presenting Colors for many school and community events, Local News: WHS AFJROTC Earns Top Marks Improve Your Tomorrow (IYT)

Childhood Development & Culinary Curriculum: Students are immersed in the strategies and practical applications of "real-life". Childhood Development instruction assists in understanding the foundational skills necessary to adapt to being a parent. Culinary instruction includes the planning, techniques and formative outcomes of becoming self-sufficient in the kitchen.

JROTC (Junior Reserve Officer's Training Corps) is a military-regulated program designed to offer high school students leadership experiences and motivate them to become better American citizens. JROTC combines classroom instruction with service to school and community, extracurricular and social activities, and the chance to take on leadership roles. JROTC can help offer relevant experience for those pursuing a career in the military.

Improve Your Tomorrow (IYT): A college academy and completion program to get young men of color into and through college and universities through mentorship, member development, college advising, college tours, tutoring, parent engagement, and internships.

B2.2 Access to Curriculum, including Real World Experiences, by All Students: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

Findings	Evidence
STEM instruction is a priority for TUSD and WHS. Students are provided with high quality instruction that blends their understanding of math and science and provides real world examples of where STEM elements can be found in their day to day lives. In agriculture classes, all students are given a variety of options. All students learn content through challenging and engaging units with a focus on relating curriculum to the real world. Students are engaged in hands-on curriculum that is beneficial to all students by creating content they can understand as well as having connections from the curriculum and the impact agriculture has to our world. The Art Department curates a space to display student artwork including major presentations at specific times of the year such as Dias del Muertos. Independent Living (mild/moderate elective) for students with an IEP is designed to teach practical and functional skills that will help students as they get older and get them thinking about living on their own. Elective ELA courses such as Chicano Literature and Creative Writing bring additional rigor and English language development through fostering student confidence in familiar and/or relevant topics to their lives through literature.	STEM's 5E Lesson Plan Structure Food and Nutrition focuses on nutrition, food production and consumption, with the intention of improving each student's knowledge and skill level as pertaining to real life food preparation situations. CFS Standards directly related to the career pathway with food handling experience and skill development related to food production. ChicanoLit Course Approval 2022-23

Social Science elective courses, such as *Human Rights* and *Pop Culture,* help students visualize real life issues both in their personal lives and around the world. As an elective, this class is open to all students here at WHS. Core curriculum classes are offered with sections aimed for English Learners students. Teachers adapt the core curriculum to be accessible and learnable by students with beginning to intermediate ELPAC scores.	

B2.3 Student-Parent-Staff Collaboration: Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

Findings	Evidence
Back to School Night: An opportunity for parents to connect with their student's teachers at the beginning of the school year. This gives teachers the opportunities to discuss expectations and concerns for the school year. Parent Teacher Conferences: Teachers are given a day of non-instruction after the end of 1st Quarter to meet with all parents about how their students are doing within the classroom. 1st Day of School/Blue Crew: on the first day of school, WHS students are welcomed by students from the Leadership class with a red carpet at the school's main entrance. Leadership also helps freshmen throughout the first day, as needed. Special Programs Night: WHS teachers and students present on the various special programs that are offered on site to our 8th graders as they pick their classes as part of course selection. Cafecito: Site parent liaison helps connect Spanish-speaking parents with resources to help their students succeed both in high school and afterward. WHS Alumni Day: In March 2023, WHS welcomed back our Legendary Wolves for our first ever Alumni Career Day. Over 100 Alumni from graduating classes 96'-21' showed up to present to several classes throughout the school day. SEA has an Alumni Forum, which is an annual event where SEA alumni are invited to discuss the college process and where they have gone from there. They discuss tips for success. SEA Girl Night provides 8th grade girls a glimpse of SEA and the classes provided. 4 Year Plan Forum helps 8th graders prepare for SEA and graduation. SEA Senior Meeting to ensure seniors will meet requirements to graduate with Academy. Site Council brings together students, staff, and parents in planning how to best support the school.	Back to School Night Presentations Local News: 1st Day of School Red Carpet Local News: WHS Alumni Day IEP/504/SST Paperwork distributed to parents and teachers Local News: WHS Homecoming

Students, parents, and teachers work together during IEP, 504, and SST meetings to help provide the necessary supports for students to be successful. Homecoming: an event to bring the community together. Homecoming week consists of an entire Spirit Week, Powderpuff game, night rally, parade, football game and dance. These events are planned by the Leadership class. These events include participation from all clubs and groups on campus.	

ACS WASC Category B. Curriculum Summary

Areas of Strength
1. STEM units are engaging, students like exploring and designing their own experiments and finding the answers in the process of learning. Students get to plan, explore, design, and evaluate the curriculum concepts by preparing model objects.
2. Teachers are creatively augmenting curriculum units to connect to real-world application.
3. Teachers are streamlining curriculum across subject areas and providing common assessments to review within professional learning communities to guide future instruction.

Areas of Growth
1. Finding ways to get 9th graders and other lower classmen to connect with the material. Grades for lower classmen are noticeably lower and the curriculum provided may be revisited to help improve that.
2. Using digital lesson plans and curriculum effectively. The addition of one-to-one devices has been a useful tool for students, but some teachers have struggled to adapt older lesson plans to a digital world and/or using curriculum effectively in a digital world.
3. Working to develop curriculum that meets all students learning levels, including English language learners, to deliver engaging, rigorous, and relevant curriculum to improve student success.

Category C: Learning and Teaching (*6 pages maximum for Category C*)

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences

All students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting schoolwide goals, academic standards, and college- and career-readiness indicators.

C1.1 Results of Student Observations and Examining Work: All students are involved in challenging and relevant work in an equity-centered learning environment.	
Findings	**Evidence**
1. Agriscience and EL students at West High School are getting hands-on learning. 2. STEM problem solving engages all students in observing the real world and creating solutions that are applicable to the real-world. This includes the 5E lesson plan. 3. All students are engaging in A-G College and Career Readiness. Students are being exposed to a variety of careers. Positive experiences with STEM serves to close the achievement gap. 4. Projects and experiences such as FFA, Career Day, and Agriscience help students make a real-world connection to what they are learning in the classroom. Hands-on labs also serve to connect theory to practice. 5. All students are provided a district-provided laptop which they utilize in their classes. This increases students' technological proficiency and reduces the achievement gaps. 6. Parents are routinely invited by the district, school, and teaching staff to become involved in schoolwide events, and are encouraged to play an active role in the academic, personal, and vocational success of their children/students. 7. A safe and equitable learning environment is provided for all students at West High School, as seen through the robust extracurricular activities for the students to feel safe and have equal opportunities at the school site.	1. Agri Science, EL Redesignation 2. STEM problem solving 3. STEM units, all classes expose students to different careers 4. FFA, Career Day, CTE classes 5. School-provided laptops/devices/hotspots 6. Parent-Teacher contact (Remind, emails, phone calls, parent nights) 7. After school tutoring in all subjects, Boys and Girls Club, Improve Your Tomorrow, Sports, AVID, campus, clubs

