

WCHS WASC Schoolwide Action Plan - 2024

<p>LCAP:</p> <ul style="list-style-type: none"> ★ LCAP Goal 1- Conditions for Learning: Ensure that the conditions for learning: including basic services, implementation of state standards, and course access support the college and career success of students. ★ LCAP Goal 2 - Student Outcomes: Prepare students to achieve success in college, careers, and life in a globally competitive economy. ★ LCAP Goal 3 - Engagement: Foster a positive school climate that engages parents and students. 	<p>SPSA:</p> <ul style="list-style-type: none"> ★ Performance Goal 1: Increase the achievement level in English Language Arts (ELA) ★ Performance Goal 2: Increase the achievement level in mathematics ★ Performance Goal 3: All students will reach high standards, at a minimum achieving standard met or higher in History/Social Science ★ Performance Goal 4: All students will reach high standards at a minimum achieving standard met or higher in Science. ★ Performance Goal 5: Increase English language proficiency at the well -developed level as measured by the ELPAC and increase the reclassification rate. ★ Performance Goal 6: All students will be taught by fully credentialed and appropriately assigned teachers and highly qualified paraprofessionals. ★ Performance Goal 7: Foster a positive school climate that engages students and parents. ★ Performance Goal 8: High School Graduation and College/Career Readiness
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1. Formulate and strengthen a comprehensive, multi-tiered intervention plan at WCHS to foster collaboration and improve academic support for all students.

ACTION STEPS	STATUS	PERSONNEL RESPONSIBLE	RESOURCES	MEANS TO ASSESS AND REPORT
<p>1.1 Development of Multi-Tiered Intervention Plan with Guidelines for Targeted Intervention</p> <ul style="list-style-type: none"> • Formulate a tiered intervention model tailored to address diverse student needs and support the student as a whole (academic, behavior, emotional, etc). • Identify specific data-driven instructional strategies to enhance initial instruction in English and Math (e.g. review IAB scores for all grades, embedding ERWC/MRWC in 9-12th grade curriculum). • Allocate time in October, November, January, and March to analyze assessment data, identifying low-performing students for immediate intervention, and develop individualized plans; subsequently, monitor progress and adjust interventions based on ongoing assessments. 	<ul style="list-style-type: none"> • We have the following academic intervention in place: Students Academic Center (used to be called Bulldog Tutoring Hub), WestCo Crunch, Cocoa and Cram by Link Crew, Flex Days, Student-Athlete Study Hall, and Retakes. • We have the following mental wellness support in place: Wellness Center, Boost Day, Peer Counseling, Comprehensive Counseling Program, Mental Health Clinician, School Counselors. • Performing Arts students must maintain a 2.0 GPA during each grading period to remain eligible for performances on and off campus. Directors/Fine Arts teachers meet with their students to review grades, discuss academic issues and provide input/support for students with academic deficiencies. • Departments will continue to strive towards common assessments. 	<ul style="list-style-type: none"> • Instructional Leadership Team (ILT) • Department Chairs/Cohort in PLC setting • School Counselors and Administrators • All teaching staff • Directors/Fine Arts teachers • Need to hire an Intervention Coordinator • Need to hire a Literacy Committee or Literacy Coach 	<ul style="list-style-type: none"> • Data provided by counseling and administrative team • PTSA • House of Representatives • PLC days to analyze assessments and data • Analyze various bell schedules to identify potential improvements or modifications for our current schedule. • Staff Meetings to analyze data • CAASPP Using Assessment Data Training Series • Review Skills/reading intervention class • Mandatory Parent-Teacher Conferences 	<ul style="list-style-type: none"> • Students Academic Center attendance • WestCo Crunch attendance • Survey of quality of Academic Center and WestCo Crunch • Wellness Center attendance • IAB scores • CAASPP scores • Number of Ds and Fs tracked over the six grading periods annually • Percentage of graduates meeting A-G requirements

