



# **Merrill F. West High School SELF-STUDY REPORT**

**Prepared for the Western Association of School and Colleges and the  
California Department of Education 2017 WASC Edition**

**Visit Conducted**

**March 18th-21st, 2018**

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# Preface

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## **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

The WASC self-study process was led by our Self-Study Leadership Team. Formed in January 2017, the original team included WASC Coordinator Tom Haim (Social Science teacher), Melinda Stewart (English teacher and AVID Coordinator), Troy Brown (Principal), Zack Boswell (Assistant Principal), Shannon Bancroft (Assistant Principal), and Amy Thompson (Assistant Principal). During the 2nd semester of the 2016/17 school-year and summer before the 2017/18 school-year, the Leadership Team met frequently to gather data (including staff feedback and analysis of student achievement and demographic data) and write drafts of Chapters One and Two of the WASC Self-Study report.

Earlier in December of 2016, Mr. Brown worked with department chairs on revised Vision and Mission statements and School-wide Learning Outcomes (SLOs). The full faculty Self-Study began with an early release Monday faculty meeting in January of 2017 and included whole staff discussion and input regarding the Vision, Mission and Schoolwide Learning Outcomes. The WASC leadership team met three times after school before the next faculty meeting and worked on implementing suggested revisions from staff. The Leadership Team presented the revised statements to staff at the following early release faculty meeting. The WHS faculty then divided into Focus Groups in February of 2017. Over the course of the rest of the 16/17 school-year, on several early release Mondays as well as a staff development Buy-back Day, the Leadership Team facilitated both whole staff and Home and Focus Group specific activities. In May, students were introduced to the Self Study process. All West High students were asked to respond to two written response activities put together by the Leadership Team. The first provided a brief overview of the WASC Self-Study process. The second activity asked our students to both review and provide written feedback to our Mission and Vision and Schoolwide Learning Outcomes. Teachers used these activities to take students questions and thoughts regarding the WASC Self-Study process. A sampling of students (262 student responses represented by all four grade levels) also responded to an online WASC survey created by faculty Focus Groups (**See Appendix A for survey questions and response results**).

Over the summer, Mr. Brown transitioned to his new District position as Director of Student Services while Mr. Boswell was promoted to the position of Principal at our site. Ms. Thompson accepted the Principal position at Stein High School. In July of 2017, newly hired Assistant Principals Jose Jimenez and Jesse Padilla joined the Leadership Team. Director of Staff Development Jodiann Beeson assisted and supported our Self-Study in a District Leadership role. The Leadership Team completed a first draft of Chapters One and Two and presented it to

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staff for discussion and revision at our initial faculty meetings in August. The faculty resumed work in both their Home and Focus Groups in August of 2017 and both groups gathered and discussed student assessment and demographic data throughout the Fall. Focus Groups and Home Groups then began writing their sections for Chapter Three. Each Focus Group included teacher facilitators/leaders and members of all departments. Counselors and classified staff worked at times with the Focus Groups, and also worked together during the Home Group days. Focus group leaders met with the Leadership Team throughout the semester and the Chapter Three writing process went through much discussion and revision. During the 2017 Fall semester, the Leadership Team met with parent, student, and School Site Council groups to share the Self-Study report and facilitate input and discussion.

Our Self Study Leadership Team had a variety of WASC experiences. Mr. Brown has been on several WASC visiting teams. Mr. Boswell served on a visiting committee in April of 2017 and went through the self-study process as a teacher at both Sanger and Lincoln High Schools. Ms. Bancroft and Mr. Haim have been part of multiple self-studies at West and Mr. Haim served on a visiting committee in November of 2017. Ms. Bancroft is slated to serve on a visiting committee in February of 2018. Ms. Stewart has prior self-study experience from an earlier teaching assignment, and is on a visiting team in February as well. Mr. Jimenez was on staff as a science teacher for the Midterm review at West during the 2014/15 school year, and Mr. Padilla served on a visiting committee in the spring of 2017 and experienced the self-study process while teaching at Dougherty Valley High School. Ms. Beeson served as WASC Self-Study Coordinator at Kimball High School in Tracy and has served on a number of visiting committees.

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### Timeline

|                 |  |
|-----------------|--|
| December 2016   | <ul style="list-style-type: none"> <li>Administration Team and Department Chairs worked on revised Mission, Vision and SLOs.</li> <li>WASC Coordinator announced to staff at early release Monday faculty meeting.</li> </ul>  |
| January 2017    | <ul style="list-style-type: none"> <li>Initial meeting of Leadership Team</li> <li>Introduction of Self-Study Process to Staff, staff made revisions to Mission, Vision and SLOs.</li> <li>Leadership Team met to revise Mission, Vision and SLOs.</li> <li>Revisions presented to staff at Monday faculty meeting and approved.</li> </ul>  |
| February 2017   | <ul style="list-style-type: none"> <li>Self-Study Data Conversation at Monday Faculty Meeting</li> <li>Focus Groups organized by leadership team, introduced to staff.</li> </ul>  |
| March 2017      | <ul style="list-style-type: none"> <li>Self-Study Buy-Back Professional Development Day, Data review, higher level student activities, WASC game, review of Critical Areas for Follow Up from last self-study</li> <li>Leadership Team met to debrief Buy-back day and next steps.</li> <li>Focus Groups met and discussed prompts, specific examples of support here at West.</li> </ul>  |
| April 2017      | <ul style="list-style-type: none"> <li>Leadership Team met to develop directions for student self-study survey.</li> <li>Focus groups meet on an early release Monday and finalize questions for student survey.</li> <li>Leadership team met and made final revisions to student survey.</li> </ul>   |
| May 2017        | <ul style="list-style-type: none"> <li>Leadership Team met to discuss self-study introduction to students.</li> <li>Faculty meeting on early release Monday to review self-study conversations with students during 2nd period announcements (two days).</li> <li>Classroom conversations and written responses to self-study prompts</li> <li>Student Survey</li> </ul>   |
| June- July 2017 | <ul style="list-style-type: none"> <li>Leadership Team met several times to review data, student and staff feedback and write 1st draft to Chapters One and Two.</li> <li>Staff Self-Study Buy-back Day planned for 1st day back in early August.</li> <li>Leadership Team attended Relationships, Relevance and Rigor Framework Training.</li> <li>Leadership Team and Department Chairs discussed and redesigned PLCs into department specific Home Groups.</li> </ul> |



### Merrill F. West High School ACS WASC/CDE Self-Study Reflection

|                |   |
|----------------|---|
| August 2017    | <ul style="list-style-type: none"> <li>● Leadership Team presented 1st draft of Chapters One and Two to staff at Buy-back Day and first early release Monday faculty meeting. Faculty made edits, suggestions for revision.</li> <li>● Leadership team presented Preliminary Critical Student Learner needs to staff for discussion and review.</li> <li>● Focus Groups worked with and wrote to Chapter 3 Prompts.</li> <li>● Leadership Team met weekly to review Chapter 3 prompts and plan self-study activities for early release Mondays. Focus group leaders met with Leadership team multiple times.</li> <li>● Leadership team introduced Relationships, Relevance and Rigor framework to staff.</li> <li>● Departments met in Home Groups and worked on PLC Cycle #1.</li> <li>● Students and Staff responded to survey about our Schoolwide Learner Outcomes or 4 Cs.</li> </ul> |
| September 2017 | <ul style="list-style-type: none"> <li>● Home Groups and Focus Groups worked with and wrote to Chapter Three prompts.</li> <li>● Self-study update by WASC Coordinator to Department Chairs and School Site Council. School Site Council worked with and discussed Chapter 3 Focus Group prompts.</li> <li>● WASC Coordinator and Focus Group leaders worked collaboratively on Chapter 3 prompts.</li> <li>● Home Groups wrapped up PLC Cycle #1.</li> <li>● Schoolwide Learner Outcomes or 4 Cs discussions in classrooms.</li> <li>● Student Focus Group met with WASC Coordinator.</li> </ul>   |
| October 2017   | <ul style="list-style-type: none"> <li>● Home Groups and Focus Groups wrapped up work on Chapter Three prompts.</li> <li>● Leadership Team met and made final revisions to Chapter Three prompts.</li> <li>● WASC Coordinator updated and organized self-study activities and conversations for Department Chairs, School Site Council and PTSA.</li> <li>● Student Focus Group met with WASC Coordinator.</li> </ul>   |
| November 2017  | <ul style="list-style-type: none"> <li>● Leadership Team finished Chapter Three prompts and presented to staff.</li> <li>● Leadership Team met with Focus Group leaders to plan out final activity for Chapter Three.</li> <li>● Staff worked in Focus Groups on an early release Monday to offer suggestions for revision for Chapter Three Prompts and to organize overall strengths and areas for growth for their specific Focus Group.</li> <li>● Leadership Team made final revisions on Chapter Three and organized overall strengths and areas for growth for Chapter Four.</li> </ul>  |

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|               |  |
|---------------|--|
|               | <ul style="list-style-type: none"><li>● Members of Leadership Team discussed preliminary and revised student Critical Learner Needs with Department Chairs.</li><li>● Members of Leadership Team led self-study updates and discussions with School Site Council and PTSA.</li></ul>   |
| December 2017 | <ul style="list-style-type: none"><li>● Leadership Team made final revisions to Chapter Four and did initial planning on the Chapter Five Action Plan.</li><li>● WASC Coordinator met with Student Focus Group.</li><li>● Leadership Team reviewed and revised Chapters One through Four and sent a draft to the Visiting Chair.</li></ul>   |
| January 2018  | <ul style="list-style-type: none"><li>● Leadership Team completed initial planning of Chapter Five Action Plan.</li><li>● Leadership Team introduced Action Plan to Department Chairs for comments, additions and revision.</li><li>● Leadership Team revised the Chapter Five Action Plan.</li><li>● Focus Group leaders made final edits and revisions to Chapter Three Focus Group sections.</li><li>● WASC Coordinator and Principal presented Chapter Five Action Plan to School Site Council.</li><li>● Leadership Team presented revised Chapter Five Action Plan to staff for comments, additions and suggestions.</li><li>● Leadership Team met with Visiting Chair</li><li>● Self-Study Coordinator, Principal and Assistant Principal submitted final draft of report to ACS WASC and Visiting Chair.</li></ul> |

# CHAPTER 1

# Progress Report

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**Analyze and reflect upon the school's progress and the impact on student learning since the previous full self-study. How well are all the students achieving? Is the school doing everything possible to support high achievement of all its students?**

### **Significant Developments**

**Site Leadership and Facilities:** Since the last Self-Study during the 2011/12 school-year there have been several significant changes on the West High School campus. West has had two changes in site principal leadership with Troy Brown serving as principal from 2013-2017. Beginning in the 2017/18 school-year, Mr. Brown took a job with the District Office as Director of Student Services and Curriculum. Assistant Principal Zachary Boswell was promoted to the principal position for West High School. Mr. Boswell had served as an Assistant Principal at West since the 2013/2014 school-year. After several years in the District including the last two at West, Assistant Principal Amy Thompson also received a promotion and began serving as principal at Stein High School for the 17/18 school-year. With the changes, West hired two new assistant principals. On-site science teacher Jose Jimenez accepted one of the positions, while the second position was filled by Jesse Padilla, who came to West from outside the district. For our last Self-Study in 2011/12, the Leadership Team consisted of a principal and four assistant principals. With slightly declining enrollment since that point and the consolidating of the campus (closing of the annex location), the current leadership structure consists of one principal and three assistant

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principals. Curriculum, discipline, and staff evaluation responsibilities are shared between all site administrators for the 2017/18 school-year. With a more experienced administrative team, there was an effort during the 2016/2017 school-year to have our administrators focus on more specific areas; an idea that could be revisited in the future.

During the 2016/17 school-year, West High School had both a transformer explode and a flood within the Physical Education facilities. Despite the setback and several disruptions, both staff and students showed great moxie in maintaining an effective learning environment in working together through intermittent power outages and other issues. The District responded as promptly and effectively as possible, but both issues took months to remedy. A positive result is a new gym, dance room and weight room floor for the 2017/2018 school-year. Finally, the West High campus went through a nearly comprehensive remodel in the summer of 2017 plus the installation of solar panels in the spirit of utilizing clean, green energy. On our first day of school, Monday, August 7th, KCRA Channel 3 profiled our campus remodel and back to school excitement including interviews with students and our Activities Director Scott Behnam and Principal Boswell (**See Appendix B**).

**Curriculum and Student Support:** West has experienced a number of important changes in these two areas of focus since both the last Full Visit and 2014/2015 Midterm report. The transition to the Common Core State Standards (CCSS) has been a major area of emphasis. Both English and Math have focused on implementation of the Rigorous Curriculum Development (RCD) while science has continued to transition to the Next Generation Science Standards (NGSS). During the summer of 2017, West science teachers worked with the San Joaquin County Office of Education to develop NGSS curriculum. Over a course of a week, Biology, Chemistry and Physics teachers worked in subject teams and designed course outlines to integrate Earth Science into their curriculums. The Social Science department has developed common assessments in line with both content and common core standards. For professional development, our Professional Learning Communities (PLCs) continue to be a work in progress. Since the previous full self-study, we have significantly improved the positive collaborative in our PLCs, and have begun to increase the emphasis on common assessments and student achievement for the 2017/18 school-year. We recognize the need to continue to work on creating authentic common assessments and sharing student work among colleagues in our PLCs. We sent a group of Biology teachers to PLC training

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this year, and they have been given additional release time to identify common goals, create common assessments, and share student data. We are also bringing a Solution Tree PLC trainer to our site on a District Buyback Day in January in order to train more of the staff in effective PLCs.

West High has a number of programs to offer our students in order to prepare them for college and careers. During the 2012/13 school-year, West began offering an Expository Reading and Writing English Language Arts Course (ERWC) open to juniors and seniors. Currently taught by English Language Arts teachers Anne Duff and Melinda Stewart, ERWC is designed by the California State Universities and the California Community Colleges to improve college readiness in our high school students and to develop college-ready reading, writing, and critical thinking skills with (primarily) expository text. In 2015/16, Engineering 4 was added as an elective for our Space and Engineering Academy (SEA) seniors. The course focuses on product development: students brainstorm product ideas, evaluate and develop the ideas, select the best idea, and turn it into a working prototype. In the fall, students design mechanical toys or games which they print on our 3D printer. In the spring, students take ordinary household items and add sensors and processors to create smart devices such as a computer case that sounds an alarm when someone tries to open it.

In 2016/17, as a way to continue addressing the needs of our Long-term English Learners (LTELs), EL classes were restructured to challenge more EL students to take College Prep classes with EL support. This includes students who have historically been in the ELD Advanced class now being placed in a CP English class while concurrently enrolled in the ELD Academic Support class to give academic language instruction to meet the higher, rigorous demands. Also, students who tested in the Early Advanced and Advanced language assessment levels are being placed in CP content area classes (i.e., Math, History, Science) as opposed to the EL content area classes, which were designed specifically for the Beginning through Intermediate levels of ELs. Just like the English CP EL students, these students in a content area CP class are also being concurrently enrolled in the ELD Academic Support class.

During the 2016/17 school-year, we also added an Air Force Junior ROTC program consisting of four sections taught by Major Matthew Wilson. Student interest and enrollment

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for the program has increased for the 2017/18 school-year. Under the leadership of Home Economics teacher Rebecca McLatcher, West has also added a two-hour long block "Foods and Nutrition II" class in our newly refurbished Home Economics classroom to meet the increasing enrollment numbers and student interest. West hired a new music teacher Jonathan Raman for the 2016/17 school-year. His commitment and vision for our music program has created wonderful student and community enthusiasm. Our Agricultural Science Program led by Marlene Hepner has grown from two to four teachers since our last self-study. Within the department there are two Agriculture Pathways. Paths include; an Agriscience Path intended for students pursuing a four year college degree and a Plant Science path intended for students pursuing a two year college or trade school certificate program. Finally, Valley Community Counseling Services (two on-site mental health counselors) and a Parent Liaison position were both established as student services during the 2015/16 school-year (through the LCAP) and remain in place for the 2017/2018 school-year. During the 2016/2017 school-year, we also had two program leaders from the Child Abuse Prevention Council (CAPC) from the County of San Joaquin train our conflict management students on suicide prevention. Following the training sessions, our conflict management students along with the help of CAPC presented the Yellow Ribbon (suicide prevention) program to our West high 10th graders in the school library. During the 2017/2018 school-year, workers from CAPC will be present at West High School on Thursdays to help students.

**Tardy Policy:** The district implemented a new tardy policy (**See Appendix C**) for the 2016/2017 school-year for its three comprehensive high schools including West. With the new policy, site administration rather than individual teachers track tardies and consequences though teachers also continue to maintain their specific classroom tardy policies and communicate with students and parents. Students are held accountable for tardies collectively rather than by each individual class as had been the long-standing past policy. The policy continues for the 2017/2018 school-year as does discussion about its effectiveness. Some staff members would like to see further changes.

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### **Schoolwide Critical Areas for Follow-up and Ongoing Follow-up**

1. Improvement of ELA and Math proficiency levels on standardized testing.
2. Improve the pass rate of 9<sup>th</sup> grade students.
3. Decreasing the achievement gap for all student subgroups.
4. Continue development and deployment of the four-year plan for all students.
5. Continue focus on the Big Four, particularly around the use of daily Learning Objectives and Checking for Understanding.
6. Continued support to bring campus technology up to date.
7. Continued staff development opportunities around the use of technology as a tool to enhance instruction and Common Core.
8. Continue to investigate ways to increase parental involvement.

### **2015 Midterm Visit Recommendations**

1. Staff is encouraged to implement best practices and develop new instructional methods. Work with the District Office to revisit the evaluation tool to focus on effective instruction.
2. Create goals, actionable items and timelines for each PLC so that staff can focus on an issue and create a deliverable within a manageable period of time that can be implemented within the classroom to improve practice and increase achievement and engagement.

### **Overview of Progress since 2012 self-study and 2015 Midterm visit**

#### **Critical Area 1: Improvement of ELA and Math proficiency levels on standardized testing.**

Increasing student achievement on both ELA and Math assessments is an ongoing area of emphasis and reflection. In the spring of 2015, 11<sup>th</sup> grade Math and English students at West took the Smarter Balanced (SBAC) assessments based on the California Common Core State Standards (CCSS). Common Core implementation has represented a major shift in instruction and student learning. Both English and Math teachers have gone through RCD training and use related curriculum. The math RCD rollout had a more problematic



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beginning with much frustration among teachers and students with the Carnegie Computer Program serving as the main form of instruction. Adjustments have been made (the Carnegie program now is only one learning tool out of many) and the overall process was much smoother and clearer to both teachers and students during the 2016/17 school-year. Since the midterm report, the math department received multiple grants for professional development training with an emphasis on assessing Algebra scores and modifying student instruction.

### Impact:

The first two years of SBAC results showed our students performed well above the state average on the ELA exam. However, 2016/2017 student results on the ELA exam declined 24 percent when compared to 2014-/15 results. Math results for West students had been slightly below the state average for years one and two of the SBAC. For 2016/2017, 20 percent of 11th grade West students met or exceeded proficiency standard on the Math SBAC. This represented a seven percent decline when compared to 2015/16 results and a 16 percent decline when compared to 2014/15 student results.

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

| Percent “met and exceeded” on CAASPP Exam |               |      |      |             |      |      |
|---|---------------|------|------|-------------|------|------|
|   | Language Arts |      |      | Mathematics |      |      |
|   | 2015          | 2016 | 2017 | 2015        | 2016 | 2017 |
| Grade 11                                  | 63%           | 60%  | 39%  | 36%         | 27%  | 20%  |

### Critical Area 2: Improve the pass rate of 9<sup>th</sup> grade students.

This also continues to be a critical area of focus for both West High School and Tracy Unified School District in general. Beginning in the summer of 2017, the District began the Summer Bridge Program (See Appendix D) as a targeted effort to address 9<sup>th</sup> grade success with the primary focus on the transition from middle to high school. For West High School specifically, incoming student interest was so strong that the district increased the first

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Summer Bridge class from 50 to 75 students. The Summer Bridge Program is a two week program in the beginning of June with an emphasis on connecting incoming 9th grade students (many who were socially promoted) to the West High campus and culture in a lasting way. Both counselors and Summer Bridge teachers will follow up monthly throughout the school year with students involved in the Bridge program. There will also be an emphasis on AVID learning strategies with current AVID students serving as mentors. Assistant Principal Jose Jimenez was the principal of the Summer Bridge Program. Part of the two week curriculum included specific West High School Programs (such as AVID, JROTC, FFA, and Visual Performing Arts (VPA) and Community (One Day at a Time and Yellow Ribbon) presentations as well as college visits (UC Santa Cruz). On the final day of the two week program, Head Counselor Sarah Banchemo and Counselor Laurie Tomlin met with students regarding course and program interests and adjusted their individual schedules to meet those interests and requests if applicable.

The ninth grade student failure rate has continued to be a major site concern since the last full Self-Study and Midterm report. The District recognizes this as a significant issue in all of our high schools, and has decided upon focusing specifically on ninth grade success as one of two district specific areas of focus (the other is early literacy). In response, teachers from a variety of departments have gone through Guided Language Acquisition and Design (GLAD) training and are working to implement those strategies in their classrooms. GLAD strategies focus in part on our English Language learners but also work very effectively as best practices with all of our students. Established programs such as College Bound will continue while our site has re-established the Parent Institute for Quality Education (PIQE) for the 2017/18 school-year. All of these programs emphasize initially supporting students when they enter West in their 9th grade year and then continue as a support throughout a student's entire high school career. With the College Bound program, 42 West High students and their families participated during the 2016/17 school-year. During 10 Saturday sessions, organization leaders emphasize A-G requirements, scholarship opportunities and the college admissions process. Leadership students welcome incoming freshman with a school orientation led by West High leadership students (with other student mentors as well). We were unable to hold this orientation prior to the 2017/2018 school year due to the site closure for renovations. The PIQE program especially engages and welcomes our parents and students from our 2nd language and immigrant populations.

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### Impact:

Tracy Unified School District (TUSD) is committed to the Summer Bridge program and our initial site program in June of 2017 created enthusiasm and momentum for students and staff going forward. It will be vital for West staff to closely monitor our initial student participants as they progress at West. It will also take a number of Summer Bridge classes for us to be able to look for trends in student data.

### Critical Area 3: Decreasing the achievement gap for all student subgroups.

Since the last full visit, an achievement gap has continued to exist among specific student subgroups in ELA and Math testing. Prior to SBAC testing, the gap had been closing for all subgroups except students with disabilities. Data from the SBAC testing (beginning in 2014/15) has shown the following subgroups to be scoring below our overall school average in both ELA and mathematics: African American, English Learners, Hispanic, Socio-Economically disadvantaged, and Student with Disabilities. The gap in both assessments is particularly high for both English Learners and Students with Disabilities. African American students also scored significantly lower on the SBAC ELA exam in 2016 in comparison to 2015 results. There are several programs available to address the achievement gap at West High School. As mentioned earlier, West offers collaboration with the Parent Institute for Quality Education (PIQE) program, open to all parents and students who would like to participate, with a focus on parents of English Language Learners. The program provides information to encourage parents to take an active role in their child's education, by empowering these parents with knowledge of the school atmosphere and college going climate.

In addition, as mentioned earlier when discussing 9th grade student achievement, West offers the program College Bound, open to all but with a focus on African American students. College Bound encourages students and parents to set goals for their child to attend college and assists with college advising and direction, SAT/ACT preparation classes, and career exploration activities. One Day at a Time (ODAT) is a program that encourages positive educational and social growth of any student who chooses to participate. ODAT focuses on improving the relationships of the students at home, with peers, and in an educational setting, encouraging students to make better choices leading to their success. West High graduate

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Alex Martin del Campo currently serves as the leaders of our ODAT program. Last summer, three current West High students and one recent graduate attended ODAT leadership conferences in Los Angeles and Ireland respectively.

The Advancement Via Individual Determination (AVID) program at West High School reaches 30-35 students per grade level, per year, in the AVID elective class, as well as a number of additional students in the AVID Club after school. AVID focuses on teaching students structures and strategies that can be utilized in all classes to improve student achievement and increase college acceptance and completion. The AVID program utilizes proven teaching strategies to support middle achieving students in rigorous coursework. A future goal for the 2017/2018 school-year and beyond is to provide professional development sessions to new teachers to introduce AVID teaching strategies.

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

|                  | Language Arts |      |      | Math |      |      |
|------------------|---------------|------|------|------|------|------|
|                  | 2015          | 2016 | 2017 | 2015 | 2016 | 2017 |
| Schoolwide       | 63%           | 60%  | 39%  | 36%  | 27%  | 20%  |
| Asian            | 83%           | 77%  | 46%  | 49%  | 48%  | 35%  |
| African American | 54%           | 38%  | 31%  | 22%  | 18%  | 16%  |
| Hispanic/Latino  | 57%           | 52%  | 32%  | 22%  | 17%  | 12%  |
| White            | 66%           | 72%  | 57%  | 37%  | 35%  | 34%  |
| EL               | 18%           | 16%  | 7%   | 4%   | 0%   | 1%   |
| SES Disad        | 55%           | 53%  | 29%  | 21%  | 19%  | 14%  |
| SpEd             | 3%            | 14%  | 2%   | 0%   | 0%   | 1%   |

### Impact:

As a staff, we began during the spring of 2017 to take a closer look at student grades and absenteeism, overall and by subgroup, in an effort to find significant trends in the data as related to the achievement gap. On the 2017 ELA SBAC, all subgroups scored significantly lower in comparison to 2015 and 2016 results. Math scores across the board declined in 2017 by subgroup as well.

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### **Critical Area 4: Continue development and deployment of the four-year plan for all students.**

All students at West High School individually meet with their counselor initially during their freshman year. During each subsequent year, students and their counselor review and update their academic plan. This process ensures that our students have set goals to reach a prescribed level of college and career readiness by the end of their senior year and that they are fully aware of the requirements for a successful transition into their chosen post-secondary path. Counselors keep hard copies of students' 4 year progress toward graduation and A-G requirements, and update the hard copies every semester.

#### **Impact:**

Specific programs such as Space and Engineering Academy (SEA), AVID, Ag Science, and JROTC particularly emphasize and highlight four-year plans with their students.

### **Critical Area 5: Continue focus on the Big Four, particularly around the use of daily Learning Objectives and Checking for Understanding.**

Since the last self-study, the District and site administration emphasized classroom walk-throughs focused on the Big Four which includes: a clear learning objective, student engagement, non-linguistic representation and checking for understanding. While all these strategies are still emphasized as best instructional practices, beginning in the 2016/2017 school-year, site administrators and site counselors regularly visited classrooms to observe critical thinking questions and activities. For the 2017/18 school-year, the District has made a three year commitment to "Relationships, Rigor and Relevance" a program that we as a staff have discussed at times since the last full Self-Study. The Leadership Team attended a two day training in late July, 2017 and staff began working with the program at our first Monday faculty meeting in August.

Also worth noting since the last Midterm report and implementation of the CCSS is the area of professional development and best teaching practices. West High teacher leaders have stood out in leading professional development during Early Release Mondays and District staff development buy back days in the area of PLCs and critical thinking strategies, as well

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

as other topics considered best instructional practices. This includes the use of technology in the classroom to increase student achievement. For example, World Languages teacher leader Mayra Lopez facilitated professional development at the district level for technology usage in the World language classroom. The student focused strategies she shared with colleagues included:

1. [Vocaroo.com](http://Vocaroo.com) which is a free online service that allows students to record their voice and then send the recording as a file via email or other means.
2. [Practicaespañol.com](http://Practicaespañol.com) is an online resource that uploads worldwide current events in Spanish. The students have the option of selecting the academic level of the article. They can then read and listen to the article. A comprehension quiz is given at the end of the article with automatic feedback.
3. Google docs: After recording their oral presentations, students copy the URL and paste it on a document they receive from the teacher via email. They fill in the form and then send it back. Once the teacher receives it, it can be created as a spreadsheet for easy access of all student reports.

Several other West High Faculty members have taken on professional development leadership roles. West High Social Science teacher leader Tom Haim and Assistant Principals at the time, Amy Thompson and Zack Boswell, facilitated AP/IB leadership professional development strands for district Buy-back days while Social Science teacher leaders Maureen Riley and Tom O'Hara facilitated multiple professional development strands including PLCs, the DBQ project and project based learning teaching strategies. Jose Jimenez led a student engagement strategy during our staff development. The strategy "Add a word" engaged teachers into writing a sentence from a sentence frame that was developed by the presenting teacher. This strategy engaged teachers in the meeting and expanded into a discussion about how to use the strategy in all content areas from math, social studies, science, and foreign languages. Math teachers Scott Mizuno and Erick Keating presented best practice teaching strategies with an emphasis on critical thinking, checking for understanding and student engagement.

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### **Impact:**

TUSD has made a three year commitment to the “Rigor, Relevance and Relationships” framework (See **Appendix E**). The West High leadership team attended the two day training in late July 2017 and worked with staff on a site action plan beginning in August of 2017. Our site PLCs are now department and subject specific with an emphasis on teachers’ both collaborating on and discussing curriculum and assessment (including common rubrics) that increase student achievement and learning. West High staff continues to emphasize best practices for student learning in the classroom and through professional development activities. It is exciting to see our faculty emerge as educational leaders at both the district and site level.

### **Critical Area 6: Continued support to bring campus technology up to date.**

In the 2014/15 school-year, all classrooms were outfitted with ScreenBeam wireless projector devices and new laptops/tablets. All middle school and high school teachers in the district received new devices (a personal computer) for the 2017/18 school-year. The screen beams were used throughout the school initially, although the hardware became somewhat defective and some teachers found them difficult to rely upon. Others still use the technology daily. The district installed four large TV screens in a few of our classrooms as a trial to replace the previous projectors that were in the classrooms.

We currently have 35 interactive projectors on campus. The interactive projectors allow a teacher to turn the classroom whiteboard into an interactive touchscreen. All math classrooms have enough laptops for every student to utilize during the class period. The RCD framework that has been adopted for our math courses contain an online component that is frequently used in many of our math classes. We also have two laptop carts (about 40 computers in total) that are used among our EL teachers. All our EL teachers have Document Cameras and our EL students have access to a roving computer lab (on carts) that is connected to an EL network printer.

### **Impact:**

The District has committed to installing interactive projectors in every classroom by the beginning of the 2018/2019 school year.

## **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

### **Critical Area 7: Continued staff development opportunities around the use of technology as a tool to enhance instruction and Common Core.**

Since the last midterm visit, the district has presented a number of technology trainings available to our staff and led by some of our staff members. We have also offered technology training on our site. Mr. Boswell and Epson have presented interactive projector training, while Ms. Perry (school librarian) has presented Office 365 trainings for students and staff. Mr. Boswell also presented ScreenBeam training to staff. In August of 2016, representatives from Gale (infotrac) introduced digital library resources for staff. The district office has also offered Office 365, Aeries, EADMS (data management), OneNote, and Technology in the Classroom training during buyback days and District Early Release Mondays. Math teacher Perry Farrens offered staff training regarding using “Schoolology” in the classroom. Spanish teacher Mayra Lopez, Principal Zack Boswell, and CTE teacher Earl Harper, are all West High staff members who have presented technology training during these days as well. Mr. Harper is also our Site Tech Advisor and an absolute lifesaver for us year after year!

#### **Impact:**

In this case through the effective use of technology in the classroom, our faculty continues to stand out as educational and professional development leaders

### **Critical Area 8: Continue to investigate ways to increase parental involvement**

Much has been implemented since the last full WASC self-study (and subsequent midterm) visit. Programs such as College Bound and PIQE were discussed in relation to earlier critical need goals. Since the 2015 mid-term visit, West High administration has established an Autodialer call system to parents (in both English and Spanish) to serve as a reminder of school community events like Back to School Night and Parent/Teacher Conferences. West High Administration also coordinates with middle school principals to do a call home regarding 8<sup>th</sup> grade orientation night at West. For the 2016/2017 school-year, the Principal’s Parent Group established a Parent Teacher Student Association (PTSA). The organization is parent led with administrative representation at each meeting. A highlight of the PTSA’s first year included providing meals for student participants in “Every 15 Minutes” and two scholarships for graduating seniors. Other established parent-driven student support groups



## **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

include both a Science Booster Club as well as a Band Booster Club. These clubs conduct fundraisers in order to purchase supplies and fund field trips. In addition, Home Field Advantage (HFA) is a group of current and past parents who support West High Athletics. There is further community outreach through AVID Parent Nights and Coffee with Counselors. Since the spring of 2016, Ana Arroyo has served as West High School's Parent Liaison. Her position is district funded through the LCAP. Through her duties, Ms. Arroyo works closely with families from our 2nd language and ESL communities (primarily but not entirely Spanish speaking).

### **Impact:**

We are particularly excited about the significant increase in numbers of parents attending school sponsored events over the last three to four years. We look forward to the continued expansion and impact of PTSA as well as our outreach to parents and community through programs like PIQE and College Bound. Our parent liaison Ana Arroyo has sparked a wonderful bond and connection with our Spanish speaking and EL students' families. We are committed to building upon these positives in upcoming years.

## **2015 Midterm Visit Recommendations**

**1. Staff is encouraged to implement best practices and develop new instructional methods. Work with the District Office to revisit the evaluation tool to focus on effective instruction.**

### **Impact:**

Since the last midterm report, there has been a significant increase in using early release Monday staff meeting time for professional development led by site teacher leaders.

**2. Create goals, actionable items and timelines for each PLC so that staff can focus on an issue and create a deliverable within a manageable period of time that can be implemented within the classroom to improve practice and increase achievement and engagement.**

## **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

### **Impact:**

West High teachers were previously involved in Data Teams. Since the Mid Term visit, we have moved to more collaborative PLCs. While this is a positive step in the right direction, we still have work to do in the area of pulling and reviewing data to increase achievement and engagement among students. At an end of the year staff meeting in May of 2017, PLC group leaders reported out on their progress and what they would like to continue to focus on or where they hope to go with continued collaboration for the 2017/2018 school-year. Zack Boswell attended the DuFour PLC training in the fall of 2016 and is using that professional development training in working with PLC teacher leaders Tom O'Hara and Maureen Riley. As mentioned earlier, our site PLCs are now department and subject specific with an emphasis on teachers' both collaborating on and discussing curriculum and assessment (including common rubrics) that increase student achievement and learning.

### **Critical Areas for Follow-up not currently in the Action Plan**

**WASC Mid Term Recommendation- 1- Staff is encouraged to implement best practices and develop new instructional methods. Work with the District Office to revisit the evaluation tool to focus on effective instruction.**

Former West High principal Troy Brown and two West High teachers were part of a District committee to pilot potential revisions to the teacher evaluation system. However, an agreement was not reached between TUSD and the Teachers Educator Association (TEA) to modify the evaluation system and the standing evaluation system remains in place.

### **Ongoing Follow-up Process and Action Plan Single Plan for Student Achievement**

The West High Single Plan for Student Achievement (SPSA) is aligned to the Tracy Unified School District's LCAP goals, and has been supported by the WASC schoolwide critical areas of focus (**See Appendix F and G**). The District has two LCAP goals: 1 - Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all subgroups; 2 – Provide a safe and equitable learning environment for all students and staff. Our first two SPSA goals are the same as the

## **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

district LCAP goals. Our site has additional goals focusing on parent involvement, professional development, digital technology and libraries. The school goals either mirror the ACS WASC goals (1, 3, 6, 7 and 8), or are directly supported by the ACS WASC goals (2, 4 and 5). With so much uncertainty regarding both the implementation of the California Common Core State Standards and LCAP, it has been exciting to see how relevant our 2012 self-study critical areas of focus have remained in line with both our SPSA's and TUSD's LCAP student goals.

### **Review and Discussion of Reports**

The development of the Single Plan for Student Achievement is a collaborative process between the district office, site administration, and site staff members. The district office collects appropriate data and fills in the data on the site plan. Administration then addresses the data and comments on progress or areas of need based upon the data. Administration also comments on the plan that is in place to address the areas of need.

After administration's input, the draft of the school plan is then disseminated in three settings. The plan is shared with the School Site Council, which includes parents, teachers, classified staff members, and administration. Site council reviews the plan and makes recommendations for changes. The draft is then shared with our Department Chair members, and we go through the same process of taking feedback for potential revisions. Finally, the draft is shared at a Monday Early Release staff meeting, where all staff members are given the opportunity to give input. In 2015/2016, our staff members participated in a gallery walk with data and goals posted around the room on poster paper. We broke the staff into groups and had the groups comment on and make suggestions to the various parts of the plan. In the 2016/2017 school year, we used a shared document where every teacher had access to provide feedback on the various parts of the plan electronically. This was a well received modification to the process.

## **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

### **Reflection, Analysis on Progress, Supporting Evidence, and Impact on Student Learning for Action Plan Sections or Goals**

#### **A. Cross-Reference of Action Plan and Critical Area for Follow-Up**

SPSA Goal #1 – Ensure students are prepared for college and career and that all students meet or exceed grade level standards and the achievement gap is closed

SPSA Subsections A-E:

- A. Programs to meet the needs of all student for college and careers (including implementation of CCSS ELA/Literacy and Math)
- B. Activities to improve student achievement in Science and support transition to Next Generation Science Standards
- C. Activities to prepare students for state assessment (SBAC)
- D. Programs to meet the needs of English Learners
- E. Provide supplemental intervention and remediation for at-risk and foster youth

#### **Critical Area for Follow-Up Addressed**

- Self-Study Action Plan Goal 1- Improvement of ELA and Math proficiency levels on standardized testing
- Self-Study Action Plan Goal 2- Improve the pass rate of 9th grade students
- Self-Study Action Plan Goal 3- Decreasing the achievement gap for all student sub-groups
- Self-Study Action Plan Goal 5- Continue development and deployment of the four-year plan for all students
- Mid-Term Review Action Plan Item 1- Staff is encouraged to implement best practices and develop new instructional methods.
- Mid-Term Review Action Plan Item 2- Create goals, actionable items and timelines for each PLC so that staff can focus on an issue and create a deliverable within a manageable period of time that can be implemented within the classroom to improve practice and increase achievement and engagement.

## **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

### **Action Plan Progress for Goal 1:**

#### **Meet needs of all students for college and careers (include ELA/Literacy and Math)**

In an effort to introduce our students to college, we send all 9th grade students on college tours and have all 10<sup>th</sup> grade students take the PSAT. We continue to fund academic teams such as Academic Decathlon, Mock Trial, Science Olympiad, Robotics etc. We implemented the College Bound program for 50 of our students. One Day at a Time continues to teach students about leadership and decision making skills in preparation for college and careers. We offer PIQE for our non-English fluent parent population. This program both brings parents onto our campus and ultimately helps them navigate the educational system. We have an AFJROTC which has increased student engagement and offered another career pathway. AFJROTC participated in a summer leadership camp with AFJROTC cadets from Bakersfield high school. The AFJROTC students spent a week at Camp San Luis Obispo learning leadership skills. We did not utilize Career Cruising, so we are no longer offering this service. We are now using a free service to help students with four year plans and career pathways. We worked through some issues and concerns with our coding classes, and found that the program was not meeting our desired outcomes for students. We have since canceled the program and focused our attention on other programs such as JROTC. We set aside money for after school tutoring, but that plan did not get put into place. However, there is still after school tutoring in core subjects by teachers. The Summer Bridge Program targets students that need extra support in their transition to high school. This program services anywhere from 50 to 75 students and these students will continue to receive interventions throughout the next school-year from Program counselors and teachers.

#### **Transition to NGSS**

We provide opportunities for science teachers to go to professional development as well as sub time for teachers to work together on lesson plans. We have provided equipment and supplies for labs upon teacher requests in our anatomy and human physiology courses. Some of our teacher leaders are more familiar with NGSS and implementing it in their own classroom, and also sharing back strategies within their department. We were able to purchase some supplies that teachers requested for the labs. Our teachers have been working with the county on the NGSS transition and NGSS lesson planning. We purchased a new science computer lab for the Space and Engineering Academy.

## **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

### **Preparation for state assessment (CAASPP/SBAC)**

We encourage teachers to participate in the practice SBAC testing. We do not direct our professional development towards CAASPP/SBAC training, but we do run multiple training sessions for test administrators. We do not measure the effect or the outcomes although the Math and ELA scores did each decrease. We are refocusing our efforts on core instruction in an effort to improve student learning. We anticipate that this will be reflected in student performance on CAASPP/SBAC.

### **English Learners**

The ELD Coordinator position has been funded, as well as three para-educator positions to support our EL students. We provide an increased level of translation support at our parent events, and we offered ALAS classes. However, we have changed our ALAS class to an academic support class for EL students. We hired a parent liaison for additional support for our EL parents, and we offer PIQE classes to support EL families in getting involved in their children's education. We have an increased level of parent involvement in the school due to the efforts of our parent liaison and the PIQE program. We continue supporting teachers with EL paraeducators in the classroom. We have more evenly distributed our EL Para educators throughout our EL classrooms in order to ensure their time was spent with students. Our new El Coordinator has a goal of focusing on providing professional development for teachers and paraeducators. She has also committed to keeping an open door, welcoming environment for all EL families.

### **At-risk Intervention/Remediation**

We hold a high school book fair, and provide books for students who need them. Because of the funding we received from the book fair fundraiser, we now have a library of over 300 young adult books that are free for any student who wants a book.. We also have one marriage family therapist and one mental health counselor (through Valley Health Services) on campus to which students have free access throughout the year. Between the mental health counselor and the marriage family therapist, West High Students received over 1500 total hours of mental health services during both the 2015/2016 and 2016/2017 school-year. This has been of great benefit to our students, and has allowed our guidance counselors more time to focus on student academics. Life planning guides were given to all freshmen in individual meetings with their counselors. Our site is continuing to pay for all 9<sup>th</sup> grade

## **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

students to attend a college visit this year. Our counselors have committed to an extra focus on freshman this year in an effort to improve the success of students at that grade. Our JROTC program will also target this group and provide opportunities for those students who participate.

### **SPSA Goal #2 – Provide a Safe and Equitable Learning Environment for all Students and Staff**

#### **Critical Area for Follow Up Addressed:**

- Self-Study Action Plan Goal 2- Improve the pass rate of 9th grade students
- Self-Study Action Plan Goal 3- Decreasing the achievement gap for all student sub-groups

#### **Action Plan Progress for Goal 2:**

##### **A. Increase Students' Average Daily Attendance**

1. Our administration team recognizes students with perfect attendance with a reward assembly at the end of the school year. Our parent liaison calls home to build relationships with more parents. Many of these calls target students with attendance issues.
2. We will again offer the reward ceremony for students with perfect attendance. Students have already been asking if we are continuing this program. The parent liaison will continue to target specific parents whose students have attendance issues. The principal has committed to visiting homes of students with the parent liaison.

##### **B. Increase Cultural Proficiency and Support a Safe and Equitable Learning Environment**

1. We did not host any outside speakers for on-site assemblies. Part of our rationale for having fewer assemblies was our intent to protect instructional time as much as possible. We do employ the services of College Bound, PIQE and One Day at a Time with the hopes that these groups would add to the equitable learning environment.
2. Through attending the graduation ceremonies for College Bound, PIQE, and One Day at a Time, we have seen that the students and families who participate in these programs have a higher level of engagement in the school than many students and families who do not.

### **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

3. We are going to continue with College Bound and One Day at a Time. We will begin offering PIQE every other year, and have added a Coffee with Counselors program that we will offer in the off years. Our conflict management class works with the other two schools and the district on anti-bullying campaigns. They have been yellow-ribbon trained (suicide prevention). They also help to mediate conflicts between students. Leadership students celebrate our school's diverse culture in all of our school assemblies and during homecoming week. One of our assistant principals is on the Diversity and Equity Committee at the district. Our principal is on the anti-bullying committee at the district. We are in our second year of offering a JROTC program to our students. This program teaches self-esteem, leadership, citizenship, critical thinking, physical fitness, teamwork and effective communication.

**Survey:** There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

#### **School Climate**

| <b>Group</b>          | <b>% Agree<br/>2015</b> | <b>% Agree<br/>2016</b> | <b>% Agree<br/>2017</b> |
|-----------------------|-------------------------|-------------------------|-------------------------|
| <b>Parents</b>        | 70                      | 82                      | 89                      |
| <b>Staff – Cert.</b>  | 58                      | 74                      | 80                      |
| <b>Staff – Class.</b> | 65                      | 76                      | 90                      |
| <b>Students</b>       | 56                      | 61                      | 68                      |
| <b>Total</b>          | 62                      | 73                      | 82                      |
| <b>Met Goal (Y/N)</b> | No                      | Yes                     | Yes                     |



### **Analysis of Data – School Safety and Climate**

Our School Climate/Safety Surveys indicate that our climate has improved significantly since 2015. Every category reports better school climate and better school safety than 2015 and shows positive growth towards fulfilling part of our revised school Mission Statement. We believe that our focus on positive culture has contributed to this. We also believe that our groups such as College Bound, PIQE, and One Day at a Time have helped to improve school culture. Our Parent liaison has also played an important role in getting more parents involved in the school.

### **SPSA Goal #3 – Professional Development**

#### **Critical Area for Follow Up Addressed:**

- Self-Study Action Plan Goal 1- Improvement of ELA and Math proficiency levels on standardized testing
- Self-Study Action Plan Goal 2- Improve the pass rate of 9th grade students
- Self-Study Action Plan Goal 3- Decreasing the achievement gap for all student sub-groups
- Self-Study Action Plan Goal 5-Continue focus on the Big Four, particularly around the use of daily learning objectives and Checking for Understanding
- Self-Study Action Plan 7- Continued staff development opportunities around the use of technology as a tool to enhance instruction and the Common Core
- Mid-Term Review Action Plan Item 1- Staff is encouraged to implement best practices and develop new instructional methods.
- Mid-Term Review Action Plan Item 2- Create goals, actionable items and timelines for each PLC so that staff can focus on an issue and create a deliverable within a manageable period of time that can be implemented within the classroom to improve practice and increase achievement and engagement.

#### **Action Plan Progress for Goal 3:**

##### **Support for Implementation of CCSS and NGSS**

We provide supports for and encourage teachers to observe one another throughout the year as a form of professional development. We offer to pay teachers for additional prep time as

## **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

they are still transitioning to the new California Standards. We purchase supplies for teacher PLC meetings. Not many of our staff members took the opportunity to observe one another. We are still going to encourage this process and provide supports for those who do wish to engage in this process. A group of science teachers took us up on the extra prep time offer during the summer. They developed NGSS lesson plans to use for the 2016-2017 school year. We will continue to offer professional development opportunities off site for teachers. We will continue to offer them opportunities for teachers to collaborate during the day and after contract hours. Our site professional development will continue to focus on specific skills that support the new California Standards.

### **Support for Professional Learning Communities**

We provide coverage time and supplies to support our site PLCs. We have a number of staff members who worked in interdisciplinary PLCs and planned units to correspond between classes. We recognize that we still have a lot of room for growth at our site regarding PLCs. We decided to begin the 2016/2017 with the focus on our whole site as one Professional Learning Community. After two of our administrators attended the PLC training, we recognized that we have not trained the teachers in being members of a PLC. As a whole site, we are reading and learning together about the PLC process. We are collecting and analyzing data as a site. Our plan is to get our staff better trained in the PLC process before forming smaller PLC groups.

### **SPSA Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education**

#### **Critical Area for Follow Up Addressed:**

- Self-Study Action Plan Goal 2- Improve the pass rate of 9th grade students
- Self-Study Action Plan Goal 3- Decreasing the achievement gap for all student sub-groups
- Self-Study Action Plan Goal 8- Continue to investigate ways to increase parental involvement

## **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

### **Action Plan Progress for Goal 4:**

College Bound and PIQE each focus on involving parents in the education process. Our parent liaison was hired during the 2nd semester of the 2015/2016 school-year. That year, Principal Troy Brown started a parent group that met once a month. We also make sure to have Spanish translation at all major school events for our Spanish speaking parent population. Overall, we make a concentrated effort to keep parents and the community informed of all of the positive events and accomplishments of our site and are committed to frequent communication with parents through the Principal's phone messages. College Bound and PIQE are successful in getting parents more engaged in the education process. Parent Liaison was successful in contacting parents and getting parents to come to our campus. The Principal's parent group was successful in organizing the student reward assembly for students with perfect attendance and hosted a staff breakfast day. This was the first active academic parent group in a number of years at our site. This parent group has formed into a PTSA for the 2017/2018 school-year. Our parent liaison is continuing to work with parents to get them on campus and will be going on home visits with Administration as well. We will continue our efforts to showcase the positive events and accomplishments of our site. Our principal will continue to keep parents informed through phone messages, social media, and our two new digital displays in the office. Administration is committed to visiting homes of our families throughout the school-year.

### **SPSA Goal #5 – Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms, and to increase efficiency in operations across the district.**

#### **Critical Area for Follow Up Addressed:**

- Self-Study Action Plan Goal 1- Improvement of ELA and Math proficiency levels on standardized testing
- Self-Study Action Plan Goal 2- Improve the pass rate of 9th grade students

### **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

- Self-Study Action Plan Goal 3- Decreasing the achievement gap for all student sub-groups
- Self-Study Action Plan Goal 6- Continued support to bring campus technology up to date.
- Self-Study Action Plan 7- Continued staff development opportunities around the use of technology as a tool to enhance instruction and the Common Core
- Mid-Term Review Action Plan Item 1- Staff is encouraged to implement best practices and develop new instructional methods.

#### **Action Plan Progress for Goal 5:**

We have purchased tablets for the animation classrooms. The district purchased interactive projectors for 27 of our classrooms. We purchased computers and document cameras for some staff members. The projectors we installed allow students to be more interactive with digital technology in the classroom. The additional technology has allowed our staff and students to be current in their interaction with digital technology that they will encounter in the workplace and in college. We purchased a lab for the Space and Engineering Academy. We added approximately 20 more interactive projectors to the campus. The goal is to have the whole campus finished for the 2018/2019 school-year. Finally, we utilize the two new digital displays in our office area.

#### **SPSA Goal #6 – Improve the school libraries.**

#### **Critical Area for Follow Up Addressed:**

- Self-Study Action Plan Goal 1- Improvement of ELA and Math proficiency levels on standardized testing
- Self-Study Action Plan Goal 2- Improve the pass rate of 9th grade students
- Self-Study Action Plan Goal 3- Decreasing the achievement gap for all student sub-groups

## **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

### **Action Plan Progress for Goal 6:**

1. Our site budget provides funding for library supplies. The district provides money for restocking library books.
2. Our library book selection has been updated and increased due to the district funding that was provided for new books. The supplies allow our library to meet the needs of staff and students.
3. We will continue to support the library through necessary supplies.

## CHAPTER 2

# Student/Community Profile and Supporting Data and Findings

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## General Background and History

### Community Profile

Merrill F. West High School, commonly known as West High, first opened its doors in 1993 as a second comprehensive high school to meet the increasing student population demands of the Tracy Community. West High is one of three 9-12 comprehensive high schools in the Tracy Unified School District (TUSD) including long established Tracy High School (founded in 1912) and much more recently established Kimball High which first opened in 2009. TUSD (unified in 1997) serves over 16,000 K-12 students.