C1.2 Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.	
Findings	**Evidence**
1. ELPAC & SBAC scores are addressed via designated ELD classes, EL learning labs, and district curriculum (CCSS & NGSS). Students are assessed through FastBridge. 2. Every teacher is provided with an A-G requirement chart to post in the classroom that reminds students of expectations and college and career readiness. Guidance counselors visit classrooms to remind students of the 4-year plan. 3. Additional programs to assist students' college or career readiness are provided. Freshman Seminar, AVID, SEA, AP/ERWC classes.	1. ELPAC Testing (see Chapter 2), FastBridge 2. A-G Charts 3. Parent-Teacher Contact through Aeries, Teams, or School Newsletters

4. Parents are always involved as they receive regular feedback or information through report cards, Aeries, Teams, and/oror newsletters.	

Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources

All teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engage all students in creative and critical thinking, problem solving and application of learning.

C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies and encourage student agency within an equity-centered environment.

Findings	Evidence
1. In PLC groups, teachers collaborate to teach common skills, such as CER, so that students perform better on SBAC and ELPAC. Teachers administer exams in their classroom with mostly their own students, creating a safe and familiar environment for students to test. Teachers establish prior knowledge and encourage growth in areas need by ELPAC and SBAC. Teachers establish a bridge through language and different modalities of learning.	PLC data ELPAC scores (See Chapter 2) Preparation Plan for ELPAC District Assessments for SBAC
2. PLC groups compare data throughout the year on common assessments.	STEM Assessments
3. Teachers scaffolding the structure and practice tests like the ELPAC/SBAC to increase student familiarity.	CDE Dashboard
4. A positive student culture has been created to increase student agency and buy-in within the school.	Attendance of PD events for new and current teachers.
5. Summer Bridge Program establishes early on a culture built around relationships. Students are provided academic support throughout their high school years.	Walk Through Data – Rigor, Relationships and Engagement/PLP
6. Increased parent involvement with events such as special programs night, back to school night, and freshmen orientations. Teachers use various methods to communicate and distribute important information (e.g. Aeries, Remind, Email).	Enrollment in Bridge Program. Attendance in special programs, back to school night, orientations.
7. Increased student involvement in clubs. WHS provides a variety of clubs and sports available to all students.	Attendance in Clubs, Sports and Activities.
8. Teachers respect students' diverse viewpoints and foster an air of respect and community within their classrooms.	Use of diverse literature Attendance in Cultural Clubs

C2.2 Student Voice and Agency: Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking and problem solving.

Findings	Evidence

Students select their courses with advice and guidance from their counselors and teachers. Ultimately, THEY choose which path to take. (Space and Engineering, FFA, CTE, etc.)	Student generated course selections.
Counselors are available throughout the year for students who feel they need support in enrolling in courses that will help them achieve *their* personal goals.	Class changes are completed at the start of the year to meet students' needs.
Conflict Management class: When students find themselves in conflicts with other students, they are encouraged and helped to problem solve and resolve the conflict together.	Conflict Management (the syllabus for the class may help, along with vignettes from the teacher and conflict management students.)
With STEM units that were started 2 years ago, students are presented with problems that *they* must investigate and come up with solutions to. These units have promoted problem solving while providing the opportunity for students to work on solving problems with other students in groups.	See STEM Documents that roughly outline the Units.

C2.3 Digital Learning and Problem Solving: Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.

Findings	Evidence
Students use ear buds Students and teachers utilize Microsoft Teams SBAC and ELPAC practice tests Variety of digital learning assignments Teachers foster computer literacy Math teachers utilize online resources such as Khan Academy, Quizlet, and etc. Students research college and careers online. Presentations by counselors creating a 4-year plan Teachers use applications such as Remind and Aeries to communicate with students and parents. SEA uses AutoCAD to make blueprints for 3D printed projects.	SBAC exams (See Chapter 2) ELPAC exams (See Chapter 2) Aeries progress reports, every 6 weeks. FASTBRIDGE STEM

C2.4 Career Preparedness and Applied Learning: Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.

Findings	Evidence
• Field trips to colleges through CTE/AG, AVID, SEA, etc. • Inform students of current college courses, programs, career opportunities, and more • College representatives visit Career Center and student classrooms • Counseling department presents to classes of various pathways. • The counseling department meets with students individually to discuss college and career plans or goals. • AVID Program- College readiness program • College Bound Program	• Seal of Biliteracy recipient lists • AP Exam results • CTE/AG County Fair Participation/Auction of Livestock • Alumni Career Day of 2023 • Leadership and student clubs have activities and events within the community (I,e

• Students in World Languages are given opportunities to immerse themselves in the culture and language through community events throughout the year. • World language department prepares students for Seal of Biliteracy • SEA job shadowing, mock interviews, and Senior Project presentations in front of an adult panel.	organizing fundraisers, etc). • School offers work permit and workshops • JROTC program • Students participate in Art shows and contests. • Wednesday College and Military Spirit Wear.

ACS WASC Category C. Learning and Teaching Summary

Areas of Strength

1. WHS offers subject-specific support labs before and/or after school where students can get help from teachers in the subject area in which they are struggling in. Labs are offered in every academic subject, before school, after school, and during lunch, and the updated lab schedule is regularly shared with staff.
2. WHS has a variety of electives, programs and pathways that offer students a variety of ways to get involved with our campus and to have curriculum adapted to their areas of interest. This includes Ag/FFA, AVID, AP, SEA, VAPA, and JROTC. These programs serve to bridge the opportunity and achievement gap among students, while preparing students for real-world and college success.
3. Departments work collaboratively not only in PLC's but before school, after school, and during lunch bouncing ideas off one another, reviewing what is and is not working with students, etc.

