SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

Woodland High School

21 North West Street
Woodland, CA 95695

Dates of Visit: March 6-9, 2016

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The Visiting Committee would like to thank to the administration, faculty, staff, students and parents of Woodland High School and to the Governing Board of Woodland Joint Unified for their warm reception, openness, and hospitality extended during the Visit.

It is clear through the interviews, classroom visits and group meetings that the school is committed to student learning and to meeting the needs of Woodland High School's targeted student population.

The Visiting Committee wishes to commend the Leadership Team for the amount of work done in preparation for the WASC visit.

Chapter I – Student/Community Profile

Brief description of the students and community served by the school

School's analysis of student achievement data (e.g., CAHSEE, AYP, API, AP, college SAT, graduation rates, and Program Improvement status).
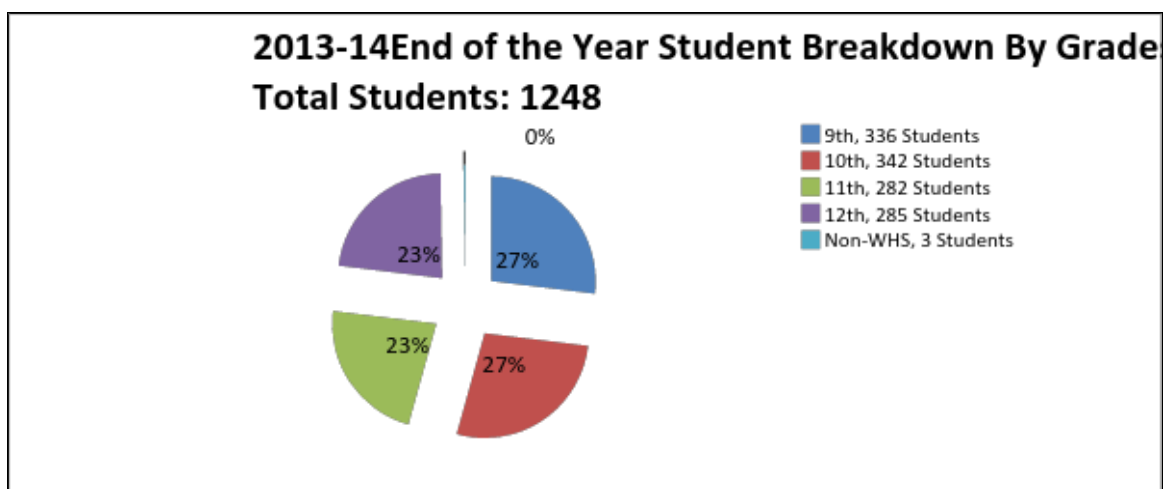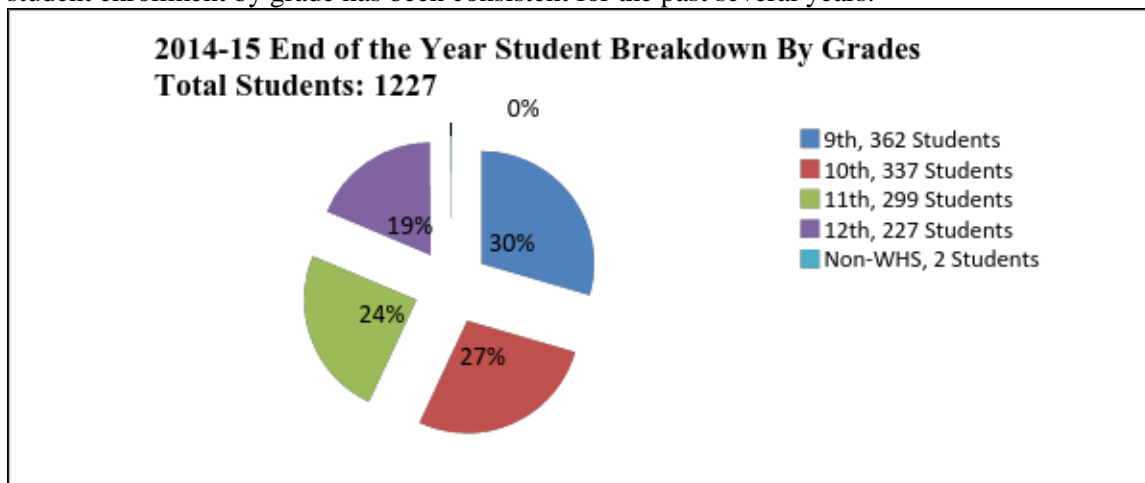
Other pertinent data (e.g., attendance rates, sizes of EL/LEP population, teacher credentialing, class size, dropout rates, programs for students).