Tracy is a centrally located community in West San Joaquin County. Approximately 60 miles east of San Francisco and 70 miles south of Sacramento, Tracy serves as an entryway from the San Francisco Bay Area into California's Central Valley. Known historically as a small rural community, the Tracy area became attractive beginning in the 1990s as an affordable bedroom community to those working and living in the San Francisco Bay Area. Tracy's population numbers increased dramatically in the 1990s and first decade of the new millennium. The 2000 census put Tracy at 56,299 residents with a significant increase to 82,922 residents as documented in the 2010 census. The Great Recession of 2008 left its impact however and Tracy's rapid growth appears to have leveled out. In 2015, Tracy had a population of 85,122 up only slightly from 2010 census numbers. Updated 2017 U.S. Census Bureau statistics for Tracy are listed in the table on the following page.

| Statistics          | Tracy  |
|---------------------|--------|
| Population          | 89,274 |
| Average Family Size | 3.46   |
| Median Income       | 81,222 |
| % in Poverty        | 8.2    |
| % with HS Ed        | 85     |
| % with BA or Higher | 22     |

## **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

Kimball opened as Tracy's 3rd comprehensive high school during the 2009/2010 school-year and West's student socio-economic demographics have changed significantly since that time. Our percentage of students qualifying for free and reduced lunch has increased (from 22 percent in 2007/2008 to 54 percent for the 2016/2017 school-year) since the opening of Kimball and the redrawing of district boundary lines, though the impact of the Great Recession of 2008 played a role as well.

### **School Profile**

The West High campus stretches over 51 acres. Currently, West High supports approximately 2150 students, a number that has remained near constant since our last self-study.

Administratively, West High has one principal, three assistant principals, four certificated counselors, one school psychologist and a business manager. West High has 86 teachers and 51 classified employees. As mentioned in Chapter One, West High has had significant administrative change since the WASC midterm report. This year, West High has a new principal and two new assistant principals.

The Measure E Bond funded our theater that opened in the Fall of 2012 and hosts multiple yearly student productions led by our Drama director/teacher Christine Welk. Measure E also funded a new football field and track as well as an olympic sized pool for our swimming and water polo teams. In the summer of 2017, West High underwent a major remodel for several wings of our classroom and administrative buildings through TUSD deferred maintenance funding. The remodel included exterior and interior painting, flooring, new baseboards, and new ceiling tiles. Due to flood damage in the winter of 2017, we have a new gymnasium, weight room, and dance room flooring, in addition to interior paint.

While most of West High's students come from within its school boundaries, the District allows open enrollment for specialized programs that are offered only at West High, such as the Space & Engineering Academy, the Junior Reserve Officer Training Corp (JROTC) and Advanced Placement. Some curricular programs offered to students include: our nationally recognized Space and



## **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

Engineering Academy (SEA), multiple Business and Career Tech (CTE) courses (many now A-G approved) including our award winning Agriculture Science Program as well as a Child Development and Education program.

We also have extensive Fine Arts and Advanced Placement (AP) Programs as well as comprehensive AVID and English Language Development (ELD) Programs, and extended Special Education Programs including severely handicapped (SH), special day class (SDC) and a resource specialist program (RSP). West High offers credit recovery opportunities for students using Cyber High which is offered during the school day allowing students to meet their graduation requirements.

We work closely on behalf of our students with the continuation high schools in the district including Stein, Duncan Russell, and Willow as well as Student Teens Educational and Parent Support or STEPS a support program for pregnant and parenting students, and their families. Students deficient in credits or in need of making up classes may enroll in Adult School.

### **Staff Description**

West High School's certificated staff consists of 86 teachers, four counselors, one school psychologist, three assistant principals and a principal. Teachers are part of the following departments: English, Math, Science, Social Science, World Languages, Career Technical Education, Special Education, Physical Education and Visual Performing Arts. All teachers have an adjunct duty and are a member of a Professional Learning Community. Agriculture teacher and Future Farmers of America Advisor Marlene Hepner was recognized as the High School Certificated Staff Member of both the spring term and year during the 2016/2017 school-year while Science Teacher (now Assistant Principal) Jose Jimenez received the TUSD Certificated Diversity and Equity Award for the Winter Term

Our four counselors are assigned students alphabetically and thus work with students from all grade levels. A specific counselor also advises students from Small Learning Communities such as the Space and Engineering Academy and AVID. Since the 2015/16 school-year, West has also had the services of two full time mental health counselors from Valley Community Counseling Services as well as a Parent Liaison.

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West High's classified staff serves our students in multiple roles including classroom/student learning (we have 15 paraprofessionals for the 2017/2018 school-year), campus supervision, clerical, food services, and maintenance/custodial. Our Library Technician Sharon Miller-Singh admirably received TUSD recognition as Classified Staff Member of the 2016/2017 Winter Term.

### **Other Certificated and Classified West High Award Winners in the past include**

Troy Brown – 12/13 Fall Term and Employee of the Year, 2017 Tracy Chamber of Commerce Administrator of the Year

Imelda David – 15/16 Spring Term and Employee of the Year

Annette Feldman – Diversity and Equity Award 11/12 Spring and 13/14 Fall

Thomas Haim – 12/13 Spring Term

Audrey Harrison – 12/13 Diversity and Equity Award

Randy Moehnke- March, 2017 Volunteer of the Year award at the California State VEX Robotics Championships in March

Mitra Juarez- 12/13 Fall Term and Employee of the Year

Tom O'Hara – 13/14 Spring Term and Employee of the Year

Shauna Rodgers – 15/16 Fall Term and Employee of the Year

### **Student Leadership and Extracurricular Activities**

Our leadership program for 2017/2018 has approximately 80 students in two class sections including six ASB officers and four student body officers for the 10th, 11th and 12th grades. The freshmen class officers are chosen later in the year based on the idea that our 9th grade student leaders then have a strong foundation and grasp of what is asked of them as well as how to work together effectively. Leadership puts on multiple rallies that highlight student culture and celebrate our diversity. Our activities director Scott Behnam has structured our Leadership program in part based on the ideas of Katherine Bielaczyc and Allan Collins and their *Learning Communities in Classrooms: A Reconceptualization of*

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*Educational Practice.* West High leadership or Pack Leadership is referred to as “PL.” It is based on service, diversity and school climate. PL is run with the idea that only an accurate representation of our student body can really make the critical decisions that will help guide and define our school as well as get buy in from our student body. Also in terms of diversity there are many aspects to that word in Pack Leadership. Our diversity consists of race, sexual orientation, socio economics, demographics, special needs, and the junior high our students come from. PL should look like our student body. Every student during our school rallies should be able to relate to at least one person in leadership.

### **Bridge Program**

PL prides itself in its focus on our students getting to know and bonding with one another. This past summer, PL took the leading in working closely with our initial group of incoming 9th grade students that participated in our two week Summer Bridge program. Each Summer Bridge student is made well aware that each member of PL is there to help, support and guide anyone on campus. PL establishes with Bridge students a friendly face and support option on campus. Leadership is designed to help freshmen transition into high school. At the beginning of the school-year, PL puts on a freshman orientation event. Upperclassman bond with our incoming freshman, show them the campus, answer questions, play games, get our new ninth graders into Wolfpack school spirit and wrap up by working together to create and sign a banner where all involved make a commitment to graduating. Both the Bridge Program and Link Crew are meant to set the foundation in easing and transitioning our ninth graders into their new journey.

### **Blue Crew**

Blue Crew is our student cheering section and a big part of our school pride of our spirit. Blue Crew is also a student club with well over 200 active members. Our student section has rapidly grown over the last three years becoming very popular amongst the student body. Part of the reason for our success is the marketing of Blue Crew. As a whole school cheering section we have monthly meetings with some having well over a hundred people attend. At the meeting, PL

## **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

has invited the cheer team to teach their dances to the Blue Crew student section.

### **PL Literacy program**

While researching a community service project, PL realized we had the lowest literacy rate in our district based on our feeder schools. To address the issue, PL has partnered with Jacobson Elementary. Once a month, PL goes to Jacobson. PL students are assigned to a classroom with each teacher incorporating PL students differently. Some students read one on one while others read aloud in groups. There has been a lot of interaction and success. The last day is always tough as you can see the bonds, the gifts and tears the Jacobson kids have for PL. We have four students put the program together. Every member of PL goes to Jacobson one Friday per month provided the student is in good academic standing with the classes they are going to miss.

### **School Clubs**

West has 32 active clubs. We are fortunate to have a staff committed and dedicated to the success of our clubs. PL's job is to support and help keep clubs active and organized. Paperwork is essential. Clubs turn in all paperwork including meeting minutes and fundraiser requests to PL. PL files and keep the paperwork for the clubs. We keep tabs on clubs, make posters for them, market and do all we can to support them in any way possible. PL also meets with club advisors at the beginning of the school-year to educate on process and paperwork and works very closely with the bookkeeper. Also, PL does look for interactive ways to get the whole entire student body involved, and active, researching what students would most likely be into. Last year PL had a lot of success with game club. This year PL is bringing a futsal club to West. The ultimate goal is to have a team good enough to compete and even win the nationals futsal championships. It is a creative way to get the student body to exercise both physically and socially as well as build other life skills we can teach through sports and clubs.

The beginning of school also brings rush week. The three-day event during both lunches includes a live DJ, dance offs and performances. PL produces the sign in sheets, collects and organizes sign-up numbers and then returns the information to individual clubs. Each club is responsible for having members at their booth to answer questions.

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The highlight of club activity is rallies. It is the amazing clubs and their performances that make the rallies a truly unforgettable experience. The “glam club” did all the makeup for our Every 15 minutes event. It was an inspiration to have Advisor Ms. Susie Kim and club members take on such a big task. They stole the show with their work.

### List of Active Clubs/Organizations 2017-2018

|                    |               |                  |
|--------------------|---------------|------------------|
| Academic Decathlon | Art Club      | API              |
| AVID               | BSU           | Chess Club       |
| Christian Club     | Cosplay Anime | CSF              |
| Drama              | Environmental | Fashion Club     |
| FFA                | FHA           | Futsal Club      |
| GSA                | Journalism    | Juno's World     |
| Video Game         | K-Pop         | MECHA            |
| Mock Trial         | Music Club    | PC Gaming        |
| Project Smile      | Poly Club     | Pulse Christian  |
| Reading Club       | Robotics      | Science Olympiad |
| Spanish Club       |               |                  |

### Annual March of Dimes Fundraiser

Leadership focuses on getting the whole campus involved in the annual March of Dimes fundraiser. From selling valentine grams in February and donating that money to putting mason jars in any teacher's class who is willing and collecting loose change, March of Dimes has been one of PL's biggest passions. The beauty of this community service project is PL has an

## **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

opportunity to really educate our student body on premature births. Our student body builds a bond as we have many students who were born premature and they volunteer to share their stories. It becomes a very intimate experience for our student body. PL goes out during both lunches and talks to students about March of Dimes and takes with them mason jars for donations. Our student body is very generous in their response and support.

### **Relay for Life**

The event is held at West High. PL helps set up and clean up. PL has its own booth. Also PL runs the children's face paint and play area. PL decorates our windows as well and stays the whole day to help in any way possible.

### **Site and Community Student Recognition**

Our Parent Club with the support of site administration honored students on the principal's honor roll as well as those with perfect attendance with a root beer float celebration. Site administration has also presented students with certificates of recognition for perfect attendance and qualifying for the principal's honor roll. Students are also recognized for their achievements at both the Future Farmers of America (FFA) and AVID recognitions and Awards Night. Our students earn Academic and Community Service Block W Awards. 22 students earned a Community Service Block W for the 2016/2017 school-year. Last year, JROTC held its inaugural "Pass and Review" Awards while our sports team continued the tradition of recognizing our student-athletes with an Athletic Banquet Awards night. A particularly wonderful event is our Senior Awards and Scholarship Night that occurs annually in May. It represents a celebration and culmination of our seniors and all that they have accomplished. It provides them with recognition and financial aid and reward and also recognizes our parents as well as our community for their very generous contributions to our students. At last year's celebration, 70 seniors were honored for earning their Academic Block W.

Our students have received multiple awards and honors beyond recognition from our site. For the 2016/2017 school-year, 47 West students earned AP College Board recognition for passing multiple AP exams. This includes 29 AP Scholars, seven AP Scholars with Honor, 10 AP Scholars with Distinction and one National Scholar. Annually, our AP Coordinator Calculus AB teacher Bob James organizes an AP Breakfast honoring all students that have passed AP exams. Also, for the 2016/17 school year, we had 37 students earn the State Seal of Biliteracy. Our

## **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

Robotics teams consisting of primarily Space and Engineering Academy students qualified for the VEX State Championships in San Jose by winning at a regional tournament. At the State Championships, one of the teams won the Energy Award for their enthusiastic and spirited competition. In the club's 9 years of existence, teams have also qualified for the VEX World Championships in Anaheim, Dallas, and Walt Disney World, where they interacted with teams from around the globe. Our Robotics club also hosts two regional VEX Robotics competitions each year – a 24-team league at the San Joaquin County Office of Education, and a 70-team tournament at West High. The tournament is the largest one in Northern California. Our current teams compete in both and help run the league, and several of our graduates come back each year to help run the tournament.

West students also annually participate in the San Joaquin Mock Trial competition and have won numerous participant recognition awards. The same is true of our Academic Decathlon and Science Olympiad teams.

West also has Rotary Speech Competition Award Winners. Last year, we also had three students audition for and become part of our prestigious County Honor Band. We also annually have multiple students participate in and earn American Legion Boys and Girls State recognition.

### **West High Journalism “The Zephyr”**

In its 23rd year of production, Merrill F. West High's “The Zephyr” is a student publication of our journalism class. It is designed as an informative link between students, staff, parents and the community. The purpose of the The Zephyr is to allow students to express their voice in a professional manner, as well as remain abreast of school activities and pertinent issues. The Zephyr exists in both print copy and online at [www.whszephyr.com](http://www.whszephyr.com). In an effort to more fully engage with its readers, the Zephyr returned to print production in February 2015. That same year, the Zephyr received a grant of 1500 dollars to purchase four new computers capable of running high end design software. Print production allows students to have hands on experience in both skills with layout and designing a print publication. Students are professionally trained in using the professional grade In Design software to produce the printed copy of the paper. Students are also trained by professionals from the local Tracy Press in journalistic photography.

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After just two years back as a print publication, the Zephyr received the prestigious American Scholastic Press Association 1st place award!

Our journalism program emphasizes relationships with local journalism professionals and experiences to teach our students such vital concepts as the latest design layout and photojournalism techniques. Our journalism teacher Alana Escalante has attended teacher trainings and observed award winning programs. Our site pays for Ms. Escalante membership in the Journalism Educators Association (JEA). The membership funds the latest online curriculum for Ms. Escalante and her students and provides links to current journalist trends in high school newspapers across the nation. The Zephyr is printed locally by the Stockton Record and funded by our site principal. Advertisement fees earned stay with the Zephyr program and is used for training, equipment purchases... The long term goal is to take our students to a national high school journalism convention.

During the current 2017/18 school-year, our journalism class has begun to collaborate with our Speech and Debate students. This collaboration has produced a well received Video Bulletin shown on Fridays (**See Appendix H**). The video bulletin utilizes the journalism video camera purchased courtesy of funding by Superintendent Dr. Brian Stephens and the District.

### **Athletics**

Led by Athletic Director and Physical Education Teacher Derek Sprecksel, our athletic program offers 12 boys and 12 girls sports programs most with multiple levels of progression for our student athletes. Since the last self-study, student participation has been about the same across the board. Overall student-athlete eligibility retention has improved through increased use of progress reports and interventions. Coaches are aware of how important it is to have open communication with students, parents, and teachers regarding academic performance and improvement. All programs are able to practice and play games/matches on our campus except golf.



### Merrill F. West High School ACS WASC/CDE Self-Study Reflection

The academic probation policy (See **Appendix I**) was an important change in our district. District athletic directors and the Director of Student Services worked on developing and presenting the proposal to the School Board. The Board approved the policy. West had the best success rate of all the high schools in the district.

| Fall Sports      | # of students | Winter Sports    | #of students | Spring Sports   | # of students |
|------------------|---------------|------------------|--------------|-----------------|---------------|
| Cross Country    | 58            | Boys Basketball  | 37           | Baseball        | 36            |
| Football         | 98            | Girls Basketball | 36           | Boys Golf       | 3             |
| Girls Golf       | 6             | Boys Soccer      | 44           | Softball        | 34            |
| Girls Tennis     | 13            | Girls Soccer     | 45           | Swimming        | 37            |
| Boys Water Polo  | 16            | Wrestling Boys   | 24           | Boys Tennis     | 16            |
| Girls Water Polo | 14            | Wrestling Girls  | 5            | Track and Field | 111           |
| Volleyball       | 37            | Cheer and Dance  | 48           |                 |               |
| Cheer and Dance  | 47            |                  |              |                 |               |

#### State/federal program mandates

West demographically qualifies for Title I funds but TUSD has opted not to take them. West is not a Program Improvement (PI) school but the district continues to be monitored as a PI status district.

#### Parent/Community Organizations

During the 2016/2017 school-year, we were especially excited when the Principal's Parent Group established a Parent Teacher Student Association (PTSA) for the first time ever at West. The organization is parent led with administrative representation at each meeting. A highlight of the PTSA's first year included providing meals for student participants in "Every 15 Minutes" and

## **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

two scholarships for graduating seniors. Other established parent-driven student support groups include both a Science Booster Club as well as a Band Booster Club. These clubs conduct fundraisers in order to purchase supplies and fund field trips. In addition, Home Field Advantage (HFA) is a group of current and past parents who support West High Athletics. There is further community outreach through AVID Parent Nights and Coffee with Counselors. Since the spring of 2016, Ana Arroyo has served as West High School's Parent Liaison. Her position is district funded through the LCAP. Through her duties, Ms. Arroyo works closely with families from our 2nd language and ESL communities (primarily but not entirely Spanish speaking

### **Community Foundation Programs**

Many students and staff are involved both as volunteers and participants in a number of community activities and events including Relay-For-Life and March of Dimes. Some students volunteer in community based tutorial programs. For the 2016/17 school-year, West had 22 students earn a Community Service Block W for 100 plus hours of volunteer service. Our AVID, SEA and JROTC programs especially emphasize community service projects.

### **School/Business Relationships**

Many of our junior and senior students are employed in local businesses through our Work Experience program organized and led by CTE Teacher Dave Gordon. West partners with both the Chamber of Commerce and the "Hire Me First Program" in sponsoring both Mock Interviews for our students as well as internship opportunities.

### **WASC Accreditation History**

The West High School faculty and staff worked collaboratively during the 2016/2017 school-year to modify and come to consensus our site vision and mission statement, and school wide learning outcomes. These statements and learning outcomes are aligned with the Tracy Unified School District's vision and mission, and the three district goals listed below.

**District and School Purpose (Vision and Mission Statements)**

**TUSD Vision Statement**

All students in Tracy Unified School District will become lifelong learners, responsible citizens, and leaders in the 21<sup>st</sup> Century.

**TUSD Mission Statement**

Tracy Unified School District, as a recognized leader in education, will prepare our diverse student population to be college and career ready for the 21<sup>st</sup> Century by providing a quality-learning environment in safe, modern facilities equipped with the latest technological tools. Our world class, culturally proficient staff empowers students to reach their fullest potential and prepares students to solve real-world problems by utilizing best instructional practices and collaborating with the community, businesses and institutions of higher learning.

**TUSD Goals: 2016/17**

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

**Goal 1: Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap.**

**Goal 2: Provide a Safe and Equitable Learning Environment for all Students and Staff**

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

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### **West High School Vision Statement**

Merrill F. West High School will be a place where all students and all staff develop positive relationships and where all students receive rigorous and relevant instructional learning experiences including 21<sup>st</sup> Century skill development.

### **West High School Mission Statement**

The mission of Merrill F. West High School is to provide all students with a safe, caring, and engaging learning environment in preparation for college and careers.

### **West High School Schoolwide Learning Outcomes (SLOs)**

#### **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
- Develop disciplinary literacy

#### **Creativity**

- Develop and implement new ideas
- Experiment and create
- Embrace failure as an opportunity for growth

### **Past History of WASC Accreditation**

In March of 2012, West received a six year accreditation. Upon completing the self-study process, West continued to align and refine its critical learner needs focused action plan with its Single Plan for Student Achievement as well as Tracy Unified School District goals.

Adjustments were made over time in lieu of the implementation of the California Common Core State Standards and LCAP requirements. West High completed a successful WASC mid-term review in 2014/2015 and continued to both align and refine our action plan in step with updated SPSA and TUSD goals. Collectively, the staff revised West's Vision, Mission and Student Learning Outcomes during the 2016/2017 school-year. Home and Focus Groups analyzed student assessment and demographic data beginning in the 2017 spring semester and continuing into the 2017 fall semester in preparation for both writing the Chapter III Self-Study Findings and identifying critical student learning needs.

### **LCAP Identified needs and description of goals that apply to the school:**

TUSD developed the initial LCAP for the 2014/15 school-year and posted it on the Tracy Unified School District for public viewing and comments. The LCAP is updated annually and available to view on both the TUSD and West High School websites in both English and Spanish. West High School administration initially communicated to parents regarding LCAP implementation through a phone dialer message from Principal Troy Brown as well as a posting of the plan on our school website. District leadership presents the LCAP annually to the TUSD Board of Trustees for approval. The West High Single Plan for Student Achievement (SPSA) is aligned to the Tracy Unified School District's LCAP goals, and has been supported by the WASC schoolwide critical areas of focus. The District has two LCAP goals: 1 - Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all subgroups; 2 – Provide a safe and equitable learning environment for all students and staff. Our first two SPSA goals are the same as the district LCAP goals. Our site has additional goals focusing on parent involvement, professional development, digital technology and libraries. The school goals either mirror the ACS WASC goals (1, 3, 6, 7 and 8), or are directly supported by the ACS WASC goals (2, 4 and 5). LCAP goal implementation is measured at our site through such data as SBAC scores, A-G completion rate, AP Enrollment, Graduation rate, grades... Subgroup data is analyzed for each of the following measures and done so in administrative leadership meetings, School Site Council,

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PTSA and whole staff meetings (Goal 1). In addition, parents, students and staff respond to our School Climate Survey. West High Admin also works with the district and student services in looking at student discipline data (Goal 2) .

### Program Improvement Status

West High School is not in program improvement.

### School Program Data

At West High School, students are expected to complete a traditional course of study to earn their diploma. All of our core classes are A-G approved as are a large number of our electives. Our CTE Department Chair Earl Harper has led a successful collaborative effort to get a number of our CTE courses A-G approved since the last self-study. While we have made an effort to increase A-G course offerings and promote A-G completion, we are still struggling as a site with our student A-G completion rate.

In order to qualify for graduation from West High School, the student shall earn a minimum number of units or credits in given subject-areas, as follows:

| Subject                                | Credits Needed for Graduation |
|--|-------------------------------|
| English                                | 40 credits                    |
| Social Studies                         | 30 credits                    |
| Science                                | 30 credits                    |
| Math                                   | 20 credits                    |
| Fine Arts or Foreign Language          | 10 credits                    |
| Physical Education                     | 20 credits                    |
| <b>Required Courses Total</b>          | <b>150 credits</b>            |
| <b>Required Elective Total</b>         | <b>70 credits</b>             |
| <b>Required Credits for Graduation</b> | <b>220 credits</b>            |

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To graduate from the district's comprehensive high schools, a student must complete 220 credits and will normally carry a minimum of 30 credits each semester while in school. A standard class is worth five credits per semester, 10 credits per year. Students must complete the total number of credits in each of the areas listed above.

### **Schedule**

West High School is on a traditional six period schedule beginning at 7:50 a.m. and concluding at 2:50 p.m. Students take six classes of 58 minutes each in a six period day. Early release Mondays (students are dismissed at 1:25) provide teachers with collaboration time and professional development opportunities (See **Appendix K for bell schedules**).

## **Support Programs**

### **Academic Support Programs**

**English Language Development** is led by English Teacher and Coordinator Alana Escalante. The EL program we have at West is here to serve our student population whose home language is a language other than English. Those who have been identified as English Learners (EL's) are either placed in an English Language Development class (ELD) and EL content area classes (e.g., EL Biology, EL World History, etc.) appropriate to their language ability, or they are placed in a College Prep (CP) English course and CP content area classes (e.g., CP Biology, CP World History, etc.) with close monitoring of their progress via the EL Monitoring forms which are maintained by the teachers and the ELD Coordinator

Once students have shown sufficient achievement in their regular (CP) English class and content area classes, appropriate progress toward graduation, appropriate progress on standardized testing, and appropriate progress on their English Language assessment (currently the CELDT, will be the ELPAC in Spring 2017), they are eligible to be reclassified from an English Learner (EL) to a Reclassified Fully English Proficient (RFEP) student. Following their reclassification process, RFEP students are monitored for two years to ensure they continue to be successful in their academic achievement. For the 2016/2017 school year, West High

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

reclassified 35 EL students.

In addition to actively monitoring how our ELs perform at West, the ELD Coordinator together with the EL teachers and admin work to improve the programs we offer our EL students. For instance, as a way to continue addressing the needs of our Long-term English Learners (LTELs), EL classes have been restructured to challenged more EL students to take CP classes with EL support. This includes students who have historically been in the ELD Advanced class are now being placed in a CP English class while concurrently enrolled in the ELD Academic Support class to give academic language instruction to meet the higher, rigorous demands. Also, students who tested in the Early Advanced and Advanced language assessment levels are being placed in CP content area classes (i.e., Math, History, Science) as opposed to the EL content area classes, which were designed specifically for the Beginning through Intermediate levels of ELs. Just as the English CP EL students, these students being challenged in a content area CP class are also being concurrently enrolled in the ELD Academic Support class (**See Appendix I**).

**Spanish for Native Speakers** is a two year program (Spanish for Native Speakers I and II) that provides literacy as well as Latino culture and historical perspectives. The program has served as a vital pathway for our students to both AP Spanish 4 Language and Culture and AP Spanish 5 Literature and Culture success under the leadership of teachers Marianna Aguirre, Mayra Lopez and Bert Gomez.

**Spanish One for 8th Graders** is taught by our World Languages Department Chair Laura McMillan. For the past 5 years, 8<sup>th</sup> graders have been coming to West High from our feeder schools to take Spanish 1. The students are given the opportunity to do so if they are already meeting the requirements of 8<sup>th</sup> grade graduation and have extra elective spots that can be filled. The students are either driven by parents or walk over. To come and take the class, many students have to miss part of their lunch period and walk while eating. They are hard-working students who want to get ahead and go above and beyond what is expected of them. Much of the time, they are the students who not only work the hardest, but also do the best in the class. Their dedication to their education pays off. It is a great way for the students to get ahead in high school and to have the opportunity to go through Spanish 5 AP.

**Special Education** services provide support for students with an IEP throughout their learning day. Specialized classes include RSP, SDC, SDC/BH, Adaptive PE, and Study Skills. SDC



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teacher Scott Von Stade emphasizes life skills with his Independent Living students including cooking, recycling, gardening. Our Severely Handicapped (SH) program is the biggest in the district led by Tida Khuon. Tida works with local businesses for internships and job placement for our students as well as other independent life skills. Survival, modified, accommodated, watch and consult are all services West provides.

**The Career Center** provides information on colleges, military, vocational schools, financial aid, scholarships, testing and careers. Students college and career readiness are enhanced through their ability to access the many resources the center has to offer. Gayle Jackson has served as our Career Tech since 2015. Gayle has really helped take the lead as our go to person for student Mock Interviews and the Hire Me First program. We are particularly proud of our student participation in the Mock Interview process sponsored by Hire Me First and the Tracy Chamber of Commerce. West student participation numbers over the last three years are shown below.

### **2016/2017**

Job Readiness Workshops – 60 students

Mock Interviews – 248 students

Internships – 40 Students

Hire Me First Certified – 27 Students

### **2015/2016**

Job Readiness Workshops – 33 students

Mock Interviews – 269 students

Internships – 11 Students

Hire Me First Certified – 11 Students

### **2014/2015**

Job Readiness Workshops – 50 students

Mock Interviews – 220 students

Internships – 10 Students

Hire Me First Certified – 10 Students

**AVID (Advancement Via Individual**

**Determination)** provides academic instruction and support to students as they prepare for eligibility to four-year colleges and universities.

This program's mission is to provide additional instruction in Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) structures and strategies to increase student ability to succeed in Advanced Placement classes with the ultimate goal of completion of post-secondary education. AVID curriculum combines twice weekly in-class tutorial sessions facilitated by colleges tutors, with daily instruction in critical reading and writing. In addition, AVID requires yearly student college visits and monthly guest speaker opportunities in an effort to immerse students in a college and career going culture. AVID also provides instruction in organization and time management, as well as individual and group community service projects at all grade levels. The program's primary focus is on first generation college attendees, who are historically underrepresented in four-year colleges and universities. West currently has one section of AVID for each grade level, reaching 120-140 total students per year. During the 2016/2017 school year, 72% of AVID students qualified for free and reduced lunch. In addition, 92% of senior AVID students completed A-G four-year college requirements, with 88% of these students receiving college acceptance to a four-year college or university. Finally, 48% of AVID seniors had previously been designated an English Language Learner.

Our **Space and Engineering Academy (SEA)** is led by Science Teacher/Department Chair Randy Moehnke along with other faculty members. SEA students excel year after year in a diverse array of areas. The Space & Engineering Academy (SEA) is a small learning community within Merrill F. West High School encompassing about 10% of the student body. Its purpose is to prepare students for college studies and careers in science, engineering, and technology. The SEA accomplishes this through a combination of graduation requirements, special courses, and activities.

To become SEA graduates, students must complete a four-year plan that exceeds high school

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graduation requirements and meets or exceeds college entrance requirements. SEA students take 5 years of science and 4 years of math, where only 2 or 3 years are required. While the four-year plan includes many required courses, students have options for some of the required courses; advanced students can take accelerated courses and/or Advanced Placement courses each year. And all students have room for electives in subjects such as music, graphic arts, or business. SEA Graduates must also meet other requirements; they do career interest and college surveys, community service, job shadowing, a mock interview, and a senior service project. SEA graduates receive a special seal on their diploma, a notation on their transcript, and recognition at graduation..

Our **Advanced Placement** program offers accelerated college level courses. West High School offers 15 AP courses and our students score collectively (71 percent pass rate) well above the national average on College Board AP certification exams. Math and Calculus AB teacher Bob James serves as our AP coordinator. On a yearly basis, Mr. James always makes sure to offer AP teachers curriculum support with the opportunity to take Saturday and/or summer College Board trainings paid for by our AP site budget. All our AP courses/teachers are audit certified (**See Appendix L and M for AP courses and exam results**).

Our **Agricultural Science** pathway includes eight sections of Agriculture Biology, two sections of Ag. Soil Chemistry, four sections of Agriculture Earth, one section of Sustainable Ag. and one section of Animal Science. This is an increase of two new courses to the pathway and four additional student sections to Ag. Earth since the last self-study. 2017/2018 will be the first year that six sections of students were retained after the Agriculture Biology first step in the pathway. All Agricultural Science students are also members of Future Farmers of America (FFA)

Within the Ag. Science department, there are two Agriculture Pathways. Paths include; Agriscience Path intended for students pursuing a four year college degree. Plant Science path intended for students pursuing a two year college or trade school certificate program. These

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

sections employ four Agriculture teachers. Teachers meet weekly to collaborate on events and curriculum. All Agriculture students are active members of the program and participate in the FFA during a monthly meeting, and FFA Officers serve as student leaders meet weekly. Students document career goals, program participation and have 4 year plans. The CDE Establishes Standards and all classes follow a Core Curriculum and the science course are aligned with Next Generation Science Standards (NGSS) and UC Approved for A-G. Premier Leadership, Personal Growth and Career Success in Agriculture are the Program Goals. West Agriculture Department had 550 members listed on the State Roster as of the 2016/17 school-year.

**Cyber High** is a district run credit recovery program that offers computer based courses through which students can earn credit for a course they have failed or wish to improve their grade. We are concerned as a leadership team that too many students plan to use the safety net of Cyber High.

Our **Work Experience** program is led by Dave Gordon. Work experience provides students with instruction and supervision in support of their entrance into the world of work. The class features a combination of supervised employment and related classroom instruction. It is a one or two hour career tech class. Immensely different in the fact these students serve their one or two hours per day at an off-site Work Experience approved employer. These students meet with me once per week before school. The students are subject to a quarterly evaluation from their employer, paycheck stubs to verify hours worked, and they must maintain a minimum GPA with no more than one F (similar to athletic requirements). Mr. Gordon visits the employers to verify students are properly participating in learning job/career skills.

The **West High Student Store** is a Two-Hour A-G Approved Career Tech class led by Business and Marketing teacher Dave Gordon. It includes: *One Hour Class time and One Hour Hands-On lab in the form of a Sundries Store.* We have 50 to 70 students sign-up for the Merchandise Marketing class, and we have room for 30. We do narrow the entrants as we attempt to select from the students who have taken the Intro to Marketing class. We have also formed a relationship with our cafeteria whereby we send students to help prepare food, and in return they train students with rules from the ServeSafe

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program.

In accordance with Nutrition Requirements: All products must meet the standards. Students will add more products as they can find them, run them through the nutritional calculator, find a supplier, and establish both buy and sell pricing.

In the last 16 years the store has generated over \$1 million in sales and \$350,000 in profit that is used for the benefit of students - Everything from scholarships, to Prom, to Homecoming.

### Non-Academic Support Programs

| <u>Program</u>           | <u>Provider</u>                                    | <u>Description</u>   |
|--------------------------|--|--|
| Mental Health Counseling | Valley Community Counseling Services (2 employees) | Valley Community provides mental health and counseling services, free to students on our site. We currently have two licensed counselors on site. In 2016-2017, our students received approximately 1600 hours of mental health services on site from VCCS.  |
| One Day at a Time        | One Day at a Time                                  | One Day at a Time (ODAT) is a program that encourages positive educational and social growth for any student who chooses to participate. ODAT focuses on improving the relationships of the students at home, with peers, and in an educational setting, encouraging students to make better choices leading to their success. 74 students attended at least one ODAT meeting in 2016-2017.  |
| College Bound            | Empowering Parents                                 | 42 West High students and their families participated during the 2016-17 school-year. Over 10 Saturday sessions, organization leaders emphasize A-G requirements, scholarship opportunities and the college admissions process.  |
| PIQE                     | PIQE   | Our site has reestablished Parents for Quality Education (PIQE) for the 2017-18 school-year. The program provides information to encourage parents to take an active role in their child's education, by empowering these parents with knowledge of the school atmosphere and college going climate.   |
| Conflict Management      | West High / TUSD                                   | Conflict Management is a course that provides comprehensive, skills based training for student conflict management. The course prepares students to facilitate student conflicts as an intervention for other students on campus. Students are trained by the TUSD Prevention Services Office in communication, decision-making, self awareness, listening skills and helping skills. After being trained, student conflict mediators facilitate conflicts. In the 2016-2017 school year, approximately 80 student conflicts were addressed by our Conflict Management students. |
| Parent Liaison           | TUSD   | Since the spring of 2016, Ana Arroyo has served as West High School's Parent Liaison. Her position is district funded through the LCAP. Through her duties, Ms. Arroyo works closely with families from our 2nd language and ESL communities (primarily but not entirely Spanish speaking  |
| College Visits           | West High /  | In an effort to support a college-going culture, we sent 9th grade students to at least 2  |

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

|  |                                |   |
|--|--------------------------------|---|
|  | TUSD                           | colleges during the 2016-2017 school year.  |
| Summer Bridge Program for Incoming 9th graders | West High/TUSD                 | The Summer Bridge Program is a two week program in the beginning of June with an emphasis on connecting incoming students to the West High campus and culture in a lasting way. Both counselors and Bridge teachers will follow up at least monthly throughout the school year, with students involved in the Bridge program  |
| Hire Me First                                  | Tracy Chamber of Commerce      | Hire Me First is a program run by the Tracy Chamber of Commerce. The program offers support for students as they transition to careers. Hire Me First offers interview workshops, career exploration programs, internship placement and mock interviews. During the 2016-2017 school year, 27 students received a Hire Me First certification, and 248 students participated in the Mock Interviews. The Mock Interviews were held at West High and over 20 community members and local business leaders volunteered their time to interview students and provide students with feedback. |
| Yellow Ribbon (Suicide Prevention)             | Child Abuse Prevention Council | Suicide Prevention team members trained 15 West high conflict management students on the Yellow Ribbon Program. The 15 students then presented the Yellow Ribbon presentation to all 10th graders at our site. One suicide prevention team member is available Thursday's at West high school to help students.   |

### District Support Programs

#### Socio-Economically Disadvantaged Students

- Free or Reduced Lunch Program- Students who qualify through the district office receive lunch at a free or reduced rate.
- Fee Reduction Programs- Students who qualify, pay minimal fees or have fees waived for the following exams: AP, SAT, ACT, PSAT

## Demographic Data

### Socioeconomic status of West High School

#### Parent education level

|              | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|--------------|---------|---------|---------|---------|---------|
| Not HS Grad  | 295     | 313     | 314     | 296     | 334     |
| HS Grad      | 354     | 384     | 379     | 382     | 408     |
| Some College | 446     | 476     | 475     | 487     | 486     |
| College Grad | 383     | 387     | 413     | 453     | 461     |
| Grad School  | 191     | 231     | 191     | 231     | 168     |
| Declined     | 262     | 297     | 262     | 297     | 294     |

**Findings** Each year, roughly 14% of parent respondents declined to answer the parent education level question. About half of all parent respondents at least attended some college, while the “College Graduate” option showed a noticeable increase for 2016/17 and 2017/18. The “Not High School Graduate” option also increased significantly for 2017/18.

#### Percent of eligible Free and Reduced Lunch Students

|                    | 2012/13       | 2013/14         | 2014/15       | 2015/16         | 2016/17         | 2017/18       |
|--------------------|---------------|-----------------|---------------|-----------------|-----------------|---------------|
| Free & Reduced (%) | 1029<br>(48%) | 1131<br>(55.4%) | 1076<br>(50%) | 1000<br>(49.2%) | 1075<br>(53.6%) | 1140<br>(53%) |

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

**Findings:** West high school's Socio-Economically disadvantaged students make up slightly more than half our population. The number has increased dramatically when compared to a decade ago though with only some slight fluctuation when looking at the data from the last five years.

### Student Enrollment

| Academic Year | Total Enrolment |
|---------------|-----------------|
| 2017-18       | 2123            |
| 2016-17       | 2106            |
| 2015-16       | 2103            |

### Grade Level by Gender

| Male Enrollment |         |              |         |              |         |              |         |              |
|-----------------|---------|--------------|---------|--------------|---------|--------------|---------|--------------|
| Grade           | 2016-17 | %            | 2015-16 | %            | 2014-15 | %            | 2013-14 | %            |
| 6               |         |              |         |              |         |              | 1       | 0.05         |
| 7               | 2       | 0.096        |         |              | 2       | 0.14         |         |              |
| 8               | 25      | 1.2          | 20      | 0.94         | 16      | 0.76         | 21      | 1.03         |
| 9               | 281     | 13.56        | 288     | 13.65        | 295     | 14.02        | 251     | 12.34        |
| 10              | 279     | 13.47        | 263     | 12.47        | 246     | 11.69        | 283     | 13.91        |
| 11              | 254     | 12.26        | 234     | 11.09        | 275     | 13.07        | 266     | 13.07        |
| 12              | 251     | 12.11        | 286     | 13.56        | 272     | 12.93        | 221     | 10.86        |
| <b>Total</b>    |         | <b>52.72</b> |         | <b>51.73</b> |         | <b>52.59</b> |         | <b>51.27</b> |



### Merrill F. West High School ACS WASC/CDE Self-Study Reflection

| Female Enrollment |         |              |         |              |         |             |         |              |
|-------------------|---------|--------------|---------|--------------|---------|-------------|---------|--------------|
| Grade             | 2016-17 | %            | 2015-16 | %            | 2014-15 | %           | 2013-14 | %            |
| 7                 | 1       | 0.05         |         |              | 1       | 0.05        |         |              |
| 8                 | 18      | 0.87         | 20      | 0.94         | 16      | 0.76        | 22      | 1.08         |
| 9                 | 266     | 12.84        | 258     | 12.23        | 251     | 11.94       | 231     | 11.35        |
| 10                | 241     | 11.63        | 241     | 11.42        | 223     | 10.6        | 274     | 13.47        |
| 11                | 232     | 11.1         | 211     | 10           | 272     | 12.93       | 230     | 11.3         |
| 12                | 221     | 10.67        | 282     | 13.37        | 234     | 11.12       | 234     | 11.5         |
| <b>Total</b>      |         | <b>47.27</b> |         | <b>48.26</b> |         | <b>47.4</b> |         | <b>48.72</b> |

**Findings:** Our student population has remained relatively constant at slightly above 2100 students. Grade level class sizes are generally around 500 students.

### Ethnicity

|                  | 2015-16 | 2016-17 | 2017-18 |
|------------------|---------|---------|---------|
| White            | 18%     | 18%     | 17%     |
| Hispanic         | 53%     | 51%     | 53%     |
| African American | 8%      | 8%      | 7%      |
| Asian            | 16%     | 18%     | 17%     |

**Findings:** The student population is very diverse with the largest subgroups being Hispanic (53%) followed by white (17%), Asian (10%), African American (7%), Filipino (6%) and the remainder being made up of smaller subgroups. Predominate primary languages spoken at West High School other than English are Spanish, Punjabi, Farsi, Tagalog and Vietnamese.

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

### Title I

As mentioned earlier, West is not a Title I school.

### Pre-AP, AP, AVID, and the Space and Engineering Academy

West offers nine Pre-AP and honors courses and 15 AP courses. While prerequisites including teacher and counselor recommendations are encouraged, our AP program has an open enrollment policy. West has a comprehensive AVID program offered at all grade levels currently led by English teacher and AVID Coordinator Melinda Stewart. English teacher Shauna Rodgers and Science Teacher Kim Stewart both served in the same capacity in prior years with Ms. Rodgers also advising AVID Club and organizing program fundraisers and AVID sponsored blood drives. Nearly all of our AVID graduates meet A-G requirements. The same is true of our Space and Engineering Academy led by Science Teacher Randy Moehnke and Head Counselor Sarah Banchero and Academy/English teacher Marla Bynum.

### AP Enrollment

421 students are enrolled in AP classes for the 2017/18 school-year

#### AP enrollment by subject

| School Year        | 13/14 | 14/15 | 15/16 | 16/17 |
|--------------------|-------|-------|-------|-------|
| English Language   | 71    | 75    | 80    | 63    |
| English Literature | 51    | 72    | 66    | 56    |
| Statistics         | 33    | 29    | 41    | 34    |
| Calculus AB        | 35    | 48    | 24    | 26    |
| Calculus BC        | 21    | 32    | 23    | 31    |
| Chemistry          | 13    | 15    | 17    | 27    |
| Physics: Mechanics | 12    | 22    | 18    | 20    |
| Biology            | 21    | 14    | 14    | 12    |
| Spanish Language   | 53    | 43    | 61    | 68    |
| Spanish Literature | 12    | 26    | 22    | 26    |

### Merrill F. West High School ACS WASC/CDE Self-Study Reflection

|                    |     |     |     |     |
|--------------------|-----|-----|-----|-----|
| Studio Art 1 Hr    | 20  | 10  | 33  | 20  |
| Studio Art 1 Hr    | 4   |     |     |     |
| Human Geography    | 31  | 16  | 18  | 18  |
| World History      |     | 58  | 50  | 66  |
| US History         | 69  | 58  | 61  | 59  |
| Psychology         | 126 | 149 | 123 | 63  |
| US Govt & Politics | 66  | 180 | 67  | 111 |

**Findings:** West has an open enrollment policy for AP courses. We do have some honors and pre-AP courses at the freshman and sophomore level but there is AP access for all West students. Predominantly juniors and seniors take AP courses with World History the one major option for 10th graders. The total students enrolled for 2017/18 in at least one AP course are encouraging though we would like to see them continue to increase.

| SEA ENROLLMENT   |                       |                        |                        |                        |       | SEA GRADUATES   |                   |                               |
|--|-----------------------|------------------------|------------------------|------------------------|-------|---|-------------------|-------------------------------|
| Year   | 9 <sup>th</sup> Grade | 10 <sup>th</sup> Grade | 11 <sup>th</sup> Grade | 12 <sup>th</sup> Grade | TOTAL | Year  | Academy Graduates | Academy Graduates With Honors |
| 2013-2014  | 76                    | 68                     | 41                     | 29                     | 214   | 2013  | 13                | 12                            |
| 2014-2015  | 61                    | 65                     | 51                     | 43                     | 220   | 2014  | 11                | 13                            |
| 2015-2016  | 68                    | 51                     | 56                     | 45                     | 220   | 2015  | 20                | 18                            |
| 2016-2017  | 85                    | 57                     | 37                     | 52                     | 231   | 2016  | 19                | 22                            |
| 2017-2018  | 64                    | 76                     | 51                     | 35                     | 226   | 2017  | 15                | 26                            |
| Findings: Over the past five years, SEA enrollment has remained consistently at approximately 10 percent of the school population. |                       |                        |                        |                        |       | Academy graduates and graduates with honors have increased over the last three years. |                   |                               |

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

### Language Proficiency Numbers

|                                  | 2011-12      | 2012-13      | 2013-14      | 2014-15        | 2015-16      | 2016-17        |
|----------------------------------|--------------|--------------|--------------|----------------|--------------|----------------|
| English Learners R-30 (%)        | 395<br>(14%) | 428<br>(18%) | 315<br>(14%) | 283<br>(13.2%) | 315<br>(15%) | 346<br>(16.1%) |
| Fluent English (FEP/R-FEP) (%)   | 759<br>(27%) | 621<br>(25%) | 605<br>(27%) | 682<br>(31.7%) | 673<br>(32%) | 656<br>(31%)   |
| Students redesignated to FEP (#) | 13           | 9            |              | 12             | 59           | 35             |
| Long Term ELs %                  |              |              |              | 76.2           | 72.8         | 73             |

**Findings:** Our EL student population percentage has remained relatively constant since the last self-study. Recent data has shown that we have a large percentage of Long Term ELs though the percentage declined slightly for 2015/16 and 2016/17. For the 2017/18 school-year, our ELD Coordinator and Counselors have started a 6th period support class for our LTELs that have been placed in mainstreamed General Education classes. The number of redesignated students increased substantially for 2015/16 and 2016/17 when compared to 2014/15 and earlier years.

### Data on Addressing the Eight State Priorities

#### LCFF Priority 1 - Basics

For the 2017/2018 school-year, West High School has 86 classroom teachers. West has had teachers with National Board Certification in the past but none currently. Six teachers are providing instruction outside their credential area due to staffing needs in Cyber High plus AVID and Leadership (where no specific credential actually exists). West has four teachers enrolled in and progressing successfully in an intern program. Overall, West has 35 classroom teachers with

### Merrill F. West High School ACS WASC/CDE Self-Study Reflection

advanced or graduate degrees. To assist new teachers, TUSD staff development provides mentor teachers for its induction and intern programs. All new teachers are introduced and welcomed to the district through a pre-service Tracy Teacher Induction Program (TTIP) led by TUSD's staff development. As of August 2017, with 80 classroom teachers including six unfilled positions, 35 were male and 41 are female.

For certificated staff by ethnicity, the numbers are the following:

| Primary Ethnicity |    |
|-------------------|----|
| Chinese           | 2  |
| Japanese          | 1  |
| Korean            | 2  |
| Other Asian       | 1  |
| African American  | 1  |
| Declined/Blank    | 1  |
| White             | 68 |
| Total             | 76 |

| Hispanic       |    |
|----------------|----|
| Yes            | 7  |
| No             | 68 |
| Declined/Blank | 1  |
| Total          | 76 |

West has 15 classroom paraprofessionals with all meeting the requirements of the Every Student Succeeds Act (ESSA).

| Years at West      | 1-2 Years | 3-5 Years | 6-10 Years | 11-15 Years | 16-20 Years | 20+ Years |
|--------------------|-----------|-----------|------------|-------------|-------------|-----------|
| Number of Teachers | 18        | 5         | 10         | 13          | 21          | 17        |

| Years in Teaching  | 1-2 Years | 3-5 Years | 6-10 Years | 11-15 Years | 16-20 Years | 20+ Years |
|--------------------|-----------|-----------|------------|-------------|-------------|-----------|
| Number of Teachers | 8         | 6         | 11         | 10          | 22          | 28        |

## **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

West High School has a high percentage of teachers with 16+ years experience both at our site (nearly 50 percent of our staff) and in education overall (over 50 percent). Eighteen (21 percent) of our teachers are in their 1st or 2nd year at West though over half of that group has prior teaching experience.

For classroom textbooks and other curriculum, our school librarian manages our textbooks and other standards-aligned materials in an excel file. It is organized by course including adoption year and year of publication (**See Appendix M**). All approved textbooks have gone through the appropriate adoption process including District and School Board approval. In regards to facilities, as mentioned in Chapter One, much of West High School went through a full remodel over the summer of 2017.

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

### **LCFF Priority 2 - Implementation of Academic Standards**

Both the English and Math Departments have transitioned to Rigorous Curriculum Design, which is a standards-based, assessment driven form of facilitating instruction that is designed by the district's teachers. Science has been working monthly with the County Office to prepare for the transition to NGSS. We continue to work in site PLCs, and are using our staff meeting time for professional development opportunities and further PLC training. For the 2017/2018 school-year, Social Science has updated its Common Assessments in line with common core standards (**Appendix N**). Our World Language and Physical Education departments also have Common Assessments.

**Findings:** TUSD has made a three year commitment to the "Rigor, Relevance and Relationships" framework. The Leadership Team attended the two day training in late July, 2017 and worked with staff on a site action plan beginning in August of 2017. We have a site coach for 10 days each year from 2017/2018 through 2019/2020. This site coach is working with teachers and administration to implement the Rigor, Relevance and Relationships framework.

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

### LCFF Priority 3 - Parent Engagement

Since the 2015 Midterm visit, West High administration has established an Autodialer call system to parents (in both English and Spanish) to serve as a reminder of school community events like Back to School Night and Parent/Teacher Conferences. We are particularly excited about the significant increase in numbers of parents attending both events over the last three to four years. West High Administration also coordinates with middle school principals to do a call home regarding 8<sup>th</sup> grade orientation night at West. For the 2016/2017 school-year, the Principal's Parent Group established a Parent Teacher Student Association (PTSA). The organization is parent led with administrative representation at each meeting. A highlight of the PTSA's first year included providing meals for student participants in "Every 15 Minutes" and two scholarships for graduating seniors. Other established parent-driven student support groups include both a Science Booster Club as well as a Band Booster Club. These clubs conduct fundraisers in order to purchase supplies and fund field trips. In addition, Home Field Advantage (HFA) is a group of current and past parents who support West High Athletics. There is further community outreach through AVID Parent Nights and Coffee with Counselors. Since the spring of 2016, Ana Arroyo has served as West High School's Parent Liaison. Her position is district funded through the LCAP. Through her duties, Ms. Arroyo works closely with families from our 2nd language and ESL communities (primarily but not entirely Spanish speaking).

**Findings:** Beginning in October, representatives of our leadership team held monthly meetings with our PTSA during the 2017/2018 school-year. Our School Site Council which includes parent representation also took an active role in the self-study process as part of the agenda for each SSC meeting (**Appendix O**).