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<p>1.2 Special Populations Support</p> <ul style="list-style-type: none"> Design specialized interventions catering to the needs of special populations through the implementation of Universal Design for Learning (UDL) protocols with fidelity. Time allotted to collaborate with Educational Specialists, District Coaches, and TOSAs in the area of SPED/ELD to tailor interventions effectively. 	<ul style="list-style-type: none"> We currently offer pull-out classes for our SPED students in the core subjects of English, Math, Science, Social Science Special Pops on Google Classroom (IEP at a glance): available to staff to ensure that all SPED students are receiving their needed accommodation and/or modifications, as well as, push-in behavioral support, in addition to other support services such as APE, Speech, OT. Teachers with SPED students are provided IEP's and Fast Facts through the Google Pops classroom. Instructional aides monitor and provide support for students in general education classrooms. 	<ul style="list-style-type: none"> Counselors Foster/Homeless Youth Liaison ELD teachers SPED Department Chair All teaching and support staff for special pops 	<ul style="list-style-type: none"> Educational Specialists District Coaches, and SPED reading TOSAs in the areas of and ELD. Training for specialized staff Look into providing a prep-period for coordinators/case carrier/dept. chairs IEPs and 504 plans Hire more SPED Aides Aeries - to identify all special pops in roster 	<ul style="list-style-type: none"> Meeting minutes Attendance at trainings/PDs
<p>1.3 Student Awareness and Engagement</p> <ul style="list-style-type: none"> Conduct surveys or focus groups to comprehend student interests, concerns, and academic support needs; establish channels for students to offer feedback and suggestions on academic support and engagement initiatives. Continue Link Crew mentorship support programs where older students assist and guide younger ones in navigating academic challenges and available resources. College and Career Guidance Initiative - Implementation Plan Student-led intervention such as Peer Tutoring 	<ul style="list-style-type: none"> The Link Crew mentorship program has significantly contributed to the successful adjustment of our freshmen to high school life. House of Representatives meetings invite 1-2 students from each classroom once a month during the fourth period to disseminate upcoming school events and ask students for suggestions on school issues. School Counselors have presented to 12th graders about Californiacolleges.edu and will be presenting to 9th-11th students in the spring. There will also be a parent info night in the spring semester. 	<ul style="list-style-type: none"> Need to hire an Intervention Coordinator Link Crew Advisors Administrative Team Counselors All teaching staff All support staff 	<ul style="list-style-type: none"> House of Representatives PTSA Link Crew Leadership Trainings 	<ul style="list-style-type: none"> Student surveys Link Crew enrollment and participation numbers California colleges.edu reports Hiring of temporary Intervention Coordinator

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2. Continue to establish PLC sessions to facilitate effective collaboration and apply research-based strategies to enhance learning outcomes.

ACTION STEPS	STATUS	PERSONNEL RESPONSIBLE	RESOURCES	MEANS TO ASSESS AND REPORT
<p>2.1 Establishment of Consistent PLC Time</p> <ul style="list-style-type: none"> ● Arrange consistent and uninterrupted PLC sessions for teaching staff, ensuring commitment and engagement within the community of practice. ● Create a collaborative environment to share best practices and insights as a school. 	<ul style="list-style-type: none"> ● Our current PLC schedule is slated for every Friday morning, offering a 40-minute duration. However, this timeframe has proven insufficient to accomplish our intended goals. ● Most PLC teams have set norms when we come to a PLC 	<ul style="list-style-type: none"> ● ILT ● All teaching staff 	<ul style="list-style-type: none"> ● PLC Calendar with set date and time prior to start of school, with minimal changes ● Paid additional PLC time 	<ul style="list-style-type: none"> ● PLC attendance roster for accountability ● PLC minutes
<p>2.2 Data-Driven Decision Made by Core Content Teams</p> <ul style="list-style-type: none"> ● Core content teams will analyze student data, informing curricular and instructional decisions through the review of formative and common summative assessments. Additionally, offer resources and support for customizing teaching methods to individual student needs, addressing the requirements of all subgroups based on data insights. ● Improve documentation practices to track and evaluate interventions through a systematic approach. ● Give collaborative time for training on interpretation of student data ● Disseminate consistent learning strategies applicable across all content areas. ● Ensure training and resources are available to support teachers in implementing these strategies effectively. 	<ul style="list-style-type: none"> ● We are making strides toward defining clear and consistent grading criteria and standards across subjects and grade levels. ● Some of our content teams have created common assessments across courses to gauge student performance consistently. 	<ul style="list-style-type: none"> ● Administrative Team ● All teaching staff ● Department Chairs 	<ul style="list-style-type: none"> ● Data provided by counseling and administrative team ● Data interpretation training 	<ul style="list-style-type: none"> ● PLC minutes