Woodland High School reflects the rich agricultural heritage of the city of Woodland. Woodlanders take great pride in their city, traditions, and schools, with many citizens being long-time residents who take pleasure in their children experiencing the same traditions as they did. This is particularly true for Woodland High School. The Homecoming parade, the Grand March, and Future Farmers of America week are community-wide events.

Woodland has seen exceptional growth in the past forty years, from approximately 20,000 people in 1970 to more than 56,500 people at the close of the 2013. In transitioning from a rural community with an agrarian economic base to a midsize city, Woodland finds itself beset with all of the problems of larger urban communities: dramatic population growth, transience, increasing rates of gang and community violence and crime, and high rates of alcohol and other drug use, particularly among youth. The district and school has experienced significant transition within the last few years in leadership and initiatives.

Woodland High School (WHS) is one of 15 schools in the Woodland Joint Unified School District (WJUSD). The school was founded in 1895 and has been located at its current site since 1971.WHS is one of two four-year comprehensive high schools in the district. The high school is available to all 9-12 grade students living within the boundaries for WHS in the Woodland Joint Unified School District. WHS draws students from two public middle schools. Built for 1500, WHS has a current enrollment of 1,301 students in grades 9-12, with a senior class of 333.

The following charts illustrate annual student enrollment by grade level for the past two years. The student enrollment by grade has been consistent for the past several years.

2014-15 End of the Year Student Breakdown By Grades
Total Students: 1227

- 9th, 362 Students
- 10th, 337 Students
- 11th, 299 Students
- 12th, 227 Students
- Non-WHS, 2 Students

0% — 30% — 27% — 24% — 19%

2013-14 End of the Year Student Breakdown By Grade
Total Students: 1248

- 9th, 336 Students
- 10th, 342 Students
- 11th, 282 Students
- 12th, 285 Students
- Non-WHS, 3 Students

0% — 27% — 27% — 23% — 23%

In the 2015/16 school year, 60% of the students receive free or reduced lunches, and 12.5% of the students are English learners. The ethnic distribution of the student body for 2015/16 is as follows: 1% African American, 2.7% Asian, 64.6% Hispanic/Latino, and 29.1% White. Native American, Pacific Islanders and Filipinos constitute less than 1% each. Current data shows 0.6% of the students are foster youth and 4.7% have identified as homeless. In the 2015 Senior Exit Survey, 73% of WHS graduates indicated that they were going immediately to college, 27% to four-year institutions, and 46% to two-year colleges. Forty-seven percent of the class of 2015 met the UC/CSU, 'a-g' requirements to attend a four year college.

Although Woodland Joint Unified School District is a Program Improvement (PI) District, Woodland High School is not a PI school; WHS does not receive Title I funds. Woodland High School does receive some Title III dollars, EIA and SEA in order to provide supplemental

services for English learners and low socio-economic students. WHS has 65 teachers with 95% of them are fully credentialed. There are 3.5 counselors, 4 administrators, and 38 classified staff

WHS offers a wide-range of AP classes and give students various opportunities to experience college curriculum at the high school. The data shows that WHS students are struggling with the skills needed to perform on college entrance exams. WHS is below the national and state averages.