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

### LCFF Priority 4- Performance on Standardized Tests

#### SBAC Results

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

|          | Language Arts  |                |                | Mathematics    |                |                |
|----------|----------------|----------------|----------------|----------------|----------------|----------------|
|          | School<br>2015 | School<br>2016 | School<br>2017 | School<br>2015 | School<br>2016 | School<br>2017 |
| Grade 11 | 63%            | 60%            | 39%            | 36%            | 27%            | 20%            |

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

|                  | Language Arts  |                |                | Math           |                |                |
|------------------|----------------|----------------|----------------|----------------|----------------|----------------|
|                  | School<br>2015 | School<br>2016 | School<br>2017 | School<br>2015 | School<br>2016 | School<br>2017 |
| Schoolwide       | 63%            | 60%            | 39%            | 36%            | 27%            | 20%            |
| Asian            | 83%            | 77%            | 46%            | 49%            | 48%            | 35%            |
| African American | 54%            | 38%            | 31%            | 22%            | 18%            | 16%            |
| Hispanic/Latino  | 57%            | 52%            | 32%            | 22%            | 17%            | 12%            |
| White            | 66%            | 72%            | 57%            | 37%            | 35%            | 34%            |
| EL               | 18%            | 16%            | 7%             | 4%             | 0%             | 1%             |
| SES Disad        | 55%            | 53%            | 29%            | 21%            | 19%            | 14%            |
| SpEd             | 3%             | 14%            | 2%             | 0%             | 0%             | 1%             |

**Findings:** In looking at our scores from 2015 and 2016, our student ELA scores dropped from 63% to 60% met/exceeded, our Math scores dropped from 36% to 27% met/exceeded. All subgroups except for White and Special Education dropped in ELA. One of our goals is to work on closing the achievement gap for African American students, so it is concerning that this subgroup dropped from 54% to 38% in ELA and from 22% to 18% in Math. Our Special



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Education scores in ELA jumped from 3% to 14% proficiency but then dropped to 2% again in 2017. We are concerned that all sub groups declined in Math. The 2017 scores were very disappointing for both ELA and Math and for all subgroups. The ELA proficiency dropped 21% while math scores also fell 7% from the previous year. Due to these disappointing results, a major focus for our entire staff this year and moving forward is taking ownership of and preparing students for the college and career skills measured by the SBAC test.

**SAT Results**

2016/17

# Merrill F. West High School ACS WASC/CDE Self-Study Reflection

2015/2016

| Name                     | Enrollment<br>12 | Number<br>Tested | Average<br>Score:<br>Reading | Average<br>Score:<br>Math | Average<br>Score:<br>Writing | Number of<br>Scores<br>≥1500 | Percent of<br>Scores<br>≥1500 |
|--------------------------|------------------|------------------|------------------------------|---------------------------|------------------------------|------------------------------|-------------------------------|
| Merrill F.<br>West High  | 544              | 217              | 476                          | 483                       | 458                          | 75                           | 34.56 %                       |
| Tracy Joint<br>Unified   | 1,867            | 750              | 504                          | 508                       | 494                          | 367                          | 48.93 %                       |
| San<br>Joaquin<br>County | 11,408           | 3,771            | 474                          | 483                       | 465                          | 1,377                        | 36.52 %                       |
| Statewide                | 492,835          | 214,262          | 484                          | 494                       | 477                          | 89,840                       | 41.93                         |

2014/2015

| Name                     | Enrollment<br>12 | Number<br>Tested | Average<br>Score:<br>Reading | Average<br>Score:<br>Math | Average<br>Score:<br>Writing | Number of<br>Scores<br>≥1500 | Percent of<br>Scores<br>≥1500 |
|--------------------------|------------------|------------------|------------------------------|---------------------------|------------------------------|------------------------------|-------------------------------|
| Merrill F.<br>West High  | 490              | 198              | 491                          | 504                       | 479                          | 86                           | 43.43 %                       |
| Tracy Joint<br>Unified   | 1,638            | 678              | 495                          | 505                       | 491                          | 300                          | 44.25 %                       |
| San<br>Joaquin<br>County | 10,984           | 3,606            | 473                          | 481                       | 467                          | 1,315                        | 36.47 %                       |
| Statewide                | 496,901          | 210,706          | 489                          | 500                       | 484                          | 93,334                       | 44.30 %                       |

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2013/2014

| Name                    | Enrollment<br>12 | Number<br>Tested | Average<br>Score:<br>Reading | Average<br>Score:<br>Math | Average<br>Score:<br>Writing | Number of<br>Scores<br>≥1500 | Percent of<br>Scores<br>≥1500 |
|-------------------------|------------------|------------------|------------------------------|---------------------------|------------------------------|------------------------------|-------------------------------|
| Merrill F.<br>West High | 465              | 185              | 489                          | 504                       | 477                          | 77                           | 41.62 %                       |
| Tracy Joint<br>Unified  | 1,760            | 654              | 502                          | 515                       | 497                          | 306                          | 46.79 %                       |
| San Joaquin<br>County   | 11,116           | 3,414            | 472                          | 482                       | 466                          | 1,249                        | 36.58 %                       |
| Statewide               | 498,403          | 204,848          | 492                          | 506                       | 489                          | 93,937                       | 45.86 %                       |

**Findings:** Our number of seniors taking the SAT has increased over the last four years with the most significant increase in 2015/2016. Our scores dropped in all three assessed areas in 15/16 when compared to student scores in 2014/15. West students on the SAT have tended to perform higher than the San Joaquin County average. Recent results have shown our students to be performing slightly below the state average and the gap to be widening between our student results and those at the other comprehensive high schools in TUSD.

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

### AP Results

2015/2016

| Name                      | Grades<br>10-12<br>Enrollment | Grade 12<br>Enrollment | Number<br>Tested | AP<br>Score=1 | AP<br>Score=2 | AP<br>Score=3 | AP<br>Score=4 | AP<br>Score=5 |
|---------------------------|-------------------------------|------------------------|------------------|---------------|---------------|---------------|---------------|---------------|
| Merrill F.<br>West High   | 1,551                         | 544                    | 232              | 55            | 138           | 130           | 94            | 49            |
| Tracy<br>Joint<br>Unified | 5,031                         | 1,867                  | 581              | 118           | 244           | 307           | 215           | 145           |
| San<br>Joaquin<br>County  | 33,307                        | 11,408                 | 4,461            | 1,827         | 2,230         | 1,879         | 1,175         | 653           |
| Statewide                 | 1,453,807                     | 492,835                | 353,542          | 135,358       | 155,259       | 155,111       | 124,762       | 93,581        |

**Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

2014/2015

| <b>Name</b>                | <b>Grades<br/>10-12<br/>Enrollment</b> | <b>Grade 12<br/>Enrollment</b> | <b>Number<br/>Tested</b> | <b>AP<br/>Score=1</b> | <b>AP<br/>Score=2</b> | <b>AP<br/>Score=3</b> | <b>AP<br/>Score=4</b> | <b>AP<br/>Score=5</b> |
|----------------------------|--|--------------------------------|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Merrill F.<br>West<br>High | 1,547                                  | 490                            | 265                      | 64                    | 131                   | 127                   | 112                   | 64                    |
| Tracy<br>Joint<br>Unified  | 5,056                                  | 1,638                          | 616                      | 134                   | 264                   | 292                   | 239                   | 150                   |
| San<br>Joaquin<br>County   | 32,654                                 | 10,984                         | 4,365                    | 1,900                 | 2,149                 | 1,898                 | 1,069                 | 585                   |
| Statewide                  | 1,454,751                              | 496,901                        | 329,412                  | 130,563               | 137,482               | 150,815               | 118,517               | 83,501                |

2013/2014

| <b>Name</b>                | <b>Grades<br/>10-12<br/>Enrollment</b> | <b>Grade 12<br/>Enrollment</b> | <b>Number<br/>Tested</b> | <b>AP<br/>Score=1</b> | <b>AP<br/>Score=2</b> | <b>AP<br/>Score=3</b> | <b>AP<br/>Score=4</b> | <b>AP<br/>Score=5</b> |
|----------------------------|--|--------------------------------|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Merrill F.<br>West<br>High | 1,538                                  | 465                            | 201                      | 31                    | 82                    | 129                   | 105                   | 75                    |
| Tracy<br>Joint<br>Unified  | 5,304                                  | 1,760                          | 561                      | 79                    | 213                   | 289                   | 242                   | 168                   |
| San<br>Joaquin<br>County   | 32,541                                 | 11,116                         | 4,086                    | 1,630                 | 1,977                 | 1,748                 | 1,061                 | 589                   |
| Statewide                  | 1,460,821                              | 498,403                        | 313,220                  | 113,248               | 132,175               | 144,523               | 114,769               | 82,332                |

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

**Findings:** West High AP students overall score well above the national average on AP exams though that percentage has declined when compared to our pass rate percentage in 2013 and 2014. Each year, West continues to have numerous students pass multiple exams. A goal for out site continues to be to increase AP student enrollment as well as students taking and passing exams.

### EL Proficiency

AMAO – Annual Measurable Achievement Objectives (Title III - EL Progress in English):

a. AMAO 1 – Percent of Students making annual progress in English (based on CELDT)

b. AMAO 2 – Percent of Students Attaining English Proficiency (based on CELDT)

|           | # students tested | % meeting AMAO 1 | Target | Met? Y/N | % meeting AMAO 2 | Target <5yr/≥5yr | Met Y/N |
|-----------|-------------------|------------------|--------|----------|------------------|------------------|---------|
| 2009/2010 | 228               | 62.3%            | 53.1   | Yes      | 19.7/55.2        | 17.4/41.3        | Yes/Yes |
| 2010/2011 | 391               | 57.5%            | 54.6   | Yes      | 32.9/55.2        | 18.7/43.2        | Yes/Yes |
| 2011/2012 | 323               | 59.9%            | 56.0   | Yes      | 21.3/50.3        | 20.1/45.1        | Yes/Yes |
| 2012/2013 | 291               | 58.8%            | 57.5   | Yes      | 18.8/49.1        | 21.4/47.0        | No/Yes  |
| 2013/2014 | 245               | 65.3%            | 59.0   | Yes      | 9.1/50.4         | 22.8/49.0        | No/Yes  |
| 2014/2015 | 281               | 65.55%           | 60.5   | Yes      | 15.6/56.4        | 24.2/50.9        | No/Yes  |
| 2015/2016 | 332               | 61.9%            | 62.0   | Yes      | 17.2/54.5        | 25.5/52.8        | No/Yes  |

**Findings:** Our EL students have consistently met the annual progress in English targets based on their CELDT scores. The percentage of students achieving this standard for 2015/16 did decline about 3.5 percent when compared to 2014/15 and 2013/14 results but was higher than earlier years. Our EL Coordinator is working with District, Admin, and West High staff in making the transition to the ELPAC as the new method of assessment for our EL students.

## **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

### **Grades**

**2017/18: 1st Quarter**



## **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

## **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

## **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

**Grades**

**2016/17**

## **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

## **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

**Findings:** When looking at student grades for the 1st quarter of 2017/18 and for the 2016/17 school-year, a high percentage of students overall are achieving a grade of “C” or higher. According to the data, the highest percentage of “Ds” and “Fs” are in Math, Modern Language and Science. However, student grades of “C” or higher are at a much higher percentage across all subject areas when compared to A-G College Readiness statistics.

**Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

**Freshman Grades and Ds and Fs Percentage Comparison: All Grades and 9th Graders**

**1st Quarter: 2017/18 9th Graders by Percentage**

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

**2016/17 Semester Grades: 9th Graders**



## **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

## **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

## **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

**Findings:** Increasing freshman achievement is an area of focus both at the site and district level. For the most part, a close look at report card grade data supports an emphasis on increasing 9th grade student achievement as a critical student learning need at West. When compared to data for all grades, both 1st quarter 2017/18 and 2016/17 report card grade data shows a higher percentage of Ds and Fs for 9th grade students in the following subjects: VPA, ROP, Science and English. However, Ds and Fs semester grade percentages for 9th grade students in Modern Language and Math is actually at a lower percentage when compared to all grades.

### LCFF Priority 5- Pupil Engagement

#### Graduation Rate

| School year | %     |
|-------------|-------|
| 2016-17     | 93.30 |
| 2015-16     | 95.24 |
| 2014-15     | 91.14 |
| 2013-14     | 87.52 |

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

### Drop Rate

| School year | %    |
|-------------|------|
| 2016-17     | 9.79 |
| 2015-16     | 9.71 |
| 2014-15     | 9.09 |
| 2013-14     | 9.32 |

### Graduation Rates by Subgroup

|          | NCLB Grad Rate<br>(2012/13 School Year)<br>2014 | NCLB Grad Rate<br>(2013/14 School Year)<br>2015 | NCLB Grad Rate<br>(2014/15 School Year)<br>2016 |
|----------|---|---|---|
| Asian    | 88.1  | 96.4  | 97.8  |
| Filipino | 97.4 (U50)                                      | 100   | 93.3  |
| Hispanic | 83.2  | 88.3  | 90.2  |
| AfAm     | 80.9 (U50)                                      | 81.4  | 87.9  |
| White    | 88.8  | 83.8  | 92.0  |
| E.L.     | 74.0  | 86.1  | NA  |
| SES Dis. | 83.1 (U50)                                      | 70.9  | NA  |

**Findings:** Our student graduation rate has increased when compared to 2013/14 percentages. However, the dropout rate has actually increased slightly and our graduation rate did decline nearly two percent for 2016/17 when compared to 2015/16. The most recent CDE report scored our graduation rate for EL and Hispanic students as “Highest Performance.” Both subgroups showed graduation increases for the 2016/17 school-year at 7.7 and 6.8 percent respectively.

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

### Average Daily Attendance

| School Year | Actual Attendance % | Target % | Difference from target (+ or -) | Target Met Yes or No |
|-------------|---------------------|----------|---------------------------------|----------------------|
| 2009/2010   | 95.13%              | 98%      | -2.87                           | N                    |
| 2010/2011   | 95.40%              | 98%      | -2.60                           | N                    |
| 2011/2012   | 95.63%              | 98%      | -2.37                           | N                    |
| 2012/2013   | 95.79%              | 98%      | -2.21                           | N                    |
| 2013/2014   | 96.24%              | 98%      | -1.76                           | N                    |
| 2014/2015   | 95.97%              | 98%      | -2.03                           | N                    |
| 2015/2016   | 95.88%              | 98%      | -2.12                           | N                    |
| 2016/2017   | 95.67%              | 98%      | -2.33                           | N                    |

**Findings:** The attendance numbers did not improve from last year to this year. We had hoped that with an increased number of parents on campus and continued supports for student attendance we would begin to see gains in the 2016/2017 school year. We will continue to monitor overall student attendance closely and the impact of earlier discussed interventions. Overall attendance numbers have remained near constant overall with a slight decline going back to 2013/14.

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

### Chronic Absenteeism

| <b>Ethnicity</b>                 | <b>Cumulative Enrollment</b> | <b>Chronic Absenteeism Count</b> | <b>Chronic Absenteeism Rate</b> |
|----------------------------------|------------------------------|----------------------------------|---------------------------------|
| African American                 | 183                          | 20                               | 10.9%                           |
| American Indian or Alaska Native | 11                           | 1                                | 9.1%                            |
| Asian                            | 247                          | 19                               | 7.7%                            |
| Filipino                         | 145                          | 12                               | 8.3%                            |
| Hispanic or Latino               | 1,154                        | 149                              | 12.9%                           |
| Pacific Islander                 | 29                           | 0                                | 0.0%                            |
| White                            | 399                          | 54                               | 13.5%                           |
| Two or More Races                | 79                           | 7                                | 8.9%                            |

| <b>Name</b>          | <b>Cumulative Enrollment</b> | <b>Chronic Absenteeism Count</b> | <b>Chronic Absenteeism Rate</b> |
|----------------------|------------------------------|----------------------------------|---------------------------------|
| Merrill F. West High | 2,247                        | 262                              | 11.7%                           |
| Tracy Joint Unified  | 17,423                       | 1,809                            | 10.4%                           |
| San Joaquin County   | 155,554                      | 23,987                           | 15.4%                           |
| Statewide            | 6,405,496                    | 694,030                          | 10.8%                           |

**Findings:** Our student Chronic Absenteeism rate is a continued concern. Our percentage for 2016/17 was lower than the County but slightly above the District and State averages respectively. Percentages were statistically highest for our Hispanic and white student populations.

**Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

**LCFF Priority 6- School Climate**

**Suspension Rate/Expulsion**

|                    | 2014/15 |      | 2015/16 |       | Decrease or Increase in % of Students. | Target Met |
|--------------------|---------|------|---------|-------|--|------------|
|                    | #       | %    | #       | %     |  |            |
| Suspensions        | 310     |      | 370     |       | +1.6%                                  | No         |
| Students suspended | 200     | 9.0% | 226     | 10.6% |  |            |
| Expulsions         | 17      |      | 35      |       | +1%                                    | No         |
| Students expelled  | 17      | <1%  | 35      | 1.5%  |  |            |

**Findings:** Currently, our suspension rate is still scored as “high” (the color yellow) by the CDE. However, the CDE report for the 17/18 school-year also noted that the suspension rate “declined significantly” overall for all students and nearly all sub-groups when looking at data for 2016/17. There were slight increases in suspensions for the following sub-groups: students with disabilities, our Filipino students and students of two or more races (**Appendix P**).

**Discipline referrals**

|                              | 2014/15 |     | 2015/16 |     | 2016/17 |     | Decrease or Increase in % of Students. | Target Met |
|------------------------------|---------|-----|---------|-----|---------|-----|--|------------|
|                              | #       | %   | #       | %   | #       | %   |  |            |
| Referrals                    | 544     |     | 464     |     | 1639*   |     | +16%                                   | No         |
| Students Receiving Referrals | 258     | 12% | 234     | 11% | 553*    | 27% |  |            |



## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

**Findings:** \*This includes all referrals (besides tardies). Past data reported from 2014/15 and 2015/16 was teacher suspension referral data only so the numbers will be significantly higher for 2016/17. With the change in reporting data for referrals, we will track our numbers for 2017/18 and look for trends in student discipline referrals.

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

- A. Students who are college or career ready
- B. Meeting and enrolled in UC a-g requirements

#### Students completing A-G Requirements

|         | # met a-g | Percent<br>(of gr. 12<br>students) | Goal Met?<br>Y/N |
|---------|-----------|------------------------------------|------------------|
| 2011/12 | 229       | 35.7                               | Yes              |
| 2012/13 | 148       | 31.0                               | No               |
| 2013/14 | 131       | 29.8                               | No               |
| 2014/15 | 170       | 33.5                               | Yes              |
| 2015/16 | 169       | 38.1                               | Yes              |
| 2016/17 | 145       | 33                                 | No               |

**Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

**Students completing A-G – subgroup data**

2016/17

|                  | <b># met a-g</b> | <b>Percent<br/>(of gr. 12 students)</b> |
|------------------|------------------|---|
| Schoolwide       | 145              | 33%                                     |
| Asian            | 36               | 52%                                     |
| Filipino         | 17               | 47%                                     |
| Hispanic         | 46               | 25%                                     |
| African American | 10               | 18%                                     |
| White            | 30               | 40%                                     |
| E.L.             | 0                | 0%                                      |
| SES Dis.         | 57               | 27%                                     |

2015/16

|                  | <b># met a-g</b> | <b>Percent<br/>(of gr. 12 students)</b> |
|------------------|------------------|---|
| Asian            | 25               | 56.8                                    |
| Filipino         | 16               | 57.1                                    |
| Hispanic         | 76               | 32.6                                    |
| African American | 6                | 23.1                                    |
| White            | 39               | 42.9                                    |
| E.L.             | NA               | NA                                      |
| SES Dis.         | NA               | NA                                      |

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

### Academics: CAASPP – ELA and Math Summative Assessment Results:

High Schools: Percent of students on EAP (Early Assessment of Progress)

|   | Language Arts |      |      |                     | Mathematics |      |      |                     |
|---|---------------|------|------|---------------------|-------------|------|------|---------------------|
| Grade 11 SBAC                                 | 2015          | 2016 | 2017 | Change<br>2015-2017 | 2015        | 2016 | 2017 | Change<br>2015-2017 |
| College Ready<br>(Standard Exceeded )         | 20%           | 24%  | 13%  | -7                  | 11%         | 10%  | 5%   | -6                  |
| Provisionally College<br>Ready (Standard Met) | 43%           | 36%  | 26%  | -17                 | 18%         | 17%  | 15%  | -3                  |
| Not College Ready<br>(Standard Nearly Met)    | 23%           | 26%  | 29%  | 6                   | 29%         | 31%  | 21%  | 8                   |
| Not College Ready<br>(Standard Not Met)       | 13%           | 15%  | 32%  | 19                  | 43%         | 41%  | 58%  | 15                  |

**Findings:** Our A-G readiness numbers for graduating seniors declined in 2016/2017 when compared to 2015/16 numbers. As a school, we have not yet reached 40 percent of our students meeting A-G readiness. As noted earlier, our SBAC scores also decreased significantly in 2016/17 as noted in the EAP charts above. Increasing these numbers in both areas will be an important priority moving forward. The recently released CDE College and Career Readiness Indicator based on the graduating class of 2016 found 42.7 percent of our 2016 graduates as “Prepared” and 27.4 percent as “Approaching Prepared.” More detailed information will be released next fall and will serve as an important part of data for our future Action Plans.

**Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

**LCFF Priority 8- Other Pupil Outcomes**

District policies/expenditures per pupil, other funding sources

| State Programs   | Allocation |
|--|------------|
| Site Allocation<br><u>Purpose:</u> services for all students   | \$210,758  |
| LCFF Targeted Assistance for At-Risk Students<br><u>Purpose:</u> To provide additional services to support student learning and close the achievement gap. This includes services for EDY, EL and FY | \$49,750   |
| LCFF Targeted Assistance for English Learners<br><u>Purpose:</u> To develop fluency and academic proficiency of ELs.   | \$124,523  |
| Total amount of state funds allocated to this school   | \$385,031  |

| Federal Programs under No Child Left Behind (NCLB)   |    | Allocation |
|--|----|------------|
| Title I, Part A: Schoolwide Program<br><u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas<br>Total Allocation    |    | \$0        |
| Parental Involvement   | \$ |            |
| Professional Development   | \$ |            |
| Title II, Part A: Teacher and Principal Training and Recruiting<br><u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals |    | \$0        |
| Total amount of federal categorical funds allocated to this school   |    | \$0        |
| Total amount of state and federal funds allocated to this school   |    | \$385,031  |

## **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

**Findings:** Administration has made sure that our site budget has gone towards targeted LCFF groups, is district and site LCAP focused, and puts our students first.

### **Perception Data**

#### **Student Survey: May 2017 (See Appendix A for all survey questions and results)**

A sampling of students (262 student responses represented by all four grade levels) responded to an online WASC survey created by faculty focus groups in the Spring of 2017 during Monday self-study faculty meetings. The survey was approximately 50 questions in total and was organized by focus group theme. Most students completed the survey on their phones. A sampling below is organized by focus group theme.

### **Organization**

Statement: I feel West High School is adequately preparing me for both college and careers. Of the student responses, 23.3 percent strongly agreed with the statement, 49.6 percent agreed, 19.1 percent disagreed and 8 percent strongly disagreed.

### **Curriculum**

Statement: I have access to challenging and rigorous curriculum in all my classes. 28.2 percent of student respondents strongly agreed with the statement, 55.7 percent agreed, 10.1 percent disagreed and 6 percent strongly disagreed.

### **Instruction**

Statement: I am actively engaged in all of my classes. 16.4 percent that responded strongly agreed. 50.8 percent agreed. 26 percent disagreed and 6.8 percent strongly disagreed.

### **Assessment and Accountability**

Statement: I use assessment scores and teacher feedback to modify my learning practices. 16.4 percent strongly agree with the statement. 51.1 percent agree. 22.1 percent disagree and 10.3 percent strongly disagree.

### **Culture**

Statement: I believe that West High takes an interest in what I want for my future. 45.5 percent of students responding agreed with the statement. 29 percent disagreed and 25.6 percent strongly disagreed.

## **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

### **Findings**

From the May 2017 student survey, a solid majority of responding students agreed that West High School is adequately preparing them for their future in part through both providing a challenging and rigorous curriculum and in active student engagement. A majority of surveyed students also responded positively in regards to effectively using assessment scores and teacher feedback to adjust their learning practices. However, nearly 55 percent of surveyed students did not feel that West High takes an appropriate interest in their individual wants for the future.

### **Identified Student Learner Needs**

When we looked at all of the data and had initial discussions with our various stakeholder groups, it seemed clear to our Self Study Leadership Team that there were some specific areas on which we needed to focus in order to move the student learning and achievement forward at West High School. The following Preliminary Critical Learner Needs were developed as a response to this initial work with our data and our stakeholder groups.

### **Preliminary Critical Student Learning Needs**

1. Decrease the achievement gap by subgroup including increasing student performance on Smarter Balanced Assessments
2. Increase academic success for 9th graders
3. Increase students' college and career readiness through staff and student proficiency in the 4 Cs (Communication, Collaboration, Critical Thinking, Creativity).

### **Questions to Consider**

1. What student learning strategies should we include in our action plan in response to our 2017 ELA and Math SBAC scores?
2. How do we track and measure the success of our Summer Bridge student graduates? What other intervention strategies can we implement to increase the success of our 9th grade students?
3. How do we improve upon our PLCs to increase student learning and achievement?
4. How do we effectively introduce and utilize the Relationships, Relevance and Rigor framework?
5. How do we bring daily relevance to our SLOs primarily with our students and teachers but

### **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

with all other stakeholders as well? Of our four Schoolwide Learning Outcomes, does one stand out as the most appropriate to emphasize to increase student achievement and learning?

## CHAPTER 3

# Self Study Findings

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## **Development of Critical Student Learning Needs**

Based on the West SPSA, LCAP Goals, SLOs and Chapter Two data analysis, the following preliminary critical learning needs were identified prior to the Focus Groups meeting to discuss the strengths and areas for growth for the five categories.

### **Preliminary Critical Student Learning Needs:**

1. Decrease the achievement gap by subgroup including increasing student performance on Smarter Balanced Assessments
2. Increase academic success for 9th graders
3. Increase students' college and career readiness through staff and student proficiency in the 4 Cs (Communication, Collaboration, Critical Thinking, Creativity).

## **WASC Focus on Learning: A Organization**

**Focus Group Leader: Leslie McCoy**

| <b>Name</b>      | <b>Department</b>  | <b>Position</b> |
|------------------|--------------------|-----------------|
| Iris Abraham     | Counseling         | Counselor       |
| Howard Alford    | English            | Teacher         |
| Sol Ceja         | Science            | Teacher         |
| Jordan Dajani    | Ag. Science        | Teacher         |
| Jeremy Fallquist | Social Science     | Teacher         |
| Dave Gordon      | CTE                | Teacher         |
| Dave Haut        | Math               | Teacher         |
| Rusty Howell     | Science            | Teacher         |
| Mayra Lopez      | World Language     | Teacher         |
| Steven Memory    | Social Science     | Teacher         |
| Stephanie Pease  | Physical Education | Teacher         |
| Joe Raco         | Math               | Teacher         |
| Nico Sandoval    | Social Science     | Teacher         |

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

### A1. Vision and Purpose Criterion

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

**Online Programs: iNACOL Standard A: Mission Statement:** The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

### Indicators with Prompts

#### Vision – Mission – Schoolwide Learner Outcomes – Profile

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

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

| Findings   | Supporting Evidence  |
|--|--|
| West's Vision, Mission and Schoolwide Learner Outcomes have been revised since the last full self-study and midterm report. They are closely aligned with Tracy Unified School District's (TUSD) Vision and Mission statements regarding district goals and student achievement. Our Vision, Mission and Schoolwide Learner Outcomes also align with the District Local Control Accountability Plan (LCAP) and our Single Plan for Student Achievement (SPSA) and include input and feedback from multiple stakeholder groups including staff, students and School Site Council. Our Professional Learning Communities for 2017-18 have become department and grade level focused with an emphasis on the TUSD Relationships, Relevance and Rigor model. Finally, the District has the LCAP plan for the next three years on its TUSD website. | <ul style="list-style-type: none"> <li>• Site Vision and Mission Statements and Schoolwide Learner Outcomes</li> <li>• TUSD Vision and Mission Statements on TUSD website <b>see Appendix Q</b></li> <li>• Single Plan for Student Achievement</li> <li>• Copy of Self-Study Early Release Monday agenda from 2016-2017</li> </ul> |

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

|   |   |
|---|---|
| <p><b>TUSD Vision Statement</b></p> <p>All students in Tracy Unified School District will become lifelong learners, responsible citizens, and leaders in the 21<sup>st</sup> Century.</p> <p><b>TUSD Mission Statement</b></p> <p>Tracy Unified School District, as a recognized leader in education, will prepare our diverse student population to be college and career ready for the 21<sup>st</sup> Century by providing a quality-learning environment in safe, modern facilities equipped with the latest technological tools. Our world class, culturally proficient staff empowers students to reach their fullest potential and prepares students to solve real-world problems by utilizing best instructional practices and collaborating with the community, businesses and institutions of higher learning.</p> <p><b>TUSD Goals: 2016-17</b></p> <p>Tracy Unified School District's Strategic Plan is incorporated into the District's Local Control Accountability Plan (LCAP). It helps the District utilize its energy and resources to focus on specific goals.</p> <p>Goal 1: Prepare all students to be well-rounded individuals with the knowledge and skills to pursue their college and/or career goals.</p> <p>Goal 2: Hire, support, develop, train, and sustain district employees who create a singleness of purpose focused on maximizing students' academic, social, and emotional potential.</p> <p>Goal 3: Apply fiscal, operational and community resources to ensure a safe learning environment that supports staff and student goals.</p> <p>It is important to observe that it takes a team effort to make meaningful progress towards achieving our District's weighty goals and objectives. Our teachers, administrators and support staff work hard everyday to provide students the quality learning experience envisioned in our strategic plan.</p> | <p>school-year</p> <ul style="list-style-type: none"> <li>● Monday Faculty meetings self-study agenda for January and February 2017</li> <li>● PLC Discussion Guides</li> </ul> |
|---|---|

### **West High School Vision Statement**

Merrill F. West High School will be a place where all students and staff develop positive relationships and where all students receive rigorous and relevant instructional learning experiences including 21<sup>st</sup> Century skill development.

### **West High School Mission Statement**

The mission of Merrill F. West High School is to provide all students with a safe, caring, and engaging learning environment in preparation for college and careers.

### **West High School Schoolwide Learning Outcomes (SLOs)**

#### **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
- Develop disciplinary literacy

#### **Creativity**

- Develop and implement new ideas
- Experiment and create
- Embrace failure as an opportunity for growth

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

### Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

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

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

| Findings   | Supporting Evidence   |
|--|---|
| <p>West High's Vision and Mission statements, as well as its Schoolwide Learner Outcomes, were revised in the 2016/17 school year with discussion and input from department chairs, staff, and the School Site Council. Site council includes representatives from multiple stakeholder groups. Our counseling department contributed to the refinement of the vision and mission of student outcomes during weekly administrative leadership team meetings. In October 2017, the Vision, Mission and SLOs were shared and discussed at the initial PTSA meeting for the 2017/18 school-year.</p> <p>Students were introduced and invited to comment on Mission, Vision, and SLO's through an online survey last spring. A preliminary student survey was conducted with a sample of all four grade levels in the Fall of 2017/18 to update their understanding of our Vision, Mission, and Schoolwide Learner Outcomes and to gain feedback as to which of the four C's they feel are most important to their education.</p> <p>Our Vision, Mission and Schoolwide Learner Outcomes are on our school's website for the public to view though there has been no direct outreach to the local business community regarding the revision of the three statements. Anecdotally, parents and other members of the community have shared their appreciation for the regular principal phone dialer updates; an outreach effort since our last full WASC visit.</p> | <ul style="list-style-type: none"> <li>● School Site Council - teachers, admin, students, parents, classified staff</li> <li>● PTSA - parents</li> <li>● LCAP on school website</li> <li>● Phone dialer - parents</li> <li>● Student Survey Results from 2016/17 and 2017/18</li> </ul> |

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

### Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

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

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

| Findings   | Supporting Evidence  |
|--|--|
| <p>Classrooms are outfitted with the Mission, Vision, and Four C's to further support student exposure and serve as a visual reminder of daily classroom purpose. Over two hundred students representing all grade levels responded to a Spring 2017 survey with 51 percent of students saying they were familiar with West's revised Mission and Vision statements. A Fall 2017 survey asked students to both choose and comment about which of the 4 C's from our Schoolwide Learner Outcomes they would most like to focus on for 2017/18 school-year here at West. Our staff made direct connections between their curriculum and Mission, Vision, and the Four Cs during staff meetings at the beginning of the 2017/18 school year to deepen the connection and commitment to student achievement. While staff overwhelmingly chose critical thinking as the most important to emphasize, students were divided between the four choices. Critical thinking actually received the least support (20 percent) while Creativity was most cited by students (27 percent) as the most important to focus upon.</p> <p>Our School Site Council provided input and commentary on our updated Mission, Vision and Schoolwide Learner Outcomes during the Spring of 2017. Mr. Boswell and Mr. Haim provided our SSC with updates on the process at each meeting in the Fall of 2017 plus introduced ongoing activities and discussion.</p> <p>The District LCAP is posted on the TUSD website for public viewing. However, it is unclear how much the public has accessed the website or has direct knowledge of the LCAP and its relation to West High School. LCAP funding has provided West High School with a full time parent liaison and an increase in home visits by administration and our parent liaison to Spanish speaking households.</p> | <ul style="list-style-type: none"> <li>● Mission, Vision and SLO's Posters</li> <li>● Student Survey Results, Spring and Fall of 2017</li> <li>● TUSD Website</li> <li>● School Site Council Monthly Minutes,</li> <li>● West High School website</li> </ul> |

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

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| <p>Our site principal writes a monthly message to our parents and community on our website. The focus of the message includes: school updates, calendar events, advice for students...</p> |  |
|--|--|

### A2. Governance Criterion

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

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| <p><b>Online Programs: iNACOL Standard B: Governance Statement:</b> Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]</p> |
|--|

### Indicators with Prompts

#### Governing Board and District Administration

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

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

| Findings  | Supporting Evidence  |
|---|--|
| <p>Our site Vision and Mission statements are closely aligned with TUSD. Our Schoolwide Learner Outcomes as well as our annual Single Plan for Student Achievement (SPSA) also closely match the district's LCAP goals of student college and career readiness, including closing the achievement gap for all subgroups and providing a safe and equitable environment for all students and staff. Our school board meets twice a month on Tuesday evenings. Annually, West High administration presents the SPSA to both District Cabinet and School Board for approval as well as the School Site Council which includes parents, teachers, classified staff members, and administration.</p> | <ul style="list-style-type: none"> <li>● Tracy Unified School District Website including LCAP Goals</li> <li>● Site SPSA</li> <li>● Bargaining agreement</li> <li>● Syllabi pertaining to aspects of board policy</li> </ul> |



## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

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| <p>The 2017/18 school year begins the District's commitment to Relationships, Relevance, and Rigor approach to education, and is the central focus of our PLCs over the next three years. Staff was introduced to the program during two early release Monday district and staff meetings this Fall.</p> <p>TUSD complaint procedures and protocol are outlined in the Student Handbook, which is accessible online at the TUSD website. In the fall of 2017, all West High students received an updated Uniform Complaint Procedure (UCP) to take home and share with their parents. The form highlighted TUSD legal responsibilities as well as the person to contact (Director of Student Services) should a parent or student have a UCP to file. Elements pertaining to classroom expectations are part of every teachers' syllabi, such as homework and technology use expectations.</p> <p>LCAP and District supported programs at West include:</p> <ul style="list-style-type: none"> <li>● Parent Liaison</li> <li>● Valley Community Counseling</li> <li>● PIQE Program</li> <li>● College Bound</li> <li>● Summer Bridge plus Bridge Student follow up</li> <li>● GLAD Training</li> <li>● AVID</li> <li>● ELD courses and support</li> </ul> | <ul style="list-style-type: none"> <li>● SPSA yearly reports</li> <li>● UCP Procedural Form</li> </ul> |
|---|--|

### Understanding the Role of the Governing Board

**A2.2. Indicator:** There is clear understanding about the role and responsibilities of the governing board and the professional staff.

**A2.2. Prompt:** *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

| Findings  | Supporting Evidence  |
|---|--|
| <p>The School Board meets every other Tuesday, and meetings, agendas, and minutes are published on the district website. While the board sets district policy, all community members - students, teachers, administration, parents, and the general public - are invited to address the board with concerns. A monthly District Digest is emailed to all TUSD employees which outlines district policy in detail with data.</p> | <ul style="list-style-type: none"> <li>● Collective bargaining agreement</li> <li>● TUSD Staff Portal See <b>Appendix T</b></li> <li>● Board policies included in teachers' syllabi</li> </ul> |

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

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| <p>The District annually establishes a Curriculum Council consisting of classroom teachers, site administrators and district directors. The Curriculum Council focuses on increasing student achievement with emphasis on TUSD's commitment to increasing primary grade literacy and 9th grade success. The Curriculum Council also serves as a diverse body of educators that hears, discusses and votes on recommendations for textbook and curriculum funding approvals.</p> <p>Our annual SPSA is due in October. Our administrative leadership team meets and corresponds with District Cabinet. District provides time and training at district management meetings for site administrative leadership to interpret data. This includes a TUSD Data Analysis Protocol with a specific standard form for admin to analyze our student data and create an action plan.</p> | <ul style="list-style-type: none"> <li>● Curriculum Council Agendas</li> <li>● Recent SPSAs</li> </ul> |
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### Governing Board and Stakeholder Involvement

**A2.3. Indicator:** *Parents, community members, staff and students are engaged in the governance of the school.*

**A2.3. Prompt:** *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

| Findings   | Supporting Evidence   |
|--|---|
| <p>The student handbook (posted on our school website) has posted the school hours and primary contacts, including phone numbers and extensions for everything from the library, Student Store, Activities and Athletics. Administration employs multiple forms of communication including a phone dialer, Facebook, office nomination forms, and announcements at events like Back to School night to invite parents and the community to participate in School Site Council, ELAC, and PTSA. Community members can provide feedback on the LCAP through a survey on the district website.</p> <p>School Site Council reviews budgets and takes minutes at each meeting. Students, teachers, administration, parents, and</p> | <ul style="list-style-type: none"> <li>● The West High handbook See <b>Appendix U</b></li> <li>● ASB Elections</li> <li>● Ana Arroyo, Liaison (ELAC --English Language Acquisition Committee and DELAC)</li> <li>● SSC Minutes</li> </ul> |

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

classified staff engage in discourse and vote on how budgets are utilized to support curriculum, staff, and services.

ELAC and DELAC committees have begun taking measures to increase student and parent engagement. However, this is a real work in progress and in its beginning stages. Our parent liaison Ana Arroyo is our site ELAC representative at DELAC committees. This first DELAC meeting for the 2017-18 school-year was held in early October. The TUSD goal is to train Ms. Arroyo and a West parent to host site ELAC meetings beginning in the current school-year.

Parents are informed of their opportunity to participate in SSC on the web page, through our phone dialer and at Back to School Night. Parents vote on their chosen representatives in the office. Parents are encouraged to participate in the PTSA in the same ways.

Our LCAP funded Parent Liaison, Ana Arroyo, works under the supervision of the TUSD Prevention Services department and Principal Mr. Boswell. Her efforts on behalf of our students and parents include the following:

Assisting our homeless families and Foster youth (regardless of their background or language) referring them to different services as needed. She has a resource binder with a list of local and county agencies and the services they offer. She adds or removes information every two months after getting together with these agencies in meetings arranged by prevention services.

Spanish language translation and interpretation for our Spanish speaking families, this includes translation of school letters or documents, interpretation of parent meetings, IEP's, phone calls on behalf of Admin or staff, or from parents to staff. Mrs. Arroyo also translates emails for staff with the message they need her to pass as well as phone calls as soon as she's able to. She also arranges meetings for staff and a Spanish speaking parent, and assists with interpretation.

For our parents in general, Mrs. Arroyo provides information about our school, programs, activities, as well as how to contact any staff member or where they should direct their phone call or message. This year, ISET added a prompt to our

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

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| <p>school's main phone line with the option of leaving a message in Spanish or to speak with someone in Spanish and that line is connected to the parent liaison's extension number. This is making communication for our monolingual Spanish speaking families easier and more accessible, and their interest to be informed increased significantly.</p> <p>Mrs. Arroyo also assists parents and students in opening their Aeries account, training them to navigate the pages and helping them download the TUSD app on their smartphones, We're hoping this can help with missing assignments, checking grade progress and more informed parents.</p> |  |
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### Board's Evaluation/Monitoring Procedures

**A2.4. Indicator:** There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

**A2.4. Prompt:** *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

| Findings   | Supporting Evidence   |
|--|---|
| <p>The West High Single Plan for Student Achievement (SPSA) is aligned to the Tracy Unified School District's LCAP goals, and has been supported by the WASC schoolwide critical areas of focus. The District has two LCAP goals: 1 - Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all subgroups; 2 – Provide a safe and equitable learning environment for all students and staff. Our first two SPSA goals are the same as the district LCAP goals. Our site has additional goals focusing on parent involvement, professional development, digital technology and libraries. The school goals either mirror the ACS WASC goals (1, 3, 6, 7 and 8), or are directly supported by the ACS WASC goals (2, 4 and 5). With so much uncertainty regarding both the implementation of the California Common Core State Standards and LCAP, it has been exciting to see how relevant our 2012 self-study critical areas of focus have remained in line with both our SPSA's and TUSD's LCAP student goals.</p> | <ul style="list-style-type: none"> <li>● LCAP on TUSD Websites</li> <li>● School Site Council Minutes</li> <li>● SPSA Yearly Reports</li> </ul> |

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

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| <p>The development of the Single Plan for Student Achievement is a collaborative process between the district office, site administration, and site staff members. The district office collects appropriate data and fills in the data on the site plan. Administration then addresses the data and comments on progress or areas of need based upon the data. Administration also comments on the plan that is in place to address the areas of need. Our Administrative Leadership also accounts for all site spending including those directly funded by the District LCAP in our SPSA.</p> |  |
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### Complaint and Conflict Resolution Procedures

**A2.5. Indicator:** The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

**A2.5. Prompt:** *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

| Findings  | Supporting Evidence  |
|---|--|
| <p>The TUSD high school handbook containing conflict resolution policy is posted on the WHS website. When a parent has a complaint either directed to site administration or to the district administration, they are informed of the choice to file either informally or formally, and of what each form of complaint entails. Anyone filing a complaint is given a copy of the appropriate Board Policies and Administrative Regulations related to complaint procedures. Complainants are encouraged to solve issues at the lowest level possible, face-to-face, before elevating the complaint to a higher level. As mentioned earlier, students receive the Uniform Complaint Procedure form (UCF) in one of their classes to take home and provide to their parents.</p> <p>With regard to the students' conflict resolution process, the effectiveness is viewed as very effective because it is student-driven, discussed and ideally resolved in our site Conflict Management class. For example, when a student is pulled out of class to resolve the conflict it is a fellow student who comes to the classroom to escort the student to the resolution as opposed to a security officer. Conflict Management provides our students with an environment where students help one another in resolving differences. Students involved in peer-driven conflict management receive</p> | <ul style="list-style-type: none"> <li>● Board Policy</li> <li>● Student Handbook (pg. 40+)</li> <li>● Conflict Management Course syllabus See <b>Appendix V</b></li> <li>● UCP Procedural Form See <b>Appendix W</b></li> </ul> |

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

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| <p>two follow-ups to determine and ensure resolutions are effective.</p> <p>Students who run conflict management are trained through a variety of resources including counseling, suicide prevention and other aspects of the community who volunteer their time and resources.</p> <p>Through students working with other students to resolve conflicts on campus, more students take ownership of their actions and their school. There is an effectiveness of buying into school culture through conflict management. Seeing students talk through their problems, deal with their issues and come to understanding has really helped the culture of the school. Students are starting to utilize conflict management as a means of support on campus. There is a 90% success rate this year alone.</p> |  |
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### **A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion**

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

**Online Programs: iNACOL Standard C: Leadership:** The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

**Online Programs: iNACOL Standard I: Integrity and Accountability:** In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

**Online Programs: iNACOL Standard D: Planning:** A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

## Indicators with Prompts

### Broad-Based and Collaborative

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

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

| Findings   | Supporting Evidence  |
|--|--|
| <p>The staff at West High has been actively involved in PLCs ( a Professional Learning Community) since 2013-2014. The PLCs have grown and evolved to meet the needs of the teaching staff at West High School. They have shifted from being subject/department specific, to cross curricular, and back to subject specific. PLC groups have varied in size depending on need and situation. An example of the evolution of PLCs can be seen in the evolution of the documentation. Teachers noticed that an inordinate amount of time was being spent on filling out paperwork to verify what was occurring in the PLCs. After communication of this problem with administration, the documentation needing to be submitted was streamlined in a way that allowed teachers to focus more on the PLC process. PLCs have been an effective way to foster collaboration, planning, and sharing ideas and reflection on student achievement and learning. The latter point regarding student achievement and learning is a work in progress that we as a staff feel we have made great strides with during the 2017-18 school-year.</p> <p>Department Chairs are often voted upon or chosen by department members though the final say in recent years has been determined by our site principal. Administrative leadership, our head counselor and department chairs meet monthly after school on an early release Monday. Early release Monday faculty meetings include a wide range of topics including: PLCs, staff development, department meetings, whole staff meetings and District department meetings. Our School Site Council also meets monthly and includes parent and student representation.</p> <p>Parents have the opportunity to meet our administrators and teachers twice during the 1st Semester with Back to School</p> | <ul style="list-style-type: none"> <li>● PLC Discussion Guides<br/><b>See Appendix X</b></li> <li>● Staff Development</li> <li>● Early Release Mondays</li> <li>● Buy-Back Days<br/>Agendas</li> <li>● School Site Council<br/>Minutes</li> <li>● Staff/student/parent<br/>survey</li> </ul> |

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

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| <p>Night and Parent/Teacher Conferences. Our business community is not formally involved in the planning process but is definitely an integral part of our college and career readiness focus here at West with ongoing programs like: Hire Me First, Work Experience, and other club and academic competitions including Mock Trial, Science Olympiad, Robotics....</p> |  |
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### Single School Plan for Student Achievement Correlated to Student Learning

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

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

| Findings  | Supporting Evidence   |
|---|---|
| <p>The development of the Single Plan for Student Achievement is a collaborative process between the district office, site administration, and site staff members. The district office collects appropriate data and fills in the data on the site plan. Administration then addresses the data and comments on progress or areas of need based upon the data. Administration also comments on the plan that is in place to address the areas of need.</p> <p>After administration's input, the draft of the school plan is then disseminated in three settings. The plan is shared with the School Site Council, which includes parents, teachers, classified staff members, and administration. Site council reviews the plan and makes recommendations for changes. The draft is then shared with our Department Chair members, and we go through the same process of taking feedback for potential revisions. Finally, the draft is shared at a Monday Early Release staff meeting, where all staff members are given the opportunity to give input. In 2015-2016, our staff members participated in a gallery walk with data and goals posted around the room on poster paper. We broke the staff into groups and had the groups comment on and make suggestions to the various parts of the plan. In the 2016-2017 school year,</p> | <ul style="list-style-type: none"> <li>● SPSA's</li> <li>● School Site Council Minutes</li> <li>● Early Release Monday Staff Meeting Self-Study Agendas</li> <li>● Department Chair Minutes</li> <li>● May 2017 Student Survey and Response Results and Feedback</li> </ul> |



## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

we used a shared document where every teacher had access to provide feedback on the various parts of the plan electronically. This was a well received modification to the process.

All site purchases must be aligned to our Single Plan for Student Achievement. This is verified at the district office as orders are processed.

In December of 2016, Mr. Brown worked with department chairs on revised Vision and Mission statements and School-wide Learning Outcomes (SLOs). The full faculty Self-Study began with an early release Monday faculty meeting in January of 2017 with whole staff discussion and input regarding the Vision, Mission and Schoolwide Learning Outcomes. The WASC leadership team met three times after school before the next faculty meeting and worked on implementing suggested revisions from staff. The Leadership Team presented the revised statements to staff at the following early release faculty meeting. From there, the WHS faculty divided into focus groups in February of 2017. Over the course of the rest of the 16-17 school-year, on several early release Mondays as well as a staff development Buy-back Day, the Leadership Team facilitated both whole staff and Home and Focus Group specific activities. In May, students were introduced to the process. All West High students were asked to respond to two written response activities put together by the Leadership Team. The first provided a brief overview of the WASC Self-Study process. The second activity asked our students to both review and provide written feedback to our Mission and Vision and Schoolwide Learning Outcomes. Teachers used these activities to take students questions and thoughts regarding the WASC Self-Study process. A sampling of students (262 student responses represented by all four grade levels) responded to an online WASC survey created by faculty Focus Groups.