Areas of Growth
1. There is room for growth as a site and as a district for us to collaborate more across departments and grade levels to make sure we are maintaining a rigorous and relevant curriculum that takes into considerations our students' strengths, weaknesses, and interests.
2. We, as a school, still need to work on improving the accuracy of the proper placement of students. There are still students that are being misplaced (e.g. a student being placed in courses when they have not passed the previous course such as in the progression of Algebra I/Geometry/Algebra II).
3. Students who have a 0.0-1.0 GPA (failing) need to be identified and put in credit recovery/remediation sooner – ideally within a year. There are cases where some students were not identified as needing credit recovery until too late. These students need to be identified sooner and placed into a credit recovery option such as being sent to an alternative school (Stein), making up coursework through Edgenuity, completing an independent study, or another pathway. Counseling does start to aggressively address remediation generally at the start of a student's 11th grade year. Some staff feel this may not be soon enough.
4. Current credit recovery practices need to be examined more closely. There needs to be more accountability built to ensure students are learning and not cheating their way through it. Edgenuity has become the path of least resistance for students obtaining credits. Previous practices created opportunities for students to complete full-year courses in a matter of days (less than a week). This created a mindset in some students of, "Why would I do all of this work when I can do it in a couple of days on Edgenuity." Practices were changed at the start of the 2023-2024 school year preventing some of these situations. We may need to revisit this issue as more data becomes available.

Category D: Assessment and Accountability (*6 pages maximum for Category D*)

Criterion D1: Reporting and Accountability Process

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

D1.1 Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all educational partners/educational partners.	
Findings	**Evidence**
Increase SBAC and ELPAC scores: Teachers meet in PLC groups to create assessments which allow the identification of educational weaknesses that can be retaught. Many teachers are using online assignments and assessments which prepare students to do better on the online state tests. District Clever platform provides curricula in many subjects that allow for additional online assessments. Students have access to online interface in different programs to provide practice for online state tests. New PAPER.CO provides outside school online tutoring for students. Khan Academy is available for students to use for academic assistance.	https://paper.co/ https://clever.com/ (Has testing resources, textbooks, etc.) https://www.khanacademy.org/ Staff Meeting Agendas
Increase A-G/College/Career readiness for all: Teachers and administration examine dashboard data and discuss strategies on how to improve student achievement. SPED dept uses transition pages of the IEP and documentation of student interest surveys to evaluate and determine how well-prepared students are for after graduation. Some SPED students are placed in general education classes through the inclusion model with co-teacher support.	
Increase academic and overall success for 9th graders: Summer Bridge for 9th graders to assist their transition into high school. CARE program started this year. AP emailed teachers to get early alert on students who could benefit from joining program. Before/After/Lunch time for student tutoring. 9th grade parent night offered by counseling dept to provide support. EL subject classes to assist in achievement. SEA Freshman Night. SEA Girls Night inviting 8th grade female students to check out the SEA program.	
Increase parent involvement to close the achievement gap and to increase post-high school Evidence-Where can we prove we do these things: 9th grade parent night offered by counseling dept to provide support. Parent/Teacher conferences. Back to school night. PIQE.	

D1.2 Basis for Determination of Performance Level: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.	
Findings	**Evidence**
Increase SBAC and ELPAC scores: PLC groups create SMART goals that include a student improvement percentage within classes. · Math and English classes have students take FastBridge tests tri-annually. · Teachers, staff, and ELPAC testing staff work together to support ELPAC students when they need to miss class for testing and ensure students do not fall behind in class. · Teachers and administration work together to create a school-wide schedule for SBAC testing. · Students not SBAC testing will participate in a multi-event showcase that focuses on college fair, military opportunities, social-emotional health, and safety issues. **Increase A-G/College/Career readiness for all:** Transcripts are evaluated per grade level by counseling department to ensure correct course placement. · Course curricula is standard based for all subjects. Both SEA and AVID follow student progress in courses and students are put on probation to encourage getting help to improve low grades. **Increase academic and overall success for 9th graders:** · Summer Bridge program · CARE program **Increase parent involvement to close the achievement gap and to increase post-high school Evidence-Where can we prove we do these things:** See D1.1	SBAC/ELPAC scores (See Chapter 2) SBAC/ELPAC Testing Schedules Transcripts / Student 4 Year Plans

D1.3 Assessment of Program Areas: School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.	
Findings	**Evidence**
Increase SBAC and ELPAC scores: There is a clear and ongoing effort to redesignate ELPAC students. Redesignation success is celebrated at faculty meetings and students participate in a Redesignation ceremony. Faculty examine school procedures and make changes as needed. **Increase A-G/College/Career readiness for all:** Counseling department utilizes the "senior survey" to provide college acceptance information for the school profile and to complete the Common App for California colleges. WHS has added additional support services for students (IYT, Boys & Girls Club, and Academic labs). WHS continues to grow our AVID program (two 9th grade, two 10th grade, one 11th, grade and two 12th grade). Our special programs continue to grow which include Space & Engineering Academy, JROTC, Ag Science, and Visual & Performing Arts. SEA is piloting required study skill sessions to	SBAC & ELPAC Scores (See Chapter 2) Cafecito meetings

probation requirements; teachers discuss requirements for goal setting, time management, note-taking, and test preparation. **Increase academic and overall success for 9th graders:** Summer Bridge and CARE Program are utilized to prepare at-risk students for success in the 9th grade. **Increase parent involvement to close the achievement gap and to increase post-high school Evidence-Where can we prove we do these things:** SBAC scores are sent to parents on an annual basis. Edgenuity will send daily/weekly/monthly updates to parents on student progress. Also, parents have access to Aeries on their smartphones or computers to monitor student progress. Monthly meetings with our Cafecito group.	

D1.4 Schoolwide Modifications Based on Assessment Results: School leadership partners with district leadership to periodically assess programs and expectations for students' academic growth and progress.	
Findings	**Evidence**
Increase SBAC and ELPAC scores: District STEM grant provides support to Math and Science teachers to provide equitable STEM opportunities to all students. **Increase A-G/College/Career readiness for all:** Art and VAPA departments from all sites meet at the district office · Subjects (i.e. Math, English, Science, etc.) from all high schools meet together to discuss Rigorous Curriculum Design assessments· Science has started discussing common assessments for STEM units. District is working with science teachers to align existing curricula with new textbooks and new STEM units. **Increase academic and overall success for 9th graders:** Utilizing county program, CARE, data to make necessary improvements in strategies to reach our at-risk 9th graders. Our ELD program uses assessments on areas of growth to improve redesignation rates. **Increase parent involvement to close the achievement gap and to increase post-high school Evidence-Where can we prove we do these things:** We use data from the district annual parent surveys to write our SPSA.	Safety survey LCAP survey CARE program

Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments.