AP enrollment and test results

Year	# of courses offered	# of tests taken	# of tests earning college credit	Scored 3	Scored 4	Scored 5
2008-2009		232	122	58	50	14
2009-2010		253	118	67	31	21
2010-2011	10	309	153	71	45	30
2011-2012	11	353	162	91	37	34
2012-2013	16	341	184	83	62	39
2013-2014	16	402	195	114	56	25
2014-2015	16	463	209	117	60	32

AP Results 2014/2015

	5	4	3	2	1	Total	Average Score 2015	Pass Rate 2015	Average Score 2014	Pass Rate 2014
World History	0	0	5	17	26	48	1.56	10%	2.04	28%
US History	2	3	6	20	29	60	1.82	18%	1.6	8%
US Government & Politics	0	4	13	23	25	65	2	26%	1.87	30%
Studio Art Drawing Portfolio	0	0	2	0	0	2	3	1%	3	1%
Studio Art Design Portfolio	1	2	4	1	0	8	3.38	87%	3.38	87%
Spanish Literature and Culture	2	5	2	3	0	12	3.5	75%	3.11	83%
Spanish Language and Culture	16	26	31	3	0	76	3.7	96%	3.58	86%
Physics 1	1	3	8	15	6	33	2.3	36%	2.42	50%
French Language and Culture	0	0	5	12	2	19	2.15	26%	N/A	N/A

English Literature and Composition	0	8	8	6	1	23	3	70%	2.86	68%
English Language and Composition	1	4	20	13	9	47	2.5	53%	2.3	43%
Chemistry	0	0	2	4	12	18	1.4	11%	1.83	25%
Calculus AB	1	2	6	9	13	31	2	29%	2.94	69%
Calculus BC	8	2	2	1	1	14	4.07	86%	3.33	75%
Biology	0	1	3	3	0	7	2.7	57%	N/A	N/A

In the 2014-2015 school year 209 or 45% of AP students who tested, received college credit. 254 or 55% of AP students scored a 1 or a 2. The number of AP courses offered since the last WASC report has increased by 60%. 58.4% of students taking AP courses, passed at least one AP test with a score of 3 or better. WHS students have high pass rates on the Spanish language, Spanish literature, Studio Art Design Portfolio, and Calculus BC. Lower passing rates are in the science and social science fields.

SAT College Board Scores from 2014/15
Reasoning Test Data

Critical Reading	Mathematics	Writing
National/International Mean = 495/800	National/International Mean = 511/800	National/International Mean = 484/800
State Mean = 495/800	State Mean = 506/800	State Mean = 491/800
WHS Mean = 477/800	WHS Mean = 469/800	WHS Mean = 468/800

Average ACT Scores from 2013/14 (of 36 possible points)

	English	Math	Reading	Science	Composite Score
National	20.4	20.8	21.4	20.9	21.0
State	22.1	22.7	22.6	22.0	22.5
WHS	19.4	20.1	20.7	19.7	20.1

Cohort Graduation Rates

Year	School	District	State
2009-10	83%	78%	75%
2010-11	88%	84%	77%
2011-12	94%	88%	79%
2012-13	92%	87%	80%

In an effort to reduce the dropout rate, Woodland High School utilizes the following programs:

- WHS works with Cache Creek Continuation High School to transfer students under 18, who are deficient in credits. Those students then have the option of graduating from the continuation school or earning enough credits to transfer back to Woodland High School.
- WHS can transfer 18-year old, credit-deficient students to adult education.
- The Child Welfare and Attendance administrator works with individuals to explore the best alternatives for the individual and makes home visits if necessary.
- Teachers are encouraged to call home and contact a vice principal when they notice a consistent pattern of absences or drastic change in attendance.
- Counselors coordinate monthly counseling with community agency representatives and administration to conduct student case management and process appropriate referrals.
- Cyber High and summer school referrals

SBAC Results 2015

AREA (CLAIMS) SCORES FOR MATH			
	CONCEPTS & PROCEDURES	PROBLEM SOLVING & MODELING/DATAANALYSIS	COMMUNICATING REASONING
Above Standard	9%	5%	4%
At / Near Standard	29%	43%	59%
Below Standard	62%	52%	36%

The 2015 SBAC results are baseline data due to the recent implementation of a new statewide assessment system. Half of the students scored at/near standard for reading, writing, listening, and research/inquiry. In math, students scored the highest in communicating reasoning and scored below standard in concepts and procedures.