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

### Staff Actions/Accountability to Support Learning

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

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

| Findings   | Supporting Evidence   |
|--|---|
| <p>Responsibility is spread throughout the staff in the WASC process. Teachers are in one of the five WASC Focus Groups as well as their Home (Department) Group that have been closely tied to our PLC's, with an emphasis on the Relationships, Rigor and Relevance model. During the current WASC process, teachers worked in their Focus Groups and prepared a student survey for May 2017. In the fall of 2017, teachers worked collaboratively to respond to Chapter Three Focus Group prompts. This process was completed in both Focus and Home Groups. The Self-Study leadership team also designed activities and surveys to ensure faculty were given a full voice in the process.</p> <p>Shared decision-making is encouraged through the department meetings where all teachers are given the opportunity to give feedback to administrators for future student programs. Department chairs meet monthly with Administration and our Head Counselor.</p> <p>Teacher leaders provide professional development during early release Mondays and Buy Back days, allowing teachers to focus their efforts on student needs. Buy Back surveys assess the effectiveness and relevance of sessions and help to plan future sessions. This process helps ensure shared leadership.</p> <p>School Site Council is comprised of teachers, parents, students, and administrators who govern funds that are allocated to West High School. This includes reviewing the expenditures on ELD programs and other programs such as PIQE, ODAT, and AVID. These programs are meant to enrich and educate parents and students in areas of leadership, academic achievement, and planning for future careers and education. The Site Council includes 4 teachers, 4 students,</p> | <ul style="list-style-type: none"> <li>● Teacher-directed staff development on Mini-Mondays</li> <li>● School Site Council minutes</li> <li>● Textbook adoption</li> <li>● Teacher choice for Buy-Back day training</li> <li>● New course suggestions</li> <li>● May 2017 student survey</li> </ul> |

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

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| one classified employee, 2 parents and the site principal. The meetings are open to the public, and anyone can attend and provide input. |  |
|--|--|

### Internal Communication and Planning

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

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

| Findings  | Supporting Evidence  |
|---|--|
| <p>Internal communication and planning at West High School has been successful in developing adequate and productive Early Release Mondays as well as department meetings and structured PLCs. Teachers, administrators and other staff heavily rely on email as the primary method of communication. The duties of assistant principals are structured so as to effectively resolve differences. Each assistant principal is assigned or connected to staff based upon multiple disciplines, they are: academic department, student activities, and a segment of the student body based upon the alphabet. New teachers are supported through mentorship by experienced teachers and Staff Development through Induction and TTIP.</p> <p>Department Chairs are often voted upon or chosen by department members though the final say in recent years has been determined by our site principal. Administrative leadership, our head counselor and department chairs meet monthly after school on an early release Monday. Early release Monday faculty meetings include a wide range of topics including: PLCs, staff development, department meetings, whole staff meetings and District department meetings.</p> <p>For technology issues, Career Tech. Department Chair Earl Harper is our go to person and has been for a number of years. Our District ISET team can also be notified by phone or email with official requests to be made through email. Staff is also encouraged to email Head Custodian Corey Fraser and Assistant Principal Shannon Bancroft with site maintenance issues. Official requests to the District are to be filled out in a form online that is accessible on the TUSD Staff Portal website.</p> | <ul style="list-style-type: none"> <li>● Mentor teachers for BTSA/Induction teachers</li> <li>● Department Chair Meeting Minutes</li> <li>● Early Release Mondays (discussion time amongst colleagues)</li> <li>● Electronic Communications</li> <li>● Department Chair Meetings</li> <li>● (Inter-Departmental communication through Department chairs and sharing of meeting minutes)</li> <li>● Department meetings with PLCs/Home Groups</li> <li>● TUSD Staff Portal</li> <li>● Diverse assistant principal duties</li> </ul> |

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

### Staff: Qualified and Professional Development Criterion

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

**Online Programs: iNACOL Standard E: Organizational Staffing:** A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

### Indicators with Prompts

#### Qualifications and Preparation of Staff

**A4.1. Indicator:** The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

**A4.1. Prompt:** *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

| Findings   | Supporting Evidence  |
|--|--|
| <p>The District, through the interview/hiring process, hires credentialed, highly qualified, and CLAD certified teachers. TUSD provides support and mentoring programs for new teachers such as TTIP and Induction (formerly BTSA) led by our District Staff Development. Site Administration also supports paying for training for our AP and AVID teachers and the District has paid the extra services wage to representative teachers to work on English and Math RCD, NGSS and Social Science Common Assessments during after school and summer hours.</p> <p>Administration visits classrooms and will offer feedback, and immediate response for any requested assistance. We also find that both successes and nuances found in the classroom will be seen as the topics in ERMs.</p> <p>All staff must complete Keenan Trainings to review district and state policies and stay up to date. This ensures that all staff understands proper legal and required procedures including mandated reporting and other issues regarding student and work safety.</p> | <ul style="list-style-type: none"> <li>● Classroom visits</li> <li>● TTIP</li> <li>● AP Audits</li> <li>● BTSA/Induction sponsored by TUSD</li> <li>● ERMs</li> <li>● Board-style interview/hiring process (Administrators, department chairs, other faculty)</li> <li>● Notification of pending credential expiration</li> <li>● Keenan Training</li> </ul> |

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

### Staff Assignment and Preparation

**A4.2. Indicator:** The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

**A4.2. Prompt:** *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

| Findings  | Supporting Evidence  |
|---|--|
| <p>All teachers whom are new to Tracy Unified School District are required to complete the Tracy Teacher Induction Program (TTIP). This orientation program is designed to welcome teachers to the district, provide opportunities to assimilate to the district's culture, and experience professional development ranging from planning instruction to use of technology in the classroom. TTIP participants are assigned a "Content Colleague" during TTIP. This Content Colleague assists TTIP participants in gathering information/lessons/materials for the start of the school year.</p> <p>Induction is a program for new teachers with a Preliminary Credential. This program is sponsored by the Tracy Unified School District. New teachers in the Induction program are assigned "Mentor Teachers" who aid them throughout the school year in professional development. This program lasts two years and includes hours of meetings, collaboration, observations and two inquiry question periods each year.</p> <p>Staff members are required each year to complete Keenan SafeSchools Module trainings. These trainings are designed to educate staff members on appropriately maintaining a safe school environment for all. These trainings include:</p> <ul style="list-style-type: none"> <li>● Back Injury and Lifting</li> <li>● Integrated Pest Management</li> <li>● Exposure Control Plan</li> <li>● Sexual Harassment: Staff-to-Staff</li> <li>● Bloodborne Pathogen Exposure Prevention</li> <li>● Fire Extinguisher Safety</li> <li>● Chemical Spills Overview</li> <li>● Mandated Reporter: Child Abuse and Neglect</li> </ul> <p>There has been some expressed concern regarding Cyber High and proper teacher training. At times, teachers have had to learn on the go and/or from other experienced Cyber High teachers.</p> | <ul style="list-style-type: none"> <li>● TTIP</li> <li>● Induction Quarterly logs and assignments, Individual Learning Plan templates</li> <li>● Keenan SafeSchools Module Training</li> </ul> |

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

### Defining and Understanding Practices/Relationships

**A4.3. Indicator:** The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**A4.3. Prompt:** *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

| Findings   | Supporting Evidence  |
|--|--|
| <p>West faculty and administration expectations are communicated through both a Keenan Training and the Collective Bargaining Agreement between TUSD and TEA. Prior to the first day of school, our site secretary emails to staff TUSD early release Monday staff development schedules plus our site bell schedule as well as a staff phone list. District calendars may be found on the staff portal.</p> <p>During the 2016-2017 school year West High School and the Tracy Unified School District Office partnered with California Safe Schools to evaluate and revise our School Safety Plan. As a result, we now have an updated School Safety Plan, including updated emergency response flip-charts.</p> <p>The Science Department has been working since the 2015-2016 school year with the San Joaquin County Office of Education to revise our science courses in order to meet the demands of the NGSS. This year we are proposing the new science courses that will meet these needs.</p> <p>English and Math are in the Rigorous Curriculum Design process, where our own teachers are prioritizing standards and designing units of study and formative/summative assessment. Social Science teachers have developed common quarterly assessments and rubrics with the support of the District and its hiring of the UC Davis History Project. Our PLCs for the 17-18 school-year are in department/course specific groups and emphasizing the Relationships, Relevance and Rigor model.</p> <p>Our collective bargaining agreements define many of the expectations regarding responsibilities of all staff members.</p> | <ul style="list-style-type: none"> <li>● West High School Handbook (on school website)</li> <li>● TUSD Staff Portal</li> <li>● Safety Flip-charts</li> <li>● Keenan Staff Trainings</li> <li>● Collective Bargaining Agreements</li> <li>● RCD Math Unit Guide<br/><b>See Appendix Y</b></li> <li>● RCD ELA Unit Guide<br/><b>See Appendix Z</b></li> <li>● Social Science Common Assessments</li> </ul> |

## Support of Professional Development/Learning and Measurable Effect on Student Learning

**A4.4. Indicator:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

**A4.4. Prompt:** *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

| Findings  | Supporting Evidence   |
|---|---|
| <p>Early release Mondays are dedicated to professional and staff development. This includes site and district professional development activities with the ultimate goal to focus on increasing student achievement. The WASC self-study process has provided the opportunity for teachers to meet in both focus and home groups and discuss student progress across our departments. Meanwhile, our Department or Home groups have emphasized subject specific PLCs since the beginning of the school-year that allow the opportunity to create common student assignments and assessments and then to reflect upon student work through professional dialogue. Early in the semester, three of our site teachers and one of our assistant principals filmed their PLC conversation that focused on analysis and reflection about student work. Colleagues were sent the link to both view and discuss, and ideally, reflect upon in relation to their specific PLC. In November, Mr. Boswell, Mr. Padilla and three classroom teachers attended a three day Dufour Model PLC Conference. Further instruction and PD for the staff will be coming during the 2nd semester.</p> <p>Since the last self-study, the district has supported professional development training and collaboration for all subjects as part of the transition to the California Common Core State Standards. This has included teacher collaboration, training and development of the RCD curriculum for Math and ELA and NGSS for Science. The district also hired the UC Davis History Project to work with the Social Science department in redesigning its common assessments.</p> <p>Finally, the district has made a three year commitment to the Relationships, Relevance and Rigor learning model. Director Jim Warford is serving in a coaching role for our admin team and has also presented to our staff regarding the goal of creating higher level quadrant C and D lessons with real world</p> | <ul style="list-style-type: none"> <li>● PLC Discussion Guides</li> <li>● PLC Conference</li> <li>● RCD Curriculum in ELA and Math</li> <li>● NGSS in Science See Appendix AA</li> <li>● UC Davis History Project and Common Assessments in Social Science</li> <li>● Relationships, Relevance and Rigor Framework</li> </ul> |



## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

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| application and unpredictable outcomes for our students. We recognize the role (and transition to an extent) of teachers as coaches in the classroom as a work in progress but feel that we are making positive strides. |  |
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### Supervision and Evaluation

**A4.5. Indicator:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A4.5. Prompt:** *How effective are the school's supervision and evaluation procedures?*

| Findings  | Supporting Evidence  |
|---|--|
| <p>Teacher evaluation procedures are listed in the Collective Bargaining Agreement and provided to the teacher by their supervising administrator during an evaluation year. During the formal evaluation cycle/year, a teacher will have two formal observations with a pre and post observation conference for each. After the first two years of probationary statuses, teachers are evaluated every other year with two formal observations.</p> <p>After ten years of satisfactory evaluations, teachers may opt for a five year evaluation cycle with less frequent observations than the traditional observation cycle. Teachers are formally evaluated twice a year, with informal visits throughout the process. There has been an expressed concern regarding administrative feedback not always being provided until the final evaluation. As mentioned in Chapter One of this report, there was a recent effort since the last self-study to reform the evaluation process as more of a growth model. Negotiations ultimately broke down between TUSD and TEA. Both TUSD and TEA have acknowledged the potential for improvements to the evaluation process. Negotiations concerning the evaluation system are still continuing between TEA and TUSD.</p> | <ul style="list-style-type: none"> <li>• Teacher evaluation rubrics</li> <li>• TUSD and TEA Collective Bargaining Agreement</li> </ul> |

### A5. Resources Criterion

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



**Online Programs: iNACOL Standard G: Financial and Material Resources:** A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

## Indicators with Prompts

### Allocation Decisions and Their Impact

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

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

| Findings  | Supporting Evidence   |
|---|---|
| <p>The District LCAP provides funds for a full time parent liaison and full time Valley Community Counseling Mental Health services, which are unique to West High to serve our at-risk and EL populations. The School Site Council also governs funds that provide for ELL student needs through the EL program. School Site Council, which involves representatives from all stakeholder groups, is also a resource to discuss areas of need in student services, such as late bussing for low income student athletes and at-risk students needing tutoring, and longer library hours for that same population. These potential LCAP programs have been listed in the District LCAP plan for West High School but as of yet not implemented.</p> <p>The Single Plan for Student Achievement discusses and connects both District and Site student goals and spending in relation to the LCAP as well as Vision, Mission and Schoolwide Learner Outcomes. As mentioned earlier, in order to truly meet our college and career readiness standards for all our students, we would like to see LCAP funding used for extended library hours plus a late bus for our commuting students in order to maximize their learning and school culture opportunities. This funding would also include restoring our librarian to full time status rather than splitting her time</p> | <ul style="list-style-type: none"> <li>● Ana Arroyo, parent liaison</li> <li>● District LCAP on TUSD and West High School websites</li> <li>● School Site Council Minutes</li> <li>● Annual SPSA's</li> <li>● District and Site Vision, Mission and SLO's</li> <li>● PLC Discussion Guides</li> </ul> |

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

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| <p>between West and Tracy High School in order to extend our library hours for student use.</p> <p>Our revised site Vision, Mission and Schoolwide Learner Outcomes also relate closely to our preliminary Critical Student Learning Needs that include: increasing performance on our SBAC scores for all demographic groups, increasing achievement for our 9th graders and making the 4 C's of Collaboration, Communication, Critical Thinking and Creativity a key component of our school brand for increased student achievement. Our subject specific PLC's for the 2017-18 school-year have focused our professional discussions and student activities in part on our critical student learning needs and 4 C's.</p> |  |
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### Practices

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

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

| Findings   | Supporting Evidence  |
|--|--|
| <p>The site administration develops a draft of the school site plan and submits the draft to the district office. The draft is reviewed by the district office. All site purchases are run through the site Budget Manager (other than ASB funds which go through the bookkeeper). All purchases are also reviewed by the district office. All purchases are reviewed by multiple personnel.</p> <p>School Site Council gives input regarding the draft of the Site Plan, and is required to review and approve the draft of the plan before the plan is sent from site administration to the district office.</p> | <ul style="list-style-type: none"> <li>● SPSAs</li> <li>● TUSD Staff Portal (LCAP)</li> <li>● Site Business Manager and Bookkeeper records</li> <li>● SSC minutes</li> </ul> |

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

### Facilities

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

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

| Findings  | Supporting Evidence  |
|---|--|
| <p>West's campus was completely renovated over the summer of 2017. All campus buildings except the MS building were completely emptied, re-carpeted or re-floored, painted, and variously repaired, which in the process helped reduce pest problems, as well. This renovation appears to have been long overdue. In the Spring 2017 survey, 62 percent of students surveyed did not think West was clean and well maintained.</p> <p>However, in that same survey, 78 percent responded that they felt safe here at school. West High continues to have an on-campus resource officer, and again employs one mental health counselor for the third consecutive year. Security cameras are installed in the hallways.</p> <p>Students typically wear fluorescent vests or carry a pass indicating their purpose for being outside the classroom. This creates a quick visual for staff. TAs have an orange vest, yellow are for bathroom passes, and leadership / conflict management have multi-colored vests.</p> <p>We employ 5 school security personnel, and also employ a number of Utility II personnel, who are both custodial and security personnel.</p> <p>West High supplies every classroom a tabbed booklet outlining procedures in the event of any emergency, which includes escape and assembly routes and shelter-in-place procedures, as well as external signals to personnel indicating attendance in the room. Equipment supplied to classrooms includes shelter-in-place emergency supplies. These procedures are practiced at least once a semester.</p> <p>West High's Agriculture department has an expanding school farm/garden on campus which serves the FFA/agriculture students by facilitating Supervised Agricultural Experience</p> | <ul style="list-style-type: none"> <li>● Valley Community Mental Health Services</li> <li>● School Plan <b>See Appendix BB</b></li> <li>● Red Flip-Book (emergency)</li> <li>● School Safety Plan</li> <li>● School Maps <b>See Appendix CC</b></li> <li>● Spring 2017 Student Survey Results</li> </ul> |

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

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| Projects and unique classroom laboratories. There is a greenhouse, poultry and rabbit housing and a shade structure for horticulture projects. A native garden teaches students about drought tolerant plants. |  |
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### Instructional Materials and Equipment

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

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

| Findings   | Supporting Evidence  |
|--|--|
| <p>Textbook adoptions go through TUSD IMC Director Debra Schneider. The approval process starts with a committee of teachers (specific to the subject matter for textbook adoption), then goes to curriculum council, and finally to the school board. The public also has an allotted period of time to view (at the TUSD IMC) and comment on the proposed textbook adoption.</p> <p>With technology, West has full computer labs for student use in both the library and Career Center. There is wireless internet in all classrooms. The District provided all classrooms with Screenbeam Technology in 2014-15 with several teachers experiencing frustration with the technology not working effectively. On a positive note, many classrooms are situated with mounted LCD projectors. The District has committed to this technology for all classrooms by 2018-19.</p> <p>Finally, our librarian splits time between West and Tracy High School due to budget cuts implemented a number of years ago. She and her full time Library Tech Paraprofessional are in charge of textbooks and other print and digital sources located in our site library or Instructional Media Center.</p> | <ul style="list-style-type: none"> <li>● District Textbook Adoption Records</li> <li>● School Board Minutes</li> <li>● SPSA's</li> </ul> |

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

### Well-Qualified Staff

**A5.5. Indicator:** Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

**A5.5. Prompt:** *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

| Findings   | Supporting Evidence   |
|--|---|
| <p>The Tracy Unified School District posts certificated and classified job openings on Edjoin and also participates in local job fairs. Applicants go through a paper screening process by the District Human Resources department and then by site administrators. Faculty are often invited to serve on the interview team with site administrators. There has been an increased recent effort to hire potential candidates earlier and if possible either before or at the beginning of the summer break. However, West still started the year with a few teaching positions unfilled and a few long term substitutes temporarily in place.</p> <p>TUSD and West Administrative leadership also support and encourage training for staff teaching AVID and Advanced Placement. Site teachers attend these annually including weeklong training during the summer and Saturday and/or work week training during the school-year. TUSD covers the training costs. There is also much more choice in recent years for teachers in regards to the District Buy Back Day professional development process.</p> | <ul style="list-style-type: none"> <li>● Edjoin</li> <li>● AP Teachers and Audit Certification</li> <li>● AVID Trainings</li> <li>● Staff Development Buy- Back Day TUSD Offerings</li> </ul> |

### Long-Range Planning

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

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

| Findings   | Supporting Evidence  |
|--|--|
| <p>As mentioned in earlier prompts, the annual site Single Plan for Student Achievement is aligned specifically with the District LCAP and TUSD's overall goals. The SPSA, while primarily completed by site administrative leadership, also has</p> | <ul style="list-style-type: none"> <li>● Annual SPSAs</li> <li>● District LCAP on TUSD and West</li> </ul> |

### Merrill F. West High School ACS WASC/CDE Self-Study Reflection

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|---|---|
| <p>input from multiple site stakeholders including: department chairs, teachers and the School Site Council. District LCAP funding has provided West with a full time parent liaison and Valley Community Counseling services. Last summer's implementation of the Summer Bridge program signified a district and site joint effort to specifically address the critical student learning need regarding 9th grade student achievement and success. Last year, our site paid for all 9th graders to visit both CSU Stanislaus and UC Merced. The district is covering the cost this year through LCAP funding.</p> <p>The District's three year commitment to the Relationships, Relevance and Rigor model also offers focus and opportunity for increased commitment to our 4 Cs. This has become a focus of our subject specific PLC's though the connection between the two is in the initial stages and a work in progress.</p> <p>Finally, there are past and potential proposals in the District LCAP that could benefit West students. This includes extended library hours and a late bus for commuting students. Implementation of these programs would ideally increase academic and extracurricular opportunity for all of our students.</p> | <p>Website</p> <ul style="list-style-type: none"><li>● Relationships, Relevance and Rigor Framework</li></ul> |
|---|---|

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

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).**

### **Summary (including comments about the critical learner needs)**

In reviewing our self-study for Category A "Organization," there is a positive connection between West and TUSD in Critical Learner Need #2 "Increasing 9th grade student achievement." One program that stands out would be the District's commitment to funding and providing resources for the Summer Bridge Program for incoming 9th graders. Summer Bridge had a very exciting beginning this past summer and outreach efforts for these students have continued into the Fall. However, the program is not yet a year old and while we are excited with the initial effort, the future success of Summer Bridge is still uncertain. There is also common interest with TUSD and West when it comes to our Mission and Vision and Single Plan for Student Achievement and incorporation of the LCAP. For example, the District has provided West with a full time parent liaison and mental health counselor through LCAP funds. Efforts such as these plus the addition of new courses and programs like ERWC, JROTC, Engineering 4 and Foods and Nutrition II show a commitment to communication and collaboration between the District and our site in order to benefit our students' post secondary opportunities. This demonstrates an important link to critical learner need #3 regarding the 4 C's and student progress towards a college and/or career focus.

There is clear communication between site and district representatives and with multiple stakeholder groups. However, communication across the board could certainly improve and become more interconnected making for a clearer and more streamlined process. Many potentially impactful and positive programs for our students are still in the beginning stages and will need open communication and support among all stakeholders in order to maximize student success. Several of these programs were mentioned earlier. Others include PTSA, PIQE and College Bound as well as other outreach programs in partnership with the Tracy community.

**Prioritize the strengths and areas for growth for Category A.**

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

1. College and Career class offerings supported by District and Site and in line with District and Site Mission, Vision and SLO's.
  - a. Foods 2
  - b. JROTC
  - c. ERWC
  - d. Engineering 4
  - e. Conflict Management Course
2. LCAP alignment - Parent Liaison and Valley Community Counseling have been in place since the 2015-16 school-year. Both programs have full time, highly qualified employees in place.
3. TTIP and Induction programs continue to provide support to our new teachers at both the District and Site levels through staff development and mentor teachers.
4. Summer Bridge had a very successful beginning in June for identified incoming 9th grade students and continues with full tutoring along with District and Site analysis of the program itself, including participating student academic achievement thus far.
5. Parent/community involvement - PIQE and PTSA, SSC, ODAT, Work Experience
6. Implementation of 4C's and updated vision and mission statements in line with District vision and mission and LCAP goals.
7. Clear District expectation and policies for all stakeholders.

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

1. Pursue identified LCAP goals such as late bus and extended library hours
2. Increased opportunities for professional development for staff especially for PLC's plus staff awareness as to how to ask for funding for professional development.
3. Use of data to evaluate effectiveness of the Summer Bridge program as a means of increasing 9th grade achievement.
4. Continue to update facilities and technology
5. Prioritize a stronger relationship with our parents and local business community for student career opportunities. Build upon the programs we have recently established such as: PIQE, PTSA, Work Experience plus increase outreach to local businesses for student opportunities.



**WASC Focus on Learning: B  
Curriculum**

**Focus Group Leaders: Marlene Hepner and Maureen Riley**

| <b>Name</b>       | <b>Department</b>  | <b>Position</b> |
|-------------------|--------------------|-----------------|
| Babette Adkins    | Science            | Teacher         |
| Mariana Aguirre   | World Language     | Teacher         |
| John Anderson     | Social Science     | Teacher         |
| Sara Banchemo     | Counseling         | Head Counselor  |
| Rebecca Brown     | Physical Education | Teacher         |
| Megan Dahlen      | Special Education  | Teacher         |
| Abigail Ferrell   | Ag. Science        | Teacher         |
| Judy Haggmark     | Special Education  | Teacher         |
| Linda Harding     | English            | Teacher         |
| Zach Hoffert      | Special Education  | Teacher         |
| Rebecca McLatcher | CTE                | Teacher         |
| Rachel Moraes     | English            | Teacher         |
| Alex Nelson       | VPA                | Teacher         |
| Susan Perry       | CTE                | Head Librarian  |
| Melissa Rotondi   | English            | Teacher         |
| Joyce Shade       | Science            | Teacher         |
| Steve Sievers     | Social Science     | Teacher         |
| Scott Whetstone   | Math               | Teacher         |

## Category B: Standards-based Student Learning: Curriculum

Based on the criteria in each category:

1. Review what currently exists based on the ACS WASC/CDE criteria and indicators. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below the correlated ACS WASC/CDE criteria.
2. Evaluate the current program's effectiveness based on the ACS WASC/CDE criteria and indicators. Use the analytical prompts to summarize the findings and evidence.

**Note:** In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

3. Support responses with analyzed, observable evidence. (See the list of areas to analyze and examine.)

**Note:** Observable evidence includes a) examination of student work, b) observations of students engaged in learning and other aspects of the school program, c) student interviews, d) examination of hard data and information, and e) other observations/interviews/discussions.

4. The responses that include *findings and evidence* for each criterion within Categories A–E will form the basis of Chapter IV of the Self-Study report.

At the end of each category, provide an overall summary that includes comments about the school's ability to address one or more of the identified critical learner needs

Develop a list of aligned strengths and growth areas for each category of ACS WASC/CDE criteria (Categories A–E).

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### B1. Rigorous and Relevant Standards-Based Curriculum Criterion

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

**Online Programs: iNACOL Standard J: Curriculum and Course Design:** A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers.  
[iNACOL Standard J, 2009]

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### Indicators with Prompts

#### Current Educational Research and Thinking

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

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

| Findings   | Supporting Evidence  |
|--|--|
| <p>West High curriculum is student data-driven. West ELA and Math departments have implemented RCD in accordance with California Common Core state standards. West Science is doing the same with NGSS. A number of science teachers worked on course frameworks and curriculum during the summer of 2017. The Science Committee is applying to UCCI with course proposals for A-G approval. New courses are to be implemented in Fall 2018. The Social Science assessment committee worked with the UC Davis History Project early in the summer of 2017 to design quarterly common assessments for World and United States history as well as Government and Economics. As a result, the Social Science department is in the first year of implementing these quarterly common assessments aligned with state curriculum in support of ELA Common Core standards. The Modern Language department uses all common quizzes and exams. West High students are able to earn a State Seal of Biliteracy certificate by maintaining excellent grades in both their English and Modern language courses. In addition to regular healthy life curriculum found in the P.E. Department, one of the classes currently being taught is Aerobics. This class incorporates fitness components to promote lifelong health and awareness. The instructor incorporates fitness logs, water aerobics, and cultural dance to enhance cross-cultural awareness among students to further encourage cross-cultural communication among students.</p> <p>All courses are based on student selection and created to provide a variety of diverse choices for our students. All course options are available to each student by way of the West High website and course guide that is updated annually. New courses submitted and approved each year with specific attention to A-G course needs and career industry changes. New courses are evaluated and maintained based on continued student selection. The Small Learning Community (SLC) programs, such as Space and Engineering Academy (SEA)</p> | <ul style="list-style-type: none"> <li>● English and Math RCD Units</li> <li>● NGSS framework and units</li> <li>● Social Science Common Assessments</li> <li>● Language Arts Common Core assessments</li> <li>● Modern Language Assessments <b>See Appendix DD</b></li> <li>● Seal of Biliteracy Certificate</li> <li>● West High Course Guide <b>See Appendix EE</b></li> <li>● Course Syllabi</li> <li>● ELPAC Testing and ELD Support Class</li> <li>● Space and Engineering Academy (SEA) Diploma Program</li> <li>● Ag Science Graduate Statistics</li> <li>● AVID graduates A-G statistics</li> </ul> |

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and AVID also collect data as required to ensure continued program success and student achievement. Our ELD Coordinator Alana Escalante is leading our transition into the new English Language Proficiency Assessments for California (ELPAC) for English proficiency which replaces the longstanding CELDT testing. Ms. Escalante along with other EL stakeholders including Administration, Counseling, teachers and our parent liaison, have established an EL support class for the 2017-18 school-year to support transitioning reclassified student into mainstream classes.

Our Space and Engineering Academy (SEA) is led by Science Teacher/Department Chair Randy Moehnke and supported by other faculty members. SEA students excel year after year in a diverse array of areas. The Space & Engineering Academy (SEA) is a small learning community within Merrill F. West High School encompassing about 10% of the student body. Its purpose is to prepare students for college studies and careers in science, engineering, and technology. The SEA accomplishes this through a combination of graduation requirements, special courses, and activities.

SEA graduates complete a four-year plan that exceeds high school graduation requirements and meets or exceeds college entrance requirements. SEA students take 5 years of science and 4 years of math, where only 2 or 3 years are required. While the four-year plan includes many required courses, students have some choice in the classes that fulfill requirements; advanced students can take accelerated courses and/or Advanced Placement courses each year. All students have room for electives in subjects such as music, graphic arts, or business. SEA Graduates must also meet other requirements; they do career interest and college surveys, community service, job shadowing, a mock interview, and a senior service project. SEA graduates receive a special seal on their diploma, a notation on their transcript, and recognition at graduation.

Agriculture, Home Economic, Business and Marketing departments include several pathways of curriculum that offer students a variety of A-G courses that support the pursuit of college or career technical education to current industry positions.

The agricultural science pathway includes courses that align

- 2017 AP Results
- ERWC Course Description
- JROTC Course Description
- Summer Bridge Flyer
- Foods and Nutrition II Course
- Aerobics Class Syllabus
- Fitness logs in class notebook and videography See **Appendix FF**

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with the CCSS and the NGSS and provide examples of current careers found in the Agriculture industry; Agriculture Biology, Agricultural Earth Science, Agriculture Sustainable, Agriculture Soil and Chemistry and Animal Science. All students can take all courses in the pathway, earn science course credit that is at an A-G UCCI approved college bound level and maintain eligibility in the National Future Farmers of America program. Students have the opportunity for chapter, sectional, regional, state, and national recognitions through internships, job placement and ownership projects that practice hands-on learning outside of the agricultural and science classrooms. All aspects of the agricultural industry are represented in the pathway to include; career preparation, industry presentations, financial training and education opportunities. In the past five years, a total of 70 percent of the three year program completers went on to agriculture industry positions and higher education; 55.8 percent of the completers in technical training, general education at junior college and four-year universities.

AVID (Advancement Via Individual Determination) is a nationwide program that provides academic instruction and support to students as they prepare for eligibility to four-year colleges and universities. This program's mission is to provide additional instruction in Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) structures and strategies to increase student ability to succeed in Advanced Placement classes with the ultimate goal of completion of post-secondary education. AVID curriculum combines twice weekly in-class tutorial sessions facilitated by college tutors, with daily instruction in critical reading and writing. In addition, AVID requires yearly student college visits and monthly guest speaker opportunities in an effort to immerse students in a college and career going culture. AVID also provides instruction in organization and time management, as well as individual and group community service projects at all grade levels. The program's primary focus is on first generation college attendees, who are historically underrepresented in four-year colleges and universities. West currently has one section of AVID for each grade level, reaching 120-140 total students per year. During the 2016-2017 school year, 92% of senior AVID students completed A-G four-year college requirements, with 88% of these students receiving college acceptance to a four-year

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college or university. Finally, 48% of AVID seniors had previously been designated an English Language Learner.

Our Advanced Placement program offers accelerated college level courses. West High School offers 15 AP courses in which our students collectively score (71 percent pass rate) well above the national average on College Board AP certification exams. All our AP courses/teachers are audit certified.

During the 2012/13 school-year, West began offering an Expository Reading and Writing English Language Arts Course (ERWC) open to juniors and seniors. Currently taught by English Language Arts teachers Anne Duff and Melinda Stewart, ERWC is designed by the California State Universities and the California Community Colleges to improve college readiness in our high school students and to develop college-ready reading, writing, and critical thinking skills with an emphasis on expository text. In the 2017-2018 school year, this course has expanded to 4 sections. More students are taking this course in order to ensure they are prepared for a four-year college English course.

Air Force JROTC started in the Fall of 2016. New courses included an Introduction to Aerospace and the AFJROTC and the Science of Flight and started off with a good corps size of 70 cadets. This program focuses on creating better citizens for the United States of America by teaching Aerospace History, Leadership, Drill and Physical Training. Students in the program participate in a color guard, fitness team, community service activities, and making connections to local charities. Throughout the year, the corps contributed more than 1,500 hours by helping the community with serving food, planting trees, paying tribute to Veterans, packing food boxes, wrapping presents during the holiday season, and the presentation of the American flag at West High School and local community events. The Flight Orientation Program was established and 9 cadets had the opportunity to take a ride in a Cessna aircraft piloted by the Civil Air Patrol. The corps also took a Curriculum In Action field trip to the California Museum of Aerospace in Sacramento to take advantage of the hands-on learning opportunity with the many static aircraft displays and flight simulators. Finally, this summer 13 cadets travelled to Camp San Luis Obispo where they participated in

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| <p>a Cadet Leadership Camp for 10 days participating in a variety of educational experiences.</p> <p>The summer of 2017 began the Summer Bridge Program for seventy-one incoming freshmen students, with the goal of introducing them to the culture, curriculum and expectations of the West High vision. This program is also continuing into the school year to provide students with an after school program focused on team building, tutoring and ongoing support in this small learning community.</p> <p>The Foods and Nutrition II class uses their cooking curriculum to support the Summer Bridge Program by creating snacks for the monthly meetings.</p> |  |
|---|--|

### Academic and College- and Career-Readiness Standards for Each Area

**B1.2. Indicator:** The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

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

| Findings  | Supporting Evidence  |
|---|--|
| <p>The English department has a mandatory graduation requirement of four years. All courses and electives in the English department are A-G approved, including EL English courses and the elective courses, Journalism and Expository Writing. English courses also devote extra content time, outside of the state requirements, to participation in the Hire Me First Program which provides business readiness documents to our students. All of our AP courses are College Board approved and our AP English teachers are College Board Audit certified in the specific course they are teaching.</p> <p>In the Physical Education Department students take two years of physical education as per the state requirement. Students typically fulfill this requirement during their Freshman and Sophomore years.</p> <p>The Art Department has aligned their curricular paths with state content standards. In addition, all entry level art courses</p> | <ul style="list-style-type: none"> <li>● A-G Approved Course List <b>See Appendix GG</b></li> <li>● AP Audit Website and College Board Audit Approved Course List</li> <li>● West High SLOs</li> </ul> |

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are A-G approved and there is an AP level capstone course that prepares students and supports them in the creation of a portfolio with support for the application process to art colleges and universities.

In Social Science, the state requires A-G approved courses for graduation that include World History, US History and Econ/Government. In addition to these courses, we also offer AP Courses in World History, US History, Government Psychology, and Human Geography. The teachers who teach AP Courses are required to be certified through the College Board with an approved audit syllabus. West has added Human Rights and World Geography elective courses since the last self-study.

These courses are in line with the Schoolwide Learning Outcomes (SLOs) that specifically focus on critical thinking skills. These skills require that students regularly respond to higher level prompts requiring historical thinking skills that they are taught throughout the year. These historical thinking skills include writing about continuity and change over time, causation and compare and contrast. Furthermore, students also practice the SLOs of communication and collaboration in both the A-G and AP classes where they practice working in pairs and groups to solve problems, answer questions and present information orally to the class. The SLOs are also in line with both the Common Core State Standards and College and Career Readiness Standards, where students are required to read and analyze various types of texts and then respond to a prompt where they practice argument writing. Students are taught how to write claims, support them with evidence and then explain how their evidence proves their claims.

Over the past two years, a large number of career technical content area classes were created and submitted for approval and have earned A-G approval. These career readiness training courses include the college bound content focus, in addition to the SLOs of the Four Cs. Career Technical courses that have been newly aligned to the A-G UCCI approval process include; 'Home Economics', 'Foods and Nutrition II', and 'Child Development'. In the business pathway and marketing program courses not recognized in A-G approved coursework are: 'Introduction to Marketing', 'Entrepreneur Advanced Marketing' and 'Computer Literacy', and 'Accounting.'"



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All Agricultural Science pathway courses are A-G and UCCI approved and align with the CCSS and the NGSS to provide examples found in the Agriculture industry and connect to the SLOs of Communication, Creativity and Critical Thinking; Agriculture Biology, Agricultural Earth Science, Agriculture Sustainable, Agriculture Soil and Chemistry, Agriculture Physics and Animal Science. All students can take all courses in the pathway, earn science course credit that is at the same standards as regular science A-G UCCI approved college bound level courses and still maintain eligibility in the National Future Farmers of America program. All aspects of the agricultural industry are represented in the pathway to include; career preparation, industry presentations, financial training and education opportunities. Additionally, extra content time is dedicated outside of the state requirements, to participation in the Hire Me First Program which provides business readiness documents to our students.

All district science courses are being rewritten to satisfy the new NGSS and the three year course model. In an effort to best serve students, all courses will be aligned with the same content standards and to ensure that all students can move freely in and out of the various pathway to take courses that are found in standard science courses, while concurrently enrolled in other small learning communities.

JROTC, as a new program to the site, has plans to submit curriculum which satisfies the A-G UCCI approved content found in year four of the program.

The Modern Language department offers Spanish and French. Spanish for Spanish Speakers classes are also offered and serve as a pathway for AP Spanish Language and AP Spanish Literature. These AP level courses meet the rigorous standards set forth by the College Board, as well as the SLOs, where students are required to use critical thinking skills with an emphasis on communication and collaboration by working in pairs and groups with an emphasis on speaking fluency.

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**B1.2. Additional Online Instruction Prompts:** *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

| Findings  | The Supporting Evidence   |
|---|---|
| <p>Cyber High is used by students for credit recovery. English and History Cyber High courses are A-G through West High certification.</p> <p>Algebra Readiness uses Carnegie to follow the RCD curriculum guide. Some classes also use HMH or Schoology. Various departments use online curriculum to enhance classroom instruction as an additional reference resource. Examples; JROTC</p> <p>Agriculture students use the Agriculture Experience Tracker (AET) to track their Supervised Agricultural Experience (SAE) hours, SAE financial commitment, FFA activities, community service hours and school activities. Agriculture students have access to ffa.org as well. Agriculture teachers use iCEV and CTE online to enhance curriculum.</p> <p>AP Spanish IV uses VHL Central.com to enhance their curriculum. This website allows students to listen, speak and experience Latin American and Spanish speaking cultures and history... A significant number of teachers use a variety of websites in their classroom as a means of increasing student achievement, engagement, and learning.</p> | <ul style="list-style-type: none"> <li>● Cyber High Course Syllabus and Website<br/><b>See Appendix HH</b></li> <li>● Carnegie Mathematics Program</li> <li>● Agriculture Experience Tracker <b>See Appendix II</b></li> <li>● VHL Central <b>See Appendix JJ</b></li> <li>● Course Syllabi and Websites</li> </ul> |

### Congruence

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

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

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

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

**Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

| Findings   | Supporting Evidence  |
|--|--|
| <p>The agricultural science pathway includes courses that align with the CCSS and the NGSS and provide the examples found in the Agriculture industry; Agriculture Biology, Agricultural Earth Science, Agriculture Sustainable, Agriculture Soil and Chemistry and Animal Science. All students are able to all courses offered in the pathway, earn science course credit that is A-G UCCI approved college preparation level and while maintaining eligibility in the National Future Farmers of America program. Students have the opportunity for chapter, sectional, regional, state, and national recognitions through internships, job placement and individual ownership projects that practice hands-on learning outside of the agricultural and science classrooms. All aspects of the agricultural industry are represented in the pathway to include; career preparation, industry presentations, financial training and education opportunities.</p> <p>All students can move freely in and out of the pathway to take courses that are found in standard science courses, but a program completer is a student who completes three or more years in the Agriculture pathway.</p> <p>The West High Art Department showcases student art in the on-site gallery with the goal of featuring their student work in a legitimate show on campus. By inviting all other content courses on campus, many teachers create cross-curricular work based on the thematic nature of the various art shows. A wide range of other departments have taken the opportunity to escort students, teach about correct gallery etiquette, view the works and write reflective writing on the various themes and pieces. This year the Art department is hosting a collaborative gallery presentation for the community and school, to include a Day of the Dead display in cooperation with the foreign language, home economics and floral classes to create a school altar.</p> <p>Career Technical courses that have newly aligned to the A-G UCCI approval process include; 'Home Economics', 'Foods and Nutrition II', and 'Child Development'. In the business pathway and marketing program courses not aligned include; 'Introduction to Marketing', 'Entrepreneur Advanced Marketing', 'Computer Literacy', and 'Accounting'.</p> | <ul style="list-style-type: none"> <li>● Agriculture Science Pathway</li> <li>● West High Student Art Gallery</li> <li>● Career Tech Course Syllabi</li> <li>● Veterans Day Flag , 9-11.</li> <li>● Social Science Common Assessments</li> <li>● 2017 Student Video Bulletins</li> <li>● JROTC School Ceremonies</li> <li>● POW ceremony, Tomb of the unknown soldier reenactment</li> </ul> |

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| <p>The Space and Engineering Academy (SEA) curriculum is integrated between their science and English classes. Students work together individually and in groups during class to create culminating projects. Parts of the project are graded by each teacher.</p> <p>There is also integration between English and Social Science departments. One example would be World History and English II discussing/comparing the novel <i>Night</i>, by Elie Wiesel, and World War II. The Social Science Department also created and implemented quarterly district assessments for the 2017-18 school-year. These student assessments emphasize CCSS skills that support English Language Arts.</p> <p>During the current 2017-18 school-year, our journalism class has begun to collaborate with our Speech and Debate students. This collaboration has produced a well received Video Bulletin shown on Fridays.</p> <p>Teachers are encouraged to observe ceremonies led by the JROTC program. The program presentations integrate history, community connections, and etiquette, as well as physical conditioning. A recreation of the memorial for the Tomb of the Unknown Soldier also incorporated work from students in the Floral II class. Students also take a Curriculum in Action field trip to provide hands-on experience, which includes a further study of history and the science of flight, navigation, flight principals and cockpit access.</p> |  |
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### Articulation and Follow-up Studies

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

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

| Findings  | Supporting Evidence   |
|---|---|
| Through the Career Center, several colleges visit West to expose students to college programs and provide guest speakers. The Career Center also has college catalogs and information available for West Students. Our AVID students participate in two college visits per year by grade level. | <ul style="list-style-type: none"> <li>Las Positas, CSU East Bay, CSU San Jose, Delta, CSU Sacramento, CSU Stanislaus, Art</li> </ul> |

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| <p>The Art department sponsors various technical school visits from the Art Institute, Academy of Art, and FIDM. Finally, West administrative leadership has made it a priority that all 9th grade students visit two local colleges; UC Merced and California State University, Stanislaus.</p> <p>JROTC invites a series of military recruiters and former students who are currently serving, to make presentations about real life experience and what the military has to offer. Data from the end of the year survey, indicated that eight of the twelve senior graduates were planning to join some branch of the military. Additionally, several graduates of the program are expected to apply for scholarships to finance future years of education in various college programs and military academies.</p> <p>In the past three years, the Agriculture Department has invited more than ten different presenters to campus for classroom presentations and to develop a college and career fair in the quad to educate the campus on Ag. Awareness Day in February. The program also provides student transportation for more than fifteen FFA contests that take students to junior colleges, state colleges and universities around the state. The agriculture department also collects data from the students from students who have graduated from the program after participating in three or more years the program pathway and are labeled as program completers. In the past five years, students who are moving on to an agriculture industry career, and/or are attending or plan to attend a two- or four-year college represent 70% of the program completers.</p> <p>The Social Studies Dept. has begun to include middle school teachers of Social Studies in curriculum-based matriculation meetings with emphasis communicating the skills and assessments we are looking to achieve within various grade levels. These skills include research and source citations, as well as developing claims and evidence based writing. In June, TUSD Social Science Teachers met to create quarterly common assessments for grades six through twelve. The common assessments are being implemented during the current school year.</p> <p>Throughout the district, Math has been working on a comprehensive process of Rigorous Curriculum Design (RCD). RCD teams at the elementary, middle, and high</p> | <p>Institute, Academy of Art, and FIDM, UC Merced Student Visits and Interaction with School Representatives</p> <ul style="list-style-type: none"> <li>● Agriculture Program Completer Graduate Survey follow up questions.</li> <li>● Meetings occur on Early Release Monday's during Departmental meeting time.</li> <li>● District Early Release Monday Dept. Meeting</li> <li>● RCD Vertical Teaming</li> <li>● Senior Post Graduate Plan Surveys <b>See Appendix KK</b></li> </ul> |
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school levels have been working on developing Common Core standards-based curriculum for the past two years. One outcome of this work is to create a cohesive flow of the math curriculum from Grade 1 through Algebra II.

The District is in the process of implementing a systematic rubric for high school math placement for all incoming 9th graders, effective for 2018-2019.

A number of 8th grade students, primarily from Freiler and Monte Vista Middle Schools (two of our feeder schools) have the opportunity to take Spanish I, Algebra, or Geometry here at West.

Following up with our graduates is an area in need of growth and improvement. Counseling does have annual data indicating each graduate class' individual post graduate plans, but there is no official procedure to gather follow up data beyond that point.

### B2. Access to Curriculum Criterion

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

**Online Programs: iNACOL Standard H: Equity and Access:** A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

### Indicators with Prompts

#### Variety of Programs — Full Range of Choices

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

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

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

| Findings   | Supporting Evidence   |
|--|---|
| <p>West High School offers a wide variety of programs to give students the opportunity to pursue a full range of educational programs, including; Junior Reserve Officer Training Corp (JROTC), the Space and Engineering Academy (SEA), Business and and Career Tech (CTE) courses, Advanced Placement (AP) programs, AVID (Advancement Via Individual Determination), English Language Development (ELD), and extended Special Education Programs. West High is located in the San Joaquin Valley and offers an award-winning agricultural program.</p> <p>The Hire Me First Program emphasizes Career exploration and employment soft skills, job interview and job application practices. All students who complete the program can utilize work samples and career training from all aspects of the school's educational system.</p> <p>West High School students have access to college and career opportunities by enrolling in the Auto-Tech and the FEAST programs offered at Tracy High. West also began offering the two hour block Foods and Nutrition course during the 2017-18 school-year.</p> <p>The JROTC program, although primarily focused on developing future citizens and leaders, is also a career focused organization for students pursuing a future in the military as an officer or enlisted person. All training and curriculum is based on military expectations that can be applied to life and/or other service based careers.</p> <p>In the student survey administered in Spring 2017, nearly 70 percent of student respondents felt West had prepared them for life after school. 80 percent felt they had taken courses that will prepare them for college and/or a career. However, graduating West seniors meeting A-G requirements is under 35 percent. For the graduating class of 2017, 101 out of 480 graduates went to a four-year college, while 216 stated they would enroll in junior college.</p> <p>Freshmen students complete a career survey to think about where they are planning to go after graduation. Senior Space and Engineering Academy students create a binder with</p> | <ul style="list-style-type: none"> <li>● Course Syllabi and Descriptions</li> <li>● Hire Me First Certification</li> <li>● AVID Certification</li> <li>● Final products in both Auto-Tech and FEAST. In FEAST, students get the opportunity to demonstrate their skills by preparing a monthly meal for staff members.</li> <li>● Foods and Nutrition II Course Syllabi, Sweet Treats for Teachers Program</li> <li>● Spring 2017 Student Survey</li> <li>● A-G Statistics</li> <li>● Senior Class of 2017 Data</li> <li>● In the Space and Engineering Academy students complete a career survey freshman year. Students are planning on attending a four year college.</li> </ul> |

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| <p>accomplishments, teacher letters of recommendation, a resume, etc. to help students be organized for life after graduation.</p> <p>AVID students of all grade levels are instructed in and required to demonstrate organization skills, such as binder organization, agenda and calendar usage, time management, and goal setting. These students are also taught notetaking skills, exam study techniques, and public speaking strategies. A large portion of the student's cumulative portfolio incorporates intense writing and critical reading samples in accordance with four-year university standards. AVID students are required to complete the A-G requirements, as well as participate in community service opportunities each year. The students must complete yearly research projects relating to individual college and career preference and implement a set of individual goals to reach their eventual life path with success.</p> |  |
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### Accessibility of All Students to Curriculum

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

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

| Findings  | Supporting Evidence  |
|---|--|
| <p>As mentioned earlier, both Math and English have adopted RCD curriculum with the implementation of the California Common Core State Standards.</p> <p>Science is working on full implementation of NGSS, scheduled to begin in the fall 2018, while Social Science has redesigned its common assessments in line with CCSS and in support of ELA.</p> <p>Our AVID program emphasizes Cornell Notes and works closely with students to meet A-G requirements.</p> <p>Part of our PLC discussion guides for 2017-18 focus on Quadrant C and D student activities, with real world application, as part of our commitment to the District's Relationships, Relevance and Rigor focus. The idea of</p> | <ul style="list-style-type: none"> <li>● PLC Discussion Guides</li> <li>● RCD, NGSS, Social Science Common Assessments</li> <li>● EL Support Class</li> <li>● Agricultural Awareness Day and Career Relevant Supervised Agricultural Educational Experience Projects.</li> <li>● Understanding Acids and Bases (pH) with food and chemicals for</li> </ul> |



## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

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| <p>incorporating real world applications in lessons for Math, Science, English and Social Science is still a source of discussion and something that each individual department will continue to work on.</p> <p>There continues to be a natural association with real world application in our Career Tech, Visual and Performing Arts and Physical Education. For example, in our 1st PLC Cycle for the current school-year, our Career Tech program emphasized Real World applications in Home Economics by determining the cost for food products combined with accurate measurements and needed ingredients. VPA students studied and critiqued pieces of art focused on daily life. Physical Education worked with 9th grade students to analyze, evaluate and adapt their fitness level and set short and long term fitness goals. World Language asked students to create and perform a skit with an emphasis on learned phrases and simple verbs. These students also analyzed whether formal or informal language was appropriate for the setting of the skit. As a vital source of support in all these courses, our EL coordinator has also established an academic support class for our recently redesignated EL student population.</p> <p>All aspects of the agricultural industry are represented in the Agricultural pathway to include; career preparation, industry presentations, financial training and education opportunities. Agriculture curriculum ties together real life and industry training together in the areas of Leadership, Public Speaking, Citizenship and Community Service. Floriculture prepares students to work in the floral industry.</p> <p>As a part of science lab classes, teachers make real world connections. Students work with easily obtained chemicals that can be bought at a grocery/department store. Students learn how to apply biology/chemistry/physics concepts and knowledge in their world.</p> <p>JROTC curriculum ties together real life concepts including; Physical Fitness, Nutrition, Aviation History, Leadership, Public Speaking, Citizenship and Community Service. This is a cadet led program that requires personal ownership and leadership development. These guiding principles support the Rigor, Relevance, and Relationship expectations found in the</p> | <p>home.</p> <ul style="list-style-type: none"> <li>● JROTC course syllabus</li> <li>● Drama course syllabus</li> <li>● Hire me First</li> <li>● Child Development Course Syllabus and Permission Slip</li> </ul> |
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## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

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| <p>the districts frameworks.</p> <p>Drama curriculum ties real life history and social experiences to fine art. Students learn the in's and out's of putting on a production and can use those skills in college or in the theater world.</p> <p>Students can participate in Hire Me First in their English III courses. This covers real world skills including resume building, mock interviews, cover letters and job applications. Students finish the program ready to apply for their first job.</p> <p>Several Social Studies teachers discuss current events weekly. Students engage in national and international news through CNN current events, radio news, online videos, written articles and social media.</p> <p>Child Development students learn about the miracle of birth by wearing a pregnancy belly and providing care to robotic babies for a full week (7 days). Home Economics students engage math skills to learn how to calculate the cost of a single item, measurement, marketing skills/promotion, food safety and conversion from liquid to solid.</p> |  |
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### Student-Parent-Staff Collaboration

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

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

| Findings  | Supporting Evidence  |
|---|--|
| The relationship among the stakeholders of our student's education begins during the student's 2nd semester of 8th grade. Our counselors visit our 8th grade feeder school classrooms to describe to students the course offerings that make up the West High culture. Parents must sign off on all incoming 9th grade student's chosen course schedule or program. This process continues annually for our students at West. For current West students, teachers also contribute to the student's learning plan by approving placement and | <ul style="list-style-type: none"> <li>● 8th Grade Counseling Visits</li> <li>● SEA 4 year plan See <b>Appendix LL</b></li> <li>● AVID 4 year Plan</li> <li>● Summer Bridge</li> </ul> |

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

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| <p>recommendations for future courses that include AP classes Expository Reading and Writing, and Advanced Elective classes. However, it is important to note that West's AP courses are open enrollment. In small learning communities such as SEA, AVID, and Ag Science, teachers, students, counselors and parents are all involved in the individual student's four-year plan.</p> <p>Beginning in the summer of 2017, the District began the Summer Bridge Program as a targeted effort to address 9<sup>th</sup> grade success with the primary focus on the transition from middle to high school. For West High School specifically, incoming student interest was so strong that the district increased the first Summer Bridge class from 50 to 75 students. The Summer Bridge Program is a two week program in early June, with an emphasis on connecting incoming 9th grade students to the West High campus and culture in a lasting way. Both counselors and Summer Bridge teachers follow up monthly with students involved in the Bridge program throughout the school year. There will also be an emphasis on AVID learning strategies with current 10th-12th grade AVID students serving as mentors. Assistant Principal Jose Jimenez was the principal of the Summer Bridge Program. Part of the two week curriculum included specific West High School Programs (such as AVID, JROTC, FFA, and Visual Performing Arts (VPA) and Community (One Day at a Time and Yellow Ribbon) presentations as well as college visits (UC Santa Cruz). On the final day of the two week program, Head Counselor Sarah Banchemo and counselor Laurie Tomlin met with students regarding course and program interests and adjusted their individual schedules to meet those interests and requests if applicable. Summer Bridge tutoring and communication between the Leadership program and its students has continued during the 2017-18 school-year. Bridge students meet with stakeholders after school every 2nd Wednesday on a monthly basis. Ms. McLatcher's Foods and Nutrition II students provide baked goods for the meeting.</p> <p>During the school-year, progress reports are sent home every six weeks. Parents and students may also check student progress daily through access to Parent Link in the Aeries grading system.</p> | <p>Program Description</p> <ul style="list-style-type: none"> <li>● Parent Link, Aeries</li> <li>● SPED IEP</li> <li>● Agriculture 4 year pathway plan and AET document system</li> <li>● College Bound</li> <li>● PIQE</li> <li>● FAFSA October Workshop</li> </ul> |
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## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

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| <p>Finally, West hosts a Parent/Teacher conference day on one Monday in late October, shortly after the end of the 1st quarter. At conferences, parents have the opportunity to meet individually with their son or daughter's teacher to discuss student progress.</p> <p>In our Special Education courses, students complete a interest/career inventory annually. Parents, student, and case manager meet yearly to discuss academic progress and progress towards post-secondary goals. Progress towards career/college and academic goals are closely monitored as well.</p> <p>As mentioned earlier, counselors meet with students yearly to discuss annual student progress. Students have one week to review the plan with their parents before it is implemented. Throughout the year, counselors continue to meet with students and parents on a regular basis to help with adjustments in schedules and other educational goals.</p> <p>Students and parents have the opportunity to participate in College Bound and PIQUE. During college application time, workshops are offered for two months to help with the process of applying to college. Our Career Center Tech Gayle Jackson is available to assist students with applications and scholarship opportunities during the school day. This includes a FAFSA workshop for students in October. In the Spring 2017 student survey, nearly 80 percent of respondents felt that West High school welcomed and encouraged their parents to be involved here at the school.</p> |  |
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### Post High School Transitions

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

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

| Findings  | Supporting Evidence  |
|---|--|
| The Counseling and Career Center Technician staff members are a great resource for supporting our students transitioning to college. They coordinate on-campus visits from numerous college and career representatives throughout the school year and technicians available meet with students to explain the | <ul style="list-style-type: none"> <li>● AVID A-G Statistics<br/>See Appendix MM.</li> <li>● AVID Four Year</li> </ul> |

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

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| <p>expectations and necessary preparations for college entrance. There is also training workshops offered for parents and students covering topics such as FASFA, College Application submissions and entrance testing.</p> <p>West offers a “College Night” annually that is open to all grade levels. In addition, communicating PSAT and SAT testing dates, West High is a PSAT/SAT testing sites, with various dates offered throughout the school year. All West 10th graders take the PSAT with the cost covered by TUSD. The ASVAB is also offered to 11th and 12th graders with a post exam day built into the process where counselors and students are able to discuss their results.</p> <p>The JROTC is a career focused organization for students pursuing a future in the military as an officer or enlisted person. All training and curriculum is based on military expectations that can be applied in life or in other service based careers. The program also provides rank advancement to students who participate for all four years.</p> <p>Site training and local competitions are also provided to students for Mock Trial, Mock Interviews, Speech and Debate and Hire Me First employability.</p> <p>The AVID program includes a four-year plan of classes designed to prepare students for and support students at a four-year university after high school. This includes college application, FASFA, and scholarship support and instruction. Each year students visit colleges to increase application and acceptance choices for students.</p> <p>The AP classes build in rigor and relevance in preparation for college. Passing scores on the AP exam also lends an additional benefit to college bound students in the form of college class exemption. Language and Composition, Literature, Calculus AB, Calculus BC and Statistics are some of the courses.</p> <p>All Agriculture Department program completer students receive access to college and career readiness training materials in the form of the Hire Me First Program, statewide competitions in which students travel to three four-year colleges and four junior college. In addition, students have the opportunity to participate in National FFA leadership</p> | <p>College Goal</p> <ul style="list-style-type: none"> <li>● Agriculture Program goals of college and career ready as data is collected by Student Roster and R-2 graduate surveys</li> <li>● SEA A-G Statistics</li> <li>● AP Enrollment Numbers and Exam Results</li> <li>● College Night</li> <li>● PSAT, SAT and ASVAB</li> <li>● Hire Me First participation numbers</li> </ul> |
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## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

trainings, award recognition programs and FFA/agriculture scholarships. According to state reporting on the effectiveness of the West agriculture program, covering data for the past five years, 55.8 percent of the fifty student program completers went on to junior college, state college or university. Additionally, nearly 15 percent of those fifty completers joined the agriculture industry.