D2.1 Monitoring Student Growth: Teachers determine and monitor all students' growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college- and career-readiness expectations.	
Findings	**Evidence**
• The EL coordinators work with all EL learners and teachers to develops strategies they need to improve scores on ELPAC. • PLCs collect data on unit standards and modify teaching strategies to redeliver content • English and Math teachers utilize DNA Illuminate to deliver common assessments based on RCD units • Teachers use Aeries to track current student progress and review previous progress through test scores/transcripts. Teachers can plan and adjust their curriculum to support student progress in meeting general (e.g. graduation, A-G) and specialized (e.g. IEP/504) goals. • For special education students we offer an academic support class to help students study and prepare for their A-G required classes. • AP teachers review exam scores and analysis to identify areas in the curriculum that need to be improved to increase student performance in these areas. • We provide translation services/equipment for EL learners-assessments provided in own language. • We offer a range of additional classes to support students in the least restrictive environment including general education, Inclusion Model, Mild/Moderate classes, Skills classes, and Extensive Support Needs (ESN)	Beginning of the Year ELD & ELL Content Teacher Training DNA Illuminate Testing Results Aeries Student Data [AP Test Data](#)

D2.2 Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.	
Findings	**Evidence**
• Teachers using DNA Illuminate assessments provide feedback to students on results and then discuss test taking strategies • Some teachers offer test/quiz retakes to ensure students meet learning goals • Teachers return assessments to students in a timely manner while information is still relevant to their current learning • AVID grade checks communicate weekly progress in classes to students and parents. Coaches require their athletes to have weekly grade checks to communicate progress to students and parents. • Before and/or after school tutoring labs are provided for multiple subjects. Students can get direct feedback from teachers during lab time.	DNA Illuminate Results Teacher Syllabuses Student Grade Checks Aeries Data Portal SST/504/IEP Conference Paperwork

• Students can check Aeries daily and report to parents when they are struggling in classes. Parents can reach out to teachers based on information in Aeries about their student's progress. • Parent/Teacher conferences provide feedback to help parents with their students. Conferences include but are not limited to SSTs, IEPs, 504s, October Parent/Teacher Conferences, etc.	

D2.3 Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.	
Findings	**Evidence**
• Teachers using DNA Illuminate assessments to provide feedback to students on results and then discuss test taking strategies. • AP teachers review exam scores and analysis to identify areas in the curriculum that need to be improved to increase student performance in these areas. • English and Math teachers utilize common curriculum and DNA Illuminate to deliver common assessments based on RCD units. PLCs use this data to refine and adjust curriculum, instruction, and future assessment. • PLCs collect data on unit standards and modify teaching strategies to redeliver content. • Teachers can access ELPAC scores in Aeries for students and can modify learning strategies for individual students and groups of students.	AP Testing Data PLC Data DNA Illuminate Common Assessment Results

ACS WASC Category D. Assessment and Accountability Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength
1. A strong program that addresses the needs of newcomer English learners by dedicated ELD classes and subject matter classes that focus on hands on learning to teach both content and English language skills. Information on the needs of individual English language learners is available in Aeries. Teachers in the subject matter classes use the information to adjust their strategies. Tutoring services for English language learners are available after school. Application of the data about English language learners and their needs has steadily increased the rate of students that are passing the ELPAC assessment and becoming redesignated.
2. PLC groups assess student learner needs and create SMART goals that include a student improvement percentage within classes. Using the data gathered, PLC groups assess, implement interventions, and evaluate the results.
3. Our site identifies incoming freshmen who are considered at-risk students (due to failing grades/poor attendance) and provides a Summer Bridge program to provide and practice skills important for success during their first year of high school. This year we have started the CARE program where a small group of at-risk students have the same teacher for their core classes (math, English, science). The CARE teacher analyzes student data to monitor progress.

Areas of Growth
1. PLCs may benefit from meeting more often. For example, PLCs could meet weekly instead of biweekly. Larger chunks of time for PLC members to work together and create common assessments and then evaluate the results would also be helpful. Currently PLC's only meet for less than an hour five to eight times a semester.
2. Staff could more often analyze and use FastBridge test results to assess where their students are at. As of now, it is currently difficult to access FastBridge results, which makes it hard for teachers to use that data to assess students.
3. There is a need for additional sections of science courses for English learners so class sizes can be smaller and allow the teacher the ability to provide more one on one assistance.
4. Increase student awareness of enrichment programs such as the ability to enroll in community college while still in HS.
5. Working on building relationships and strategies of co-teaching. What does it look like? How can we make it better?

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (*6 pages maximum for Category E*)

Criterion E1: Family and Community Involvement (*1–2 pages maximum*)

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

E1.1 Strategies and Processes: School implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.	
Findings	**Evidence**
ELAC (English Learning Advisory Committee) meets five times a year to involve parents of English Learners on how the EL community can be better supported. DELAC (District English Learner Advisory Committee) is a parent committee also discusses with the district and school board on how to best support English learners. Teachers also provide tutoring/labs. There is English Learner specific, JROTC, AVID, and various subject specific labs that are offered before and after school. Labs provide students a chance to meet with their teachers and make up work, get clarification, and receive assistance. Cafecito is a parent club that is run by the school's parent liaison. It involves parents of students at the school and provides opportunities for parent involvement in the various school events. Summer Bridge is a district program that is implemented at West High School. It is run by teachers for incoming 9th grade students so that they are provided with supports to better ensure they have a successful freshman year. College Parent Night is put on by the counselors so that parents of students at the school are made aware of resources and information regarding their student going to college (both at the community college and UC/CSU level) CollegeBound is a program targeted for African American boys to provide them with supports to ensure they make it to college. The school pays for the program to be implemented at the school. SEA teachers are required to closely monitor how each academy student is performing in their classes. When students' grades drop below a C at the end of the quarter, students are placed on probation. If students don't improve grades, they may be dropped from the Academy. EL Content classes and ELD are provided for students who are English Learners. EL Content is only eligible for students	ELAC / DELAC Meetings https://www.cde.ca.gov/ta/cr/delac.asp Lab Schedule PLC groups Counseling/Flyer WHS SEA Webpage

who have been in the US school system less than three years. ELD is offered to all English learner students, regardless of their time in the country/school system.	

E1.2 Inclusive Cultural Understanding: School leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding.

Findings	Evidence
The Leadership class gives students the real-world opportunity of running a school with primary focus on improving school climate and seeking involvement from every student through planning and hosting events. Leadership hosts rallies that allow various school clubs to participate and show off cultural experiences such as dance. IYT helps students of color build towards a brighter tomorrow while embracing their culture and history. FACES helps student connect with other students and share their experiences. AFJROTC takes at least one Curriculum in Action trip each year. This year students took a trip to Travis Air Force Base where they got a first-hand interactive experience in many of the occupations that the Air Force offers. Each year the VAPA department hosts the annual "Dia de Los Muertos" that celebrates Hispanic culture on campus. Students work to create an altar to honor those they have lost. MeCHA performs at the celebration.	• Rallies • Dances • Teacher appreciation Delivery packages • Senior Beach Night • Senior Sunset • Senior Tailgate

E1.3 Rapport and Trust: School leadership develops rapport and trust with students, staff, families and the community, valuing the identities of all individuals.