AREA (CLAIMS) SCORES ELA

	READING	WRITING	LISTENING	RESEARCH/ INQUIRY
Above Standard	23%	17%	14%	26%
At / Near Standard	56%	55%	65%	56%

Below Standard				22%	28%	22%		18%

California High School Exit Exam (CAHSEE) Results
for Mathematics and English Language Arts (ELA) – 2015

School	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
Woodland Senior High	# Tested	Math	307	36	53	87	190	104
Woodland Senior High	Passing	Math	229 (75%)	10 (28%)	20 (38%)	75 (86%)	132 (69%)	86 (83%)
Woodland Senior High	# Tested	ELA	303	37	57	87	189	100
Woodland Senior High	Passing	ELA	219 (72%)	13 (35%)	15 (26%)	73 (84%)	124 (66%)	85. (85%)

The 2014-2015 school year was the last administration of the CAHSEE. Although the test has been suspended, it is worth noting that Woodland High School performed well. 75% of student passed the ELA and Math assessments. This is, however, below the state average.

CELDT : 2015 Results

AMAO 1 Summary -- Annual Growth		AMAO 2 -- Attaining English Proficiency	
School	Woodland Senior High School	LESS THAN 5 YEARS	
CELDT Data Year	2015	Number in Cohort	31
Number of Annual CELDT Takers	149	Number Attaining English Proficiency Level	4
Number of Students in Cohort	149	Percent Attaining English Proficiency Level	12.90%
Percent with Prior CELDT Scores	100%	MORE THAN 5 YEARS	
Number of Students Meet AMAO #1	92	Number in Cohort	125
Percent Meeting AMAO #1	61.70%	Number Attaining English Proficiency Level	53
		Percent Attaining	42.40%

		English Proficiency Level	

61.7% of CELDT students showed growth since their last CELDT assessment. 32 students were reclassified. Data shows that the percentage of students who attain English proficiency triples after 5 years in the country.

Freshmen Academies

All incoming 9th graders are placed in core interdisciplinary academies. The students in these small learning communities share the same four teachers who in turn share a common prep period. Several times throughout the year they collaborate with counselors to discuss student achievement and behavior. Each academy has an academy leader who coordinates academy procedures, parent communication, and activities. Piloted in the 07-08 with one core academy, starting in 09-10 all freshmen were placed in one of two academies. WHS reports discrepancies between the two academies. Site leadership and staff continue to analyze the data on the effectiveness of Freshman Academies on student achievement.

	2008-09 Full Year	2011-12 Full Year	2014-15 Full Year	2015-16 Fall Semester	2015-16 Academy 901 Fall Semester	2015-16 Academy 902 Fall Semester
Average Student GPA	2.44	2.37	2.62	2.72	2.87	2.57
Average Credits Attained	53.95*	58.66	61.95	31.73	32.8	29.52
% of Credits Attained out of Possible	90%*	83%	89%	91%	94%	84%
Percent of Students w/ no F's	65%	59%	63%	73%	82%	66%
Percent of Students w/ no more than 1 F	72%	65%	72%	81%	86%	76%

* During this year, students only had a 6-period day. All subsequent years are based on a 7-period day.

Community Service Learning Center (CSLC)
The Woodland High School Community Service Learning Center (CSLC), located on the Woodland High School campus library, was established in 1996 as a component of the Healthy Start Program and the Community Challenge Grant. Since its inception, the CSLC has emerged as a vital center linking at risk youth with essential services including academic tutoring and mentoring support. The mission of the Learning Center is to help students stay in school, graduate, and embrace a plan for their future. Not only does the Learning Center serve the academic needs of all Woodland High School students. It also targets English language learners and freshman and sophomore students to ensure that they obtain academic success throughout their high school careers. During the 2014-2015 school year, the CSLC served a total of 1,227 students (without duplication) and held 43,543 tutoring sessions for general subjects. The number of students who received tutoring during lunch and after school were 666, totaling 10,665 tutoring sessions and, 886 students received tutoring in-class, summating 17,206 total sessions. Also, students in Advance Placement classes come to receive help from the CSLC

tutors. At the end of the 2014-2015 school year, the Learning Center assisted 143 students with advance placement classes, adding up to 1,709 sessions.

Attendance

Year	# Students	Attendance % (Regular Program)
2012-13	1297	96.04
2013-14	1209	96.06
2014-15	1288	95.39

WHS attendance has been consistent the past three years, with a slight improvement over the last two years.