A larger percentage of SEA students apply and are accepted to UC schools than the schoolwide average.

Overall, we are able to effectively track some data regarding our program effectiveness when it comes to immediate acceptance into a four year college or when a student chooses to join the military. However, we lack a long term system or set of procedures for tracking post graduate success, except for anecdotal conversations or communication with former students.

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

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).**

#### Summary (including comments about the critical learner needs)

After finishing our self-assessment for "Curriculum," our efforts have been most successful in addressing Critical Learning Need #3 regarding every day emphasis of our Schoolwide Learner Outcomes or 4 Cs in order for our students to increase their post high school opportunities. There is a beneficial variety of opportunity in place for our students to prepare them for college and career readiness. Moreover, our Mathematics and ELA courses have transitioned to the RCD curriculum, while Science is implementing NGSS. Social Science, World Language, VPA and PE have all adjusted curriculum to meet the Common Core Standards and our revised Schoolwide Learner Outcomes or 4 Cs. Our department PLC cycles and discussions have helped enrich and enhance this transition.

We have also added a number of courses since the last self-study that help meet that goal as well. Our small learning communities such as AVID and SEA continue to excel, as does our Agricultural Science Program. Recently established programs, like Air Force JROTC, also offer students key life skills and another career pathways. Our Small Learning Community programs may offer models upon which our entire site can build. For example, A-G completion rates are

## **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

higher in our SLCs. All of those programs have carefully monitored four-year plans, frequent grade checks and other interventions that increase individual student progress. Perhaps these represent examples that we need to expand upon in order to increase student achievement in both Student Critical Learning Need #1, increased SBAC scores for all demographic groups, and Student Critical Learning Need #2, increasing 9th grade student success. To address Student Critical Learning Need #2, the Summer Bridge program, for incoming 9th grade students and the follow-up outreach provided, seems like a great starting point to build upon, with an emphasis on carefully tracking relevant data regarding the progress of student participants.

### **Prioritize the strengths and areas for growth for Category B.**

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

1. We offer a wide variety of student opportunity for college and career readiness across departments, as well as through our extracurricular activities, such as Hire Me First, Mock Trial, Robotics... We have added several new courses and programs since the last self-study that continue to grow in student interest. This includes Engineering IV, ERWC, Foods and Nutrition II, JROTIC...
2. Full implementation of RCD in English and Math, Science is implementing NGSS, and Social Science has redesigned common assessments
3. PLC's are now student data driven and department and/or subject specific, with required completion of group discussion guides as a means of teacher self-reflection and a clear avenue for planning next steps.
4. Small Learning communities - AVID, SEA, JROTC continue to excel with student career and college readiness success.
5. Nearly all of our career tech courses are A-G approved
6. Including a growing AG Science Program that is cross-curricular.

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

1. An immediate goal is to increase SBAC Scores and our A-G completion rates. Our implementation of department and subject specific PLC's combined with emphasis on the Relationships, Relevance and Rigor District framework that emphasizes curriculum based on higher level formative and summative assessments, as well as student activities related to real world application and our 4 C's, is a key intervention for 2017-18.
2. Not enough 9th grade support options - Summer Bridge is only a start and not all students can attend. Other possible avenues for our students include offering a study skills course for 9th graders and a schoolwide advisory period for all students.
3. Track high school graduates, the goal is to expand beyond the senior survey taken right before graduation, to include continuous gathering of post graduate data.
4. Emphasizing Four-year plans for all students is something that needs to be discussed further and potentially revisited. The Four-Year Plan seems to be working well for student achievement and progress in our Small Learning Communities, including Ag Science, AVID, JROTC, and SEA.

**Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

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| <b>WASC Focus on Learning: C<br/>Instruction</b>  |
| <b>Focus Group Leaders: Anne Duff, Tom O'Hara</b> |

| <b>Name</b>       | <b>Department</b>  | <b>Position</b>            |
|-------------------|--------------------|----------------------------|
| Julie Backster    | Math               | Teacher                    |
| Shauna Baker      | English            | Teacher                    |
| Jennifer Haut     | Science            | Teacher                    |
| Mitra Juarez      | Science            | Teacher                    |
| Lyudmyla Krasnova | Math               | Teacher                    |
| Shannon McMahon   | Social Science     | Teacher                    |
| Laura McMillian   | World Language     | Teacher                    |
| Derek Sprecksel   | Physical Education | Athletic Director, Teacher |
| Jaime Suarez      | Social Science     | Teacher                    |
| Laurie Tomlin     | Counselor          | Counseling                 |
| Scott Von Stade   | Special Education  | Teacher                    |



## Category C: Standards-based Student Learning: Instruction

Based on the criteria in each category:

1. Review what currently exists based on the ACS WASC/CDE criteria and indicators. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below the correlated ACS WASC/CDE criteria.
2. Evaluate the current program's effectiveness based on the ACS WASC/CDE criteria and indicators. Use the analytical prompts to summarize the findings and evidence.  
Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.
3. Support responses with analyzed, observable evidence. (See the list of areas to analyze and examine.)  
Note: Observable evidence includes a) examination of student work b) observations of students engaged in learning and other aspects of the school program c) student interviews d) examination of hard data and information, and e) other observations/ interviews/discussions.
4. The responses that include *findings and evidence* for each criterion within Categories A–E will form the basis of Chapter IV of the Self-Study report.

At the end of each category there will be an overall summary that includes comments about the school's ability to address one or more of the identified critical learner needs from which we will develop a list of aligned strengths and growth areas for each category of ACS WASC/CDE criteria (Categories A–E).

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### C1. Challenging and Relevant Learning Experiences Criterion

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

#### Indicators with Prompts

#### Results of Student Observations and Examining Work

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

**C1.1. Prompt:** *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

| Findings  | Supporting Evidence  |
|---|--|
| The students at Merrill West High School are continuously challenged to meet the California Common Core State Standards in their classroom communities. To that end, during the 2016-2017 school year, the West High faculty and other stakeholders revised the Schoolwide Learner Outcomes (SLOs) to reflect the needs of 21st century learners in becoming successful in college and career opportunities. In a May 2017 survey, 73 percent of surveyed | <ul style="list-style-type: none"><li>• Summer Bridge Program Description</li><li>• PLC Discussion Guides</li><li>• Foods and Nutrition II</li></ul> |

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

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| <p>students felt that West High is preparing them for college and careers. In that same survey, nearly 70 percent responded favorably to a question about West High effectively preparing students for life after high school.</p> <p>All students meet with their counselors at least annually to discuss their individual progress and plans moving forward, including: staying on track to graduate, progress in meeting A-G requirements, and post-secondary community college and career opportunities.</p> <p>During the 2017-2018 academic year, our PLCs have focused on department-specific content to develop and refine common assessment. Department PLCs meet on early release Mondays and work on developing common student tasks and assessments with an emphasis on collaboration and conversation and a shared goal of increasing student achievement and learning. PLC teams work with the District Relationships, Relevance and Rigor model and look to increase classroom activities to Quadrants Three and Four, in which students apply knowledge across disciplines to real world situations.</p> <p>Our special education department and the school counselors work together to offer challenging courses for a wide scope of students with various levels of learning needs. A focus on skills-based learning, rather than an assignment completion result, helps students learn functional and organizational skills that will allow them to adapt to independent living.</p> <p>In summer 2017, West held its first Summer Bridge program. The program spanned two weeks in June and supported 74 incoming 9th graders. Students worked with one administrator, three teachers, three paraeducators and four volunteer AVID students. The vision of the Summer Bridge program is to provide support to potentially at-risk incoming freshmen in their transition into West. The program specifically addresses one of our critical needs: increasing student achievement for our incoming 9th graders.</p> <p>With an eye on student career readiness, we have added an Advanced Home Economics two hour block “Foods and Nutrition” Course for the 2017-2018 school-year in part for students that potentially plan to pursue a career in culinary arts.</p> <p>English RCD teams are looking at 11th grade SBAC scores both formally and informally to inform instruction. The results for 2016-17 showed a very concerning decline as compared to scores from 2015-16 and 2014-15. In both English Department PLCs and teacher collaborative conversations, teachers have looked for explanations and solutions for the decline in scores last year.</p> | <p>Course Syllabus</p> <ul style="list-style-type: none"> <li>● JROTC Course Syllabus</li> <li>● 4 Year Plans for AVID, Space and Engineering Academy, JROTC and Agricultural Science Students</li> <li>● SBAC Scores</li> <li>● Include copy of SLOs</li> <li>● Creativity-Space and Engineering Academy-real world applications</li> <li>● Creativity-art classes/projects</li> <li>● SBAC sub-group results in Math and ELA</li> <li>● May 2017 Student Survey</li> <li>● “Survival” Special Education course syllabi in: Math, reading, science and Independent Living.</li> <li>● PLC ELA Department Cycle Templates</li> <li>● SPSAs</li> <li>● PSAT and 9th Grade College Visits</li> <li>● NGSS Curriculum and Student Examples</li> </ul> |
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## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

Different approaches are being considered to dramatically increase scores in the future. These include conversations with students about the importance and impact of the exam, making the SBAC part of the student's class brand and culture as well as the emphasis on academic skills including: practice exams and working with SBAC prompts as well as implementing the Relationships, Relevance and Rigor Model in ELA PLCs and student learning and classroom activities.

Air Force JROTC is now in its second year at West High School. This program focuses not only on fostering college and career readiness, but also on creating better citizens for the United States of America, by teaching Aerospace History, Leadership, Drill and Physical Training. Cadets also participate in community service projects, extracurricular events, field trips, special programs and patriotic endeavors both on and off campus.

Since the 2015-2016 school-year, all West 10th graders have taken the PSAT. This will be the 3rd year of the process. West served as the District pilot school during the 2015-16 school-year. Our site Administrative leadership worked with the District to get the PSAT payment covered for all our 10th graders. This served as part of our College/Career Readiness program in line with all West 9th graders going on two college visits to CSU Stanislaus and UC Merced.

The development of Next Generation Science Standards (NGSS) Curriculum includes more student-driven learning and has students communicating, collaborating, and thinking more critically and creatively. For example, in biology, students have started working with an inquiry and research based model. In the pre-lab process, each student, working in a group of usually four, must collaborate together and determine a potential lab subject effect plus form a hypothesis. Then, a lab design must be put forward that can be tested with interpreted results within a class period.

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### Student Understanding of Learning Expectations

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

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

| Findings   | Supporting Evidence  |
|--|--|
| <p>Each Fall, in collaboration with administrators, teachers develop syllabi following standardized checklists, including such elements as course content and expected outcomes, grading and homework expectations, and materials guidelines. These syllabi are distributed in each class, and students are directed to the student handbook online, where they can find information regarding school policies, A-G requirements, and other relevant information to support their success. Additionally, students receive individual planners at the beginning of the school year, and these planners also contain the A-G requirements as well as a skeleton 4-year plan for students to reference as they navigate their journey to readiness for college and/or career.</p> <p>In classrooms, teachers clarify and emphasize standards, objectives, and expected performance levels frequently. This information is often provided in writing (on the whiteboard, in handouts, etc.) and then reinforced in discussion. Many teachers post daily goals/objectives for each class, and then revisit at the end of each period with the students.</p> <p>Additionally, with an emphasis on formative assessments, various departments/teachers use rubrics to clarify expectations and standards:</p> <p>RCD Curriculum for Math and English includes common assessments to measure proficiency of standards.</p> <p>Common assessments and rubrics were developed for Social Science in summer 2017.</p> <p>The WHS Modern Language department has developed Can Do Statements by course level, so that all course levels have common goals and rubrics.</p> <p>According to data collected via a student survey, approximately 75-80% of students have a clear understanding of how their work will be assessed prior to turning it in, believe their teachers have high expectations for them academically, and know where they stand when it comes to meeting A-G requirements.</p> | <ul style="list-style-type: none"> <li>● Spring 2017 Student Survey</li> <li>● Course Syllabi</li> <li>● Classroom Observations</li> <li>● Common assessments;</li> <li>● examples include English RCD and Social Science</li> <li>● Spring 2017 Student Survey</li> </ul> |

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### Differentiation of Instruction

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

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

| Findings   | Supporting Evidence  |
|--|--|
| <p>West High's teachers utilize a variety of instructional strategies and technology to engage students and meet their educational needs. In a Spring 2017 student survey, 80 percent of West High School students felt that West provided them with adequate access to technology to complete required assignments. Teachers differentiate instruction through project based learning, assembling groups of students with varying skill levels, while both challenging and motivating with a variety of short and long term assignments. Teachers also reteach and provide additional student support via after-school labs; schedules for these labs are posted in classrooms and on the school website. In the same survey mentioned above, 73 percent of student respondents felt that West provided them with adequate access to help and tutoring in completing their course requirements.</p> <p>Currently, West High is in the process of installing interactive projectors in all classrooms. Teachers from multiple departments take their classes to the computer labs on campus to engage in projects and research online. Computer labs are also used by Cyber High for credit recovery programs. Our CTE programs have multiple computer labs that are maintained by one of the CTE teachers. Each math classroom has a class set of computers for students to assist in their learning of concepts. Teachers can circulate and monitor student progress. Several math teachers use Schoology and/or other online teacher learning management software for their courses. However, we recognize that a certain student demographic does not have access to digital technology at home, our after school library hours are limited and a number of these students take the bus that leaves immediately after school lets out.</p> <p>When looking at our specific departments and courses, there is much to specifically cite. In our Career Tech programs, our Home Economics courses differentiate instruction with the hands on activities in the kitchen. For instance if the students are told there are 3 teaspoons in a tablespoon, it is very different if they are given a teaspoon and a recipe and told to measure a tablespoon using the appropriate number of teaspoons. In Foods and Nutrition, the student advances from recipes to actually costing out a recipe to figure breakeven points and how much to charge various customers.</p> | <ul style="list-style-type: none"> <li>● PLC Cycle Discussion Guides</li> <li>● Individual Teacher Course Blogs and Websites</li> <li>● Lab Schedules</li> <li>● Spring 2017 Student Survey</li> <li>● Department and Class Lessons</li> <li>● Course Syllabi</li> <li>● PLC Discussion Guides</li> <li>● SAE and AET</li> <li>● RCD Curriculum Binders</li> <li>● Various websites and programs</li> <li>● AVID and GLAD Strategies</li> <li>● 4 Cs</li> <li>● Career Zone Website</li> <li>● Classzone.com website<br/><b>See Appendix NN</b></li> </ul> |

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This class also brings other aspects of the CTE curriculum in that they are getting hands on experience not only in Foods but Marketing, Finance and Customer Service.

Our Student Store students can see what they can sell using the Nutritional Calculator for Schools. It becomes a different matter when they are told to find a product and input the label into the calculator to find out if it is saleable' independently finding a product on their own. In Marketing, the students do an online course in Financial Literacy. Using technology they do modules on Banking, Savings, Insurance and more. This will supplement their basic business knowledge in marketing by bridging the gap between Marketing and life after high school.

Our Child Development course has many ways to differentiate instruction. There is a fetal development model that shows the stages of development from conception to birth. The model is interactive in that the students can fetus can be taken out and held and viewed in scale. The students get to take home and carry at school "real" babies that are computerized. This experience of caring for a "real baby" is as close to real hands on experience we can get in an educational setting. Using this type of instruction for all of our courses, we in CTE, like to stress what life will be like after High School.

Meanwhile, our Agriculture Science students are offered many means of using technology and students have the opportunity to choose their own SAE. Students choose their SAE based on their own personal interest and records are recorded using the AET. Agriculture teachers use online resources such as simulations, YouTube videos (Crash Course), websites, podcasts and more to integrate technology. Due to the fact that students can choose their own SAE project, they direct their own learning in this part of the three ring model of agriculture education. AFJROTC also uses technology including websites, videos and project based learning.

In our English courses, with vocabulary lessons, staff members utilize images to illustrate definitions. Staff members use RCD to cater to multiple learning styles. Teachers also make use of station-based learning. Student answers are accepted on boards shown to the instructor. Students act out plays and view material through several forms of media, including films, audio books, and Youtube.com videos. As a result of this differentiation, staff gives students more opportunities to succeed given their unique learning styles, a more engaging learning environment, exposure to a variety of instructional methods, and means to produce higher quality work.

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All our math classrooms have class sets of computers. Teachers have students working on different programs such as Carnegie Learning, Schoology, Desmos, and Geometer's Sketchpad. In addition, our adopted textbooks, HMH, have an online component with online resources such as tutorial videos, step-by-step prompts, "Your Turn" and "Evaluate" problems. Some teachers have students create personal tutorial videos on concepts from class which are then uploaded to YouTube and are available for all students to access, watch and get help.

In our science classes, AVID strategies, such as close reading, are used to help students get more information from written texts. Students take Cornell notes from lectures, videos, texts and computer simulations. Scaffolding is provided for students to help them in writing lab reports, such as guiding questions for what should be included in different sections. Students are put in mixed ability groups for projects, labs, and activities. Students use audiovisual aids such as PowerPoint and Prezi for making class presentations. Students do simulations and answer questions about it on a Word document that they email to the teacher. Students do literature reviews on selected topics. Students do peer review for lab reports, written assignments, and engineering drawings. Students use an online assignment delivery service that customizes questions and answers for each student. Students use student response systems ("clickers") to take quizzes and get immediate feedback. GLAD (guided language acquisition design) strategies such as rubrics, cognitive content dictionary, and comparative input charts (i.e. KWL charts) are used. Interactive notebooks are used.

Social Science teachers all teach in classrooms that are equipped with projectors and computers that have access to the internet. This technology is used for research, powerpoint s, videos (YouTube), and news for current events (CNN Student News). Student projects are also assigned in the classroom that allow students to use their individual electronic devices for research purposes. Students have access to the school Wi-Fi system.

Students also have access to the school computer labs (Library and Career Center) when teachers reserve the lab for classroom time. More computer lab access would certainly be a welcome addition to our site. Often, teachers are unable to find lab availability. With the use of these technologies, students are able to better to communicate, collaborate, apply critical thinking skills and exercise creativity.

In our Special Education courses, in ACC math, students are able to self pace using the Carnegie program. In the Mod/Severe program,

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students are provided different levels of prompts as needed. Students are also provided with visual supports. In resource English, students complete computer research on a self selected topic and complete writing assignments. All resource and special day students use Career Zone, a program which helps prepare students to transition beyond high school. In special education, instruction is differentiated in all subjects so that the needs of a wide range of learners are met, i.e. cognitive, auditory.

Our World language teachers differentiate instruction through project based learning. Projects include powerpoint reports, skits, interviews, posters, reporting on songs, current events, podcasts, and tv shows. Students are required to use complete sentences and use vocabulary and grammar that is taught in class but the level of difficulty is dependent on the level of the students' abilities (thus differentiated). Students are also able to do extra Internet work (using classzone.com) in which they work at their own level (A-below level, B-on level, C-advanced). Teachers use technology in the classroom to present material within their instruction.

In graphic arts, we include a variety of instructional methods like real-time demonstrations and instructions, use of websites to post lessons and supplemental resources for students who require additional support and time, and allowing time for peer interactions for guidance and practice. This frees time for teachers to provide individual support. Performing arts courses also use a wide variety of instructional methods both by the teacher in instruction and by the students with their assignments. Powerpoints, audio and video recording examples from both DVD's and the internet, and student examples are used regularly. Students are given the opportunity to work individually, in small groups and in large groups. Students utilize the internet to research work related to class, and access the class website for additional resources and class handouts. Students also use their phones to both audio and video record their performances to enable them to self reflect on their performances.



## C2. Student Engagement Criteria

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

**Online Programs: iNACOL Standard K: Instruction:** A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

### Indicators with Prompts

#### Current Knowledge

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

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

| Findings  | Supporting Evidence  |
|---|--|
| <p>There is a wide range of access to technology in our classrooms. Some departments like mathematics have a class set of computers for students. Many classrooms have built in interactive projectors while others still rely on carts. The District has made a commitment to install built in interactive projectors in all classrooms by the 2018-19 school-year. Despite the varying level of access, all departments make active and relevant efforts to use technology as a best practice to increase student learning and achievement.</p> <p>In CTE we define multimedia as all of the different ways we try to get the information to the student: visually, tangibly, audibly, olfactory or through taste. The CTE Department endeavors to get to the student in every way that is possible given the class constraints. Once the instruction is delivered it is the nature of the CTE classes for the units and concepts to become a hands on learning experience. Agriculture Science students are presented with a variety of teaching strategies including: reflective writing, checking for understanding, direct instruction, labs, hands on learning, group work, collaborative learning and much more. Agriculture teachers use technology to deliver this instruction using videos, powerpoints, and websites to deliver instruction. Meanwhile, our AFJROTC students use teamwork, collaborative groups, to complement the wide variety of curriculum.</p> <p>In ELA, we use interactive projectors regularly with our classroom lessons. For those who have not yet had them installed, classrooms make use of tabletop projectors. Teachers also make use of disc</p> | <ul style="list-style-type: none"> <li>● TUSD Technology Commitment</li> <li>● ISET</li> <li>● Course Syllabi</li> <li>● Classroom activities and lessons</li> <li>● Internet Resources</li> <li>● PowerPoint</li> </ul> |

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players for both audio and visual representations of materials. To address transition issues and maximize efficiency, several teachers in the department have purchased their own disc players. The challenge has been to use as much technology as is available to staff while maintaining instructional rigor and not sacrificing transitional class time. While over the last three years technology has improved across the site, many teachers are still lacking document cameras or interactive whiteboards. New ELA curriculum adoption (which is slated to go into effect during the 2018-2019 school year) requires that every classroom have access to student laptops or other computers, which is not currently the case.

The math department members all have computers, document cameras, and projectors in their classrooms to access a variety of tools that allow us to use and present various strategies. Math teachers can use online resources which include, but are not limited to, Khan Academy, Bridge to Algebra, Desmos, adopted HMH curriculum, and Algeomulus Prep Academy to insure multiple representations of any given lesson. Other offline tools include Geo-Sketchpad, graphing calculators and the like to give students the ability to explore various concepts. In PLC groups, math teachers are discussing different ways to present content using different strategies,. Also each Algebra 1 teacher is participating in a lesson study where they are creating/evaluating/improving a 5 E lesson.

In our Physical Education classes, some teachers ask their students to scan QR codes in class for descriptions of skills or rules pertaining to sports and activities that are being taught in class. Videos and interactive games are used in Aerobics. Youtube videos are also used to teach dance patterns step by step. Students use computers to calculate heart rate and calorie intake.

In science, most teachers use PowerPoint and/or other audiovisual aids for direct instruction and guided inquiry. Many teachers use computer simulations for labs or exploration. All teachers do hands-on labs and activities. Many teachers use electronic sensors in labs. Students use software such as Excel to graph data collected in labs or other research. Students create physical and/or electronic models of science concepts. Students include web sources in their research.

Meanwhile, teachers in the social science department all use computers and projectors to present classroom lessons using a variety of strategies, including videos, powerpoints, internet sites. Some teachers use apps, websites such as Schoology, and/or their own websites that allow for student blogging and submission of

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homework assignments. Teachers also use technology in the delivery of the curriculum by assigning research projects that allow students to use their personal electronic devices and collaborate with each other to find answers to critical thinking questions.

With our Special Education students, various types of technology (i.e. document reader, projector, instructional videos, web based programs) are used to facilitate learning and to engage students in the learning process. Curriculum/assignments are scaffolded and modified to student's academic level and students are assessed for academic growth. From there, the student test score and course grade are both assessed in determining student placement for the next academic year.

In World Language courses, teachers use the projector and introduce vocabulary with pictures, use videos, acting, listening activities, repetition, and authentic readings to deliver instruction. YouTube videos in the native language are shown so students get used to hearing a variety of speakers. They also have to answer questions based on what they hear. Visuals used for students to access curriculum include charts and other graphic organizers that assist students in organization of their material, which makes learning more comprehensible and keeps them accountable to themselves when studying for tests and/or presentations.

Finally, in VPA, the fine arts are naturally a hands-on academic environment. Classes are project based and instruction is not only given verbally, but through demonstrations and the use of student examples. Computers are used for research and references as well as digital portfolios maintained by students. The performing arts lends itself to a variety of learning modalities. Instructions and examples are given both verbally and visually through numerous examples, using professional, and student examples. Teachers model the lesson, then small groups practice with project based learning. Students are then required to reflect on the learning process by responding to the performances that they have witnessed either live or recorded.

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### Teachers as Coaches

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

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

| Findings   | Supporting Evidence   |
|--|---|
| <p>For the past several years, professional development in TUSD has focused on teachers developing students' skills as well as acquiring content knowledge. Teachers have started to move away from the role as a direct instruction provider of content knowledge to a role as a classroom coach. West High administration has encouraged teachers to implement three key strategies for promoting these changes: to establish daily lesson goals, to check for understanding, and to use graphic representations whenever possible. To support this focus on student skill development, teachers continue to implement cooperative learning, small-group discussions, project-based assignments, and inquiry methods in their instruction.</p> <p>In 2017-18, TUSD made a three year commitment to the Relationships, Relevance and Rigor student learning model. In the Spring 2017 student survey, nearly 80 percent of those surveyed felt they were regularly given the opportunity to problem solve and think critically. However, the percentage did drop to 65 percent of those that felt their teachers make learning relevant to their own lives and 56 percent that felt classroom lessons support their specific learning style.</p> <p>Teachers coach students through both guided and independent practices as an effective means to engage students in learning. This includes the joint functioning of motivation, conceptual knowledge, cognitive strategies, and social interactions in literacy activities. Plus, our Vision, Mission and 4 Cs emphasize the importance of a safe learning environment where students are not just rewarded for results but maximum effort especially in the area of creativity. In fact, our fourth C encourages all stakeholders to learn from and embrace failure as a means to improve as lifelong learners.</p> <p>A great example would be "The Zephyr" a student publication of our journalism class. It is designed as an informative link between students, staff, parents and the community. The purpose of the The Zephyr is to allow students to express their voice in a professional manner, as well as remain abreast of school activities and pertinent issues. Our journalism teacher Alana Escalante has attended teacher trainings and observed award winning programs. Our site pays for Ms. Escalante membership in the Journalism Educators Association (JEA). The membership funds the latest online curriculum for Ms.</p> | <ul style="list-style-type: none"> <li>● PLC Discussion Guides</li> <li>● 4 Cs</li> <li>● Spring 2017 Student Survey</li> <li>● Course Syllabi and Student Activities</li> <li>● "The Zephyr" See Appendix OO</li> <li>● Hire Me First</li> <li>● AFJROTC Daily Activities</li> <li>● RCD Lesson Plans and Curriculum</li> <li>● "Your Turn" Program</li> <li>● Real World Application in PE</li> <li>● Student Lab Design and Teacher Questioning</li> <li>● Inquiry Focus in Social Science, Teacher as the Facilitator</li> <li>● Step by Step Instruction in our Moderate/Severe Special Education Classes</li> <li>● Popsicle Sticks to Check for Understanding</li> <li>● Direct Instruction to Real World Application</li> </ul> |

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| <p>Escalante and her students and provides links to current journalist trends in high school newspapers across the nation. These resources provide Ms. Escalante with the latest coaching tools to engage her journalism students.</p> <p>In CTE, Agriculture teachers use a variety of coaching strategies. Teachers use call back strategies including numbers on sticks based on their number on the roster. Students learn about agriculture in the classroom and they take that knowledge out into their SAE projects and Career Development Events (CDE) to utilize and expand their knowledge. Agriculture often uses project based learning (SAE is a major one) in labs inside and outside of class time. Agriculture teachers teach life (soft) skills such as respect, be on time, utilizing time efficiently, responsibility and communication. Junior and senior agriculture students participate in the Hire Me First Program. In a student's SAE, they have project meetings which are guided practice, working together then they raise their animal independently.</p> <p>AFJROTC is a cadet run program and many of the coaching opportunities happen before and after school. Cadets have the opportunity to lead their team while an advisor provides input. During class the instructor uses direct and overhead questioning techniques. In addition, the clicker technology affords anonymity to answers generated by the cadets during lecture evaluation.</p> <p>In the English classrooms, teachers provide a variety of non-didactic strategies, moving from whole class, to group, to pair, and individual learning. The established RCD curriculum allows for multiple learning styles: project-based learning, direct instruction, think-pair-share, presentations, writing tasks. Teachers can also modify assessments to best suit student skill-level. One of the shortcomings of RCD units and assessments is that not all students have the prerequisite skills to meet the requirements. Additionally RCD units often taken more time than recommended by creators of the units.</p> <p>In the math department, computers are used with our publisher program, HMH, allowing students to do "Your Turn" problems during instruction to check for understanding. This allows students to try different ways to solve problems and learn by correcting their mistakes. They can explore real-world problems within the program and apply their conceptual knowledge. The "Evaluate" section is the online homework/practice section of their practice. This section includes video tutorials, worked out examples, and step-by-step prompts to discover the solution without penalizing their grade. Other techniques for checking for understanding include</p> | <ul style="list-style-type: none"> <li>● Peer Critique in VPA</li> </ul> |
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hand symbols, group work, think-pair-share, checking each other's work, and board work as student/coach teams.

In Physical Education classes, students form their teams and devise strategies for various sports that are played in PE. They problem solve and have to adjust gameplay to several different game conditions. In several PE units, students start with guided practice and then progress to independent and team practice. We also focus on how students can incorporate physical fitness into their everyday lives.

Science students design their own lab experiments within given parameters but without predetermined conclusions – students draw conclusions from their own results. Students design and construct projects to meet specific performance goals. Teachers use a variety of randomized questioning strategies. Some classes do jigsaws – different students learn different topics and then share with the class. Students do practice problems in class with student/teacher support, and then do additional problems on their own for homework.

Social Science teachers use inquiry-based, open-ended questions that encourage students to craft their own arguments, both written and oral, with the teacher acting as coach or facilitator to help guide individuals or groups through the resources. For example, in one class, the teacher assigns individual students each a different Supreme Court case that reflects a constitutional issue, and the students are required to analyze the case, and make an argumentative presentation to the class that breaks down the court's ruling into its component parts. The teacher circulates through the room, answering student questions, encouraging, correcting, always pushing them to stay focused and go deeper.

Special Education moderate/severe and survival classes require guided practice and mostly one-on-one instruction. During project based instruction in Mod and ACC classes, staff supervision is needed to ensure student safety and to provide step by step instruction (i.e. science lab and Independent Living activities).

World Language teachers use popsicle sticks/cards to call on students equitably. Realia, visuals and repetition are used to help students understand meaning and vocabulary being introduced. Students begin with simple activities that increase in rigor as lessons progress within the unit. Students work on activities first on their own, and then in whole group, to ensure all students understand meaning, direction, and/or expectation. As a way to culminate each chapter, teachers use projects that incorporate everything students

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| <p>learned from the lessons within that particular chapter as well as working across the curriculum with other departments where students have the opportunity to apply learning in authentic situations.</p> <p>VPA students are taught/prompted to practice and demonstrate their knowledge of the principles and elements of art through various teaching strategies based on their learning style. Lessons are modified based on the different needs of the students. Some students require one on one, while others can finish a project on their own. Students are encouraged to communicate and interact to share their learning, and often engage in critiquing their peers, practicing using content terminology and cementing concepts while helping each other improve their work. In the performing arts, while students work in small groups the teacher observes and provides feedback, helping students both individually and in their small groups. Students are often pulled aside to be helped individually for their specific needs. When the class meets as a whole, teachers randomly call upon students by using names written on playing cards or by making sure each group is called upon.</p> |  |
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### Examination of Student Work

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

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

| Findings   | Supporting Evidence  |
|--|--|
| <p>Students come to our classrooms with a broad range of pre-existing knowledge, skills, beliefs, and attitudes, which influence how they attend, interpret and organize incoming information. How they process and integrate new information will, in turn, affect how they remember, think, apply, and create new knowledge. Once prior knowledge and skill is assessed, there is a range of potential responses, depending upon the type of course, the uniformity of results, and the availability and type of supplemental materials and alternatives.</p> <p>In our new CTE Foods and Nutrition II course, liquid eggs were donated and the students were given the task of devising a plan and kitchen strategy where using the skills they had learned in previous cooking labs they had to create and implement a menu with the main ingredient being the donated liquid egg. They had to follow all kitchen safety and sanitation rules previously learned and create the meal. This example applies to all facets of the CTE department. Our goal as a department is to take the student from A to D in the</p> | <ul style="list-style-type: none"> <li>● Foods and Nutrition II</li> <li>● NGSS and CTE Interdisciplinary student learning</li> <li>● AFJROTC Field Trips and Guest Speakers</li> <li>● RCD Activities in ELA</li> <li>● “The Zephyr”</li> <li>● Math HMH Textbook</li> <li>● Cornell Notes in Science, Social Science Claims, Evidence and Reasoning</li> <li>● Research Skills in Special</li> </ul> |

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| <p>Knowledge Taxonomy. Acquire the knowledge and apply it to create a final product.</p> <p>Agriculture education meanwhile uses the three ring model in which classroom instruction, FFA and SEA are all tied together. During classroom instruction students acquire knowledge in NGSS and CTE standards. Each agriculture course builds on the previous one, so students in Soil Chemistry bring the knowledge from Agriculture Biology, not only about science, but at FFA and SEA as well. Agriculture students have the opportunity to learn about the agriculture industry as well as make industry contacts. Students learn how to conduct research using CDE's such as Agriscience fair as well as classroom assignments. Students are prepared to enter the industry because they have learned basic financial and marketing strategies through all three rings of agriculture education.</p> <p>AFJROTC takes curriculum in action trips to help cement concepts that are taught in class. These include: museums, military bases, and air shows. Cadets then reflect on their knowledge, experience and unknowns to formulate new understanding. Military Recruiters and active duty military guest speakers also visit and share their experiences so cadets can continue to clarify what the military experience is all about.</p> <p>Most of the RCD units throughout the levels of English, ask students to utilize a different form of technology: Prezi and PowerPoint, Storyboardthat.com, Socratic seminars, research papers/projects, Rhetorical precis, and presentations. Teachers have autonomy within their own classrooms as to how to best incorporate RCD units. Each project asks students to draw upon their individual learning and demonstrate their understanding of the content. New to the ELD program this year for all English language learners who have advanced to CP English is support in the form of English Learner Academic Language Support Class (6th period). One of the challenges in utilizing the RCD technology component is lack of access to computers both at school and at home.</p> <p>Our journalism program emphasizes relationships with local journalism professionals and experiences with both the Tracy Press and Stockton Record to teach our students such vital concepts as the latest design layout and photojournalism techniques. In 2015, our school newspaper "The Zephyr," returned to publishing a print edition (along with an online edition). After just two years back as a print publication, the Zephyr received the prestigious American Scholastic Press Association 1st place award!</p> <p>Math students use a variety of tools to acquire and apply academic</p> | <p>Education</p> <ul style="list-style-type: none"> <li>• Multiple Projects and Forms of Assessment in World Language and Fine Arts, Real World Application</li> </ul> |
|---|--|



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knowledge. In the HMH textbook and online portion, there are sections such as Elaborate, Reflect, and Evaluate in which students can effectively demonstrate complete understanding. Students are also exposed to real world situations where they have the opportunity to create equations and solve in-depth problems. Students use various organizers including 5 section binders and daily planners. Students are encouraged to use the 21st century skills, such as going online and searching for data or specific information. (The understanding of symmetry can allow students to use that tool to explore the real world and understand symmetry in depth. This can inspire such things as Art or Architecture.)

Students in PE demonstrate knowledge of the subject matter learned by applying it during game play in all of the sports that we teach. Students are taught subject specific terminology for various sports and/or fitness activities including physical fitness components, stretching, weight training, swimming, aerobics, dance, and team sports. Students get frequent opportunities to demonstrate their mastery of concepts during game play.

In science courses, students create interactive notebooks or engineering notebooks, which organizes knowledge for ready access. Students write summaries of their notes and questions about their notes (e.g. Cornell notes). Students color-coordinate notes and diagrams. Students do warm-ups to help them reflect on prior knowledge and experiences. Students create flashcards for review, some using social media. Students do online research, literature reviews, analyze scientific articles, etc. to develop skills. Students draw conclusions from their own designed experiments using claim, evidence and reasoning.

Social Science students demonstrate their ability to write arguments based on Common Core Writing Standard #1 by writing a claim, providing evidence and reasoning for their evidence. For example in one US History class students were required to give America a report card grade for how well she lived up to her ideals of equality, freedom, opportunity and democracy. The students then met with America's parents (the classroom teacher and educators) for a parent/teacher meeting where they handed over the report card and defended the grades they gave America. In this scenario, the letter grade served as the claim, the various documents and assignments given during class serve as the evidence, and the student's explanation of how the evidence connects to the grade is the reasoning.

Special Education students are provided many opportunities to use tools to complete research (i.e. computer lab, internet research, etc).

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| <p>The knowledge gained from their research will be incorporated into an essay where they will cite evidence to demonstrate comprehension of subject matter. In mod Econ/Govt, students are using 'Citation Machine' to formulate a works cited page.</p> <p>In our World Language courses, students use notes and other organizers that we have filled out together in class to help them create the different projects that we work on in class. They make Powerpoints, create ads, write/perform skits, make books and posters using the materials they have written on their different organizers. Students research Latin American countries, famous Hispanics, cultural sites, holidays, and music and use what they have learned in the target language to talk about or report about them.</p> <p>Fine arts students learn how to approach a creative problem and follow specific criteria in order to finish a project. Lead-in exercises are used to guarantee student success and to insure that the appropriate steps have been absorbed. With the knowledge learned, students can, and do, use the language of art in other classes. Students are also directed to use a calendar or timeline/ deadline to complete assignments, which helps them learn to organize and manage timeliness in their work. In the graphics classes, culminating projects, like a finished animation or a branding project allow students to plan their work and solve the design problem using the tools they acquired over the course of the year. In the performing arts, students demonstrate their application of the knowledge of the material by performing their pieces in front of the teacher and the class and/or the public. Students have hard copies of the materials needed available in the classroom and access to computers to research anything they may need to in order to be successful with their assignment.</p> |  |
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**C2.4. Indicator:** Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

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

| Findings  | Supporting Evidence  |
|---|--|
| The 4 Cs, consisting of Communication, Collaboration, Critical Thinking and Creativity, make up our revised Schoolwide Learner Outcomes along with our revised Vision and Mission statements. Our goal is for all our students to graduate from West High School with 21st Century skills for college and career readiness and success. Student feedback gives us positive data to build upon. In a | <ul style="list-style-type: none"> <li>• 4</li> <li>• Spring 2017 Student Survey</li> <li>• Fall 2017 Staff and</li> </ul> |

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| <p>Spring 2017 student survey, 84 percent of those surveyed felt they had access to to a challenging and rigorous curriculum. In a Fall 2017 survey of both staff and students specific to the 4 Cs, staff overwhelmingly chose critical thinking as the most vital of the four while students viewed communication as the one in most need of emphasis. At the October 2017 School Site Council Meeting, student representatives shared their classroom experiences with other West stakeholders. The students discussed the emphasis on critical thinking and in both discovering and explaining how one gets to the right answer or an end conclusion or solution. They talked about how their classroom experiences at West had moved far beyond just giving the right answer. Examples provided by the group included: online discussion boards in social science, a geometry investigation into congruent triangles that led students (working with a partner) to discover theorems as shortcuts, science labs based on investigation and student produced math tutorials on Youtube. Overall, the students noted an emphasis across their courses in citing relevant evidence and going deeper with their responses.</p> <p>With the help of the new Common Core math practice standards, our math courses have begun to increase the number of problem solving situations in which students are provided the opportunity to explore, work through, and discuss complete solutions. Our adopted textbooks provide opportunities with Performance Tasks and error analysis problems in almost every section of the text. The 5 “E” lessons include Engage, Explain, Elaborate, Evaluate, and Extend. RCD additionally assesses higher level thinking through performance tasks. Tasks have been developed with DOK (depth of knowledge) and the levels of Bloom’s Taxonomy addressed.</p> <p>In science, students create and interpret graphs from data collected during lab experiments; students solve math problems involving application of science principles and concepts; students plan and conduct experiments to test claims and hypotheses; students create models to explain and synthesize concepts; students construct, evaluate and revise claims based on data; students design solutions to engineering problems and create working models to test their solutions; students design solutions to societal problems such as impacts on the environment; students analyze scenarios or case studies in human physiology and hypothesize causes and solutions.</p> <p>In social studies, group projects work well for students to illustrate different common core skills of listening, speaking, and understanding their peers through participating in research, reading, writing and working together as a team. Working as a team helps students to synthesize their knowledge in a concise manner. History</p> | <p>Student 4 C’s Survey</p> <ul style="list-style-type: none"> <li>● Course Syllabi</li> <li>● Classroom lessons and units</li> <li>● Professional Development District Calendar for RCD, NGSS, Social Science Common Assessment</li> <li>● PLC Discussion Guides</li> <li>● Spring 2017 Student Survey</li> <li>● October 2017 School Site Council Minutes</li> </ul> |
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also utilizes experiential exercises to simulate real world experiences (ie: feelings, empathy) such as French Revolution Reenactment, World War I Trench Warfare, and Assembly Line simulation, etc. History classes use a variety of instructional strategies such as oral presentations, debates, argument based writing (claim/evidence/reasoning), local government community participation project, Socratic questioning strategies and Socratic seminars, web based class discussion...

In English RCD units, ERWC modules, and PreAP/AP English courses, students are given opportunities to demonstrate understanding via a variety of products. For example, in almost all English RCD units, the summative assessment in almost all performance tasks is project-based, and students are asked to complete some of these tasks as individuals, others as part of a group. In recent years, we have increased our emphasis on assessments that demonstrate mastery of standards and also mimic real-world skills. Some examples include: poetry portfolios, storyboards, mock interviews, an anti-bullying unit that concludes with a student-led mock school board presentation.

In Marketing, the Student Store provides a way for the students to demonstrate problem solving skills. Every day they are confronted by a myriad of customer challenges that require application of student knowledge learned in the classroom. Accounting requires higher level thinking as the application of the entire accounting cycle is done with a project based simulation. Computer Applications does much the same thing as each lesson requires the students to apply previous knowledge to an entire simulation. Computer Literacy applies the knowledge they gain in each unit to a final project, a simulated vacation. Budgeting, planning various costs, mileage, booking hotels and airlines are all covered individually. They are all put together in one larger project. The final product culminates in a PowerPoint of their trip.

At Career Development Events (CDE) students become “experts” in a particular area of agriculture in which they must learn to problem solve, not only as an individual, but as a team. They must be able to answer “why?” to defend their placement or reason during that event. AFJROTC learn about how to wear a uniform, how to evaluate another cadet’s uniform and effective problem solving to ensure complete compliance with uniform standards. Cadets learn to accept constructive criticism.

In the Special Education Department students excel with visual type assessments or activities. Our students do struggle with text and vocabulary in comparison to general education students. We

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| <p>have to really make connections between real world visuals and social media when it comes to teaching concepts. Our students also have limited access to smart phones and internet and home computers and that is another difficulty to address: the reality of limited access. Still, we make sure our students have access to the same curriculum and skills as general education students. We have to work hard at pacing and consistently checking for understanding and review.</p> <p>World Language students investigate different Spanish speaking countries and create a powerpoint on a make-believe trip to that country. Students watch/read the news and summarize current events from Spanish-speaking countries and compare/contrast the current event with another similar event (possibly in the United States). Students read literature from different Spanish-speaking countries .</p> <p>Our World Language students also write and perform skits that emulate things that they may do or encounter in the real world. For example, ordering food in a restaurant, telling someone how to make a recipe, how to get around in a city with which they are unfamiliar, a job interview, as well as talking about themselves on topics such as their likes/dislikes, where from, their families, what they did last year, summer or week, what they are going to do in the future.</p> |  |
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**C2.5. Indicator:** Students use technology to support their learning.

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

| Findings  | Supporting Evidence   |
|---|---|
| <p>Our departments and individual course curriculums use a variety of student driven activities that emphasize technology. The challenge is to continue to develop and utilize tech focused activities that increase both student learning and achievement as well as student college and career readiness. Our goal is also for these activities to emphasize student skill development of the 4 Cs plus real world application.</p> <p>Powerpoint projects in the World Languages department include a Spanish 3 Powerpoint about a trip to a foreign country including activities one would want to do there. The students must show that they have learned the rules for using the preterite and imperfect past tenses in Spanish. The students use the Internet to research the country they have chosen and include pictures of real places from the country along with real activities that they could do in those places.</p> | <ul style="list-style-type: none"> <li>● World Languages projects: PowerPoints</li> <li>● Internet Research</li> <li>● ELA Research Projects plus student resumes and cover letters</li> <li>● Research for debate topics and media bias in Social Science</li> <li>● Geo Sketchpad and Desmos.Com in Math classes</li> </ul> |

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Students also research using the Internet to complete forms about either a telenovela, a news broadcast in Spanish, a song in Spanish, or listen to a podcast in Spanish. They listen to the item that they need to hear for that week and answer comprehension questions about it in Spanish.

Spanish 4 students respond to articles or have conversations using voice recording technologies. They record themselves and email the recording to the teacher who then listens to what they have said and makes comments on student areas for strength and for growth. In a variety of daily classroom activities, students of all levels in our World Languages classes listen to and respond to native speakers. They have to listen to and process what is being said by the native speaker and then respond or act accordingly.

There are numerous research projects used in English classes. Freshman complete a Video Powerpoint, while sophomores create a Powerpoint case study on the Holocaust after reading the novel Night. Sophomore English students also create a movie to illustrate the theme of a story read in class. Juniors type cover letters and resumes, while Seniors research a career; type their precis plus use the library for research for their persuasive essays and their persuasive speeches. Also the library and career center are used for (juniors) SBAC testing. We also use the computer to perfect their MLA skills.

In Social Science, students use technology to research, write, create PowerPoints, etc. This use of technology allows work to be student driven and provides students with the opportunity to think critically and creatively. For example, in Human Rights, students went to the computer lab to research the crisis in Syria. Students had to respond to the prompt: "Should the United States intervene in Syria?" Students researched information regarding the crisis and pros and cons of the U.S. intervening in Syria. Then, students chose a side and write an argument for or against the U.S. intervention in the crisis in Syria. This provides students with real-world application of knowledge in a way that requires both critical and creative thinking. Assignments similar to this (research, take a position, write an argument) are done in a variety of history classes.

Students also research different websites in Government for media bias such as bias on emphasis, bias in headlines, bias through placement, etc. Teaching students the skills to detect media bias while teaching media literacy.