Findings	Evidence
Various clubs are offered on campus that allow students to interact with peers and staff, and explore unique opportunities connected to academics, culture, and career opportunities. Families have the opportunity as well to attend the various programming on campus including but not limited to Back to School Night, Special Programs Night, as well as incoming freshman student athlete night. Cafecito is offered to parents and staff to bridge any gaps of relaying information to Spanish speaking parents. Regular communication is sent out to various educational partners through monthly parent newsletters, daily student announcements, and other announcements through social media. Each year the Art, Modern Language and ELA Department host a Dia De Los Muerto event on campus to engage our students and bring the community onto our campus.	Clubs on Campus Administration emails staff on a regular basis. Back to school night. Parent Newsletter 9/11 and Veterans Day ceremony Dia De Los Muertos Art Show Plays put on by Drama

Criterion E2: School Culture and Environment Criterion (*1–2 pages maximum*)

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and develops a culture that is characterized by trust, inclusivity, professionalism, and high expectations for all students.

E2.1 Policies and Resources: The policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety.	

Findings	Evidence
Specialized block schedule during SBAC testing to help minimize distractions and giving enough time for testing to prevent frequent start/stop of testing under a normal school schedule.

Through the different pathways or academies on campus, such as the CTE, AFJROTC, AVID, and SEA, students have a safe environment to improve their college and career readiness. Each organization has an award night at the end of the school year to celebrate student success.

With freshmen being able to participate in Summer Bridge and Freshman Seminar, they have a better opportunity to succeed in their freshman year and beyond.

Parents can participate in the School Site Council and have a chance to have a say in how to help improve student success and school culture.

ELD mentors help newcomer ELD students to be nurtured and supported on campus.

Morning announcements reiterate policies about school safety to students. This reestablishes West's culture of safety, inclusion, accountability, and support amongst students and their peers. | SBAC Testing Schedule

CTE Pathways
Space Engineering Academy

AFJROTC promotion certificate

Different program awards nights (FFA, AFJROTC, SEA, AVID)

AFJROTC Pass-In-Review Parade

Summer Bridge
Freshman Seminar

School Site Council

Newcomer ELD mentors |

E2.2 Trust, Respect, and Equity: The school culture demonstrates caring, concern and high expectations for all students in an environment that honors individual differences, social emotional needs and is conducive to learning.	

Findings	Evidence
The staff at West high school have information on walls in classroom for students to see what the school culture and expectations are.
Students can find friendly, easy to see class agenda for the day written on boards or charts stapled on the walls.

As part of the school culture, a calendar of school clubs can be provided so students who are looking for a safe environment can attend.

Class objectives presently being worked on can also be found written on the boards for students to refer to if they are feeling lost. | Stapled on wall, information for students to use QR codes for multiple uses.
*Mental health QR Codes

Written agendas are found in most classes. Objectives to reflect on learning are written.

In language classes, students are placed in groups or work in pairs. |

Some teachers utilize backwards planning. This is used with certain can-do statements and objectives to help assist with what students will be using. The faculty is equipped to help refer students to counseling services if the student is identified as needing guidance other than regular counseling for classes.	FACES, IYT, COST Program, Valley Community, CARE Counseling Services

E2.3 School Culture: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

Findings	Evidence
Our announcements always end with the saying "The strength of the wolf is the pack" which shows the culture of trust and respect. Students have opportunities to join a wide variety of inter and extra-curricular organizations. Inter-curricular organizations include AFJROTC, FFA, SEA, music and AVID. Students in these organizations are connected not only to campus, but to state and national organizations. Extra-curricular organizations include a wide variety of clubs that are promoted during rush week. Some clubs on campus include API, Mecha, BSU, and K-pop. Students showcase their culture in multiple avenues including rallies, lunch meetings and off campus events. Student involvement in these clubs allows them to connect to West High campus and build rapport and trust with staff. There are additional organizations that provide additional support outside of the classroom. Students can access additional assistance through the Boys and Girls Club, IYT and FACES. These allow community members to come on campus to mentor students who face challenges that affect their academic performance. Freshmen are given multiple opportunities to "find their home" at West High. This includes the Summer Bridge program in the summer and the Freshman Seminar class. Freshmen in these programs are mentored by staff and have additional support throughout the year. Students in these programs feel more connected to campus and have adults they can seek support from. Student achievement is celebrated and allows students to be recognized for their individual achievement. Students can earn a college/career medal to be worn at graduation for completion of one area of the college/career section of the CA Dashboard. We had 163 students earn this medal. Students also received graduation regalia from the various organizations on campus. Unfortunately, we have many students scared by COVID and will not answer a question, they won't be part of the culture no matter how safe we try to make them feel.	School Website College/Career Medal Numbers CAASP/SBAC Scores (See Chapter 2) List of organizations on campus

Criterion E3: Academic, Social-Emotional, and Multi-tiered Supports (*1–2 pages maximum*)

All students receive appropriate academic, social-emotional, and multi-tiered support to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at school and in the community.

E3.1 Multi-tiered Support: School leadership implements personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.	
Findings	**Evidence**
The West High Leadership has made a priority of Rigor and Relationships for all students and staff. There are many fail safes built into our school day to provide for all students to find a place, program, or pathway to fit into and find support. We are cognizant of the whole student's perspective, learning needs, interests, mental health and some of the personal challenges that students may be facing in the world outside of this learning institution. West provides before school, after school and during lunch services for tutoring and student support. Some of these include a lunch time study hall. There is a detention for tardies to remind students of the value of the education they are missing when not in class. Edgenuity supports students who have credit recovery needs to increase our graduation numbers and provides students options for success pre and post COVID. Staff and counselors present to classes and inform students about expectations and upcoming testing and A-G expectations which allows students to understand how important it is to focus on work that is needed from them. This helps them have an increased understanding for the value of the pathways, programs, SBAC and ELPAC concepts. Increase A-G/College/Career Readiness for all students, including critical subgroups as shown through measured growth on the CDE Dashboard, and closing the achievement gap. We have seen an increase in SBAC and ELPAC scores for all students including critical subgroups as an indicator of increased college and career readiness. WHS hosts several core programs for SJCOE including the CARE Program and class for students who are medical fragile.	Edgenuity to meet A-G Graduation. Individual & small group college application workshops. Counseling A-G Presentations & Individual Student meetings School Emails and Robo-calls to Parents College Bound, Pique, IYT, AVID, SEA, Freshmen Seminar, ELD 9-12, Summer Bridge Cafecito, school Site Council, Parent AGFEST Meetings and Presentations, Website info, Remind App, Exit/Transition IEP CARE SJCOE Special Education Programs

E3.2 Multi-tiered Support Effectiveness: School leadership implements and assesses the effectiveness of multi-tiered support for students' social-emotional learning needs.	
Findings	**Evidence**
CARE Program provides instruction in identified social and academic areas which meet individual and group needs of students who have been unable to succeed in traditional education models. Contacts parents with email and/or social media regarding events such as Back to School Night, Parent-teacher conferences, and events Parent/Student Forums to better involve parents/students in providing better accountability to the site.	San Joaquin County Office of Education located in Stockton, CA is a regional agency that provides educational leadership, resources, and customized services to assist school districts.