WHS began exploring an implementation process for Restorative Practices in the fall semester of 2014 by sending a small group of site administration and teacher leaders to a 2-day training on Restorative Practices. This group became a Restorative Practices team that met regularly during the 2014-15 school year to plan implementation for the 2015-16 school year. In spring of 2015, an additional group of site administrators, teachers, classified staff, and parents were sent to the same 2-day training while the previously trained group received additional training through the IIRP to complete. Currently, three groups of WHS staff members and parents have received two to four days of Restorative Practices training through the IIRP organization and our Restorative Practices team has merged with additional members to establish a more comprehensive Positive Behavior Supports and Intervention (PBIS) team that incorporates restorative practices within its repertoire of formal and informal strategies to increase student engagement, promote positive behavior, and to address student misbehavior more productively and with a stronger emphasis on restoring harm and building relationships. Additionally, WHS staff received a full-day of in-service training at the start of the 2015-16 school year on the purpose and process for Circles, a restorative practice strategy, that can be used in classes for class-building and in smaller groups for conflict mediation and restoring relationships between students and staff continues to be a focus for the school with school wide implementation. WHS is already seeing positive results attributed to this implementation. The number of students suspended for the 2015-16 school year demonstrates a 50% reduction from the previous. The school has also observed a significant decrease in the number of student referrals for discipline.

Disaggregated Suspension Data for 2014-15

Discipline Distribution Report from 8/19/2014 to 6/11/2015

Code # and	Total	Grade				Sex		Hispanic/Latino?	Race (Not Hispanic)						
		9	10	11	12	F	M	Y	100	200	300	400	600	700	UNK
S1	48900(a)(1) Fighting	88	31	30	22	5	25	63	69	1	1	-	-	-	17
S2	48900(a)(2) Battery	4	3	-	1	-	1	3	4	-	-	-	-	-	-
S3	48900(b) Possess	14	4	3	5	2	4	10	9	1	-	-	-	-	4
S4	48900(c)	37	8	8	19	2	13	24	22	-	-	-	-	-	15
S7	48900(f) Damage to	12	6	5	1	-	2	10	9	-	-	-	-	1	2
S8	48900(g) Stealing	10	6	4	-	-	5	5	9	-	-	-	-	-	1
S9	48900(h) Use/possess	3	-	1	-	2	1	2	2	-	-	-	-	1	-
SA	48900(i) Obscene	52	19	13	17	3	17	35	40	-	-	2	-	1	9
SB	48900(j) Drug	12	1	4	5	2	2	10	7	-	-	-	-	1	4
SC	48900(k) Defiance of	563	41	242	212	68	231	332	465	1	2	6	8	6	75
SO	48900(r) Bullying	14	9	1	-	4	10	4	12	-	-	-	-	-	2
SQ	48900.2 Sexual	1	-	-	-	1	-	1	1	-	-	-	-	-	-
SR	48900.3 Engaged in hate	1	-	1	-	-	-	1	1	-	-	-	-	-	-
SS	48900.4 Engaged in	4	-	3	-	1	-	4	3	-	-	-	-	-	1
X2	48915(a)(2) Possession	2	1	-	-	1	1	1	1	-	-	-	-	-	1
X3	48915(a)(3) Possession	1	-	-	-	1	1	-	1	-	-	-	-	-	-
X5	48915(a)(5) Assault or	1	1	-	-	-	-	1	1	-	-	-	-	-	-
X7	48915(c)(2) Brandishing	1	1	-	-	-	-	1	-	-	-	-	-	-	1
	Totals:	820	131	315	282	92	313	507	656	3	3	8	8	10	132