Each math classroom has a complete set of laptops that students are

- Schoology
- Aerobics, the Internet, and Student routines
- Online simulations in science
- TED talks in Special Education
- Internet sites for World Language translations, vocabulary and additional student practice

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able to use to access the curriculum and other resources. All courses have an online component to the textbook that is available for students/teachers to use. Students use several types of calculators to help complete problems (AP Statistics uses them to graph data and do calculations quickly so that they can focus on answering questions using those calculations about the data) Geo Sketchpad and Desmos.com are used in different classrooms so that students can visualize the math. Desmos has “Polygraph” activities that pair students electronically in the room. One partner selects a graph that the other partner tries to guess through yes/no questions using academic vocabulary. Graphing calculators are another tool to develop a deeper understanding of math concepts through multiple subjects (e.g. Algebra 2, Geometry, pre-calculus, AP Calculus AB and BC, etc.). Another way that electronic samples are collected is through Schoology, where instantaneous submissions can be graded to provide immediate feedback.

For Physical Education, in Aerobics, students use the internet to research step patterns in order to create and lead a step aerobics routine. They also put these routines to music and are filmed. Aerobics also uses Youtube “how to videos” to teach students dance steps and workout routines. We use Just Dance on the Wii for our dance unit. It allows for students to compete with the remotes while the rest of the class participates without remotes. After each song we give four more students the opportunity to use the remotes.

Science students work with online simulations to explore concepts that are hard to explain (atomic structure, molecular structure, diffusion process, effects of gravity on orbits, seismic waves, etc.); create multimedia presentations (PowerPoint) about concepts and projects; use probeware (electronic sensors) to make measurements in the lab (temperature, motion, pH, etc.); create graphs in Excel or on calculators; write lab reports in Word; researching current events, data, element properties, cell information, etc. online; looking up student grades on Aeries; submission of homework by email or on learning management systems such as WebAssign; engineering students design projects using 3D design software and simulation software; student response systems (clickers) for immediate feedback

For Special Education, in MOD English, TED (Technology, Entertainment and Design) TX is used to demonstrate various styles of presentation. They also learn about ideas and practices of different cultures. Students are to summarize after each presentation. In MOD History, videos of current events are used to help reinforce concepts. In MOD Math, district adopted curriculum (Carnegie Learning) is used to reinforce learning. Khan academy is also available for students to build and practice skills.

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| <p>World Language students use wordreference.com as a dictionary to find the correct translation for the words they are looking for. This includes new technology terms and different vocabulary based on different locations. Students use classzone.com to assist with student learning. Classzone includes flashcards, practice quizzes, conjugation practice, practice games, extra practice activities, and tutorials. Students use authentic materials such as tv shows, podcasts, news broadcasts, and songs to practice what they have learned. Some tv shows include interactive activities and with others students complete written activities. Students listen to podcasts from the Internet and answer comprehension questions. Teacher uses the projector to show cultural pictures (for example- art, famous monuments, famous people) and cultural videos to answer questions and/or have class discussions.</p> |  |
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**C2.6. Indicator:** Students use a variety of materials and resources beyond the textbook.

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

| Findings   | Supporting Evidence  |
|--|--|
| <p>As discussed in the prior prompt, our students have experience with a variety of learning activities utilizing technology. This also applies to non-technological learning activities and strategies beyond the textbook. The challenge remains to implement activities that challenge and develop higher level thinking in our students. In CTE, Agriculture education is based on a three ring model; classroom, SAE and FFA. Each of the rings are interlocking and support each other. Students learn the basics of a topic in the classroom. Students can then take that knowledge and apply it to their SAE project. Students utilize the AET for all recording keeping and must manage their own money for their SAE project. FFA teaches leadership skills including public speaking, team building, and critical thinking. These rings all support student learning about real world skills they will use in the workforce. These 3 rings teach students entrepreneurship skills and 21st century skills. AFJROTC teaches cadets that the corps offers leadership opportunities where cadets are encouraged to create, initiate, and execute plans and projects in a cadet-run fashion. Examples include; military ball, softball team, and community service projects.</p> <p>CTE is mostly project based learning. Computer Literacy, Accounting, Computer Applications are all project based. CTE is a 'do' subject. Merchandise Marketing applies first year marketing</p> | <ul style="list-style-type: none"> <li>● Agricultural Science Three Ring Model</li> <li>● FFA and JROTC Real World Applications</li> <li>● Student Store</li> <li>● Project Based and Real World Focused</li> <li>● Internet Research and Guest Speakers in ELA Classrooms</li> <li>● SHEG and other social studies websites</li> <li>● UC Davis History Project and Great Valley Writing Project</li> <li>● Desmos and other online resources in Math</li> <li>● Communication and</li> </ul> |



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| <p>and second year by running the Student Store. Students apply everything they learn in a real-life situation. They keep track of profit and loss, deal with labor problems and order merchandise just to name a few things. Of course the Foods and Nutrition class is all project based. They apply what they learn to “finished” meals. The Child Development classes also have the real life baby simulation. Students actually carry a “real” baby around them for a period of time. How the baby is taken care of is recorded on a chip in the “baby” itself.</p> <p>Many ELA classes use paired informational texts to illuminate ideas from novels and enable discussion among classmates. Students access information from various websites regarding the Holocaust that help to demonstrate various issues that are covered in the reading of “Night” in class. In addition, a speaker on Jewish culture gives a presentation to students, which helps to illustrate the various traditions mentioned in the novel. Students have the opportunity to ask questions of the speaker which provides an exchange of information.</p> <p>History students use primary sources from the Stanford History Education group (SHEG), NARA, Library of Congress (L.O.C.), Gilder Lehrman, Teachers Curriculum Institute, the DBQ Project resources for documents and content that facilitate inquiry-based instruction. Teachers have also acquired materials from the U.C. Davis History Project and the Great Valley Writing Project for teaching historical literacy skills as well as CCSS reading and writing skills.</p> <p>Students also use a variety of news websites (ie: Bloomberg, CNN 10, Business Insider, etc.) governmental websites and videos such as Crash Course, Ted Talks, Khan Academy, and a variety of other YouTube channels. Teachers also use Flocabulary as a resource in classes.</p> <p>In math, students use the online program Desmos. On Desmos, students analyze graphs and functions with the aid of the computer. They use interactive lessons to further engage in math concepts. They can manipulate the graphs to get a deeper understanding of transformations and functions by using a slider to change the graph and compare equations. Similar to Desmos, many Geometry students explore mathematics through Geometer’s Sketchpad computer software. Through Sketchpad, students can investigate geometric figures and their properties and explore theorems.</p> <p>Online resources such as video tutorials are available through Algeomulus Prep Academy, Khan Academy, Desmos, Schoology,</p> | <p>Collaboration in PE classes</p> <ul style="list-style-type: none"> <li>● Real World and Online research in Science classes and SEA</li> <li>● Career online research in Special Education</li> <li>● Online and text resources in World Language</li> </ul> |
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| <p>and the adopted publisher's textbooks.</p> <p>Tools: Graphing Calculators, Compasses, Protractors, Geometer's Sketchpad, Rulers, Meter sticks, Tracing paper and timers.</p> <p>The math department is deeply involved with Rigorous Curriculum Design which is currently being developed. The outcome will be benchmark assessments and curriculum aligned to state standards.</p> <p>Physical education students use a lot of teamwork and cooperative learning in our classes, especially in our team sports units such as softball, football, basketball, soccer, and volleyball. Teamwork and cooperative learning are important real world applications . You have to be able to work well with others to achieve a common goal.</p> <p>The subjects of many science labs are drawn from the real world; students use models, technology, TED Talks, Khan Academy, NOAA, NOVA, UC support materials, Chem Matters magazine, National Geographic, Kahoot, Poll Everywhere, TUSD library databases, etc. to study science principles and concepts; engineering students design problems modeled after real world problems</p> <p>Special Education students have access to student computers. CACareer.Net is used to allow students to research vocational interests in areas of possible career paths. Presentations on YouTube are used to reinforce classroom concepts and procedure.</p> <p>World Language students use wordreference.com as a dictionary to find the correct translation for the words they are looking for. This includes new technology terms and different vocabulary based on different locations. Students use classzone.com to assist with student learning. Classzone includes flashcards, practice quizzes, conjugation practice, practice games, extra practice activities, and tutorials. Students use authentic materials such as tv shows, podcasts, news broadcasts, and songs to practice what they have learned. Some tv shows include interactive activities with others students and then complete written activities. Students listen to podcasts from the Internet and answer comprehension questions. In addition to the textbook, Spanish 4 A.P. uses the book 5 Steps to a 5, AP Spanish Language and Culture (Dennis Lavoie) to prepare for the AP Spanish Language and Culture Exam. Students often write, memorize, and perform skits that would be similar to a real world experience.</p> |  |
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### Real World Experiences

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

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

| Findings  | Supporting Evidence  |
|---|--|
| <p>With the recent transition to the California Common Core State Standards and increase in emphasis on 21st Century college and career readiness, we recognize the need to increase our students access to real world career preparation activities and experiences. This as an area for growth for us though we feel we have several effective activities in place. In the Spring 2017 student survey, 60 percent of those surveyed felt that West High School offered career readiness opportunities that pertain to their interests. With new programs such as JROTC, new courses such as Foods and Nutrition II and a commitment to two college visits for all 9th graders, we feel we are taking positive steps forward.</p> <p>The Career Center is open to students during both lunches and one hour after school. The Career Center provides 37 computers to assist students with research on colleges, scholarships, FAFSA, career aptitude programs, and job searches. Students are invited to attend College Presentations and Financial Aid workshops throughout the Fall and additional college and career presentations in the Spring each year. Students are also invited to participate in the ASVAB testing twice per year. Military Branches make periodic visits to the Career Center. Access to local labor union career opportunities are also provided. Career Center news and information is distributed on the West High website, student bulletin as required, and to participating students signed up for the Remind App.</p> <p>West High School participates in the Hire Me First program sponsored by the Tracy Chamber of Commerce and San Joaquin County WorkNet. This program is open to juniors and seniors. Students enrolled in the program participate in a Job Readiness Workshop that teaches students how to build a resume, cover letter, and how to dress and participate in an interview. Students also participate in mock interviews, a two day event where students meet with local Tracy Chamber of Commerce employers, where they have the opportunity to experience what an interview is like and get feedback from the employer helping to guide the student to work on specific areas that may benefit them in future job searches and</p> | <ul style="list-style-type: none"> <li>● Spring 2017 Student Survey</li> <li>● JROTC and Foods and Nutrition II Course Syllabi</li> <li>● 9th grade College Visits</li> <li>● Career Center Informational Flyers</li> <li>● ASVAB Testing</li> <li>● Hire Me First</li> <li>● Tracy Chamber of Commerce Job Shadowing</li> <li>● SEA Job Shadowing Student Responses</li> <li>● Community Service Block W's</li> <li>● Remind App.</li> <li>● World Languages</li> </ul> |

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interviews. Lastly, students are invited to participate in an 8 hour job shadow or 30 hour internships with participating Tracy Chamber of Commerce employers. Upon completion of these three basic components, and a few other job related skill practices, students can receive a Certificate of Completion in the Hire Me First Program to add to their resume. This program continues to grow each year and this year we added Student Store students, Ag Science students, and some Junior English classes. Finally, all SEA seniors participate in one day of job shadowing as a requirement for SEA graduation and to provide an experience related to the Engineering field. Students answer a number of real world questions in relation to their job shadowing experience.

The Career Center works with local nonprofit agencies to advertise volunteer opportunities in the Tracy Community. The Tracy Breakfast Lions Club sponsors the Block W Community Service program that allows students in grades 9-12 to earn their Block W letter if they perform 100 hours of approved community service each year. Students can earn a pin for each year after earning the Block W letter if they continue to do 100 hours of community service each year.

Employers within the community will contact the Career Center with local job opportunities which are posted and advertised in the student bulletin and the Remind App for participating students. Work permits are processed by Career Center staff in conjunction with the Work Experience faculty.

All of these programs successfully provide a bridge to postsecondary options.

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

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).**

#### **Summary (including comments about the critical learner needs)**

In summarizing our self-study of Instruction, the wide variety of student activities and opportunities for learning stands out in preparation for post secondary college and careers. Our commitment to our Schoolwide Learner Outcomes or 4 Cs also demonstrates the diverse range of offerings and activities in our core subjects, visual and performing arts and career tech courses. This has helped us find common ground across departments; something that we have been able to analyze and discuss further in our department focused PLC's beginning with the 2017-18 school-year. Our PLC cycles and discussion guides are organized in such a way that department members come together for conversations regarding a

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common method of assessment for their students while still having the option to keep the topic or area of study different. Finally, our PLC discussion guides highlight student activities and teacher conversations about higher level quadrant C and D activities, real world applications and the 4 Cs. The above examples show a most direct connection to student Critical Learning Need #3 and our focus on increasing the proficiency and student application of the 4 Cs in preparation for their post high school college and/or career focus. However, our SBAC scores and students successfully meeting A-G requirements (Critical Learner Need #1) certainly represent areas of concern when it comes to classroom instruction and actual student performance. We are very hopeful that our plans in place for our PLCs and schoolwide connections to our 4 Cs plus our site and District Commitment to the Relationships, Relevance and Rigor model will lead to student improved achievement in these areas.

### Prioritize the strengths and areas for growth for Category C.

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

##### Focus on higher level thinking across all curriculum

1. Our departments and courses apply specific knowledge in different and multiple ways that challenge our students. The 4 Cs are emphasized and integrated into our course instruction and student engagement as are formative and summative assessment activities.
2. RCD Units for ELA and Math have built in projects and real world application.
3. Elective courses such as journalism, Human Rights, Foods and Nutrition II... connect students with local professionals to learn “tricks of the trade” and support and build career awareness and skills.
4. Claim-Evidence-Reasoning is used in ELA, Science, and Social Sciences demonstrating continuity of ideas and cross-curricular learning
5. Lots of Powerpoint and online projects and internet research being done by our students both as teams and individually
6. Teachers are increasing student learning and activities through technology resources available to us. Departments throughout the school are utilizing technology and multimedia resources. There is a school-wide variety of projects and activities that use technology to support student learning. There are a variety of online resources being used in class and outside of class.
7. Students use a variety of materials and resources beyond the textbook utilizing technology as well as other sources including: primary and secondary sources, curriculum focused and real world articles, on hands activities and labs...
8. The Summer Bridge Program is a District and site collaborative effort addresses at risk 9th graders and increase their achievement and success
9. A wide range of Special Education courses and services are offered to our students and their parents.

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

1. Continue to align instruction to our SLO's (4 Cs). Analyze PLCs and Discussion Guides for Quadrant C and D activities as well as student achievement. Through collaborative discussions in our PLCs, we need to revise them as needed.
2. Staff needs more professional development training in how to use technology more effectively. Teachers need to infuse the technology schoolwide to help students gain the skills they need to succeed and be college and/or career ready. We also need more computer access across courses. Not enough computers and labs available for student use. Specifically, Limited computer and

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internet access at school and at home for our SPED students-must have equal access to curriculum and skills as gen ed.

3. Possible use of agendas schoolwide for ALL classes-where they are taught how to use them to assist with time management

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| <b>WASC Focus on Learning: D<br/>Assessment and Accountability</b> |
| <b>Focus Group Leaders: Melinda Stewart, Shauna Rodgers</b>        |

| <b>Name</b>        | <b>Department</b>  | <b>Position</b>         |
|--------------------|--------------------|-------------------------|
| Steve Anastasio    | Physical Education | Teacher                 |
| Cindy Bliss        | CTE                | Teacher                 |
| Ellen Borders      | English            | Teacher                 |
| Brandon Castor     | Social Science     | Teacher                 |
| Dante Dell A'ringa | English            | Teacher                 |
| Karen Evans        | Math               | Teacher                 |
| Perry Farrens      | Math               | Teacher                 |
| Idi Gaines         | Counseling         | Counselor               |
| Fred Graff         | Science            | Teacher                 |
| Earl Harper        | CTE                | Teacher                 |
| Laura Henriquez    | World Language     | Teacher                 |
| Robert James       | Math               | Teacher, AP Coordinator |
| Theresa James      | Math               | Teacher                 |
| Susie Kim          | VPA                | Teacher                 |
| Manuel Lopez       | Special Education  | Teacher                 |
| Abby Ludwig        | English            | Teacher                 |

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| Scott Mizuno     | Math               | Teacher                                    |
| Randy Moehnke    | Science            | Teacher, Space and Engineering Coordinator |
| Chris Myers      | Physical Education | Teachers                                   |
| Catalina Olivera | World Language     | Teacher                                    |
| Bria Pagliaro    | Science            | Teacher                                    |
| Steve Rascano    | VPA                | Teacher                                    |
| Luis Solorio     | CTE                | Teacher                                    |
| Kim Stewart      | Science            | Teachers                                   |
| Steven Wichman   | Math               | Teacher                                    |

## Category D: Standards-based Student Learning: Assessment and Accountability

Based on the criteria in each category:

1. Review what currently exists based on the ACS WASC/CDE criteria and indicators. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below the correlated ACS WASC/CDE criteria.
2. Evaluate the current program's effectiveness based on the ACS WASC/CDE criteria and indicators. Use the analytical prompts to summarize the findings and evidence.

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

3. Support responses with analyzed, observable evidence. (See the list of areas to analyze and examine.)

Note: Observable evidence includes a) examination of student work, b) observations of students engaged in learning and other aspects of the school program, c) student interviews, d) examination of hard data and information, and e) other observations/ interviews/discussions.

4. The responses that include *findings and evidence* for each criterion within Categories A–E will form the basis of Chapter IV of the Self-Study report.

At the end of each category, provide an overall summary that includes comments about the school's ability to address one or more of the identified critical learner needs

Develop a list of aligned strengths and growth areas for each category of ACS WASC/CDE criteria (Categories A–E).

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### D1. Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

#### Indicators with Prompts

##### Professionally Acceptable Assessment Process

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

**D1.1. Prompt:** *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data*



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*for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

| Findings   | Supporting Evidence   |
|--|---|
| <p>West High School follows the recommendation of the California Department of Education Content Standards, Common Core State Standards, and Curriculum Frameworks, which encourages the utilization of frequent formative assessments in the classroom, designed and created by the classroom teacher to continuously monitor student progress toward the essential learning outcomes.</p> <p>CAASPP or SBAC scores are provided to the District and then to our site administration team. Since its inception in 2014/15, SBAC scores are annually shared and discussed as a whole faculty on an early release Monday faculty meeting during the early part of the school-year. Though only in place for three years, SBAC scores for our students have declined each year with the most significant decline in students scores seen in the most recent results for the 2016/17 school-year. In response, we have made a commitment to department and subject specific PLCs with an emphasis on measuring student learning through common assessments. We are also working with the TUSD supported Relationships, Relevance and Rigor model and the idea of increasing student achievement through an emphasis on higher level (Quadrant C and D) lessons and student activities.</p> <p>Teachers use a variety of summative assessments. Science students write lab reports. Engineering and Physics students design and build projects such as catapults, towers, and rockets, that are evaluated on how well they perform in testing. Chemistry students create pop-up books or brochures. English students create storyboards, powerpoints, and presentations to demonstrate their understanding of a unit. Math students create video tutorials of specific math concepts; the best ones are uploaded to a department-created website called AlgeoMulus Prep Academy. Space &amp; Engineering Academy seniors do a senior service project to benefit a community organization and demonstrate their engineering skills.</p> | <ul style="list-style-type: none"> <li>● CAASPP and SBAC scores</li> <li>● PLC Discussion Guides</li> <li>● The Three R's Model</li> <li>● Individual Course Student Formative and Summative Assessments</li> <li>● Student Created Video Tutorials in Math through AlgeoMulus Prep Academy <b>See Appendix PP</b></li> <li>● RCD Pre/Post Assessments <b>See Appendix QQ</b></li> <li>● Benchmark Exams</li> <li>● Real World Fitness Assessments in PE</li> <li>● RCD and Common Core Alignment in ELA</li> <li>● ERWC and College Readiness</li> </ul> |

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| <p>Common assessments are used throughout West High. The Math and Science departments both have common end-of-course exams. English and Math RCD units have pre and post assessments that are used by all classes. Social Science has quarterly common assessments and has been working with the UC Davis History Project since last spring to design the assessments. They are currently working in PLC groups by subject matter and designing formative assessments with common rubrics to discuss student learning and achievement to prepare them for the quarterly, common, summative assessments.</p> <p>The PE department works with its students to connect fitness assessments with a life-long-learning skill of measuring the VO2 max. Standard based assessment (i.e Mile fitness run) is an easy way to demonstrate to students what their actual level of fitness is.</p> <p>With the important shift from a focus on literature-only to including more expository text, outlined by the California Common Core, the English Department has increased their use of critical reading strategies by incorporating the use of Articles of the Week and AVID Weekly articles. By focusing on close reading strategies and text-dependent questioning, the English curriculum has substantially changed to more accurately align with CAASPP and the Early Assessment/CSU Readiness Exam. Students are beginning to see the importance of this shift, as indicated by the expansion of our Expository Reading and Writing Course (based on student course selection), from two fully-enrolled sections to four this year.</p> |  |
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### Monitoring and Reporting Student Progress

**D1.2. Indicator:** The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**D1.2. Prompt:** *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

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| Findings   | Supporting Evidence  |
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| <p>Annually, data is collected for West High students in a variety of demographic categories. That information is organized on our Single Plan for Student Achievement (SPSA) and presented to and reviewed by various groups of community stakeholders including: TUSD School Board and Cabinet, School Site Council etc. This information is shared at the site in staff and department level meetings.</p> <p>The principal writes an annual SARC (Student Accountability Report Card) which is posted on the district and school website. It contains data regarding enrollment, suspensions, class size, professional development, program improvement status, disaggregated test scores, school safety, financial information, and more.</p> <p>Tracy Unified School District uses Aeries for grades and attendance. Parents, students, teachers, counselors, and staff can monitor student progress on a daily basis through Aeries. Progress monitoring includes viewing of: student attendance, class schedules, progress reports, quarter grades, current performance in classes, and graduation status. Teachers update the grade book biweekly. Parents and students can easily view missed assignments and grades for early intervention and conferencing with teachers. Teachers can see how their students are doing in other classes to see if there are patterns in student performance and discuss strategies with other teachers. Counselors can identify students who are not on track to graduate early enough to intervene. They also use it to evaluate and discuss graduation status with parents, students and teachers. Counselors use it to allow for adequate course requests and placement.</p> <p>Assistant Principals and special program leaders can use the information at parent-student meetings to focus the discussion on effective strategies to improve student performance.</p> <p>Many parents utilize the Aeries Parent Link system as a means of checking their son or daughter's grades on a frequent basis.</p> | <ul style="list-style-type: none"> <li>● RCD Unit Pre/Post Assessments</li> <li>● 2017 SARC in <b>Appendix RR</b></li> <li>● Aeries</li> <li>● Progress Reports</li> <li>● Parent Conferences</li> <li>● Four-year plans</li> <li>● SBAC scores</li> <li>● PSAT/SAT/ACT scores</li> <li>● AP scores</li> <li>● Committee sign-in sheets, agenda and meeting minutes</li> <li>● SARC Report</li> <li>● School website</li> <li>● Parent-Teacher Conferences</li> <li>● Aeries</li> <li>● Ind. Teacher's Website</li> <li>● Schoology</li> <li>● Parent/Guardian's emails</li> </ul> |

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Students also routinely access their own grades and records via the mobile app that is available. It enables them to follow-up with teachers or check their status in a class in real-time.

Each year, West High School generates a Single Plan for Student Achievement or school plan which is comprised of our goals, educational perspectives, school vision and mission, schoolwide learner outcomes, academic progress, standardized test results, and school climate. The report is presented to the School Board and made public for parents and community members. Student representatives report monthly at the board meetings about “What’s Happening” at WHS. In addition, WHS annually presents about special successes at the Board Meeting. Our School Site Council, students and staff have all been active participants in our self-study through input regarding our Vision, Mission, and SLO’s, activities focusing on the 4 Cs, surveys etc. In May 2017, the entire student body responded to a prompt regarding areas of strength and growth here at West High School. That same month, 56 percent of surveyed students felt their opinion had been sought in the development of the Mission, Vision, Schoolwide Learner Outcomes.

Each year a list of honor roll students and senior graduates are sent to the county office and local newspapers. A school profile, which contains advanced academic course listings, percentage of students going to specific college institutions, graduation rates, and student/city demographics, is updated each year and placed on the website as well as distributed to requesting agencies.

The “Annual School Report” compiles information from WHS and is distributed to the County Office to make public each year. The report card lists information about performance, staff and students, and parent/community involvement.

West High School utilizes a six-week progress report cycle which is designed to keep parents and students informed of their progress on a regular basis. Semester grades for all students are delivered to students homes in January and May. The first quarter report card is distributed during parent conferences in which parents are able to speak directly with their student’s teachers. In addition, parents are able to login to Aeries to access their student’s academics, attendance,

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

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| <p>discipline, and to contact teachers.</p> <p>During the 2016-17 school-year, a group of parents formed a Parent Teacher Student Association (PTSA) for the first time at West. The group will have its first meeting in October for the 2017-18 school-year. This represents an exciting development but also a challenge to maintain moving forward.</p> <p>The West High Counselors visit classrooms at every grade level and speak to the students in regards to graduation, post secondary options, and review of academic progress through transcripts. Annually, the West High Counseling Department hosts a Scholarship Night in which students are recognized for receiving monetary scholarships from local community organizations. The information is also shared in the newspaper.</p> <p>Students in Space &amp; Engineering and AVID prepare and follow four year plans that keep them on track to prepare for college and careers. Four year plans are reviewed on a routine basis and changed, if necessary.</p> <p>Mock interviews are held yearly in conjunction with “Hire Me First” and Tracy Chamber of Commerce to help prepare students to enter the workforce. Local business leaders come to WHS each year to review resumes and do mock interviews with students and provide them with detailed feedback.</p> <p>Parents are kept informed of student progress and achievement through PIQE, Counselor Coffee, College Information Nights and AVID parent nights. Collegebound informs parents and students of expectations. An active school site council meets monthly and makes monetary decisions based on achievements and assessments.</p> <p>Board members, parents and community members are kept informed of West High School state test performance and trend data during monthly board meetings. This information is communicated at our site and discussed with the entire faculty during Early Release Mondays and smaller groups of faculty during PLC meetings. Teachers and administrators present to the TUSD school board yearly regarding school culture, programs and test scores.</p> |  |
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## Monitoring of Student Growth

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

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

| Findings  | Supporting Evidence  |
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| <p>All relevant stakeholders can monitor student progress in Aeries, the school's database. Data includes grades, transcripts, performance in individual classes, progress toward completion of high school graduation requirements, and progress toward completion of UC A-G college entrance requirements.</p> <p>Parents and students access grades and performance in individual classes through Parent Link, their portal to Aeries. Counselors monitor student progress toward graduation requirements and A-G college entrance requirements. Teachers assess progress of students in individual classes and record that data in their Aeries gradebooks.</p> <p>There are efforts underway to make CAASPP more available to teachers through the district's testing database, IO Education (formerly EADMS). However, this is an area that needs to be addressed further in the future.</p> <p>Parent communication is facilitated through several different events. Parents are encouraged to attend Back-to-School Night and in the fall, AVID has parent meetings at the beginning of the school year, Parent Conferences in October, and Open House in the spring. All events are held as an avenue to communicate with parents the proficiency standards necessary for mastery of each discipline. In addition, parents</p> | <ul style="list-style-type: none"> <li>• Aeries and Parent Link<br/>See Appendix SS</li> <li>• Back to School Night, Parent/Teacher Conferences</li> <li>• AVID Weekly Grade Checks</li> <li>• Committee sign-in sheet, agenda, meeting minutes</li> <li>• DELAC and PTSA</li> <li>• IEP's</li> <li>• SBAC ELA and Mathematics Scores</li> <li>• Three R's Model, PLC Discussion Guides</li> <li>• CTE and A-G</li> <li>• AVID and SEA</li> <li>• ASVAB for SEA</li> </ul> |

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| <p>are able to access their child's teachers through links and information found on the school's website and their Parent Portal. Special Programs Night in the Fall semester offers an introduction to West High School for our 8th grade parents.</p> <p>Students who participate in AVID are also responsible for communicating their progress in all classes through weekly Hard copy grade checks that all teachers complete and parents sign before returning to the AVID teachers.</p> <p>For parent and community members who are interested in more extensive participation in monitoring student achievement and progress toward standards mastery, there are several committees with parent participation opportunities, including School Site Council, ELAC, and various other groups. The Parent Teacher Student Association is in its 2nd year after forming during the 2016-17 school-year.</p> <p>For special needs students, Federal Law requires that we adhere to the need for regular meetings to include parents, staff, and other stakeholders to communicate and monitor Special Education student progress, as well as proper implementation of the necessary modifications.</p> <p>In the spring, all 11th grade students are required to take the SBAC in both English and Mathematics. SBAC ELA scores for both the 2015 and 2016 were well above the state average but declined significantly on the 2017 exam as noted in Chapters One and Two. Math scores were slightly below the state average in 2015 and 2016 and more so in 2017. Increasing student achievement on the SBAC is one of our Preliminary Critical Learning needs as noted in Chapter Two. We have also implemented the Relationships, Relevance and Rigor model for the 2017-18 school-year and completely shifted our PLC's to department and subject specific focused with an emphasis on common student assessment.</p> <p>Most all the CTE classes meet the A-G requirements providing a myriad of electives thus creating students prepared to meet college and career readiness standards. Both Agriculture and AFJROTC strongly work towards college and career readiness. CTE prepares students to enter college</p> | <p>students</p> <ul style="list-style-type: none"> <li>● RCD for ELA and Math</li> <li>● PLC Discussion Guides</li> <li>● The 4 Cs in Science Courses</li> <li>● Formative Assessments</li> <li>● activities in Social Science</li> <li>● District Standards for VPA</li> </ul> |
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## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

through agriscience courses which meet a “D” lab requirement. All CTE courses prepare students for career readiness by teaching them skills employers want them to know including the soft skills such as writing a resume, to the industry specific skills such as drill in AFJROTC. AFJROTC students learn how to correctly wear a uniform, which is a skill needed in multiple careers. All CTE students learn the importance to working within societal norms and to meet business/employer expectations.

AVID and Space and Engineering small learning communities create a four year plan which is utilized beginning with Freshmen year. Space and Engineering Academy checks student progress yearly. Avid updates progress plans twice a year.

In English every grade level incorporates a college readiness assessment for our RCD units. Included are PSAT test taking for juniors, career research for seniors, ASVAB is required for Space and Engineering students and offered for juniors and seniors. We are working toward common department rubric and assessment. In English 3 and 4 AP, teachers utilize the College Board AP rubrics. RCD units have general rubrics for scoring diagnostic and formative assessments. Teachers use RubricStar.com to create rubrics that are more specific to assignment needs. As a department we are beginning to create and integrate “The 4C’s” or Schoolwide Learner Outcomes into our curriculum.

As a district-wide math department, we are currently in the beginning stages of developing and implementing unit post assessments, including common grading system for those assessments. These are for Algebra 1, Geometry, and Algebra 2 (including Pre-AP classes) through the Rigorous Curriculum Design (RCD) process. Eventually a common end of course exam will come from the process as well. Through the PLC process, groups of math teachers are working together to discuss student’s learning and ways to improve lessons in order to improve student learning. These groups are also creating and giving common quizzes, module, and unit tests. As a department we are continually working on proper student placement in order to maximize student success and progress towards more college- and career-ready courses.



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In science, some teachers and students break big projects down into smaller sub-goals or checkpoints to measure progress toward the main goal. Teachers use a variety of formative and summative assessments to monitor student progress toward meeting standards, including rubrics, quizzes, tests, checking for understanding, projects, lab reports, lab practicals, and pretests/posttests. For the SLO on Communication, students make presentations in class, they work in structured groups, they answer questions in active listening pairs, they write reports, they take notes, they make claims and support them with evidence and reasoning, and they ask and answer questions. For the SLO on Collaboration, students do think-pair-shares, they do group projects, and they work in groups on labs. For the SLO on Critical Thinking, students design lab experiments, they solve problems using real-world data, they ask high-level questions, the design projects to solve real-world problems, they use information from multiple sources to solve problems, and they write scientific lab reports. For the SLO on Creativity, students do models and projects and then redesign to improve them, they design lab experiments, they design solutions to problems within specific constraints, and they do error analysis on lab results. In some science classes, students perform error analysis on tests to demonstrate a new understanding of concepts.

Our social science teachers evaluate the process that students make through formative and summative assessments. This is done by having their students read, write and present information, and take formal evaluations. In our department teachers have the autonomy to grade and create their own assessments. Some examples include: writing to learn activities, exit tickets, end of unit exams, cumulative projects, oral presentations, PowerPoint reports, socratic question strategies (designed to elicit high level thinking), and essays. Embedded within these various assessments are the goals of preparing students for college and careers readiness as well as the skills of communication, collaboration, critical thinking and creativity, as part of the schoolwide learner outcomes.

The Visual and Performing Arts curriculum has been created and is evaluated based on rubrics derived from the California VPA State Frameworks. The VPA department have also

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

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| <p>adopted a district wide assessment system that gathers students' growth in acquisition of art and creative concept, language of art, and production processes in individual class/course. All fine art classes fulfill the A-G requirements for college readiness. We utilize common assignments and assessments to assess student growth and to ensure equality of education across the district. Students are taught how to audition and some audition as a part of the class curriculum. Students are presented with opportunities to audition outside the classroom as well.</p> |  |
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**D1.3. Additional Online Instruction Prompts:** *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

*Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.*

*Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.*

| Findings  | Supporting Evidence  |
|---|--|
| <p>West High School only uses the Cyber High online learning environment for credit recovery courses. The course (four periods in total) is organized and staffed by a certificated teacher in one of our computer lab classrooms. All student computers in these classrooms have internet access and full access to the Cyber High curriculum.</p> | <ul style="list-style-type: none"> <li>• Cyber High</li> </ul> |

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

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

**Online Programs: iNACOL Standard L: Assessment of Student Performance:** A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

## Indicators with Prompts

### Appropriate Assessment Strategies

**D2.1. Indicator:** Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

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

| Findings   | Supporting Evidence   |
|--|---|
| <p>Teachers use formative assessment within their classrooms on a daily basis. This includes but is not limited to: entry and exit tickets, bell ringer written responses, write-arounds, cold calling or random checking for understanding, thumbs up, thumbs down, think, pair, share... Many math teachers use Schoology, a learning management system, for quizzes, homework checks, tests, and assignments. In the fall of 2017, our principal Mr. Boswell introduced a Reflection Friday to Department Chairs and then to staff. The activity asks teachers to take a few minutes during class on Friday to make real world connections between our 4 Cs or SLOs and classroom activities for the week</p> <p>Faculty are creating department-wide assessments during PLC's and data is shared with entire department. PLCs are looking at common student work and evaluating effectiveness of strategies and curriculum to improve student understanding and performance. Various departments design and share lessons. The math department is using the Houghton, Mifflin, Harcourt (HMH) math program and shares out how to use the program effectively. Throughout a given lesson with HMH, students are frequently assessed and checked for understanding by "Your Turns" either in their textbook or interactive part of the HMH. Algebra I teachers are taking part in lesson studies to determine the effectiveness of the lesson planned and to learn new teaching strategies. Social Science has worked with the UC Davis History Project to develop quarterly common assessments. PLC or department time can also be used to "anchor" the grading of subjective assignments such as speeches, presentations, essays, and projects.</p> <p>English RCD units have common assessments. Multiple assessments are available for teachers to choose from. One assessment per unit is reported to the District. However, teachers are unsure and concerned about what the district does, if anything, with the reported scores. Teachers are also</p> | <ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Teacher evaluations</li> <li>• Instructional Tours</li> <li>• Multiple Forms of Formative Assessment and Activities</li> <li>• Reflection Fridays</li> <li>• The 4 Cs</li> <li>• PLC Discussion Guides</li> <li>• Math RCD Units</li> <li>• Social Science Common Assessments</li> <li>• Algeomulus Prep Academy</li> <li>• (YouTube channel)</li> <li>• ELA RCD Common Assessments</li> <li>• Fall 2017 4 Cs Survey for Students and Staff</li> </ul> |

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| <p>unsure if they have access to the scores and information from previously reported years.</p> <p>Finally, a Fall 2017 survey regarding our 4 Cs found a difference in opinion between staff and students. Staff overwhelmingly chose critical thinking as the most important “C” moving forward while students thought creativity and communication the most vital for their progress moving forward.</p> |  |
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### Demonstration of Student Achievement

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

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

| Findings  | Supporting Evidence  |
|---|--|
| <p>All teachers are working in department focused/Home Groups PLCs for the 2017/18 school-year with an emphasis on student achievement and learning. PLC groups are using common assessments and rubrics in analyzing student work. Really rich conversations have taken place during our professional development time on early release Mondays. A PLC discussion guide template has helped shape conversation with subject matter groups looking at lessons with the Relationships, Relevance and Rigor model in mind along with our Schoolwide Learner Outcomes or 4 Cs. However, we recognize that this entire process will take time and is certainly a work in progress. Our PLCs will continue to work on streamlining each cycle and the overall process with the ultimate goal to maximize student learning and achievement.</p> <p>In English RCD units, data from the pre and post assessments are reviewed by district-created subject matter teams, and the data is used to modify and adjust the RCD units.</p> | <ul style="list-style-type: none"> <li>● PLC Discussion Guide Examples</li> <li>● RCD units and process</li> <li>● New Science curriculum and lessons</li> <li>● Common rubrics, common lessons, RCD common assessments in Math</li> <li>● Formative and Summative Science Assessments to guide new courses and NGSS</li> <li>● Social studies common assessments , and</li> </ul> |

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

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| <p>Math RCD consists of units of study per Algebra 1, Geometry, and Algebra 2. The units of study are created based on the Math Common Core State Standards which include curriculum and common interim assessments. In addition, a combination of class grades, diagnostic exams, and SBAC scores are used to aide in determining the proper math placement</p> <p>The Science department is using formative and summative assessment data to guide the development of new courses to meet NGSS standards. And many science teachers are piloting NGSS 5E 3D lessons, sharing assessment results, and using the assessment results to improve the effectiveness of the lessons and ensure that they are accessible to all students. Social Studies worked with the UC Davis History Project to develop updated common assessments for the 2017-18 school-year. Conversations about those common assessments are a significant part of social studies PLC's for the current school-year.</p> | <p>agenda minutes from UC Davis History Project meetings</p> |
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### Student Feedback

**D2.3. Indicator:** Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

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

| Findings  | Supporting Evidence   |
|---|---|
| <p>A May 2017 student survey had the following results in relation to the 4 Cs and preparation for post graduate student opportunities. According to surveyed students, 72.9%, feel that West High School adequately prepares them for post-graduate expectations. 67.5% of students use teacher assessments and feedback to adjust their learning practices. and 71 percent think their teachers use multiple types of assessment. 74 percent said that they knew their status regarding meeting A-G requirements while 83 percent felt they had the necessary information for meeting requirements for graduation. An area of concern has to do with SBAC and</p> | <ul style="list-style-type: none"> <li>● Spring 2017 Student survey results</li> <li>● Principal Senior Interviews</li> <li>● Student Programming with Counseling Staff</li> <li>● Real World Experiences in Extra</li> </ul> |

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

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| <p>other assessment data. Only 53 percent of responding students felt they had a clear idea of what the school did with this data. This response combined with our SBAC scores for 2017-18 represents an area that we need to address in our Action Plan.</p> <p>Since our last self-study through the 2016-17 school-year, the principal did exit interviews with every graduating senior to discuss their experiences at West High, teachers that made an impact on them, and their future plans. Those conversations were not directly shared with staff as a whole. The idea could be a good one to refine for the future with a more clear goal or end result developed to make the process more measurable and helpful to all stakeholders</p> <p>Students meet with their counselors during programming (early 2nd semester) to discuss their required and recommended courses for the next school-year. Counselors closely monitor students during their senior year with an emphasis on graduation status and post secondary options and possibilities. A significant number of our students meet with their counselors multiple times during the school-year and students are encouraged to stop by the counseling office and schedule an appointment to meet. Moreover, numerous college counselors visit West High throughout the school year and are available to the students to meet with and explain the expectations and necessary preparations for entrance into the specific college.</p> <p>Students participate in Mock Trial, Mock interviews, Robotics and various other “events” to prepare for career and life events.</p> <p>Physical education teachers and students consistently interact and communicate on a daily basis. Students who have concerns or questions regarding physical education standards including team competition and individual fitness and health are encouraged to express themselves within the classroom setting; key components to our schoolwide learner outcomes of communication and collaboration.</p> | <p>Curricular Activities</p> <ul style="list-style-type: none"><li>● Schoolwide Learner Outcomes in Physical Education</li><li>● 2017 Spring and Fall Student Surveys</li></ul> |
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### D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

**Online Programs: iNACOL Standard R: Program Evaluation:** A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that affect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

**Online Programs: iNACOL Standard S: Program Improvement:** A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

### Indicators with Prompts

#### Schoolwide Assessment and Monitoring Process

**D3.1. Indicator:** The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

**D3.1. Prompt:** *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

| Findings   | Supporting Evidence   |
|--|---|
| AVID and Athletics require student grade checks, weekly, which is shared with the student's teachers, parent/guardian, and program coordinator. Progress reports can also be used by all students and requested by all parents. Email is the most common means of communication between parents, counselors and teachers. Students also frequently communicate with teachers regarding grade concerns through a conversation, email, or meeting. Parent/Counselor Conferences, 504 Meetings, and IEP Meetings bring together counselors, administrators, teachers, students, | <ul style="list-style-type: none"><li>• Weekly Student Grade Checks</li><li>• 504 and IEP Student Plans</li><li>• Hire Me First</li><li>• Senior Awards and Scholarship Night</li></ul> |

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parent/guardians to access and monitor student progress. Annual Back to School Nights and Parent/Teacher conferences during the 1st semester of the school-year also offer a vital means of communication between parents/students and teachers.

A highlight of our relationship with the business community is West High School's participation in both the Hire Me First and Mock Interviews program sponsored by the Tracy Chamber of Commerce and San Joaquin County WorkNet. This program is open to juniors and seniors and provides our students with invaluable feedback from community professionals. Local business leaders come to WHS each year to review resumes and do mock interviews with students and provide them with detailed feedback. During the 2016-2017 school year, 248 students participated in the Mock Interviews. The Mock Interviews were held at West High and over 20 community members and local business leaders volunteered their time to interview students and provide students with feedback. Local businesses and industry are also admirably committed to our annual Scholarship Night for graduating seniors. Representatives from a wide range of local organizations evaluate West student scholarship applicants and ultimately present their very generous scholarship award to the student recipient at our end of the year scholarship night

Our yearly Single Plan for Student Achievement presented by our site administrative leadership keeps our District and School Board stakeholders actively involved in West student progress. Our Admin leadership and student leaders also frequently present to the School Board.

Ultimately, student progress is assessed and determined by our classroom teachers, yet all stakeholders are involved in the effort and process to maximize achievement and success for all West High School students. Since the implementation of the CCSS, teachers have worked collaboratively to develop updated common assessments. Math and ELA teachers have created RCD units that include common assessments while science teachers will develop common assessments as they begin implementation of the NGSS next year. This past summer and now during the current school-year, social science has redesigned its common assessments with support from the UC Davis History Project funded by the District. Department-focused and subject-specific PLC's have

- SPSA's
- Common Assessments
- PLC Discussion Guides
- Lab Schedules
- Summer Bridge Flyer
- Career Tech Business Partnerships



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emphasized analyzing student work through common assessment tools and rubrics during the 2017-18 school-year.

Additional ways that students can receive help if they are struggling in class performance is by attending weekly classroom labs after school where they can meet one-on-one with the teacher and/or make up missing assignments. Furthermore, students can contact their teacher to set up a time for extra help during the teacher's office hours.

Both the District and West High School have prioritized 9th grade student achievement as a critical student learning need. This has led to the implementation of the Summer Bridge Program. It began in the summer of 2017 and is funded by the District LCAP. The Summer Bridge Program is a two week program in the beginning of June with an emphasis on connecting incoming 9th grade students (many who were socially promoted) to the West High campus and culture in a lasting way. Tutoring and support for our Summer Bridge students has continued after school during the Fall 2017 semester.

Home Economics has partnered with Taylor Farms and a local farm for food donations such as apples, tomatoes, eggs... This has allowed for more student opportunity to prepare meals with local produce as well as an awareness of local businesses. Taylor Farms also could provide a potential career pathway for our students.

Our Child Development Program coordinates with the local Pregnancy Research Center of Tracy as well as the STEPS program for teen parents. Our Child Development teacher Cindi Bliss refers students to serve as volunteers at the Pregnancy Research Center of Tracy. The Tracy Firefighters Charity donated pregnancy vests to our Child Development program as an educational tool for our students regarding the realities of pregnancy.

### Curriculum-Embedded Assessments

**D3.2. Indicator:** The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

**D3.2. Prompt:** *Evaluate the effectiveness of how the entire school examines and analyzes*

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*standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

| Findings   | Supporting Evidence   |
|--|---|
| <p>Though the current SBAC exam for 11th graders only tests in ELA and Mathematics, we have committed across all our courses and curriculum to support our students in their overall learning and achievement including achievement in English language and mathematics. Full implementation of our revised Schoolwide Learner Outcomes (the 4 Cs), department and subject specific PLCs and the three R's of relationships, relevance and rigor are great steps to build upon moving forward. We also recognize the need for concern regarding our declining SBAC scores from the 2016-17 school-year. Whole faculty and department as well as formal and informal conversations have taken place but a more concrete plan is needed.</p> <p>In ELA, the RCD curriculum is designed around the CCSS and is rigorous and relevant. The ERWC curriculum is designed to prepare for the EAP. Our ERWC program recently grew from two to four sections for the 2017-18 school-year. It impacts instruction because it is driving what we teach. We moved from strict textbook instruction to rarely using the textbook at all. By doing this, the students are learning to close read everything, annotate automatically and question in their heads. English RCD units have common assessments. Multiple assessments are available for teachers to choose from. One assessment per unit is reported</p> <p>The school tracks grades and student data in IO Education for the purpose of interpreting student understanding of the standards-based curriculum. The guidelines from the District RCD Team also creates a pathway for teachers to ensure that all ELL students get to encounter all the relevant standards.</p> <p>Through the District RCD process the math department is creating standards based units which include post assessments with questions that are geared to help students prepare for questions like those on the Smarter Balanced exam (including</p> | <ul style="list-style-type: none"> <li>● SBAC Data</li> <li>● SLOs</li> <li>● PLC Discussion Guides</li> <li>● Will be reported in IO Education</li> <li>● EOC Exams</li> <li>● Assessments as reported to District</li> <li>● AP Test Results</li> <li>● Math RCD and Interim Assessments</li> <li>● Seal of Biliteracy</li> <li>● UC Davis History Project and Common Assessments</li> <li>● CTE Agriculture and NGSS</li> <li>● Daily Student Workout Log</li> <li>● AP Exam Results</li> <li>● RFEP Student Numbers</li> <li>● LTEL Academic Support Class</li> </ul> |

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

matching to the claims). These unit assessments will be used as benchmarks to analyze students progress throughout the year and provide a formative assessment to guide instruction. The math department also worked with Debbie Williams in 2016/17 a consultant hired by the District to provide training in how to make math more relevant to modern students

Math RCD has 4 units per subject with common interim assessments. Diagnostic exams are also used in math to help ensure that students are placed in the appropriate math class. A combination of class grades, diagnostic exam, and SBAC scores are used to determine placement.

Individual Science teachers have looked at the English and Math CAASPP results from last year, and look at their students in AERIES to see if they have met the Algebra 1 and English language requirements, and then adjust their instruction based on that.

World Language teachers teach grammatical concepts in English as well as the target language. Students also enhance their English vocabulary as they learn the target language. Teachers look at struggling students' scores on standardized tests to get ideas on how to make interventions. Students are encouraged to have a goal of getting the Seal of Biliteracy in doing so they must do well in both English and the target language and take Spanish 4 or pass the AP Spanish Language and Culture test.

The History Department has been increasing rigor in all subjects working with the U.C. Davis History project to create district wide subject based formative assessments to help all teachers expand student learning and development. These assessments will help the teachers and students evaluate their progress and growth in Common Core History Skills such as sourcing, contextualization, corroboration, close reading, and argumentation. This is the 1st year for the quarterly common assessment. Discussion of student work and revision of the exam itself are a significant part of social studies PLC's as well as District Social Science meetings including the TUSD History Committee.

CTE Agriculture science students will be taking the Smarter Balance science test based on NGSS standards. These scores

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will be reflected on and data will be used to drive changes in the courses. CTE courses all include math problems and writing of some kind. CTE evaluates the data and attempts to assist students in making the connection between education and industry. In the CTE computer lab students learn to manipulate the mouse and Windows, as well as learning basic Word Processing skills. This takes the difficulty of using the computer away and lets the student efficiently use this tool during the test.

In Aerobics students keep a daily workout log that they answer reflection questions on fitness components, fitness goal and nutrition. They also read and analyze articles that apply to physical fitness.

Special Education students who develop and attain skills necessary (based on standard scores, academic progress, file review, classroom observation) advance to the next academic level.

Preparing for the May College Board Certification exams generally make up a significant part of our AP courses. Teachers use College Board data regarding past student and class performance as well as past released exams to work with students in preparing for a certification score on these challenging and rigorous exams as well as developing skills for college readiness and success. Overall, West students score well above the national average on AP exams.