Ways to promote SEL in the classroom: focusing on the 5 core competencies (self-awareness, self-management, responsible decision making, relationship skills, social awareness) Activities example: SEL check-ins, (option for English class: journal prompts with SEL questions, Incorporating SEL into classroom curriculum Access to before and/or after school subject specific lab hours to providing tutoring or other supports. Agricultural Science students are members of Future Farmers of America (FFA). On average, approximately ==thirty percent== of the Special Education students at West High are included and are enrolled in the Agriculture program and are part of FFA.	SEL in the classroom: • Promotes academic success • More engaged and motivated students • Fosters a more positive school environment • Helps prepare high school students for college • Builds valuable career skills

E3.3 Student Involvement: The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college- and career-readiness.

Findings	Evidence
West High provides all students with an opportunity to be involved in school clubs, rallies and assemblies. In addition, all students receive presentations regarding goal setting, college/career planning, and academic standards. There are art exhibitions and other exhibits for all to enjoy. Students have a plethora of opportunities to join school activities.	AVID, CA Colleges, Career Center, Fieldtrips, Presentations, SEA, College Bound, Boys & Girls Club, IYT, Counselors, Cafecito, Pique, Sports, Summer Bridge, CARE, Leadership, CSF, Drama, Music, Homecoming

E3.4 Student Self Advocacy: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and support.

Findings	Evidence
Students use Aeries, to check for missing items, monitoring their Grades. Students come in on their own for help or makeup work in the many before/after school labs for each subject. Also, students often work with the community to earn a block W. We have CSF here for students wanting Scholarships. Instead of carrot and stick motivation, many teachers help to instill intrinsic motivation. SEA Senior Projects: Senior students form teams and make a connection with a community organization to design and build something that will help their organization.	AVID, CA Colleges, Career Center, Fieldtrips, JROTC, Presentations, SEA, College Bound, Boys & Girls Club, IYT, Counselors, Cafecito, Pique, Sports, Summer Bridge, CARE, Leadership, CSF, Drama, Music Giving Reviews that are like the Test and giving no points for it.

ACS WASC Category E. School Culture and Support for Student, Personal, Social-Emotional, and Academic Growth Summary

Areas of Strength
1. There is a plethora of services available for students in support of academic and personal success. One hundred percent of AFJROTC seniors graduate from high school. Some labs conduct peer-to-peer homework and tutoring session every Monday after school were students help teach their struggling peers. Students are communicating and collaborating with community educational partners and intradepartmental peers to plan and execute state-wide events. San Joaquin County Office of Education student programs hosted by our site and extending our diverse population.
2. As a school, there are a lot of different opportunities (clubs and activities) and programs (Ag, Leadership, SEA, JROTC) with different interests available for students to be part of and join.
3. Forming positive relationships with students. We have continued stakeholder partnerships with leaders in our community that provide feedback for our CTE programs. Our classrooms offer safe learning environment in which students can build positive relationships. The classroom culture is characterized by respect for others, active listening, and high standards for learning.

Areas of Growth
1. We wish to see better communication between various educational partners such as the school district, the school site, parents, students, staff, and community members.
2. Evaluate the SEL programs and determine their effectiveness in student success. Review data to help redirect our efforts. Sometimes the help available is too much help as far as support is concerned because the students are being pulled out of class too much,
3. New student resources are needed in a wider variety of languages to meet our current student population's needs.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- **Curriculum Development:** Our district adopted 1:1 technology policy where each student has their own device because of the COVID-19 pandemic changing our overall dynamic with our students. Some teachers are still trying to adjust to the availability of electronic resources such as Microsoft Teams for tasks like distribution and collection of academic tasks and/or resources.

- **Providing curriculum and support for all students:** Our school site has one of the largest populations of English Learners in the district. We are seeing an increase in the groups who are entering our site speaking little to no English. We continue to support our mainstreamed students with IEPs with our shift to co-taught classes. While these two groups represent our traditional at-risk groups, we have additional groups across our various demographics who are not performing as well compared to our school average. We, as a site, need to continue to pursue quality curriculum and support for all student demographics.

- **Targeting students who are falling behind academically:** We have seen an uptick in students who are falling behind academically, especially with the effects that the pandemic has had on traditional educational practices. Our counseling staff targets students who are falling behind academically to support them in remediating missing credits. We need to continue to find opportunities to support our student population from falling behind and keep them on track for graduation and achieve readiness for college, career, or whatever opportunities await them after graduation.

- **Creating opportunities for site collaboration:** Our site has had continued turnover in both our administration and teaching staff over the past few years. This situation has impeded our ability to maintain an established school culture. The site has many opportunities available to foster better connections between "new" and "old" staff members to develop a strong school culture for the betterment of our students, staff, and site.

- **Communication within and outside the school site:** Due to staff turnover, communication between administration and teachers has been compromised. Staff identified some areas where there is a breakdown of communication between the various educational partners within the school site. Certain site policies (academic and disciplinary) were not being appropriately and consistently communicated to all students, creating disciplinary problems that could have been resolved before they started. We have seen some improvement during the 2023-2024 school year, but this area is something we can continue to develop and improve.

Chapter 4: Summary from Analysis of Identified Major Student Learner Needs

Areas of Strength	
Strength #1	We have one of the largest populations of English Learners in our district. Our site continues to research and implement best practices and strategies to best support these students in their English language development. We make it a high priority to get our students redesignated in a timely manner. Our redesignation numbers are the largest in the district.
Strength #2	Over the last three years, we have developed a robust social-emotional multi-tiered student support program (MTSS). Counselors, administrators, and 3rd-party contractors discuss student needs, determine where students will go for assistance, and which party will be responsible to meet with the student. As of February, our MTSS has assisted over 500 students (check with Bond). We look to continue to support the mental health of more students each year.
Strength #3	We have a diverse set of academic programs on our site which include Ag Science, AP, AVID, VAPA, JROTC, and SEA. We also have a wide variety of programs that enhance the social and cultural experiences of all our students. These programs provide our students with opportunities to connect with others, fulfill their high school requirements, and develop future career plans. These various programs are avenues for students to become more engaged with their school environment (wanting to come to school) and reduce chronic absenteeism.