Disaggregated Discipline Incidents (Non-Suspendable Offenses) for 2014-15

Discipline Distribution Report from 8/19/2014 to 6/11/2015

Code # & Name	Total	Grade				Sex		Hispanic /Latino?	Race (Not Hispanic)						
		9	10	11	12	F	M	Y	100	200	300	400	600	700	UNK
YA	Bus Citation	10	-	5	2	3	2	8	7	-	-	-	-	-	3
YB	Class Disturbance	356	70	145	94	47	98	258	276	-	1	3	2	12	62
YC	Dress Code Violation	81	36	19	14	12	62	19	68	-	-	-	-	4	9
YD	Electronic	366	97	102	122	45	147	219	280	2	2	2	2	6	71
YE	Failure to Follow Scho	1086	162	521	278	125	519	567	816	6	4	15	8	20	217
YF	Failure to Serve	2476	5	941	1042	488	1127	1349	1919	10	10	8	26	10	491
YG	Fighting/Threating/Ca	18	6	6	5	1	13	5	14	-	-	-	-	-	4
YH	Forgery	13	-	1	6	6	10	3	8	-	-	-	-	1	4
YI	Gang Related	5	2	2	-	1	2	3	5	-	-	-	-	-	-
YJ	Graffiti	15	2	7	5	1	5	10	10	-	1	-	-	-	4
YK	Other	373	5	243	88	37	129	244	292	1	1	3	6	2	67
YL	Physical Harassment	4	4	-	-	-	1	3	2	-	-	-	-	-	2
YM	Profanity	93	15	33	34	11	24	69	66	-	-	4	1	3	19
YN	Sexual Harassment	4	-	1	3	-	-	4	3	1	-	-	-	-	-
YO	Truancy	567	17	203	243	104	252	315	458	1	4	1	5	1	97
	Totals:	5467	421	2229	1936	881	2391	3076	4224	21	23	36	50	59	1050

Chapter II: Progress Report

Comments on the school's major changes and follow-up process.
Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.

In 2010, WHS identified five areas of focus and growth as a result of the self-study. The areas also reflect the critical areas for follow-up as noted by the previous visiting committee. There has been a significant change in the district leadership as well as the leadership at WHS within the last two years which has affected some of the critical areas of growth and progress made in those areas. The critical areas identified and progresses made are as follows:

Area I: COMMUNICATION: Communication within School Staff; Communicating with parents and community.

Rationale: All focus groups identified *communication* within the school community as an area for growth.

Developing means through which the school could increase its overall communication was a primary focus. There was a noted need for communication within the school staff, as well as with parents and the community. Not only was this reflected in the self-study, but also in the recommendations of the visiting team who saw a need for "Building trust through communication, collaboration, among all stakeholders." The visiting team also recommended the school develop methods to encourage greater participation of students and parents in the educational process, specifically those in the Latino community. Areas the school focused on to improve communication were:

- School website- It includes general information (phone numbers, email addresses, calendars, bell schedules, district reports, school-wide plans, school policies, etc.), recent events related to the school and student body, and information for upcoming events. Included within the school's website are links to webpages maintained by individual teachers. These serve primarily to communicate information regarding the various courses taught by each teacher. Most teachers keep and maintain a webpage.

- Automated phone messages- When significant information needs to be communicated to parents and students, a message is sent via an all-call. Messages range from a change in schedule, to a crisis at the school (i.e. lockdown). It also communicated on the school's website. The all-call is used to assure that school information reaches every household particularly to households without immediate access to the internet, or perhaps those which do not check the website regularly.

- School's Site Plan- communicates the overall annual school direction and is posted on the website. Historically, departments contributed collaboratively to the site plan through department chairs. This no longer occurs and at the beginning of our six year WASC cycle, the position of department chair was eliminated due to budgetary constraints. Since that time, department chairs have been reintroduced, but their roles are not clearly defined. While the departments have not collaboratively contributed in a direct way to the

site plan, the Small Learning Communities (SLCs) have. Each SLC has members of the various departments. These smaller groups support increased staff communication. Currently, the Site Council agendas, minutes, and information are posted on the school's website.

- School Loop program - is intended to keep stakeholders informed of student progress. This vehicle of communication can be used to post grades on specific assignments/tests/projects, give the grade to-date, show missing work, due dates for upcoming assignments and tests, as well as student attendance. It also allows teachers, often through discussions within the SLCs, to monitor and respond to individual students who are low-performing in any number of classes.

Area II: COLLABORATION
Rationale: Every focus group expressed a need for greater collaboration opportunities that focus on students at WHS.