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3. Enrich educational opportunities for all student groups by aligning course offerings and exploring relevant pathways offered at WCHS.

ACTION STEPS	STATUS	PERSONNEL RESPONSIBLE	RESOURCES	MEANS TO ASSESS AND REPORT
<p>3.1 Curriculum Assessment</p> <ul style="list-style-type: none"> ● Review the existing curriculum to ensure it is up to date with current standards. ● Define pathways offered at WCHS to current and relevant college and career demands. ● Assess student interests and needs to determine which courses would be beneficial. 	<ul style="list-style-type: none"> ● Departments review and modify their pacing guides to align with the CCSS. ● Textbook adoption has been completed within the last three years in English and Science. Social Sciences are in the process now. ● Curriculum leads constantly review and revise assessments base on student needs 	<ul style="list-style-type: none"> ● Department Chairs ● School Counselors ● Administrative Team ● Curriculum Adoption Committee (by content, district level) 	<ul style="list-style-type: none"> ● CTE Coordinator ● Administrator overseeing CTE ● Counselors ● Course Rush ● Curriculum leads ● Curriculum adoption committee ● Schoolwide administrator responsible for curriculum 	<ul style="list-style-type: none"> ● Number of students enrollment by course ● Survey ● Action steps to track curriculum development ● Curriculum leads assess and track department progress toward status of revised curriculum status if needed.
<p>3.2 Expansion of AP and CTE Courses</p> <ul style="list-style-type: none"> ● Develop a plan for bridging students from college prep. courses to AP and CTE courses making it more accessible and equitable (i.e AP Bootcamp). ● Continuously assess and gather feedback from stakeholders to pinpoint subjects or areas suitable for the addition or expansion of AP and CTE courses. Subsequently, promote the newly introduced course offerings to students and families. Indicators of succeeding this action plan would be at least one course in both areas every other year ● Allocate resources and training for teachers to prepare and offer these AP courses. ● Create programs of study (POS) for each of the CTE courses now existing. ● Introduce college and career exploration at a early age through <u>College and Career Guidance Initiative</u> - Implementation Plan 	<ul style="list-style-type: none"> ● AP and Pre-AP teachers have the opportunity to attend AP Summer Institute and PDs during the school year to enhance their teaching pedagogy. ● It is an ongoing effort to identify and introduce new AP courses that align with student interests. ● Counselors effectively promote AP courses through a variety of events, including registration, AP Night, and College and Career Night. ● We currently offer Pre-AP in the following subjects: Biology, Chemistry, English, Social Studies ● Addition of AP PreCalc offered in the Math Department. 	<ul style="list-style-type: none"> ● AP teachers teaching the course ● AP Lead Teachers ● Administrator who oversees APs ● College Advisors ● Formation of a Committee for Pathways (?) ● School Counselors ● AP Bootcamp lead 	<ul style="list-style-type: none"> ● College Board Professional Development and Seminars ● College Board Summer Institutes (open to all current AP teachers) ● House of Representatives ● PTSA ● Students enrolled in AP courses 	<ul style="list-style-type: none"> ● Number of enrollment for each AP course over the years ● Teachers and students surveys ● Grade and AP tests scores ● Track student enrollment numbers within each AP course per year.