For our ELD students, once they have shown sufficient achievement in their regular (CP) English class and content area classes, appropriate progress toward graduation, appropriate progress on standardized testing, and appropriate progress on their English Language assessment (currently the CELDT, will be the ELPAC in Spring 2017), they are eligible to be reclassified from an English Learner (EL) to a Reclassified Fully English Proficient (RFEP) student. Following their reclassification process, RFEP students are monitored for two years to ensure they continue to be successful in their academic achievement. For the 2016/2017 school year, West High reclassified 40 EL students. Students identified as R-FEP are given a celebration for their achievement. Our near future goal is to have a number of these students serve as tutors for emerging and intermediate learners

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| <p>In addition to actively monitoring how our ELs perform at West, the EL Coordinator together with the EL teachers and admin work to improve the programs we offer our EL students. Level 1 and 2 Intervention Forms are filled out at least twice a year by both English and Math teachers to determine proper placement and progress of EL students. Plus, as a way to continue addressing the needs of our Long-term English Learners (LTELs), EL classes have been restructured to challenged more EL students to take CP classes with EL support. This includes students who have historically been in the ELD Advanced class are now being placed in a CP English class while concurrently enrolled in the ELD Academic Support class to give academic language instruction to meet the higher, rigorous demands. Also, students who tested in the Early Advanced and Advanced language assessment levels are being placed in CP content area classes (i.e., Math, History, Science) as opposed to the EL content area classes, which were designed specifically for the Beginning through Intermediate levels of ELs. Just as the English CP EL students, these students being challenged in a content area CP class are also being concurrently enrolled in the ELD Academic Support class.</p> |  |
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### Schoolwide Modifications Based on Assessment Results

**D3.3. Indicator:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

**D3.3. Prompt:** *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

| Findings   | Supporting Evidence   |
|--|---|
| <p>This represents an area of growth and need for us. Our declining 11th grade SBAC results for 2017 were instrumental in our decision to move our PLCs to a department and subject specific process. We have also added PLC Discussion Guides to be completed at the end of each PLC cycle. The discussion guide emphasizes teacher conversation about student work through common forms of assessment as well discussion about the lesson itself and its relation to our critical student learning needs, real world application and higher level thinking</p> | <ul style="list-style-type: none"> <li>● SBAC Results</li> <li>● PLC Discussion Guides</li> <li>● Relationships, Relevance and Rigor Model</li> <li>● Schoolwide Learner</li> </ul> |

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

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| <p>(Quadrant C or D lessons) based on the District's Relationships, Relevance and Rigor model. It also emphasizes student and teacher focus on our 4 C's. These are indeed positive initial steps with much work to be done. Clearly, this is an aspect we need to look closely at and plan effectively for in our Action Plan. One positive step in the area of Professional Development is PLC Staff Training slated to begin at a District Buy-back Day in January.</p> <p>Also, in regards to CAASPP Testing - English and Math teachers have implemented RCD (Rigorous Curriculum Design) units, as a result of the strength of the renewed focus on evidence-based claims and close reading strategies. The goal is to introduce these strategies to other disciplines. In the summer and fall of 2017, the social science department worked with the UC Davis History Project to develop revised common assessments in line with ELA Common Core Standards. In our science department, assessments pertaining to project based learning and final analysis and conclusion of NGSS driven activities have continuously invoked modifications of the lesson plans in hope to refine inquiry and expand/integrate cross curricular content. During the summer of 2017, West science teachers worked with the San Joaquin County Office of Education to develop NGSS curriculum. Over a course of a week, West Biology, Chemistry and Physics teachers worked in subject teams and designed course outlines to integrate Earth Science into their curriculums</p> <p>Data would suggest that perhaps we should look more closely at our AVID and SEA programs as well as our Agricultural Science programs in light of their impressive success in meeting A-G requirements and preparing our students for college and career readiness. A closer look at these programs' strengths should make up part of our Action Plan.</p> <p>Beginning in the summer of 2017, the District began the Summer Bridge Program as a targeted effort to address 9<sup>th</sup> grade success with the primary focus on the transition from middle to high school. For West High School specifically, incoming student interest was so strong that the district increased the first Summer Bridge class from 50 to 75 students. The Summer Bridge Program is a two week summer program with an emphasis on connecting incoming 9th grade students (many who were socially promoted) to the West High campus and culture in a lasting way. Tutoring and outreach to our 9th grade Summer Bridge students continues during the</p> | <p>Outcomes</p> <ul style="list-style-type: none"> <li>● RCD in Math and ELA</li> <li>● Revised Common Assessments in Social Science</li> <li>● NGSS Curriculum Planning</li> <li>● AVID, SEA and Agricultural Science Student Data</li> <li>● AVID Path Training for 9th grade teachers</li> <li>● Summer Bridge Program</li> <li>● ERWC, Engineering 4, EL Support Class, JROTC, Foods and Nutrition II</li> <li>● ELPAC Assessment</li> <li>● Home Visits with LTEL families</li> </ul> |
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## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

current school-year.

Since our last self-study, a number of courses have been added to increase student learning and achievement especially in regards to college and career readiness. For example, during the 2012/13 school-year, West began offering an Expository Reading and Writing English Language Arts Course (ERWC) open to juniors and seniors. Currently taught by English Language Arts teachers Anne Duff and Melinda Stewart, ERWC is designed by the California State Universities and the California Community Colleges to improve college readiness in our high school students and to develop college-ready reading, writing, and critical thinking skills with (primarily) expository text. In 2015-16, Engineering 4 was added as an elective for our Space and Engineering Academy (SEA) seniors. The course focuses on product development: students brainstorm product ideas, evaluate and develop the ideas, select the best idea, and turn it into a working prototype. In 2016-17, as a way to continue addressing the needs of our Long-term English Learners (LTELs), EL classes were restructured to challenge more EL students to take College Prep classes with EL support. Our growing JROTC program was established in 2016-17 and our two hour Foods and Nutrition II course a 2017-18 new edition.

ELPAC (English Learner P A C), formally (California English Language Development Test)- Administered to all English Language Learners in grades 9-12 in the spring of each year. However, our school is currently in a gap window with the last test CELDT administered in the Fall of 2016 while the new ELPAC to be administered in the Spring of 2018. Therefore, we are relying heavily on teacher, student, district, and parent data and input to facilitate proper placement of students. Assessment data strongly points to our EL population as an area of concern and in need of additional support. As a result we have redesigned our support program to provide small class size support and curriculum to English Language Learners new to the country, as well as providing an additional class period of English support to immediate learners for their regular College Preparatory English curriculum. Not only is there a need for more support for our EL population, there is an overwhelming need for the support of our Long Term English Learners (LTEL). Our school has begun home visits to foster assessment and communication with the families of our LTEL students. This includes a site team consisting of our

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

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| principal, bilingual assistant principal in charge of EL's, EL Coordinator and our bilingual Parent Liaison. |  |
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**D3.4. Indicator:** The school periodically assesses its curriculum and instruction review and evaluation processes.

**D3.4. Prompt:** *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

| Findings   | Supporting Evidence   |
|--|---|
| <p>Annually, in October, our site administrative leadership team completes the Single Plan for Student Achievement. The 1st draft of the SPSA is presented to staff and School Site Council for feedback and revision. Ultimately, the SPSA is presented to District leadership for approval and must show close alignment with District student learning and LCAP goals.</p> <p>At the beginning of each school year, all course syllabi must be reviewed and approved by an administrator. Each syllabus must be attached to a checklist cover sheet in which all items required to be included are listed.</p> <p>Our master schedule is driven by student interest and the graduation requirements set by the District. Recently added courses have included a two-hour Foods and Nutrition block and JROTC. West also has a diverse offering of AP courses with an open enrollment status for students. All AP teachers must earn AP Audit certification from the College Board. Department chair meetings are held monthly. Teachers and administration are given the opportunity to present, discuss, and seek solutions to problems. It is also an opportunity to disseminate information. Our now subject and department focused PLCs provide vital avenues for curriculum and course design conversation with an emphasis on student learning and achievement.</p> <p>English RCD units were developed in 2014. They completely revamped the curriculum and replaced the old pacing guide.</p> | <ul style="list-style-type: none"> <li>● SPSA</li> <li>● Course Approved Syllabi</li> <li>● AP Open Enrollment</li> <li>● AP Audit Certification</li> <li>● Department Chair Meeting Minutes</li> <li>● PLC Discussion Guides</li> <li>● RCD and ERWC Collaboration</li> <li>● ELA Textbook Adoption Committee</li> <li>● District RCD team for Math</li> <li>● Science and CTE Ag Science NGSS Collaboration</li> <li>● 4 Year Plans in SEA</li> <li>● Annual IEPs in Special</li> </ul> |



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| <p>PLC groups met in grade level groups to collaborate during the implementation. The RCD Design teams continued to meet during the first year of implementation to revise and adapt the units based on feedback from district teachers. RCD implementation continues throughout the district.</p> <p>Our current English textbooks were adopted in 2002. Three English teachers from West High, more than any other high school, volunteered to be on the Textbook Adoption Committee representing three levels (sophomores, juniors, and seniors). Each teacher piloted two different textbooks during the course of one semester. Monthly meetings were held for collaboration, implementation, and evaluation. A recommendation was made to the school board and they decided to stagger implementation beginning with elementary. We expect to begin using the newly adopted program in the 2018-2019 school year.</p> <p>As a result of the RCD implementation, ELA teachers use more performance-task-based assessments per the CCSS curriculum. Teachers continue to challenge the students to ensure they are college and career ready. English teachers meet periodically to discuss course concerns regarding rigor of classes. Informal vertical alignment takes place between individual teachers.</p> <p>The District has a Rigorous Curriculum Design Team for Mathematics where teachers design a district-wide math curriculum for teachers to utilize in their classroom. The goal is to ensure quality of instruction. The math department have both realised and continue to address the problems they have found with proper student placement. They are trying to address the issue and get misplaced students placed into the correct class to ensure student success.</p> <p>WHS teachers work in PLC groups to standardize policies and content delivery in common courses.</p> <p>CTE Agriculture and Science departments have worked together to ensure NGSS standards are met in all agriculture science courses. Students are able to flow between Agriculture and Science due to the alignment of standards. Students who are CTE program concentrators are more likely to graduate on time, according to national statistics.</p> | <p>Education</p> <ul style="list-style-type: none"> <li>● “Can-Do” statements in World Language Courses</li> </ul> |
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## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

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| <p>Science syllabi are reviewed at the start of each year by Assistant Principals; teachers counsel students each year about the next science courses they should take; SEA students have four year plans that are reviewed yearly; science courses are tiered to meet student needs (Pre-AP/Honors, College Prep, Applied/Conceptual, ELL, AP/Advanced); AP teachers review AP scores each year; SEA looks at student placement after high school.</p> <p>The Special Education IEP team meets at least annually to review services for special education students. Counselors are invited to these meetings in which graduation requirements, credits, and course completion are discussed. Based on team recommendation and student performance, students are placed on either diploma or certificate of completion track.</p> <p>World Language, in its department meetings, discuss what has been working well with students, collaborate/share ideas. The department uses similar grading scales, with assessments weighted the most. Teachers created curriculum maps to have common goals of instruction. Teachers also chose specific “can-do” statements (from ACTFL, statements in which students can check off as they master that objective) that we wanted the students to accomplish throughout the years and as a collaborative way to monitor the progress of our students. We have agreed on what we want them to be able to produce by the end of each semester and have created a checklist for students. We have modeled our Can Do statements after NCSSFL-ACTFL. We are currently working on the Can do statements for the Native Speaker 2 classes (NS1 is done).</p> |  |
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**D3.5. Indicator:** The school employs security systems that maintain the integrity of the assessment process.

**D3.5. Prompt:** *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

| Findings  | Supporting Evidence  |
|---|--|
| CAASPP proctors are classroom teachers. In the 2015-2016 and 2016-2017 school year, History teachers proctored the math test. In 2014-2015, math proctored their own test. Currently it is the hope and plan that math will proctor their own test in the 2017-2018 year. | <ul style="list-style-type: none"> <li>● CASSP proctor confidentiality agreement</li> <li>● Computer lab schedules</li> <li>● AP Exam Schedules</li> </ul> |

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| <p>English teachers proctor the test to their own English class. Practice tests are utilized by some teachers and data suggests a correlation between practicing and scoring better.</p> <p>AP testing is coordinated and secured by the AP secretary. The secretary, with the assistance of the AP Coordinator, ensures that the process is streamlined and follows the guidelines set forth by College Board.</p> <p>AP testing takes place in an isolated, secure location, both on and off campus. The tests are proctored by AP teachers. Teachers proctor tests that are out of the discipline they teach. Our AP Coordinator and Secretary work closely with proctors to make sure exams are administered securely and with complete integrity of all stakeholders.</p> | and Proctors |
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### ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths and Growth Needs

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).**

#### Summary (including comments about the critical learner needs)

2017 SBAC results were disappointing but also show a great opportunity for growth. As a staff, we have made adjustments and changes to our approaches and strategies regarding student learning and achievement. This focus makes Critical Learning Need #1 regarding increasing SBAC scores the most important for our self-study on Assessment and Accountability. The 2017-18 school-year began a TUSD three year commitment to the International Center for Education (ICLE) Relationships, Relevance and Rigor model. This has meant on site visits, discussion and feedback from ICLE Director Jim Warford as well as the Rigorous Learning Toolkit text provided to all teachers to be used in our PLC discussions. We formally transitioned PLCs to a department and subject specific focus. Our PLC focus is now on cycles that include baseline and culminating student data based on a common form of student assessment. PLC discussion guides serve as a means to wrap up a cycle and plan for next steps. It also allows for conversation and reflection regarding student learning during the cycle in relation to higher level Quadrant C or D activities, real world application, our critical student learning needs and the 4 Cs. We feel that this PLC design has helped us also emphasize Critical Learning Need #3 regarding increasing proficiency and student application of the 4Cs to prepare for post high school college and careers in our PLC cycles. The SBAC still only directly impacts 11th grade ELA and Mathematics courses and students yet we know that student success there

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specifically and in all other areas is a collective effort by all stakeholders throughout each student's entire high school experience. Thus, the emphasis on the 4 Cs and Real World Application in our PLC conversations and student learning activities involves all faculty. Ideally, it will positively support 11th grade student achievement on the SBAC in ELA and Mathematics.

### Prioritize the strengths and areas for growth for Category D.

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

1. ELA and MATH RCD have been fully developed in line with Common Core State Standards, Science NGSS curriculum is nearly finished, Social Science has implemented redesigned common assessments in line with common core state standards, site teachers played lead roles in all subject areas
2. PLCs are focused on student achievement specific to departments and specific courses and/or grade levels. PLC Discussion guides are closely connected to our revised Mission, Vision and SLO's as well as the District's Relationships, Relevance and Rigor model based on Quadrant C and D student activities.
3. Teachers consistently use Aeries as our online system for recording student grades. Parents and students have the opportunity to check student progress through Parent Link. Parents and teachers also communicate about student achievement and progress through email, weekly grade checks and Parent/Teacher Conference Day (all day Monday in late October).
4. Special Programs and Small Learning Communities have 4 Year Plans in place for those students. SEA and AVID students are meeting A-G requirements at a very high percentage. Our Career Center and Counselors offer visits from college representatives as well as College Fairs and workshops for our students.
5. Teachers across departments have implemented multiple types of formative and summative assessment. There are also Real World student Interactions through school teams, clubs and activities such as: Hire Me First, Mock Trial, Robotics, Science Olympiad...
6. Our AP students consistently score consistently above the global average on their College Board exams.

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

1. Need to reach all students in regards to college and career awareness. Continue to expand course offerings for students to develop career/vocational skills/interests. Revisit the idea of Four year plans for all students and how to implement when we have too many students per counselor.
2. PLC's are still a work in progress regarding teacher collaboration and analysis on student work and achievement; more professional development time for PLC's to develop and flourish.

### **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

3. Master schedule planning needs to be addressed for students to be placed appropriately from the onset to minimize disruption and distractions at the beginning of the school year.
4. SBAC scores, CAASPP Test Schedule- ensuring that teachers in the math and English content areas are able to test the students for their own subject matter. I.e., math teachers test in math, English test in English. CAASPP Test Practice- implementing a schedule/focus for building student buy-in with students and familiarity for staff and students with the process and the types of questions. Sharing test scores across department and school - SBAC, PLC results Cross Curricular Projects/lesson plan development and student assessment
5. 9th grade D/F rate/remediation, Summer Bridge - how to follow through with identified students during the year.

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| <b>WASC Focus on Learning: E<br/>Culture</b> |
| <b>Focus Group Leader: Alana Escalante</b>   |

| Name           | Department         | Position   |
|----------------|--------------------|--|
| Scott Behnam   | English            | Teacher, Activities and Leadership Director, Conflict Management |
| Marna Bynum    | English            | Teacher  |
| Bert Gomez     | World Language     | Teacher  |
| Erick Keating  | Math               | Teacher  |
| Tida Khoun     | Special Education  | Teacher  |
| Brenda Loggins | Physical Education | Teacher  |
| Grace Minton   | Ag Science         | Teacher  |
| Bianca Perez   | English            | Teacher  |
| Jonathan Raman | VPA                | Teacher, Music Director  |
| Christine Toon | Special Education  | Teacher  |
| Christine Welk | VPA                | Teacher, Drama and Theater Director                              |
| Matthew Wilson | JROTC              | Teacher  |

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

Based on the criteria in each category:

1. Review what currently exists based on the ACS WASC/CDE criteria and indicators. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below the correlated ACS WASC/CDE criteria.
2. Evaluate the current program's effectiveness based on the ACS WASC/CDE criteria and indicators. Use the analytical prompts to summarize the findings and evidence.

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

3. Support responses with analyzed, observable evidence. (See the list of areas to analyze and examine.)

Note: Observable evidence includes a) examination of student work, b) observations of students engaged in learning and other aspects of the school program, c) student interviews, d) examination of hard data and information, and e) other observations/ interviews/discussions.

4. The responses that include *findings and evidence* for each criterion within Categories A–E will form the basis of Chapter IV of the Self-Study report.

At the end of each category, provide an overall summary that includes comments about the school's ability to address one or more of the identified critical learner needs

Develop a list of aligned strengths and growth areas for each category of ACS WASC/CDE criteria (Categories A–E).

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### E1. Parent and Community Engagement Criterion

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

**Online Programs: iNACOL Standard Q: Parents/Guardians:** In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

#### Indicators with Prompts

##### Regular Parent Involvement

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

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

| Findings  | Supporting Evidence  |
|---|--|
| <p>At the beginning of the year, West holds a Back to School Night for our parents to meet administrators and teachers. The evening begins with a welcoming from Principal Zack Boswell in the main gym. Parents then attend each of their son's and daughter's classes and meet their classroom teachers. In October, shortly after the end of the 1st quarter on a Monday, West hosts a Parent/Teacher Conference day from late morning to early evening. Students are encouraged but not required to accompany their parents for both Back to School Night and the Parent/Teacher Conference. At both events, West High Administration provides translators for our Spanish speaking parents. Ms. Ana Arroyo, West High's Parent Liaison has a welcome table at Back to School night where she provides parents access to online grading and attendance (Aeries), free/reduced lunch applications and information on our school (e.g., bell schedules, school map, PIQE registration, parent clubs, etc.).</p> <p>ELD parent participation has increased for the 17/18 Back to School Night with the support of the EL Paras and their translation services. Additionally, the implementation of EL At-home visits involving the principal, assistant principal, Parent Liaison and EL coordinator has resulted in more EL parents coming onto campus and meeting with staff to ensure student success.</p> <p>Parents of Special Education students are involved in their students' education through the IEP process. Parents are invited to meet yearly to discuss their children's educational and academic needs. If needed or requested, meetings are held more frequently to address academic, emotional and physical needs. For non-English speaking parents, a translator is provided for phone calls and meetings.</p> <p>The Career Center provides information on colleges, military, vocational schools, financial aid, scholarships, testing and careers. Students college and career readiness are enhanced through their ability to access the many resources the center</p> | <ul style="list-style-type: none"> <li>● August Back to School Night</li> <li>● LCAP and Parent Liaison Position, Community Outreach by Mrs. Arroyo</li> <li>● Back to School Night with EL Para translation service</li> <li>● Parent/Teacher Conference with EL Para translation services</li> <li>● Increased ELD Parent Involvement, Home Visits</li> <li>● IEPs</li> <li>● Hire Me First and Mock Interview Student Participation Statistics</li> <li>● Work Experience Program</li> <li>● MEChA Student Performance</li> <li>● West FFA local and state activities</li> <li>● FFA and JROTC Sponsored Veteran's Day Assembly and Luncheon</li> </ul> |



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has to offer. Gayle Jackson has served as our Career Tech since 2015. Gayle has really helped take the lead as our go to person for student Mock Interviews and the Hire Me First program. We are particularly proud of our student participation in the Mock Interview process sponsored by Hire Me First and the Tracy Chamber of Commerce. Hire Me First is a program run by the Tracy Chamber of Commerce. The program offers support for students as they transition to careers. Hire Me First offers interview workshops, career exploration programs, internship placement and mock interviews. During the 2016-2017 school year, 248 students participated in the Mock Interviews. The Mock Interviews were held at West High and over 20 community members and local business leaders volunteered their time to interview students and provide students with feedback.

Our Work Experience program provides students with instruction and supervision in support of their entrance into the world of work. The class features a combination of supervised employment and related classroom instruction. It is a one- or two-hour career tech class and a different experience in the fact these students serve their one or two hours per day at an off-site Work Experience approved employer. These students meet with their instructor Mr. Dave Gordon once per week before school. The students are subject to a quarterly evaluation from their employer, paycheck stubs to verify hours worked, and they must maintain a minimum GPA with no more than one F (similar to athletic requirements). Mr. Gordon visits the employers to verify students are properly participating in learning job/career skills.

In her role as Parent Liaison, Ms. Arroyo reaches out to parents of student who may have attendance issues, credit towards graduation (toward graduation, A-G status), credit recovery options, and disciplines issues .

Additionally, she works with families to ensure appropriate access to housing resources, medical resources, mental health, job resources, food resources, dental care, support group services, youth services, legal services, and emergency/crisis services.

Ms. Arroyo provides translation services to special needs families with IEPs as well as translation for Juvenile Hall Probation Office and/or counselors and the student's family.

- JROTC 9-11 Memorial Retreat
- Military Class Presentations about career opportunities
- Conflict Management and Yellow Ribbon Program
- SEA and Parent and Career Mentors
- Robotics field trip
- Community service certificates and Block W's
- SEA Senior Project examples

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Parent Liaison also assists families with translation in completing court documents in a non-legal advice role. Translation services are provided for teachers, AVID, FFA, Coffee with Counselors, Senior Night, etc.

To ensure smooth transition from middle school to high school, Ms. Arroyo meets with middle school parents, gives a tour of West High, provides information regarding classes and attendance over coffee in her room.

School clubs like MEChA are involved in community and school activities. For example, MEChA club members annually perform in a September 16th, Mexican Independence Day parade.

FFA hosts a variety of community events such as Fall Festival and a state FFA officer visit as well as a variety of local speaking contests. FFA also works with JROTC and local veterans on a Veteran's Community luncheon. Our FFA students are trained on site to compete in statewide FFA competitions. Finally, FFA hosts a National FFA weekly celebration with a variety of activities on the West campus.

AFJROTC contributed 1,500 hours of community service last year. Activities ranged from hosting events (9-11 Memorial Retreat, Tomb of the Unknown Soldier, Veterans' Day Assembly), presenting the colors at sporting events and local civic events, and general goodwill events (Tracy History Museum Open House, canned food drive, and wrapping presents for disadvantaged children) Cadets are expected to perform community service as a gesture of goodwill, there is no extra credit or grade assigned to their volunteer activities.

Previous graduates of WHS that have joined the military have been invited back to talk to AFJROTC classes about their experiences. In addition all local military recruiters have been given class time to present and take questions from cadets. This includes the Discovery Challenge team from Lodi who work with at-risk students to complete a HS certificate.

Suicide Prevention team members trained 15 West high conflict management students on the Yellow Ribbon Program. The 15 students then presented the Yellow Ribbon

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| <p>presentation to all 10th graders at our site. One suicide prevention team member is available Thursday's at West high school to help students</p> <p>For Space and Engineering Academy Senior projects, students are required to have mentors (any adults who can teach them the skills they need to be successful with the project. Sometimes the mentor is a parent, sometimes it is a person from the target organization, sometimes it is other community member). Plus, Parents volunteer to chaperone field trips and Robotics trips. Finally, SEA students are required to complete 40 hours of community service during their four years in the program.</p> |  |
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### Use of Community Resources

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

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

| Findings  | Supporting Evidence  |
|---|--|
| <p>Leadership gives students the real-world opportunity of running a school with a primary focus on improving school climate and seeking involvement from every student. Leadership invites businesses, such as Elite Printing, to showcase what a business model look like. Additionally Leadership students plan, host, and execute large-scale school events that require working within budget limitations, approved vendor options, facility availability, student interest/Buy-in, admin approval/Buy-in, fire/safety codes, and security allotment. Students negotiate with vendors to acquire premium quality for an affordable price. A wonderful recent example is West High Leadership's effort with the Saturday, October 28th "Make a Difference Day." West High Leadership coordinated with the local community service organization Tracy United to organize community service activities with an emphasis on planting trees (Arbor Day). For their amazing efforts, West High leadership and our students were able to bring us 10 newly planted trees donated by the Tracy community. A truly wonderful collaborative effort for</p> | <ul style="list-style-type: none"> <li>● Five rallies</li> <li>● 5-6 Dances</li> <li>● Teacher Appreciation Delivery packages</li> <li>● Senior Beach Day</li> <li>● Senior Tailgate</li> <li>● Senior Sunset</li> <li>● Tracy United and Make a Difference Day</li> <li>● Home Economics and Taylor Farms Partnership</li> <li>● FFA Week-Ag</li> </ul> |

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| <p>our students and the Tracy community!</p> <p>Leadership also works with Tracy Crime Stoppers to educate students on using internet safely. Childhood Crisis Prevention Council trained Leadership students on suicide prevention.</p> <p>Home Economics has partnered with Taylor Farms and a local farm for food donations such as apples, tomatoes, eggs... This has allowed for more student opportunity to prepare meals with local produce as well as an awareness of local businesses. Taylor Farms also could provide a potential career pathway for our students. Our Child Development Program corresponds with the local Pregnancy Research Center of Tracy as well as the STEPS program for teen parents. Our Child Development teacher Cindi Bliss refers students to serve as volunteers at the Pregnancy Research Center of Tracy. The Tracy Firefighters Charity donated pregnancy vests to our Child Development program as an educational tool for our students regarding the realities of pregnancy.</p> <p>Special Ed. students have opportunities to interact with the community and gain employment experience through Workability and Employment Supported Program.</p> <p>Local Tracy businessman, Mr. Mike Sandhu, in September of 2017 spoke with the ELD Beginning and Early Intermediate class about coming to America and creating a billion dollar farming corporation that serves the local community and contributes charitably to local causes.</p> <p>Our journalism class has had numerous real world experiences with guest speakers. One, sponsored by Journalism club, presented to students about effectively using InDesign professional software to create printed newspaper.</p> <p>WHS Journalism alumna, Anumita Kaur, talked to the Journalism class about her journalistic experience in the professional arena with an online newspaper. Tracy Press photographer, Glenn Moore, has given multiple presentations to Journalism class on various aspects of photography.</p> <p>SRO Graham Hawkinson presented to Journalism class on the purpose for having a police presence on a high school campus.</p> | <p>Awareness (Career presentations/booths)</p> <ul style="list-style-type: none"> <li>● Career Development Events- Floral team-Floral industry skills, Job Interview Team, Speaking contests.</li> <li>● AFJROTC 36-2001</li> <li>● Mr. Mike Sandhu ELD Presentation</li> <li>● Ms. Jen Meyer of Web Dev Jen professional InDesign Workshop</li> <li>● Ms. Anumita Kaur presentation</li> <li>● Glenn Moore, Tracy Press photographer presentation</li> <li>● SRO Graham Hawkinson Journalism presentation</li> <li>● School Board Candidate presentation</li> <li>● AP Alumni presentation</li> <li>● AVID alumni presentation</li> <li>● State and Congressional Representatives Presentations to Social Science Students</li> <li>● AFJROTC Field Trip</li> <li>● ASVAB Career</li> </ul> |
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| <p>School Board candidates for the 2016 election season come to Journalism class to discuss political process for student journalists.</p> <p>A number of AVID and junior classes as well as ERWC had 2007 alumni present about life after high school. Alumni Dan Arriola, Huda Adem, Sephora Woldu, Brandy Harvey, and Madeleine Hidalgo came to several classes and presented about their college and career experience. AVID alumni Brianna Gonzalez, Marissa Ramirez, and Bob Lopez presented to AVID classes on their college experience and how AVID prepared them for college. VPA regularly hosts art colleges in their classes to present their art programs and career pathways.</p> <p>Additionally, a number of our classroom teachers bring in a great variety of guest speakers to present in a small classroom setting. Our Economics and Entrepreneurship classes particularly emphasize presentations from small and local businesses. Last year, during election season, Assemblywoman Susan Eggman talked to 11th and 12th grade social science students in our campus theater. Congressman Jeff Denham had spoken to 12th grade government classes in an earlier election cycle.</p> <p>AFJROTC takes one Curriculum in Action trip a year. Last year the cadets went to the Aerospace Museum of California which complements their studies in Aerospace History. In addition to seeing both static and dynamic displays they also had the opportunity to fly in simulators with trained pilots seated next to them coaching them on how to fly. This year we took a trip to Travis Air Force Base where students got a first hand interactive experience in many of the occupations that the Air Force offers: C-17 Cargo plane, KC-10 Air Refueler, Security Forces, Emergency Medical Services, Explosive Ordnance Disposal, Fire Department, and Logistics Resource Organization.</p> <p>The Library hosts and our counseling department organizes several opportunities to take the Armed Forces Vocational Assessment Battery examination so students interested in the military can see where they start for entry and career choices.</p> | <p>Assessment</p> <ul style="list-style-type: none"> <li>● Fine Arts Festival/8th grade showcase</li> <li>● All-District Music Festival</li> <li>● Haiti Fundraising Concert Festival</li> <li>● Tracy Area Honors Concert</li> <li>● SEA Presentations to 8th Graders</li> <li>● Leadership Community Beautification Project</li> <li>● Art Club Community Beautification projects.</li> </ul> |
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WHS Visual and Performing Arts present a Fine Arts Elective Showcase to the 8th graders from Monte Vista and Freiler. Students get to view a play, listen to the various music class offerings, tour through the AG department and see displays of other electives and talk with students representing them. Our music program works with the Tracy Community Band, WHS Athletic Department Tracy Area Honor Music Concert, All-District Music Concert, Partnership with local Middle and High School Music groups to bring students on campus for performances and showcase of West High music program. Inviting special guest speakers like James Mazzaferro and Alexander String Quartet to work with students. WHS Music program also has music festival to raise funds for charity.

SEA students present to 8th graders about WHS SEA program. SEA students also attend and support Science Nights at Elementary schools. There is an SEA Girls Nite to encourage girls in STEM. SEA students participate in Job Shadowing of local businesses in STEM fields. There are also Guest speakers, including professionals in STEM fields, alumni, and military.

Leadership students clean the community surrounding West High with the Community Beautification Project. Our Art Club beautifies the local community with several projects. They have repainted the VFW logo outside the VFW hall and have done projects with the Astoria Gardens senior care home across from the campus. Community Beautification is part of a number of our school club's community service efforts.

### **E2. School Environment Criterion**

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

**Online Programs: iNACOL Standard P: Organizational Support:** A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

### Indicators with Prompts

#### Safe, Clean, and Orderly Environment

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

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

| Findings   | Supporting Evidence  |
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| <p>Our activities director Scott Benham has structured our Leadership program in part based on the ideas of Katherine Bielaczyc and Allan Collins and their <i>Learning Communities in Classrooms: A Reconceptualization of Educational Practice</i>. West High leadership or Pack Leadership is referred to as "PL." It is based on service, diversity and school climate. PL is run with the idea that only an accurate representation of our student body can really make the critical decisions that will help guide and define our school as well as get buy in from our student body. Also in terms of diversity there are many aspects to that word in Pack Leadership. Our diversity consists of race, sexual orientation, socio economics, demographics, special needs, and the junior high our students come from. PL should look like our student body. Every student during our school rallies should be able to relate to at least one person in leadership.</p> <p>Established in 2014, our Conflict Management course trains students to mediate and help solve disputes between their classmates. Our Conflict Management students lead an annual presentation at our District Anti-Bullying event in early November. We are the only site with student representatives on both the District Anti-Bullying and Diversity and Equity Committees respectively.</p> <p>AFJROTC has provided cadets in uniform to help provide a safe "presence" at the last graduation. As a part of our community service campaign, we performed approx 25 hours of campus clean up efforts last year and have already done one campus clean up this year. Our AFJROTC LE curriculum</p> | <ul style="list-style-type: none"> <li>● AFJROTC Campus Clean Up</li> <li>● ODAT</li> <li>● E15 Assembly</li> <li>● New paint throughout, new carpeting, new floorings</li> <li>● Students are able to reduce their Saturday School hours by voluntarily cleaning up campus</li> <li>● LE 100 pg 167</li> <li>● Internet Safety curriculum lesson which includes appropriate social media usage</li> <li>● Hire Me First/Workplace Documents curriculum</li> <li>● Math department online learning parameters</li> </ul> |

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

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| <p>provides a lesson on Making Positive Decisions which includes Safe Social Networking practices which also discusses Cyberbullying.</p> <p>One Day at a Time (ODAT) encourages students to participate in the program to build confidence in at-risk students. It teaches a variety of options regarding life choices and paths students can take for a more productive future. Participating students are provided with a support system that they may not have had before.</p> <p>California Highway Patrol (CHP) in cooperation with the Leadership class presents an Every 15 Minutes Assembly to seniors in an effort to teach students the dangers of drinking and driving.</p> <p>Junior English teachers in conjunction with lessons on resumes and job applications, include the social media aspect of students' online presence (digital persona) and its impact on their future college and career opportunities. Math teachers introduce to their students the appropriate use of online tools for learning. Teachers use LAM school to allow a variety of tools for a student to use, i.e., Schoology, Khan, Desmos, GSP,... Other teachers and departments use social media and other online resources with their students and make professional online behavior and proper digital citizenship an integral part of their online curriculum.</p> <p>The District invested three million dollars to repaint and refurbish the majority of the campus. The main gym and dance room floors were replaced and walls painted. From the student perspective, these updates were long overdue. In the Spring of 2017 student survey, only 38 percent of students thought the campus was clean and well maintained. In terms of overall campus safety, West has security cameras in place along with a full time School Resource Officer and full security team. First aid and emergency buckets are in all classrooms and safety procedures such as fire and earthquake drills are practiced on an annual basis. 78 percent of students surveyed last spring said they felt safe on the West High School campus.</p> <p>In SEA, students are together in classes from freshman year</p> | <ul style="list-style-type: none"> <li>● Lesson on Social Media usage; and monitoring of social media usage; empowering students to make wise decisions regarding their personal social media usage</li> <li>● SAE cadres</li> <li>● Spring 2017 Student Surveys</li> </ul> |
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## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

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| <p>on (English I/Engineering 1 and English 2/Engineering 2. And others). They share a core group of teachers. Consequently, they develop close relationships with their peers and staff that carries on throughout their four years and beyond.</p> <p>With both the AVID and SEA probation programs, students know that the teachers are always watching over them, academically, and are ready to provide intervention and assistance in order to make the students successful.</p> |  |
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### High Expectations/Concern for Students

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

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

| Findings   | Supporting Evidence  |
|--|--|
| <p>Students are encouraged to embrace individuality by participating in several clubs and organizations that pertain to their interests or culture. There is a wide range of activities and opportunities that speak to our students through their whole person. West has clubs that represent one's identity yet also career, cultural, community service and talent interests. West strives to reach a wide facet of student interests and our variety of club offerings speak to that.</p> <p>With regard to the students' conflict resolution process, our Conflict Management course is student-driven in that it is discussed and ideally resolved by our students. For example, when a student is pulled out of class to resolve the conflict, it is a fellow student who comes to the classroom to escort the student to the resolution as opposed to a security officer. Conflict Management provides our students with an environment where students help one another in resolving differences. Students involved in peer-driven conflict management receive two follow-ups to determine and ensure resolutions are effective.</p> <p>Students who run conflict management are trained through a variety of resources including counseling, suicide prevention</p> | <ul style="list-style-type: none"> <li>● Clubs such as API, chess club, BSU, GSA, MeCHA, Mock Trial, Hip Hop, Project Smile, Spanish Club, FFA</li> <li>● Multi-Cultural Faire/Rally</li> <li>● Rallies showcase club performances</li> <li>● Conflict Management Course Syllabus and Case Records<br/><b>Appendix TT</b></li> <li>● Valley Community Health Services</li> <li>● TUSD MOA</li> <li>● AFJROTCI 36-2001</li> </ul> |

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

and other aspects of the community who volunteer their time and resources.

Through students working with other students to resolve conflicts on campus, more students take ownership of their actions and their school. Seeing students talk through their problems, deal with their issues and come to understanding has really helped the culture of the school. Students are starting to utilize conflict management as a means of support on campus. There is a 90% success rate this year alone.

Valley Community Mental Health Services provides counseling on a referral basis for West High students. Special Ed. students also can receive additional mental health services if they have an identified emotional need. Services are provided with counseling, including referrals to a psychiatrist if warranted, and their IEPs have behavior goals and behavior intervention plans to support their progress in exhibiting school and society appropriate behavior.

AFJROTC provides a non-discriminatory opportunity, tolerant of student differences but demands students maintain high standards for grooming and uniform standards both on campus as well as some extracurricular activities. Also maintaining good academic standing is vital in participating in extracurricular activities as well as petitioning for leadership positions.

In our Space and Engineering Academy (SEA), students of all learning levels are encouraged to enroll; if a student has an interest in pursuing learning about/preparing for STEM fields, they are encouraged to apply. Students of all academic levels (special education to AP) have been successful in the program. The four-year-plan includes a Technology pathway for students interested in two-year colleges, trade schools, the military, or entering the world field directly out of high school, and an Engineering pathway for students .

- SEA Pathway Opportunities

### Atmosphere of Trust, Respect, and Professionalism

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

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

| Findings   | Supporting Evidence   |
|--|---|
| <p>The West High Single Plan for Student Achievement (SPSA) is aligned to the Tracy Unified School District's LCAP goals, and has been supported by the WASC schoolwide critical areas of focus. The District has two LCAP goals: 1 - Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all subgroups; 2 – Provide a safe and equitable learning environment for all students and staff. Our first two SPSA goals are the same as the district LCAP goals. Our site has additional goals focusing on parent involvement, professional development, digital technology and libraries. The school goals either mirror the ACS WASC goals (1, 3, 6, 7 and 8), or are directly supported by the ACS WASC goals (2, 4 and 5). With so much uncertainty regarding both the implementation of the California Common Core State Standards and LCAP, it has been exciting to see how relevant our 2012 self-study critical areas of focus have remained in line with both our SPSA and and TUSDs LCAP student goals.</p> <p>The development of the Single Plan for Student Achievement is a collaborative process between the district office, site administration, and site staff members. The district office collects appropriate data and fills in the data on the site plan. Administration then addresses the data and comments on progress or areas of need based upon the data. Administration also comments on the plan that is in place to address the areas of need.</p> <p>After administration's input, the draft of the school plan is then disseminated in three settings. The plan is shared with the School Site Council, which includes parents, teachers, classified staff members, and administration. Site council reviews the plan and makes recommendations for changes.</p> | <ul style="list-style-type: none"> <li>• SPSAs</li> <li>• TUSD Staff Portal for LCAP and District Goals</li> <li>• ELD Academic Support Class</li> <li>• Standards aligned to Ag courses</li> <li>• Ongoing inter-departmental collaboration</li> <li>• Geometry class redesignated Algebra Readiness</li> <li>• Summer Bridge and potential for Vertical Teaming</li> <li>• District and Site Collaboration on ELD Courses</li> <li>• JROTC Course Syllabus</li> </ul> |

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The draft is then shared with our Department Chair members, and we go through the same process of taking feedback for potential revisions. Finally, the draft is shared at a Monday Early Release staff meeting, where all staff members are given the opportunity to give input. In 2015-2016, our staff members participated in a gallery walk with data and goals posted around the room on poster paper. We broke the staff into groups and had the groups comment on and make suggestions to the various parts of the plan. In the 2016-2017 school year, we used a shared document where every teacher had access to provide feedback on the various parts of the plan electronically. This was a well received modification to the process.

Our EL Coordinator has ongoing meetings with our principal and head counselor regarding ELD student support and progress as well as professional development training for our EL teachers and paraprofessionals. There are financial constraints though our EL coordinator is consulted regarding prioritizing professional development funding. The final financial decision rests with the site principal and District leaders. Our EL Coordinator has also consulted with our Head Counselor and Principal on the master schedule. This has led to an effort to transition Advanced ELD students into mainstreamed courses with an academic support class at the end of the day.

Within departments, there is a strong sense of collaboration between Ag. Science and the Science department in streamlining courses. Science and math departments also work together to assist students in inter-disciplinary skills (e.g., graphing skills, etc.) There has also been interdisciplinary collaboration between 11th grade AP English and AP US history with AP Studio Art.

There have been recent concerns with cancelling courses after the commencement of the school-year. Changes have been implemented regarding course offerings due to required enrollment numbers. Yet, there has been limited communication to specific stakeholders: department chairs, teachers, students...

Middle school and high school teachers have some communication regarding preparedness of eighth grade

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students meeting nine grade achievement standards. The 2017 established Summer Bridge Program offers a great opportunity for future collaboration between Middle and High School staffs in identifying and supporting potentially at risk incoming 9th grade students.

Dr. Carol Anderson-Woo educates the counselors, Assistant Principals, and ELD Coordinators as to proper placement of ELs in their language courses, ELD/English courses, Algebra Readiness, Science, etc. The Administration was responsive to ELD Coordinator's suggestion about removal of ALAS Course from Master Schedule as reports did not show it to be improving students' achievement. Instead, the ELD Academic Support class was recommended and put in place to challenge EL's to take CP classes. Additionally, the Beginning/Early-Intermediate levels of ELD were split into two distinct classes so that the ELD teacher could focus on the curriculum specific to each level.

Air Force JROTC is bound to both the US Air Force and the TUSD school district by a MOU that holds the school district and the JROTC program to various standards and expectations. The TUSD School District has fully supported all aspects of the MOU by providing transportation needs, equipment, and adequate facilities. In addition the Administration has gone above and beyond by personally attending key AFJROTC events: 9-11 Memorial Retreat Event, Veterans' Day Assembly, Pass in Review and also invited the AFJROTC Color Guard to present the colors at several of their meetings.

### **E3. Personal and Academic Student Support Criterion**

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

**Online Programs: iNACOL Standard N: Organizational Support:** A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

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**Online Programs: iNACOL Standard O: Guidance Services:** A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

### Indicators with Prompts

#### Adequate Personalized Support

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

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

| Findings  | Supporting Evidence   |
|---|---|
| <p>As mentioned earlier, West offers an ELD Academic Support class to assist EL students transitioning from Designated ELD and Content EL classes to CP classes.</p> <p>Through LCAP funding, West has had one marriage family therapist and one mental health counselor (through Valley Health Services) on campus to which students have free access throughout the year. Between the mental health counselor and the marriage family therapist, West High Students received over 1500 total hours of mental health services during both the 2015-2016 and 2016-2017 school-year. This has been of great benefit to our students, and has allowed our guidance counselors more time to focus on student academics</p> <p>A concern being addressed at this time is moving Special Ed. EL students into EL classes. In at least 5 cases, the students have not had the academic skills to be successful even with the second language support. The EL coordinator and Special Ed. department chair are working to develop specific guidelines for students who may be ready to move into additional general ed. classes with EL support.</p> <p>AFJROTC provides a non-intimidating survey of military careers, customs and courtesies, and drill traditions by instructing in a pseudo-military fashion. For some this can open their eyes to their future possibilities or steer them in</p> | <ul style="list-style-type: none"> <li>● ELD Academic Support class syllabus</li> <li>● Valley Health Services, LCAP on TUSD Website</li> <li>● EL and Special Ed Collaboration</li> <li>● AFJROTC curriculum</li> <li>● Annual counselor visits to English class for course selections</li> <li>● "Remind" informational flyers in Career Center <b>See Appendix UU</b></li> <li>● 4 Year Plans for SEA, AVID, JROTC and Ag Science</li> </ul> |

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

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| <p>another direction. The school district allows students to do an interdistrict transfer to join Air Force ROTC.</p> <p>Counselors meet with all students annually to discuss graduation requirements as well as college and career preparedness opportunities available at West High. Plus, Counselor Laurie Tomlin and Career Center Tech Gayle Jackson have established “Remind” for the 2017-18 school-year to notify Class of 2018 students via email or on their phones of upcoming college and scholarship information and important dates. Nearly 70 graduating seniors had signed up for “Remind” as of September 2017, a great beginning!</p> <p>4 Year Plans working effectively for specialized programs such as SEA, AVID, JROTC, Ag Science. However, we would like to revisit the idea that the service should be extended once again to all students.</p> |  |
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### Support and Intervention Strategies Used for Student Growth/Development

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

**E3.2 Prompt:** *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

| Findings  | Supporting Evidence  |
|---|--|
| <p>In the summer of 2017, the District began the Summer Bridge Program as a targeted effort to address 9<sup>th</sup> grade success with the primary focus on the transition from middle to high school. For West High School specifically, incoming student interest was so strong that the district increased the first Summer Bridge class from 50 to 75 students. The Summer Bridge Program is a two week program in the beginning of June with an emphasis on connecting incoming 9th grade students (many who were socially promoted) to the West High campus and culture in a lasting way. Tutoring and support for our Summer Bridge students has continued after school during the Fall 2017 semester.</p> <p>AVID curriculum combines twice weekly in-class tutorial sessions facilitated by colleges tutors, with daily instruction in</p> | <ul style="list-style-type: none"> <li>● Summer Bridge Program Flyer</li> <li>● AVID Course Syllabi and Statistics</li> <li>● SEA Graduate Statistics</li> <li>● Ag Science Course Syllabi</li> <li>● PLC Discussion Guides</li> </ul> |

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

critical reading and writing. In addition, AVID requires yearly student college visits and monthly guest speaker opportunities in an effort to immerse students in a college and career going culture. AVID also provides instruction in organization and time management, as well as individual and group community service projects at all grade levels. The program's primary focus is on first generation college attendees, who are historically underrepresented in four-year colleges and universities. West currently has one section of AVID for each grade level, reaching 120-140 total students per year.

The Space & Engineering Academy (SEA) is a small learning community within Merrill F. West High School encompassing about 10% of the student body. Its purpose is to prepare students for college studies and careers in science, engineering, and technology. The SEA accomplishes this through a combination of graduation requirements, special courses, and activities. To become SEA graduates, students must complete a four-year plan that exceeds high school graduation requirements and meets or exceeds college entrance requirements. SEA students take 5 years of science and 4 years of math, where only 2 or 3 years are required. While the four-year plan includes many required courses, students have options for some of the required courses; advanced students can take accelerated courses and/or Advanced Placement courses each year. And all students have room for electives in subjects such as music, graphic arts, or business. SEA Graduates must also meet other requirements; they do career interest and college surveys, community service, job shadowing, a mock interview, and a senior service project. SEA graduates receive a special seal on their diploma, a notation on their transcript, and recognition at graduation.

Our Agricultural Science pathway includes eight sections of Agriculture Biology, two sections of Ag. Soil Chemistry, four sections of Agriculture Earth, one section of Sustainable Ag. and one section of Animal Science. This is an increase of two new courses to the pathway and four additional student sections to Ag. Earth since the last self-study. 2017-2018 will be the first year that six sections of students were retained after the Agriculture Biology first step in the pathway. All Agricultural Science students are also members of Future Farmers of America (FFA). On average, thirty percent of the Special Education students at West High are included and are



## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

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| <p>enrolled in the Agriculture program and part of the FFA. For the past three years, thirty-three percent of the FFA chapter officer team were special education students. West High is the district magnet for the majority of the fostered youth and any homeless populations. We continue to care for all kinds of special populations and they are reflected in our FFA chapter numbers.</p> <p>Finally, our PLCs for the 2017-18 school-year are emphasizing student achievement and common assessments in our Home department Groups. We have also begun to implement the Relationships, Relevance and Rigor model in our PLC discussions and designing of student activities.</p> |  |
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### Support Services and Learning – Interventions and Student Learning

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

**E3.3. Prompt:** *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

| Findings   | Supporting Evidence   |
|--|---|
| <p>Students are identified at the middle school level end of year, who have numerous Fs and are encouraged to attend Summer Bridge. Summer Bridge is a two week program at the high school which provides information about the school programs, helps students connect with the school before it starts, and provides study skills, career guidance, and goal setting. Students then meet regularly with Summer Bridge Staff and counselors, as well as attend special tutoring as mentioned in an earlier prompt.</p> <p>Valley Community Counseling provides services to students in need; a therapist is present twice a week and a counselor is present daily. Students are referred to VCC through a process in which they can self refer or be referred by teachers, admin,</p> | <ul style="list-style-type: none"> <li>● Summer Bridge Program</li> <li>● After School Tutoring for Summer Bridge students</li> <li>● VCC Service Logs</li> <li>● Referral forms</li> <li>● CELDT Test Results/Grades</li> <li>● ELL Support Class</li> </ul> |

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

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| <p>staff, parents, and counselors. The VCC staff are located in the Counseling Department and regularly collaborate with WHS Counselors regarding student needs.</p> <p>An ELL Support class has been added to assist ELL students who are transitioning from ELD courses to general education classes. The ELL support class provides support for all core classes and aids students as they enter into classes that are no longer specifically designed for English Language Learners. Students are placed in general education classes and the ELL Support Class by the ELD Coordinator based on CELDT scores, grades, and length of time in US Schools.</p> <p>AVID, Advancement Via Individual Determination, provides AVID students with a specialized curriculum/guidance class in which they learn note taking skills, career/college guidance, and participate in tutorials. AVID Students are referred by middle school teachers based on academics, financial need, and parental education.</p> <p>LCAP funding has provided WHS with a full time Parent Liaison. The PL provides translation services, makes home visits, reaches out to parents whose students are struggling academically and socially.</p> | <ul style="list-style-type: none"> <li>● Cornell Notes</li> <li>● AVID Graduates</li> <li>● AVID College Admission rates</li> <li>● 9-12th AVID Classes</li> <li>● Parent Nights</li> <li>● Translated letters/Parent Nights</li> <li>● Phone Calls/Home Visits</li> </ul> |
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### Equitable Support to Enable All Students Access to a Rigorous Curriculum

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

**E3.4. Prompt:** *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students ( i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

| Findings  | Supporting Evidence  |
|---|--|
| Students who receive a D/F in specific A-G classes can take Cyber High during the day or after school to repeat the course for a higher grade. Students can also repeat the same course during the school day. Summer School is available on a limited basis for students to repeat classes; in addition students are referred to online programs such as BYU and Delta College where Counselors help secure financial support if | <ul style="list-style-type: none"> <li>● Cyber High classes</li> <li>● Summer School</li> <li>● Study Labs</li> <li>● Spring 2017 Student</li> </ul> |

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

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| <p>needed.</p> <p>All students are provided with the option to attend before/after school tutoring labs by subject. Each teacher who runs the lab is able to provide support in any level of that subject matter. Students are able to come and go as they please. 63 percent of students surveyed last spring feel that West is appropriately preparing them for both college and career opportunities.</p> <p>Counselors speak to small groups (classes of no more than 35) to review graduation/college requirements. Counselors meet with students to review course offering selections and provide each student with the opportunity to take rigorous courses. The master schedule is then built around student course selections; rigorous courses are not pre-maxed.</p> <p>There have been some efforts to analyze AP course demographics through District AP and IB Professional Development days. Over a course of four meetings between 2015 and 2017, teachers discussed the importance of identifying “missing students” or students that could succeed in an AP class if given that extra encouragement during course programming the year before. However, the teacher group has not met this school-year, and there does not appear to be an immediate plan to continue. All AP courses are open enrollment for our students and qualifying students receive the reduced fee waiver of five dollars per AP exam.</p> <p>Counselors offer College Information Nights annually, for each grade level, to provide all students/parents with information about school offerings and college requirements. A translator is also available at these presentations. In addition, PIQE and College Bound offer a specially designed enrichment program that work with a group of selected students/parents.</p> | <p>Survey</p> <ul style="list-style-type: none"> <li>● Counselor Presentations</li> <li>● Individual Counselor Meetings during Registration</li> <li>● Master Schedule</li> </ul> <p><b>Appendix VV</b></p> <ul style="list-style-type: none"> <li>● Course Selection Sheets</li> <li>● Online Course Guide</li> <li>● College Nights</li> <li>● College Bound</li> <li>● PIQE</li> </ul> |
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## Co-Curricular Activities

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

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

| Findings   | Supporting Evidence  |
|--|--|
| <p>West offers a diverse range of academic teams, school clubs and student activities that closely connect with our Four C's or Schoolwide Learner Outcomes of Communication, Collaboration, Critical Thinking and Creativity. Our Leadership Program plays a very central and important role and is highlighted below as are some specific student driven activities and organizations. An area of improvement for us would be to specifically track numbers and percentages of student involved in on campus clubs and academic teams. About 70 percent of students surveyed last spring agreed that West offers extracurricular activities that interest them.</p> <p>West High leadership or Pack Leadership is referred to as "PL." It is based on service, diversity and school climate. PL is run with the idea that only an accurate representation of our student body can really make the critical decisions that will help guide and define our school as well as get buy in from our student body. Also in terms of diversity there are many aspects to that word in Pack Leadership. Our diversity consists of race, sexual orientation, socio economics, demographics, special needs, and the junior high our students come from. PL should look like our student body. Every student during our school rallies should be able to relate to at least one person in leadership.</p> <p>West has 30 active clubs. We are fortunate to have a staff committed and dedicated to the success of our clubs. PL's job is to support and help keep clubs active and organized. Paperwork is essential. Clubs turn in all paperwork including meeting minutes and fundraiser requests to PL. PL files and keep the paperwork for the clubs. We keep tabs on clubs, make posters for them, market and do all we can to support them in any way possible. PL also meets with club advisors at</p> | <ul style="list-style-type: none"> <li>● 2017 Spring Student Survey Results</li> <li>● Leadership Course Syllabus</li> <li>● Active School Club List</li> <li>● Human Rights Peace Week Teacher Write-Up</li> <li>● "The Zephyr"</li> <li>● 2017 Student Video Bulletins</li> <li>● Dia de Los Muertos Student Art Show in <b>Appendix WW</b></li> </ul> |

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the beginning of the school-year to educate on process and paperwork and works very closely with the bookkeeper.