Small Learning Communities (SLCs) represent a cross section of staff and operate in the place of Focus groups. SLCs communicated to the departments, and vice versa. SLCs are grounded on the idea that students could pursue a pathway within the greater school community, and that the students in each SLC would have common teachers. The teachers, having common students, would allow for a closer monitoring of student progress within their SLC. Additionally, greater support would be provided to students who were struggling, as well as celebrating those who were excelling; however, one concern held among faculty is that, unlike the 9th grade academies, SLCs are not "pure" in the sense that the teachers do not have all of the same students in common, and students do not necessarily have teachers who are all in one specific SLC. The role of the SLCs, however, has been dramatically diminished in the 2015-2016 school year. SLC leaders are not necessarily members of site council as was mentioned in the previous self-study action plan. WHS intends to implement a new structure for collaboration with the change in leadership.

Area III: TECHNOLOGY
Rationale: Focus groups uncovered a wide-range of technology-related issues: planning, hardware, training, analysis, and instruction.

The WHS web page is the primary information portal for the school to the greater WHS community. It is maintained and updated by the school's librarian. It includes, but is not limited to, upcoming events, recent and past activities from the current school year, student accomplishments, and general school information. Most but not all teachers (and virtually no departments) maintain a website linked with the school's website. These websites are left to the discretion of the individual teacher as to the information they contain.

Currently, no Tech Committee exists. The district Tech Committee, which examines the broader district needs, has a couple of representatives from the WHS campus. A teacher survey was administered regarding the current Chromebook acquisition (vs. tablets) prior to acquisition of the Chromebooks. Prioritization of budgetary consideration is completed by the principal in

cooperation with the district director of technology. Classrooms have been updated with LCD projectors and doc cams. Desktop computers have been replaced with laptops and LCD monitors were mounted in anticipation of the installation of smart boards

Opportunities for online student learning are supported through Cyber High. Students who are credit deficient can work towards meeting their a-g requirements through Cyber High. This is a program that is available after school, as well as during the summer school program. This has been a very helpful and successful program for students who likely would not have been able to complete their requirements in the designated amount of time to graduate.

Area IV: BEST TEACHING PRACTICES
Rationale: WHS has made great progress in the belief that all students can achieve and in the various support programs available to students. Teachers and the Leadership Team are now turning the focus on increasing student achievement through best teaching practices in the classroom.

Many professional development opportunities in instructional strategies have been offered over the last 6 years (including EDI, Kagan, AVID et al), These have been reduced in frequency over the last couple of years due to feedback from teachers (some saying there were too many, others that they were ineffective), as well as more time being given to Common Core training and calibration. There have been follow-up visits from the Kagan personnel each semester for the past 2 years ("coaching" in every classroom over a 3 day period, and then a summative meeting with all the faculty). Many of the teachers and administration have been a part of the Restorative Justice training, as this is becoming a central focus on campus. There has been some instruction on how to write learning objectives that included various aspects (a format that administration wanted to see when they entered the classroom). Various departments have received training that covered lesson planning in individualized settings (i.e. directed to the subject specifically). For instance, the Social Science department received instruction from the U.C. Davis History Project, the Math department did training for their textbook adoption, and the World Languages Department attended a conference dealing with Technology for the Language classroom.

There have also been workshops offered through the district for individuals on a voluntary basis. One such training that is currently being offered is a 4 day workshop (over 4 months – one day per month) on Close Reading.

Area V: CAREER PATHWAYS FOR CAREER AND COLLEGE EXPLORATION
Rationale: Focus groups expressed a connection between the classroom and real-world application. The research has shown that students achieve more when they can connect their academic experience to their daily lives.

One of the most significant additions early in our most recent six year cycle was the introduction of SLCs. Through these, pathways were created. Once the four SLCs were decided upon (Arts & Communication, Engineering & Industrial Tech, Public Service, Science & Natural Resources) the SLCs themselves became the "work group of teachers to research, observe, and propose structure for career pathways." Every WHS 9th grade student is placed in an academy. Three

years ago, a 9ᵗʰ grade "Exploration" course was introduced, giving freshmen a chance to encounter many different pathways. This has since been taken out of the schedule.

One significant means to help students begin to consider college and career pathways is through the I-Search project. Every 9ᵗʰ grade student completes an I-Search project through their English class. This is initiated by the counselors (in Global Citizen and English classes) in the fall, and completed in the spring.