Areas of Growth	
Growth #1	Teachers identified curriculum development as an area of growth. They want to create better curricula that integrate the use of more technology and 21st century skills that students can access with their district provided devices. Teachers can also identify and include strategies, specific to a unit, that will aid and support our at-risk groups. Classroom instruction at our school site has dramatically changed in the past few years with the introduction of 1:1 devices. Some teachers have adapted well to this situation, using digital means to disseminate information and collect assignments. Other teachers are in need of professional development to bolster their confidence and develop their technological skills. This provides us with an excellent opportunity to better leverage this situation to develop teaching practices, technology skills, and enrich our curricula to better meet the needs of our students. We need to focus our efforts on 1) identifying best teaching practices and methods for integrating technology into our curricula, 2) utilizing technology to improve our CAASP scores in ELA, Math, and Science, 3) developing language proficiency in our English Learners as reflected on the ELPAC, and 4) minimize other incidental factors such as chronic absenteeism or discipline issues through having highly engaging activities within the classroom. As teachers, we can possibly use PLC groups to engage in cycles of self-improvement in this area.
Growth #2	As a site, we can improve our communications practices. We will work on making sure core messages and policies are better communicated to all educational partners at our site. Staff members have noticed some key disciplinary policies have not been well communicated between staff, students,

	and parents that can affect our teaching practices. This breakdown has created circumstances where there are differences in classroom policies from one class to another. This seems inequitable for students who go from class to class having different teacher expectations in each classroom environment. By making a concerted effort to ensure core policies and programs are communicated accurately and thoroughly to all educational partners, we will create a more consistent and equitable environment for both our students and staff.
Growth #3	Staff members have identified areas of concern with the effectiveness of our school culture and current intervention programs. We have noticed a distinct lack of accessible data about student progress in these programs, making it difficult to assess their effectiveness. Teachers need to be able to identify which and/or how students are getting the necessary supports they require to ensure their success academically, social-emotionally, or whether they are attending school programs. Given this lack of quantitative data, we need to devise a means for better data collection on these various programs so that we can make informed decisions to better support our at-risk students.

Chapter 5: Schoolwide Action Plan/SPSA

Action Plan #1: Through Professional Learning Communities (PLCs) we will enhance lessons by incorporating technology in order to facilitate digital content delivery, reduce the D and F rate, and foster collaboration across departments and grade levels.					
LCAP Goal #1	Prepare all students for college and careers and ensures all students meet grade level standards with a focus on closing the achievement gap using accelerated learning and tiered supports.				
SPSA Goal #1	Prepare all students for college and careers and ensures all students meet grade level standards with a focus on closing the achievement gap.				
Task	**Responsible Parties**	**Professional Development & Resources**	**Means to Assess Growth**	**Timeline**	**Reporting**
Foster the development of PLCs within the school site	Administration Teachers	PD on PLC development during pre-service days and quarterly during staff meetings.	Survey	Ongoing Reviewed at beginning, middle and end of year	Staff will be sent a survey asking feedback on the ongoing training and development of PLCs at the site. An August Survey acts as our "control" group with surveys in December and approximately April acting as follow up on how the process is going.
Develop and revisit curriculum to better facilitate digital content delivery (e.g. using Teams)	Administration Technology TOSA Teachers	PD on how to use/integrate technology into our curriculum during pre-service and quarterly during staff meetings.	Survey	Ongoing Reviewed at beginning, middle and end of year	Staff will be sent a survey asking feedback on the ongoing training regarding technology integration into our curriculum. An August Survey acts as our "control" group with surveys in December and approximately April acting as follow up on how the process is going.
Reduce the rate of Fs among students.	Administration Counseling Teachers	Professional Training; on the Whys of Students' Failing and	CA Dashboard Aeries Report Edgenuity	Once a quarter/semester	CA Dashboard: A-G increase; Graduation Increase;

		Intervention Strategies			Aeries: Data from repeat traditional classes Data from Edgenuity
Foster collaboration between departments and/or grade level teachers	Administration Department Heads Teachers	Focus Group	Meeting Minutes	Regular throughout School Year	Focus Group established to investigate the best way to better integrate various departments and/or grade levels of the site. Focus Group will report their progress / final recommendations to staff for further implementation at a later date
Use existing focus groups to create PLCs focused on addressing Action Plan goals #2-5.	Administration Focus Group Leaders Counseling Teachers	Focus Groups	Meeting Minutes	Regularly throughout school year	Each group's plans will be presented to the larger staff during staff meetings to help with implementation of additional goals.

Action Plan #2: Increased communication between staff, administration, students, parents, and the District to ensure clarity and understanding of expectations and school events.					
LCAP Goal #2	Provide a safe and equitable learning environment for all students and staff.				
SPSA Goal #2	Provide a safe and equitable learning environment.				
Task	**Responsible Parties**	**Professional Development & Resources**	**Means to Assess Growth**	**Timeline**	**Reporting**
Increasing awareness of academic and social-emotional interventions and programs for students that all students, parents, and	Administration; Counseling; MTSS Clerk	Demonstrate where information can be found	Survey by all shareholders (students; parents; teachers)	2024-2026	List of updated academic and social-emotional intervention program; update website and parent forum with updated information quarterly.

educators can access.					
Develop and/or revisit common classroom policies that all teachers are expected to practice/follow and communicate them to students and parents.	Administration; Focus Group of Teachers	Focus Group	Survey	Initial Survey in August, Discussion during regular meeting time, implementation throughout the school year	Focus group will use survey data and administration support to create common classroom policies that are expected within each classroom on campus. These policies will be communicated to all relevant parties at the site to ensure they are being followed correctly.
Streamline collaborative time with administrators, counseling, and departments on campus	Administration Counseling Teachers		PLC Agendas; Survey	Ongoing	Ongoing discussions with key educational partners on streamlined process.
Make current academic and social-emotional data more readily accessible to all staff members	Administration		Discussion Potential field test	Ongoing	Discussion with administration on how to implement accessibility of data. Plans will be adjusted as Action Plan #3 is implemented
Create a shared online calendar to notify educational partners of events on campus	Administration Activity Director Athletics Director Academies Coordinators	Online Calendar System	Creation of online calendar, regular updates on calendar of events	Initial Calendar by August 2024, Regular updates through year	Calendar should be available through School website and/or resources by August 2024, Calendar implementation will be re-assessed by end of SY 24-25.