West students also annually participate in the San Joaquin Mock Trial competition and have won numerous participant recognition awards. The same is true of our Academic Decathlon and Science Olympiad teams. West also has Rotary Speech Competition Award Winners. Last year, we also had three students audition for and become part of our prestigious County Honor Band. We also annually have multiple students participate in and earn American Legion Boys and Girls State recognition.

During the Fall of the current school-year, Mr. Sandoval's Human Rights classes (2 classes, 67 students in total) sponsored a "Peace Week" in celebration of the International Day of Peace on September 21<sup>st</sup>. Human Rights classes worked for about three weeks to plan the events to take place during Peace Week and on Peace Day. Students were in charge of planning and organizing the events. This process was extremely student-centered and involved students working collaboratively, communicating with teachers, giving presentations to classrooms, and organizing a fundraiser. The Peace Week began on September 18<sup>th</sup> and ended on the 22<sup>nd</sup>. Each day had a theme for students to participate in showing support for international peace.

- Monday 18<sup>th</sup> à Merry Monday (Wear yellow for joy and happiness)
- Tuesday 19<sup>th</sup> à Tie Dye Tuesday (Wear tie dye)
- Wednesday 20<sup>th</sup> à World Wednesday (Wear clothes to show your culture/heritage)
- Thursday 21<sup>st</sup> à Wear White (to represent peace and neutrality)
- Friday 22<sup>nd</sup> à Blue and Gold (support school by wearing school colors)

Pinwheels for peace were designed by Human Rights students, students from Mr. von Stade's special education classes, and Mr. Nelson's art classes. Roughly 150 students helped make these pinwheels which were displayed around campus on September 21. Mr. Nelson's art classes also made "Global Issues" artworks that were displayed around campus on September 21. "Pies 4 Peace" was the fundraiser that students organized. Students talked to teachers to have them participate

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

in the fundraiser. Six teachers (Mr. Behnam, Ms. Minton, Mr. Raman, Mrs. Lopez, Mr. Dell'Aringa, Mr. Sandoval) and Mr. Boswell were candidates to be pied in the face on September 21. Students voted for who they wished to see pied in the face by putting money in that staff members jar. The staff member with the most money in the jar on September 21<sup>st</sup> would be pied in the face. All the money fundraised was donated to hurricane relief funds to help those affected by recent hurricanes in the United states. \$267 was fundraised by WHS students in two weeks. Lunch time activities on September 21<sup>st</sup> included music, a moment of silence, chalk murals, and Mr. Sandoval (1<sup>st</sup> lunch) and Mr. Raman (2<sup>nd</sup> lunch) getting pied in the face.

Human Rights' Peace Week was successful in bringing the campus together. Several students across the school participated in activities or creating displays for Peace Day. The Tracy Press came out to the event, did a Facebook Live session with Mr. Sandoval and took several photos as well as interviewed a few students.

Speaking of journalism, in its 23rd year of production, Merrill F. West High's "The Zephyr" is a student publication of our journalism class. In order to achieve success as a student newspaper, our journalism must work to excel in all of our 4 C's: Communication, Collaboration, Critical Thinking and Creativity. Publication of "The Zephyr" is designed as an informative link between students, staff, parents and the community. The purpose of the The Zephyr is to allow students to express their voice in a professional manner, as well as remain abreast of school activities and pertinent issues. The Zephyr exists in both print copy and online at [www.whszephyr.com](http://www.whszephyr.com). In an effort to more fully engage with its readers, the Zephyr returned to print production in February 2015. That same year, the Zephyr received a grant of 1500 dollars to purchase four new computers capable of running high end design software. Print production allows students to have hands on experience in both skills with layout and designing a print publication. Students are professionally trained in using the professional grade In Design software to produce the printed copy of the paper. Students are also trained by professionals from the local Tracy Press in journalistic photography. After just two years back as a print publication, the Zephyr received the prestigious American Scholastic Press Association 1st place award!

For the current school-year, our journalism class has begun to collaborate with our Speech and Debate students. This collaboration has produced a well received Video Bulletin shown on Fridays. The video bulletin utilizes the journalism video camera purchased courtesy of funding by Superintendent Dr. Brian Stephens and the District. The students' efforts clearly require putting the 4 Cs into action through their written script and video production on a weekly basis.

On November 1st, 2017, West High School hosted its first evening art reception at the student art gallery. The multi-media show focused on a replication of the traditional Mexican observance, Dia de los Muertos, a remembrance of loved ones who have passed away. The reception featured students from our Floriculture, Spanish, and Art classes. Along with our cross-curricular classes, we invited the entire staff to not only enjoy the show, but participate. Our local newspaper, the Tracy Press, covered the reception along with our school newspaper. Local dignitaries such as the mayor, city council members, TUSD superintendent, and school board members were invited to the opening.

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

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).**

### **Summary (including comments about the critical learner needs)**

The criteria in Category E are being met in several different ways as has been expressed in specific answers to the prompts above, however, in summary, the following evidence summarizes our findings. Our findings for Category E, "Culture," show a close connection to Critical Learning Need #3 and our commitment to applying the 4 Cs to our students' West High experiences in preparation for post secondary college and career opportunities. In the area of Parent and Community Engagement, the school actively involves parents of Special Education students in the IEP process by having regular meetings to assess their progress on goals; these meetings keep communication open between parents, students and teachers and are aimed at

## **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

increasing the overall performance of SPED students. Parents are also invited to attend Back-to-School Night where they can meet the school administrators and teachers; translators are provided for parents of students in ELD. The Parent Liaison has been a tremendous asset in providing not only translation services, but also reaching out to families and helping with credit recovery, discipline, housing and medical and food resources. Parents are also involved with the Space and Engineering Academy Senior projects by acting as mentors and chaperones on field trips.

Students are involved in interactions with the community through the Mock Interview process that is sponsored by Hire Me First and the Tracy Chamber of Commerce as well as the Work Experience Program that allows students to work a few hours a day at an off-site employer. These programs help students to practice their communication skills, collaborate with various members of the community as well as their teachers, and help them to become college and career ready in order to fulfill the goals of our school vision statement.

There are several student clubs and classes where students interact with the community, such as the MEChA club, SEA, FFA Home Economics, Journalism and JROTC. Each one of these clubs host events that are open to the community, including Veterans. Furthermore, these clubs require students to perform a certain amount of community services hours where they have a chance to volunteer their time at various non-profit organizations.

Leadership is an important way that students improve the overall school culture by partnering with the community and modeling what a real-world business would be like by planning large school events, training students in suicide prevention and crisis prevention. One Day at a Time (ODAT) is another organization that reaches out to at-risk students and provides them a support system to help. Leadership also partners with the CHP to present programs like Every 15 Minutes that teach students the dangers of drinking and driving.

### **Prioritize the strengths and areas for growth for Category E.**

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

1. Staff and communicates with parents in multiple ways: Phone dialers, email, Back to School Night, Parent/Teacher Conferences plus recently established programs such as PIQE, PTSA and College Bound. Our Parent Liaison and administrative team have also made great strides in reaching our EL community.
2. Our Leadership Program leads the way in both on site and community support through its Pack Leadership theme. West offers a diverse variety of on-site Clubs, Community Service and Academic teams.
3. Community Showcases and opportunities for parents and community to attend and support (including donating): plays, music concerts, rallies, Homecoming, SEA Senior Projects, Art Showcase Dia de Los Muertos, our programs in general and International Feast that brings multiple clubs and global foods and interests together.
4. Our FFA program has won numerous local, state and national awards and has over 500 members. Part of its great success is due to student input. Its advisors and officers



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conduct an annual survey to identify students' career interests to determine future career development event teams as well as capstone courses.

5. Updated District guidelines for EL and Special Education

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

1. More student input is needed about West in all areas. The two WASC student days last May when students provided written input about site strengths and areas for growth plus two student surveys (that reached a percentage of our students) were a starting point to seeking more student feedback and input.
2. Clarification and Accountability for Adjunct duty to ensure that duties signed up for are being fulfilled to the extent the duty requires. Accountability for certificated staff should come from Admin and not from fellow certificated staff members.
3. Continue to work on our established plus recently established groups and programs to reach the community and all stakeholders. This would especially include programs like PIQE, the PTSA and Summer Bridge. We also need to continue to collaborate with the District on measuring the success of Summer Bridge as well as funding our Parent Liaison and Valley Community Health Services.
4. Consider a means of measuring the percentage of student involvement in extracurricular activities, groups, teams, etc. on campus.
5. Clearer protocol for how best to serve EL students who are also Special Ed so that their individual learning needs are being met.

## CHAPTER 4

# Summary from Analysis of Identified Critical Student Learning Needs

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**Summarize the identified critical student learning needs based on profile and Focus Group findings.**

After several meetings during the first quarter of the Fall 2017 semester in both Focus and Home Groups, the West faculty met in their Focus Groups on an early release Monday in late October to do a final review of prompts for their section. The Leadership Team facilitated the review. Focus Group members collaborated to review parts of their chapter as well as both comment on prompts and offer suggestions for revision. Next, in small groups, Focus Group members identified strengths and areas for growth on poster paper. This led to a whole group discussion facilitated by the Focus Group leader who recorded overall strengths and areas for growth on the group's Google Doc.

From there the Leadership Team met and reviewed each Focus Groups findings and made final revisions. The Leadership Team then prioritized for both strengths and areas for growth for each of the five Focus Groups and then looked for recurring trends and themes to comprise an overall final list of strengths and areas for growth. Those findings are listed below. The Leadership Team presented its findings to the following stakeholding groups: Department Chairs, PTSA and School Site Council for comment, revision and approval.

| Category A: Areas of Strength   | Category A: Areas of Growth  |
|---|--|
| <ol style="list-style-type: none"><li>1. College and Career courses supported by District and Site and are in line with District and Site Mission, Vision and SLOs. New courses since the last self-study include<ol style="list-style-type: none"><li>a. Foods and Nutrition 2</li><li>b. JROTC</li><li>c. ERWC</li><li>d. Engineering 4</li></ol></li></ol> | <ol style="list-style-type: none"><li>1. Pursue identified LCAP goals not yet implemented such as a late bus and extended library hours.</li><li>2. Increased opportunities for professional development for staff especially for PLCs plus an increase in staff awareness as to how to ask for funding for professional development.</li><li>3. Use of data to evaluate effectiveness of the Summer Bridge program as a means of increasing 9th grade</li></ol> |

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| <p>e. Conflict Management</p> <ol style="list-style-type: none"> <li>2. LCAP alignment - Parent Liaison and Valley Community Counseling have been in place since the 2015-16 school-year. Both programs have full time, highly qualified employees.</li> <li>3. District led TTIP and Induction programs continue to provide support to our new teachers at both the District and Site levels through staff development and mentor teachers.</li> <li>4. Summer Bridge had a very successful beginning in June for identified incoming 9th grade students and continues during the 2017-18 school-year with a weekly tutoring option and monthly outreach activity. with our Leadership program. District and Site representatives have been meeting to discuss and analyze the program including participating student academic achievement data thus far.</li> <li>5. Parent/community involvement - PIQE and PTSA, SSC, ODAT, Work Experience.</li> <li>6. Implementation and updated Site Mission and Vision statements in line with District Mission and Vision and LCAP goals.</li> <li>7. Clear District expectations and policies for all stakeholders</li> </ol> | <p>achievement.</p> <ol style="list-style-type: none"> <li>4. Continue to update facilities and technology.</li> <li>5. Prioritize a stronger relationship with our parents and local business community for student career opportunities. Build upon the programs we have recently established such as: Parent Liaison, PIQE and PTSA, plus increase outreach to local businesses for student opportunities.</li> </ol> |
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| <b>Category B: Areas of Strength</b>   | <b>Category B: Areas of Growth</b>  |
|--|---|
| <ol style="list-style-type: none"> <li>1. We offer a wide variety of student opportunity for college and career readiness across departments as well as through our extracurricular activities such as Hire Me First, Mock Trial, Robotics. We have added several new courses and programs since the last self-study that continue to grow in student interest. This includes Engineering 4, ERWC, Foods and Nutrition II, JROTC.</li> <li>2. Full implementation of RCD in English and Math, NGSS being finished, Social Science has redesigned common assessments.</li> <li>3. PLCs are now student data driven and department and/or subject specific with group discussion guides completed as a means for teacher self-reflection and clear avenue for planning next steps.</li> <li>4. Small Learning communities - AVID, SEA, JROTC continue to excel with student career and college readiness success.</li> <li>5. Nearly all of our Career Tech courses are A-G approved including a growing AG Science Program that is cross-curricular.</li> </ol> | <ol style="list-style-type: none"> <li>1. Two immediate goals are to increase our SBAC Scores and A-G completion rates. A key intervention for 2017/18 is our implementation of department and subject specific PLCs combined with an emphasis on the Relationships, Relevance and Rigor District framework that emphasizes curriculum based on higher level formative and summative assessments as well as student activities related to real world application and our 4 Cs.</li> <li>2. Not enough 9th grade support options, Summer Bridge is a start and not all students can attend. Other possible avenues for exploration for our students include offering a study skills course for 9th graders and a school-wide advisory/intervention period for all students.</li> <li>3. Emphasizing 4 year plans for all students is something that needs to continue to be developed. The 4 Year Plan seems to be working well for student achievement and progress in our Small Learning Communities including Ag Science, AVID, JROTC, and SEA. Counselors keep track of every student's four year progress in physical binders and chart progress toward graduation and A-G completion.</li> </ol> |

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| Category C: Areas of Strength  | Category C: Areas of Growth  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Our departments and courses apply specific knowledge in different and multiple ways that challenge our students. The 4 Cs are emphasized and integrated into our course instruction and student engagement as are formative and summative assessment activities. RCD Units for ELA and Math have built in projects and real world application. Claim-Evidence-Reasoning is used in ELA, Science, and Social Sciences demonstrating continuity of ideas and cross-curricular learning. Elective courses such as Journalism, Human Rights, Foods and Nutrition II connect students with local professionals to support and build career awareness and skills.</li> <li>2. Teachers are increasing student learning and activities through available technology. Departments throughout the school are utilizing technology and multimedia resources. There is a school-wide variety of projects and activities that use technology to support student learning. There are a variety of online resources being used in class and outside of class including Powerpoint and online projects and internet research being done by our students both as teams and individually.</li> <li>3. Students use a variety of materials and resources beyond the textbook utilizing technology as well as other sources including: primary and</li> </ol> | <ol style="list-style-type: none"> <li>1. Continue to align instruction to our SLOs (4 Cs). Analyze PLCs and Discussion Guides for Quadrant C and D activities as well as student achievement. Through collaborative discussions in our PLCs, we need to revise our student activities and assessments as needed.</li> <li>2. Staff needs further professional development training in how to use technology more effectively. Teachers need to infuse the technology schoolwide to help students gain the skills they need to succeed and be college and/or career ready. We also need more computer access across courses. There is a need for additional computers across the campus in order to facilitate more students using digital technology at the same time.</li> </ol> |

**Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

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| <p>secondary sources, curriculum focused and real world articles, on hands activities, and labs.</p> <p>4. The Summer Bridge Program is a District and site collaborative effort that addresses at risk 9th graders in order to increase their achievement and success.</p> <p>5. A wide range of Special Education courses and services are offered to our students and their parents.</p> |  |
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**Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

| Category D: Areas of Strength  | Category D: Areas of Growth   |
|--|---|
| <ol style="list-style-type: none"> <li>1. ELA and MATH RCD have been developed in line with Common Core State Standards, Science NGSS curriculum is nearly finished, Social Science has implemented redesigned common assessments in line with California Common Core State Standards. Our site teachers played lead roles in the redesign process.</li> <li>2. PLCs are focused on student achievement specific to departments and specific courses and/or grade levels. PLC Discussion guides are closely connected to our revised Mission, Vision and SLOs as well as the District's Relationships, Relevance and Rigor model based on Quadrant C and D student activities.</li> <li>3. Teachers consistently use Aeries as our online system for recording student grades. Parents and students have the opportunity to check student progress through Parent Link. Parents and teachers also communicate about student achievement and progress through email, weekly grade checks and Parent/Teacher Conference Day which takes place on a Monday in late October.</li> <li>4. Special Programs and Small Learning Communities have 4 Year Plans in place for those students. SEA and AVID students are meeting A-G requirements at a very high percentage. Our Career Center and Counselors offer visits from college representatives as well as College</li> </ol> | <ol style="list-style-type: none"> <li>1. Need to reach all students in regards to college and career awareness and continue to expand course offerings for students to develop career/vocational skills/interests. Increase the focus on 4 year plans for all students, especially those students not in a specialized program.</li> <li>2. PLCs are still a work in progress regarding teacher collaboration and analysis of student work and achievement; more professional development time for PLCs to develop and flourish.</li> <li>3. Master schedule planning needs to be addressed for students to be placed appropriately from the onset to minimize disruption and distractions at the beginning of the school year.</li> <li>4. SBAC scores, CAASPP Test Schedule- ensuring that teachers in the math and English content areas are able to test the students for their own subject matter. I.e., math teachers test in math, English test in English. CAASPP Test Practice- implementing a schedule/focus for building student buy-in with students and familiarity for staff and students with the process and the types of questions. Sharing test scores across department and school - SBAC, PLC results Cross Curricular Projects/lesson plan development and student assessment.</li> <li>5. 9th grade D/F rate/remediation, Summer Bridge - how to follow through with identified students during</li> </ol> |



**Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

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| <p>Fairs and workshops for our students.</p> <p>5. Teachers across departments have implemented multiple types of formative and summative assessment. There are also Real World student interactions through school teams, clubs and activities such as: Hire Me First, Mock Trial, Robotics, Science Olympiad.</p> <p>6. Our AP students consistently score above the global average on their College Board exams.</p> | <p>the year.</p> |
|---|------------------|

# Merrill F. West High School ACS WASC/CDE Self-Study Reflection

| Category E: Areas of Strength   | Category E: Areas of Growth  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Staff and Parent Communication in multiple ways: Phone dialers, email, Back to School Night, Parent/Teacher Conferences plus recently established programs: PIQE, PTSA, College Bound. Our Parent Liaison and administrative team have also made great strides in reaching our EL community.</li> <li>2. Our Leadership Program leads the way in both on site and community support through its Pack Leadership theme. West offers a diverse variety of on site Clubs, Community Service and Academic teams.</li> <li>3. Community Showcases and opportunities for parents and community to attend and support (including donating): plays, music concerts, rallies, Homecoming, SEA Senior Projects, Art Showcases such as Dia de Los Muertos and International Feast which brings multiple clubs and global foods and interests together.</li> <li>4. Our FFA program has won numerous local, state and national awards and has over 500 members. Part of its recipe for success is due to student input. Its advisors and officers conduct an annual survey to identify students' career interests to determine future career development event teams as well as capstone courses.</li> <li>5. Updated District guidelines for EL and Special Education</li> </ol> | <ol style="list-style-type: none"> <li>1. Continue to work on our established community programs plus recently established ones to reach the community and all stakeholders. This would especially include programs like PIQE, the PTSA and Summer Bridge. We also need to continue to collaborate with the District in regards to measuring the success of Summer Bridge as well as in funding our Parent Liaison and Valley Community Health Services.</li> <li>2. Consider means of measuring percentage of student involvement in extracurricular activities, groups, teams etc. on campus.</li> <li>3. Clearer protocol for how best to serve EL students who are also Special Ed so that their individual learning needs are being met.</li> </ol> |

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

### Common Themes

| Areas of Strength   | Areas for Growth   |
|---|--|
| <ul style="list-style-type: none"><li>● Nearly every course at West High is A-G approved, including elective and CTE courses.</li><li>● Site implementation of subject specific PLCs</li><li>● Updated Mission/Vision, including the 4 Cs</li><li>● Specialized programs including: AVID, JROTC, FFA, AP, SEA, and ELD</li><li>● Teacher led curriculum framework redesign in ELA, Math, and Science courses.</li><li>● Common Assessment design and implementation in ELA, Math and Social Science</li></ul> | <ul style="list-style-type: none"><li>● Increasing student performance on SBAC, ELA and Math exams.</li><li>● Increasing percentage of students meeting A-G requirements.</li><li>● Decreasing achievement gap, particularly with EL and Special Education students.</li><li>● Continuing efforts to reach all students regarding post high school awareness.</li><li>● Improving success rate of 9th grade students.</li><li>● Continuing to develop PLCs that are driven by student learning data.</li></ul> |

After careful consideration of our Focus Group findings by multiple stakeholder groups, the Leadership Team reviewed our three preliminary Critical Student Learning Needs and then discussed them with Department Chairs at the November meeting.

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

| Preliminary Student Critical Learning Need   | Revised Critical Student Learning Need  |
|--|---|
| <ul style="list-style-type: none"> <li>● Decrease the achievement gap by subgroup including increasing student performance on Smarter Balanced Assessments.</li> <li>● Increase academic success for 9th graders.</li> <li>● Increase students' college and career readiness through staff and student proficiency in the 4 Cs (Communication, Collaboration, Critical Thinking, Creativity).</li> </ul> | <ul style="list-style-type: none"> <li>● Increase all student groups' achievement on the Smarter Balanced Assessments and decrease the achievement gap by subgroups.</li> <li>● Increase academic success for 9th graders.</li> <li>● Increase students' college and career readiness through staff and student proficiency in the 4 Cs (Communication, Collaboration, Critical Thinking, Creativity) with a focus on the Relationships, Relevance and Rigor learning model.</li> </ul> |

Our four Critical Student Learning Needs effectively meet TUSD's two LCAP goals; 1. all students meeting grade level standards in preparation for college and career readiness and 2. providing a safe and equitable learning environment for all students and staff. At the same time our four Critical Student Learning Needs also focus on increasing West High School students achievement and learning in line with our SPSA.

The one major area of revision was in the first Critical Student Learning Need. Initially in our self study process we identified a need to decrease the student achievement gap by subgroup, specifically for SBAC performance. After the Focus Group work and data analysis and conversations with stakeholders, the Leadership Team determined that the need is for all student groups to improve in this area. While we have revised this Critical Student Learning Need to include all student groups, we recognize we also have a need to close the achievement gap between various subgroups.

Preliminary Critical Learning Need #2 increasing 9th Grade Student Achievement remains a primary focus after our self-study findings. Specific interventions for our freshman students will

### **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

be an integral part of our Action Plan. Building upon our initial Summer Bridge class is a key element moving forward though not the only solution to the issue. We also found specific trends with Critical Learning Need #3 to target in our Action Plan; for example increasing the percentage of our students meeting A-G requirements as well as improving our 11th grade EAP scores. Our students have access to and are enrolled in an A-G curriculum; the consistent trend is 30 to 35 percent of our graduating seniors meet the A-G college readiness standard. Ensuring staff and stakeholders understand A-G requirements will be in our Action Plan. It is important to note that the courses we have added since the last self-study are a positive addition in what they offer for our students in preparation for college and/or career.

We have also made great strides this year in implementing our 4 Cs and making staff and students aware of their importance on a real world level. We have begun implementation of the Relationships, Relevance and Rigor model for the 2017/18 school-year with an emphasis on increasing both higher level Quadrant C and D and real world lessons in the classroom. This process will continue to evolve for the 2018/19 and 2019/20 school-year as part of the District's three year commitment to the Relationships, Relevance and Rigor model. Additionally, West High School is scheduled to be a pilot school for Responsibility Centered Discipline practices.

# CHAPTER 5

# School Wide Action Plan

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## **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

- A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.
- B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.
- C. Describe the school's follow-up process, ensuring an ongoing improvement process.

### **WASC Identified Statement of Area for Improvement #1**

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

### **District LCAP Goal #1:**

Prepare all students for college and careers and ensure that all students meet grade level standards with a focus on closing the achievement gap between all subgroups.

### **West SPSA Goal Statements:**

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

### **WASC Identified Critical Student Learning Needs:**

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

### **Rationale:**

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

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

### SLO Addressed:

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

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

### Supporting Data:

- SBAC or CAASPP overall Achievement Data
- SBAC or CAASPP Achievement Data by subgroup
- EAP Overall Achievement Data and by subgroup
- SAT, PSAT overall results and by subgroup

### Findings from data analysis:

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



**Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

| <b>Tasks</b>   | <b>Specific Steps</b>   | <b>Person(s) Responsible</b>  | <b>Resources</b>   | <b>Timeline</b>      | <b>Assessment of Progress</b>                            |
|--|---|---|--|----------------------|--|
| Develop a plan to further inform and involve teaching staff in 11th grade ELA and Math SBAC exams. | <p>All 11th grade students take practice ELA and Math SBAC exams.</p> <p>Each department makes a plan to help increase student achievement on SBAC ELA and Math exams.</p> <p>Admin with teacher input works on creating an SBAC testing schedule to maximize student achievement and success.</p> <p>Admin discusses 2018 SBAC results at first department chair meeting and then an early staff meeting.</p> <p>This will be followed by department</p> | <p>Admin</p> <p>Counselors</p> <p>Department Chairs</p> <p>All certificated staff</p> | <p>ELA and Math practice exams</p> <p>Department Action Plans</p> <p>2018 SBAC results</p> | Spring 2018, 2018/19 | Student results on 2018 and 2019 ELA and Math SBAC exams |

**Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

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|  | meetings and additions, revisions etc. to department action plans followed by a whole faculty conversation.  |   |  |  |   |
| Educate and inform parents and students of importance of SBAC exams. | <p>WASC Coordinator meets monthly with student focus group to discuss SBAC exam.</p> <p>Principal makes presentations to all 11th grade ELA classrooms about importance of SBAC exams and also films video announcement for entire school.</p> <p>Release time and practice exam time for 11th grade students and teachers</p> | <p>Admin</p> <p>WASC Coordinator</p> <p>Teachers</p> <p>Leadership and Speech and debate teachers</p> <p>student presenters</p> | <p>Journalism video camera</p> <p>Admin Phone Dialer</p> <p>Parent Liaison</p> | <p>Spring 2018</p> <p>2018/19 school year.</p> | <p>Student feedback from discussions and presentations</p> <p>SBAC 2018 results</p> |

**Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

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|  | Investigate possibility of offering incentives, rewards and snacks for students with SBAC testing.  |   |   |                                  |  |
| Professional development will continue to include subject focused PLCs with an emphasis on the Relationships, Relevance and Rigor model. | <p>PLC training offered to certificated staff at January Buy-back Day.</p> <p>Future PLC trainings and professional development</p> <p>West will continue to have a partnership with ICLE and an instructional coach for the school.</p> <p>Subject specific PLCs will continue to work on real world, quadrant D lessons for all students.</p> | <p>Admin</p> <p>Teachers</p> <p>District Office</p> | Funding for PLC training<br>District funding for ICLE coach | Spring 2018, 2018/19 school year | <p>Teacher participation numbers at upcoming January training and subsequent trainings</p> <p>Teacher evaluation of professional development</p> <p>Teacher/depart ment conversations include a focus on all four student learning quadrants and the “whys”for when to cover each.</p> <p>Student SBAC results for 2018 and 2019</p> |

**Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

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| Algebra 1, Geometry, Geometry Pre AP, Algebra 2, and Algebra 2 Pre AP will implement Common Unit Assessments which are common core standard aligned. | <p>RCD (Rigorous Curriculum Design) Team continues to write and edit the assessments.</p> <p>Math teachers teach the common core standards, administer the assessments, and grade the assessments with a common rubric.</p> | <p>Math Teachers</p> <p>RCD (Rigorous Curriculum Design) teams</p> | <p>Common rubrics</p> <p>Professional development for all Math teachers</p> | Ongoing  | <p>Student results on common assessment and RCD exams.</p> <p>SBAC math results</p>                   |
| ELA teachers develop common literacy skills by grade level to teach as part of RCD curriculum.   | ELA teachers meet in grade level PLCs to discuss strategies for teaching and assessing common literacy skills: close reading, claims and evidence etc.  | ELA teachers   | PLC time, newly adopted English materials                                   | Established by ELA teachers for 2017/18 school year, ongoing | <p>2018 ELA SBAC results</p> <p>Teacher feedback</p> <p>Student performance on common assessments</p> |
| Create cross curricular articulation to develop real world lessons in line with  | Establish a committee of teachers, counselors and administrators  | <p>All staff buy-in</p> <p>Continued district support for</p>      | Time and teaching materials   | Ongoing  | Student performance on common assessments   |

**Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

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| the Relationship, Relevance and Rigor model.   | <p>to establish norms for writing across disciplines to present to staff.</p> <p>Establish professional development time for teachers to meet across disciplines.</p> <p>Continue to train teachers in the Relationships, Relevance Rigor model.</p> | <p>professional development time</p> <p>Continued staff development with ICLE (3Rs model)</p> |  |                                   | Teacher feedback  |
| Place 10th-12th grade ELD students in grade level workshops with lessons that target state mandated curriculum and activities related to college and career readiness. | <p>This will take place during the one week mandated sex ed curriculum for 9th grade ELD students.</p> <p>11th graders will practice both logging onto the CAASPP website and to work with sample SBAC questions with guidance from their ELD</p>    | <p>Admin</p> <p>District</p> <p>ELD teachers</p>  | <p>Potential training for ELD teachers in 10th, 11th and 12th grade skills, activities, etc.</p> <p>Meeting and planning time for ELD teachers</p> <p>Roving Computer labs</p> | Implemented January 2018, ongoing | <p>SBAC Scores</p> <p>PSAT scores</p> <p>Student feedback</p> |

**Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

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|  | <p>instructor.</p> <p>10th graders will receive access to and training in using the online PSAT website to help prepare them for the exam.</p> <p>12th graders will work with their ELD teacher to create resumes, cover letters, and job applications with a culminating Mock interview activity with a SkillsUSA employer.</p> <p>After the mock interview activity, interview questions will be shared with all ELA teachers.</p> |  |  |  |  |
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**Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

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| Inform staff of new language assessment ELPAC and its alignment with current ELD standards. | <p>EL Coordinator sends Power Point presentation to all ELD and EL content teachers with ELPAC sample questions.</p> <p>EL Coordinator presents ELPAC overview to staff at ERM that displays the increased rigor of the assessment and explains the difference in rigor between the 9/10th grade test and the 11/12th grade test.</p> <p>ELD teachers present Power Point that details new ELPAC test rigor to their ELD students and goes over practice test questions.</p> | <p>Admin</p> <p>EL Coordinator</p> <p>ELD and EL Content teachers</p> | <p>Professional Development time for ELD and EL teachers</p> <p>Para Professionals, EL Coordinator and retired EL teachers to administer ELPAC exam to students.</p> | <p>January 2018 to ELD and EL content teachers</p> <p>Introduced at upcoming faculty meeting, ongoing training and discussion</p> <p>Exam results by end of May, reclassification discussion after</p> | ELPAC and SBAC results for 2018, 2019, 2020. |
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**Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

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|  | EL Coordinator meets with Head Counselor to discuss reclassifying students after receiving ELPAC results.  |  |                       |  |   |
| Introduce staff to CDE Readiness Dashboard and West's current standing | <p>Admin presents first to Department Chairs and then to staff at August faculty meeting.</p> <p>Departments discuss and analyze CDE rankings, findings, percentages etc.</p> <p>Whole staff discussion about CDE.</p> | <p>Admin Department Chairs</p> <p>All teachers</p> | CDE Dashboard website | Initial discussion in August 2018, ongoing | <p>Teacher feedback</p> <p>CDE Dashboard results for West in 2018, 2019</p> |



## **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

### **WASC Identified Statement of Area for Improvement #2**

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

#### **District LCAP Goal(s)**

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

#### **West SPSA Goal Statements**

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

#### **WASC Identified Critical Student Learner Needs:**

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

#### **Rationale:**

Increasing the percentage of our students meeting A-G readiness standards clearly relates to our students' being both college and career ready. We would also like to track A-G readiness numbers at each grade level to both help and support students with monitoring and intervention strategies at the lower grade levels to keep them on track to meet A-G requirements. Increasing our A-G percentages will require increased effort from all stakeholders and a clear understanding of what is required for a student to meet A-G readiness in both required courses and grades for four year college admission.

## **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

### **SLOs Addressed:**

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

### **Supporting Data:**

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

### **Findings from Data Analysis:**

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

**Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

| <b>Tasks</b>   | <b>Specific Steps</b>   | <b>Person(s) Responsible</b>   | <b>Resources</b>                                 | <b>Timeline</b>  | <b>Assessment of Progress</b>  |
|--|---|--|--|--|--|
| Continue to focus on more elective courses meeting A-G approval. | Organize a team to evaluate each elective course and requirements needed to meet A-G approval.  | Elective Teachers<br>Counselors<br>Admin   | Review requirements from counselors and catalogs | Fall of 2018 for Course Approval for 2019/20 school-year   | Monitor whether courses are A-G approved.<br><br>Student percentages meeting A-G                         |
| Place A-G posters in all classrooms.                             | Create / Approve Poster   | Administration / Counseling  | Printing Resources                               | Fall of 2018   | Tally percentage of posters in classrooms  |
| Add A-G requirements on course sign-up sheet.                    | Edit the current course sign up sheet   | Counseling   | A-G approved course list                         | January of 2019  | Assess the course sign up sheet for completion   |
| Counselors educate teaching staff on A-G Readiness.              | Admin/counseling plan ERM time for educating teaching staff.<br><br>Counselors prepare presentation, deliver presentation to staff at early release Monday faculty meeting. | Admin / Counseling<br>Department Chairs<br><br>AVID Coordinator<br><br>AVID teachers<br><br>All teachers | Presentation time to prepare and present         | December of 2018 for initial presentation,<br><br>2nd Semester 2018/19 for additional meetings and discussions | Percentage of staff attending the ERM training<br><br>Student grades comparison for 2018/19 with 2017/18 |

**Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

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|   | <p>Admin team discusses with department chairs grade data for 2017/18 school year with an emphasis on D/F grades percentages. Discuss possible factors and solutions.</p> <p>Department chairs then discuss issue with department members.</p> <p>Whole faculty discussion at later early release Monday to address factors and solutions going forward.</p> |  |  |  |   |
| Counselors work with AVID including Coordinator, teachers and | Counselors work with AVID Coordinator to create student  | Counselors AVID Coordinator, AVID teachers | After school early release Monday time to meet, plan and present | 2018/19 school year, planning and preparation= fall semester | Staff and student feedback<br><br>A-G readiness percentages |

**Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

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| students to deliver A-G presentations to all classrooms. | <p>presented Powerpoint about A-G readiness.</p> <p>Counselors, AVID Coordinator and AVID teachers meet to discuss presentations and preparation activities for AVID student presenters.</p> <p>AVID students presenters deliver A-G Powerpoint discussion to staff at an early release Monday faculty meeting.</p> <p>AVID students make presentations to all classrooms during designated A-G readiness school activity time.</p> | <p>AVID students</p> <p>All teachers</p> |  | <p>Actual presentations to take place during beginning of 2nd semester</p> | <p>for 2018/19, 2019/20</p> <p>Comparison of student letter grades by percentages for 1st and 2nd semester of 2018/19 school year, also compare grades for 2019/20 with 1st semester of 2018/19 (before A-G presentations)</p> |
|--|---|--|--|--|--|

## **Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

### **WASC Identified Statement of Area for Improvement #3**

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

### **District LCAP Goal(s)**

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

### **West SPSA Goal Statements**

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

### **WASC Identified Critical Student Learner Needs**

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

### **Rationale**

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

### **SLOs Addressed**

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

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

### Supporting Data

- 9th grade subject specific grades by semester
- Summer Bridge students grades
- Summer Bridge Participation Numbers including: two week program in June, weekly tutoring and monthly support meetings
- 9th grade A-G readiness statistics
- 9th Grade Participation in Outreach Programs: ODAT, College Bound, College Visits

### Findings from Data Analysis:

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

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

**Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

**Target for goal #3: Increase academic and overall success for 9th graders**

| <b>Tasks</b>  | <b>Specific Steps</b>  | <b>Person(s) Responsible</b>  | <b>Resources</b>   | <b>Timeline</b>                         | <b>Assessment of Progress</b>                         |
|---|--|---|--|---|---|
| Track 2017 Summer Bridge Class student achievement.             | Have Summer Bridge Leadership Team compare Bridge students' 1st semester grades with their 1st quarter grades.   | Summer Bridge Principal and teachers<br><br>Counseling  | Aeries   | January 2018                            | Statistics from grade comparison for Bridge students. |
| Increase certificated staff awareness of Summer Bridge Program. | Have Summer Bridge Leadership team present to staff at end of year faculty meeting.<br><br>Present Summer Bridge students' grades comparison to staff. | Summer Bridge Leadership Team<br><br>9th grade teachers to identify Bridge students in their classes. | Summer Bridge Leadership Team<br><br>Funding to pay Bridge Teachers for planning for staff meeting presentation.<br><br>List of Summer Bridge students to teachers | May 2018 for planning and staff meeting | Staff evaluation and feedback from presentation       |
| Freshman Seminar Course for                                     | Pilot Course 2018/2019   | Admin<br><br>Counselors   | District Funding for Course  | Spring and Summer 2018 for planning     | Semester grades for 2018/19 and                       |



**Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

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| Bridge Students  |  | Summer Bridge Leadership Team<br><br>Seminar Course Teachers | Course Description and Syllabus<br><br>Sample 9th grade Seminar Courses from other sites | course and presenting to staff<br><br>2018/19 and 2019/20 to measure student success              | 2019/20 for current and former (in 2019/20) Seminar students<br><br>Student evaluation and feedback<br><br>Teacher evaluation and feedback   |
| Implement Lunch time study hall as an intervention to increase student homework completion and content understanding . | Identify 9th grade students not completing homework and assign them to the lunch time study hall(s).<br><br>Create teaching assignment(s) for teaching staff to supervise the lunch time study hall(s).<br><br>Teachers provide list of missing assignments for their students in lunch time study hall.<br><br>Security | Admin Teachers<br><br>Counselors<br>Security Staff           | Classroom(s) for lunch time study hall<br><br>Extra textbooks<br><br>Pencils, paper      | Spring 2018, piloting with one class and planning for 2018/19<br>Full implementation on Fall 2018 | Students attendance numbers for lunchtime study hall<br><br>Teacher feedback on student homework completion and overall academic performance |

**Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

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|  | collects students and escorts them to study hall classroom(s).  |   |   |   |   |
| Expand 4 year plan to 9th graders outside of specialized programs. | Create committee of counselors, administration and teachers.<br><br>Present to all staff.<br><br>Pilot program with Summer Bridge students. | Counselors<br><br>Admin<br><br>Teachers           | Sample 4 years plans from AVID, SEA, FFA.<br><br>System for maintaining individual 4 year plans | Fall 2018   | A-G readiness numbers                                     |
| Provide a college visit experience for all 9th graders.            | Continue to coordinate and organize college visits for all 9th graders.   | Counselors<br><br>Admin<br><br>9th Grade Teachers | Transportation Costs<br><br>Sub Costs for Teachers  | Ongoing   | 9th Grade Sign up and attendance lists for College Visits |
| Explore option of visiting vocational schools and military bases.  | Call both Vocational schools and military bases regarding visits.   | Admin<br><br>Counselors                           | Transportation Costs<br><br>Sub Costs for Teachers  | Begin to research during 2018/19 school-year, implement potentially in 2019/20. | Call log and notes  |
| Every classroom  | Posters made  | Admin   | Laminating,   | Fall 2018   | Posters visible   |

**Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

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| posts tutoring times/teachers and locations.   | for all classrooms  | Teachers  | poster printing costs   |  | in all classrooms   |
| Offer Algebra 1A and 1B (a predominantly 9th grade class) as separate yearlong courses to increase 9th grade success in mathematics. | Identify students to take the course through the MDTP.<br><br>Courses to be offered for 2018/19 school year.  | Admin<br><br>Counseling Staff<br><br>Math Department      | MDTP Exam Results<br><br>Additional funding for courses: staffing, resources, supplies etc. | Course to be initially offered in 2018/19 school year  | Enrollment numbers in both classes for 2018/19<br><br>Use Aeries and Registrar to chart percentage of Algebra 1A and 1B that achieve a “C” or higher and meet prerequisites for next math course. |
| Utilize MDTP exam and students’ results to properly place in math courses.   | MDTP exam to be administered to all incoming 9th graders during their 8th grade year.<br><br>8th grade math teachers to look at MDTP results and make recommendations for 9th grade placement and verify West High Counselor’s math | Admin team<br><br>Counseling Staff<br><br>Math Department | MDTP Exam Results   | Exam 1st implemented district wide during 2017/18 school year at 8th grade level to ensure correct placement of 9th grade students in math classes | Vertical Team Conversation and feedback from 8th and 9th grade math teachers.   |

**Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

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|   | placement for each 9th grade student.  |  |   |   |  |
| Implement Responsibility Centered Discipline (RC Discipline) in all classrooms including 9th grade.             | <p>Training for a small group of teachers in Spring 2018.</p> <p>All staff will be trained in August 2018 and expected to implement RCD.</p> | <p>Admin team</p> <p>Counseling department</p> <p>All teachers</p>               | Initial and follow up training sessions for all staff throughout the 2018/19 school year. | <p>Training for all staff at beginning of 2018/19 school year</p> <p>Full implementation of RCD in all classrooms by 2019/20 school year.</p> | <p>Discipline referrals statistics for 2018/19, 2019/20</p> <p>Interviews with staff and students regarding implementation of RCD during 2018/19 and 2019/20 school year</p>   |
| Add two on site TOSA's to staff to support student learning including the 9th grade level in both math and ELD. | TOSA's to be interviewed and hired before end of 2017/18 school year.  | <p>Admin Team</p> <p>ELD Coordinator</p> <p>Math Department</p> <p>Two TOSAs</p> | Two additional FTE positions  | TOSA's to begin on site during 2018/19 school year  | <p>Statistics for A-G completion and scores on ELA and Math SBAC for 2018/19 and 2019/20 school year</p> <p>Specific Statistics for A-G readiness and scores on ELA and Math SBAC for 2018/19 and 2019/20 school year.</p> |

### **WASC Identified Statement of Area for Improvement #4**

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

### **District LCAP Goal(s)**

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

### **West SPSA Goal Statements:**

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

### **WASC Identified Critical Student Learner Needs:**

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

### **Rationale:**

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

### **SLOs Addressed:**

With the emphasis on increased parent involvement, the SLOs of collaboration and

## Merrill F. West High School ACS WASC/CDE Self-Study Reflection

communication would most apply to this action plan goal of continuing to increase parent involvement particularly from critical subgroups in order to help close the achievement gap.

### Supporting Data:

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

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

**Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

**Target for Goal #4: Increase parent involvement to close the achievement gap and to increase post high school awareness for our students.**

| <b>Tasks</b>                   | <b>Specific Steps</b>   | <b>Person(s) Responsible</b>   | <b>Resources</b>   | <b>Timeline</b> | <b>Assessment of Progress</b>  |
|--------------------------------|---|--|--|-----------------|--|
| Increase EL parent involvement | <p>Continue to have parent liaison attend DELAC meetings with three West High EL parents and increase number of parents involved</p> <p>Continue to increase home visits with EL parents.</p> <p>Begin Cafecito (Parent Cafe) program for EL parents.</p> <p>Continue PIQE program in Fall 2018.</p> <p>Add on site ELAC parent</p> | <p>Admin team</p> <p>Parent Liaison</p> <p>ELD Coordinator</p> <p>Counselors</p> | <p>LCAP funding for parent liaison and DELAC Committee</p> <p>District and County EL program leaders</p> | Ongoing,        | <p>Sign in lists for meetings</p> <p>Attendance numbers for Cafecito programs</p> <p>EL student progress on ELPAC, SBAC, PSAT, SAT and A-G readiness</p> <p>EL students attendance rates</p> |

**Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

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|  | committee<br>for 2018/19<br>school year.   |  |           |   |  |
| Continue to support the formation of PTSA and monitor parent interest. | <p>Admin discusses with Department Chairs, Parent Liaison and Special program leaders potential parents to reach out to for 2018/19 school year.</p> <p>Beginning in the 2018/19 school year, reestablish the PTSA by holding monthly meetings.</p> <p>Site leadership team will initially help parents with agendas for meetings.</p> <p>Autodialer to invite parents</p> <p>Work with parents to form parent</p> | <p>Admin Team</p> <p>Special Program Directors including Special Ed, AVID, FFA etc.</p> <p>Parent Liaison</p> <p>Department Chairs</p> | PTSA dues | <p>Remainder of 2018 to reach out to site leaders and discuss ways to reach out to and identify interested parents.</p> <p>PTSA meetings to be held monthly during 2018/19 school year.</p> | Sign in lists at PTSA monthly meetings |



**Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

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|   | leadership team.   |  |                                     |   |  |
| Continue to build parent membership on School Site Council. | <p>Ask Parent Liaison and other Special Program leaders to reach out to parents and put together list of potential parents to join School Site Council.</p> <p>Have Principal directly contact identified parents and invite them to attend the next monthly meeting.</p> <p>Have parents that join School Site Council invite one other parent to attend an upcoming meeting.</p> | <p>Admin Team</p> <p>Parent Liaison</p> <p>Special Program leaders, FFA, SEA, AVID, Special Education etc.</p> | Aeries for parent contact numbers   | Ongoing, outreach to parents during remainder of 2017/18 school year, track attendance numbers for 2018/19 meetings | 2018/19 attendance records for monthly meetings, feedback from parent attendees of SSC meetings. |
| Update grades and/or student                                | Departments meet to discuss the possibility of   | All teachers   | Computers, Aeries, Web Assign, etc. | Ongoing   | Teacher feedback through Department  |

**Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

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| progress every two weeks.  | committing to updating grades and/or student progress every two weeks.<br><br>Whole faculty conversation about topic at upcoming Monday faculty meeting.  |  |  |  | Chairs<br><br>Student and Parent Surveys                          |
| Implement Career/College Day with an emphasis on presentations by both community members including West High Alumni as well as current West High Parents | Form a committee of teachers, admin, counseling, career tech., parents and community members to brainstorm and plan Career Day for Spring 2019.<br><br>Committee representatives present ideas to faculty at early release Monday | Career center technician<br><br>Counseling Department<br><br>Admin<br><br>District Staff<br><br>Community and Parent Representatives | Community members/volunteers<br><br>Extra Services Pay for Meetings out of contract hours for staff<br><br>Journalism Video Camera for Video Bulletin<br><br>Autodialer and other means of contacting and informing parents. | Planning to begin Spring 2018 and continue Fall 2018<br><br>Career/College Day to take place Spring 2019 | Participation lists<br><br>Parents, students and teacher feedback |

**Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

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|  | <p>meeting. Staff provides feedback and other potential ideas. Committee presents to other stakeholding groups including School Site Council and PTSA.</p> <p>Video bulletin and classroom presentations to students.</p> <p>Final plan presented to staff, students and community with announced Career Day date by Spring 2019.</p> |              |          |             |  |
| Friday “positive communication” to parents | On Fridays, teachers make a positive phone call (or other form of communication, for  | School Staff | Data Log | Spring 2018 | Teachers keep a log of weekly conversations. |

**Merrill F. West High School ACS WASC/CDE Self-Study Reflection**

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|   | example an email) home.  |                |  |         |  |
| Redesign Pre-SARB meetings to focus on educating students and parents regarding the negative effects of student absenteeism | Design parent/student information sheets communicating the negative effects of student absenteeism to be shared with students and parents during the meeting | Administration | Attendance Works materials<br><br>Redesigned Pre-SARB handouts | Ongoing | Decrease in Chronic absenteeism in 2018-2019 school year |

## West WASC Self-Study Appendices

- A. [May 2017 Student Survey](#)
- B. [KCRA Channel 3 1st day of School Report](#)
- C. [Tardy Policy](#)
- D. [Summer Bridge](#)
- E. [Relationships, Relevance and Rigor Framework](#)
- F. [2017/18 SPSA](#)
- G. [TUSD LCAP](#)
- H. [Student Video Bulletin](#)
- I. [Athletics Academic Probation Agreement](#)
- J. [Early Release Monday and Daily Bell Schedules](#)
- K. [ELD Timeline](#)
- L. [AP Audit Approved Course List](#)
- M. [AP Exam Results](#)
- N. [Social Science Common Assessments](#)
- O. [School Site Council Minutes](#)
- P. [CDE Dashboard](#)
- Q. [TUSD Website](#)
- R. [Fall 2017 4 Cs Student Survey questionnaire, results and comments](#)
- S. [Fall 2017 4 Cs Staff Survey questionnaire, results and comments](#)
- T. [TUSD Staff Portal](#)
- U. [Student Handbook](#)
- V. **Conflict Management Syllabus**
- W. [UCP Procedural Form](#)
- X. [Sample PLC Discussion Guide](#)
- Y. [RCD Math Sample Unit](#)
- Z. [RCD ELA Sample Unit](#)
- AA. [NGSS Sample Curriculum](#)
- BB. [School Plan 2017/18](#)
- CC. [School Map](#)
- DD. [Modern Language Common Assessments](#)
- EE. [Course Guide](#)
- FF. [Sample Fitness Log](#)
- GG. [A-G Approved Course List](#)
- HH. [Cyber High Website](#)
- II. [Ag. Experience Tracker](#)

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- JJ.**     [VHLCentral.com](http://VHLCentral.com)
- KK.**     [Counseling Post Graduate Survey](#)
- LL.**     [Space and Engineering Academy 4 Year Plan](#)
- MM.**     [AVID A-G Statistics](#)
- NN.**     [Classzone.com website](#)
- OO.**     [The Zephyr](#)
- PP.**     [Student Math Tutorials](#)
- QQ.**     [RCD Sample Assessments](#)
- RR.**     [2017 SARC](#)
- SS.**     [Aeries Parent Portal](#)
- TT.**     Conflict Resolution Form
- UU.**     [Remind App](#)
- VV.**     [Master Schedule](#)
- WW.**     [Dia de los Muertos Art Show](#)
- XX.**     [Graduation requirements](#)
- YY.**     [2017/18 School Budget](#)
- ZZ.**     [4 Cs Student Sample](#)
- AAA.**    [Link to Attendance Works](#)
- BBB.**    [Healthy Kids Survey](#)