Action Plan #3: Enhance the utilization of our use of data collection and analysis by all educational partners to effectively support the learning needs of all students.					
LCAP Goal #1 Goal #2	Prepare all students for college and careers and ensures all students meet grade level standards with a focus on closing the achievement gap using accelerated learning and tiered supports.				
	Provide a safe and equitable learning environment for all students and staff.				
SPSA Goal #1 Goal #2	Prepare all students for college and careers and ensures all students meet grade level standards with a focus on closing the achievement gap.				
	Provide a safe and equitable learning environment.				
Task	**Responsible Parties**	**Professional Development & Resources**	**Means to Assess Growth**	**Timeline**	**Reporting**
Identify student difficulties using online assessments (e.g. DNA Illuminate)	Administration Department Heads Teachers	Professional Development DNA Illuminate FastBridge MySAEBRs	Data from online assessments (e.g. DNA Illuminate)	Throughout the school year; Quarterly	Administration, Counseling, and Teachers will use data gathered through a technological resources (e.g. DNA Illuminate) to assess student progress across a variety of fields (e.g. Mental Health, Mathematics, ELA). Reports on data trends will be communicated to staff at large at least once a <mark>quarter</mark>.
Utilize electronic check-ins (e.g. 5 Star) to help track student practices at the site	Administration Activities Director Teachers	Initial Professional Development for Administration & Activities Director on best practices for these programs. Professional development on using electronic check-in systems (e.g. 5 Star, QR Codes) to track students use of specific student services on campus.	Follow-up professional development Aggregation of all student check in data from school activities (e.g. sporting events, intervention, programs, etc.)	Beginning of the school year (initial PD) Follow-up after approximately 6 weeks. Rotating evaluation of specific pieces at weekly staff meetings throughout the school year.	Data will be presented regularly during staff meetings for evaluation

Evaluate school culture through tracking electronic check-ins (e.g. 5 Star) at school activities.	Administration Activities Director Athletics Directors Club Advisors	Printed & laminated QR codes for each space.	Aggregated data from student check ins at school activities (e.g. sporting activities, dances, club meetings, etc.)	Rotating evaluation of specific pieces at weekly staff meetings throughout the school year.	Survey of school data of school culture.
Evaluate use and effectiveness of school intervention programs through electronic check-ins (e.g. 5 Star)	Administration Department Heads Teachers	Printed & laminated QR codes for each space.	Aggregation Data from student check ins at intervention activities (e.g. Lab hours, etc)	Rotating evaluation of specific pieces at weekly staff meetings throughout the school year.	Survey of effectiveness of school intervention programs using an electronic check-in.

Action Plan #4: Build up consistent and uniform school-wide practices and grading scales to promote equity and transparency in student assessment and achievement, and decrease the need for student recovery practices through Edgenuity.	
LCAP Goal #1	Prepare all students for college and careers and ensures all students meet grade level standards with a focus on closing the achievement gap using accelerated learning and tiered supports.
SPSA Goal #1	Prepare all students for college and careers and ensures all students meet grade level standards with a focus on closing the achievement gap.

Task	Responsible Parties	Professional Development & Resources	Means to Assess Growth	Timeline	Reporting
Departments use Common Assessments	Department Heads Teachers	Existing District Resources	Staff Survey	Begin discussions & integration practices during SY 2024-25	Departments Heads will report and assess the use of Common Assessment in their departments and report back to Staff/Administration.
Department Collaboration & Calibration on Common Assessments and/or other Student Work	Department Heads Teachers	Training on Calibration Practices	Grade Data Evaluation	Regularly during ERM Meetings throughout the School Year	Department Heads will report back on progress of developing and implementing these practices to Administration. Staff will evaluate their progress by looking at the changes in Student Grade Data.
Review and analyze Grade Data at Department &	Administration Department Heads Counseling Teachers		(D & F) Grade Data Evaluation	Quarterly during Department and/or Staff Meetings	Administration & Departments will evaluate grade data after each quarter.

Schoolwide levels					
Departments develop common rubrics and systems of grading practices	Administration Department Heads Teachers	Training on Rubric Development	Creation of Common Rubrics

Creation of Common Systems of Grading | Development of Practices during SY 2024-25 Implementation beginning in SY 2025-26 | Department Heads will report back on progress of developing and implementing these practices to Administration. |

Action Plan #5: Implement MTSS Tier 1 academic supports to all classrooms to ensure all students are successful in their classes, helping to reduce the percentage receiving Ds & Fs, and increasing the number of students meeting the A-G requirements.	
LCAP Goal #1	Prepare all students for college and careers and ensures all students meet grade level standards with a focus on closing the achievement gap using accelerated learning and tiered supports.
SPSA Goal #1	Prepare all students for college and careers and ensures all students meet grade level standards with a focus on closing the achievement gap.

Task	Responsible Parties	Professional Development & Resources	Means to Assess Growth	Timeline	Reporting
Bolster awareness of student academic success through reporting of Student Grades	Administration Counseling		Student Grades: GPAs and D & F rates.	At an ERM Staff Meeting after grades have been submitted, (SY/S2 in August, S1 in January or February)	Report D & F rates to all educational partners after each semester.
Implementation of Scheduled Time for Student Academic Success	Administration Teachers Counseling Students (MTSS Adjunct Duty Teacher)	Research & Curriculum for Implementation

Possible Training (AVID, ILT, etc). | Change in Schedule for Additional Intervention for students

Positive change in Student D/F Rate | Interim Schedule (Pending: Potential Pilot) for SY 2024-25

Discussion & Evaluation of Practices for Implementation starting SY 2025-26 during SY 2024-25 | Administration will report scheduling for MTSS to staff

Administration and/or Adjunct Duty Teacher will report materials to be used during MTSS Time

Administration will report Student Grade Data after each quarter to evaluate effectiveness. |
| Presentations to Staff on MTSS Tier 1 Strategies | Administration Specialization Coordinators | Training via Coordinators & Administration | Staff Survey | During Site Buy Back Day at the start of the School Year | Administration will review staff survey to evaluate |

during Site Buy Back Day	(AVID, ILT, etc). (MTSS Adjunct Duty Teacher)				effectiveness and address areas of improvement.

Appendices

Include hyperlinks to relevant evidence:

    A. Local Control and Accountability Plan (LCAP): This includes an annual update at the beginning of the LCAP.

    B. California School Dashboard Summary performance indicators

    C. Results of student questionnaire/interviews

    D. Results of parent/community questionnaire/interviews

    E. The most recent California Healthy Kids Survey Summary Results

    F. Master schedule

    G. Approved AP Course List

    H. UC A-G approved course list

    I. Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID

    J. School accountability report card (SARC)

    K. Graduation requirements

    L. Summary of School Budget

    M. Glossary of terms unique to the school

    N. Any additional local data.