Counselors are also very involved in helping to guide students throughout their time at WHS into their post-high school lives. All students develop and revise an academic/career plan through the counseling department. Counselors also come into English and Social Science classes to speak with students about graduation requirements, as well as what educational opportunities await them once they leave WHS.

There have been some connections with experts in specific fields at various times. These have happened through SLCs, ROP, AG academy, Puente, and other groups/courses on campus. Every year in the spring the school hosts a college and career night where students and parents can investigate many different options.

Chapter III: Self-Study Process

WHS Student Learning Outcomes

Positive
- Exhibits self-discipline and personal responsibility.
- Approaches challenging situations by adjusting, monitoring, and applying problem-solving strategies.
- Shows respect for self and others.
- Exhibits strong citizenship and commitment to service beyond self.
- Commits to pursuing health and wellness, both physically and mentally.

Productive
- As a quality producer, meets the content and performance standards.
- Produces work that reflects a variety of thinking, reasoning, and problem-solving skills, while using credible and reliable sources.
- Explores opportunities to connect with personal passion that may lead to a possible career pathway: art, clubs, music, Small Learning Communities, sports, etc.
- Demonstrates and integrates technology literacy when exploring new ideas, conducting research, and conveying conclusions.
- Makes connections across curricular lines and applies learning to real world situations.

Professional
- Practices appropriate interpersonal skills with peers and adults.

- Demonstrates the ability to communicate including written, auditory, visual, electronic, and nonverbal means.
- Creates a plan based on personal, academic, and career goals.
- Engages in the learning community through teamwork and self-directed learning.
- Acquires the necessary skills to enter college and/or the work force.

Under the leadership and guidance of the designated WASC coordinator, the faculty began looking at the school's goals, vision, district LCAP, student outcomes, and previous ESLRs to consider the formation of what would become WHS's Student Learning Outcomes (SLOs). These were developed over a series of open discussions. These discussion started within the departments, who then reported out to the Small Learning Communities (SLCs). The SLCs then collaborated around the SLO's talking points to further refine them. These ideas were collected and further refined into a document that was presented to the faculty in a whole-faulty meeting. Input was given for any revisions, and the SLOs were completed prior to the end of the 2014-2015 academic year.

In the summer of 2015, new school leadership was implemented; thus, new members to the process were inducted. With the change in leadership, WHS added an additional coordinator (who worked on the WHS self-study six years previously), and both of them worked with various personnel on campus throughout the study to analyze the quality of all students' learning and the programs and processes based on WASC criteria through a series of self-study "think-tanks." These were conducted first through departments, and then further refined through SLCs. From there, the leadership team reviewed data to consider overall trends and areas of need.

The identified areas of need were developed through the school wide action plan and monitoring process. The self-study was completed and submitted in January 2016.

Using the self-study methodology described above, the leadership team analyzed the areas of strengths and relative weakness and identified three major areas for growth, as follows:

1. Defining College and Career Readiness and develop aligned criteria.
2. Access to A-G courses for all students and measuring effective teaching and learning.
3. Building a school culture with consistent expectations and messaging. (*See Chapter V, Visiting Committee Report.*)

Chapter IV: Quality of the School's Program

Part A: What Currently Exists

<u>Category A.</u> **Organization, Vision and Purpose, Governance, Leadership and Staff and Resources**

A1. Organization Criterion

To what extent does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, and the belief that all students can achieve at high academic levels?

In 2010, WHS used the Building Effective Schools Together (BEST) training to create and adopt a set of School wide Learner Outcomes (SLOs) called the "3 Ps," which state that "Learners are expected to be: Positive, Productive, Professional." During this WASC Focus on learning cycle, members of the staff worked to revise their mission and vision. The product of this work states that "Woodland High School graduates are responsible and involved global citizens who pursue life-long learning. The mission of Woodland High School is to provide a rigorous and relevant academic and career education for all students, emphasizing high expectations, positive relationships, personal responsibility, and engagement in the community." After discussions with the staff and faculty, it became clear that the staff wanted to recommit to the 3 Ps as their primary framework and that further work on the mission to ensure full faculty and staff backing is necessary.

To what extent is the school's purpose supported by the governing board and the central administration and further by school wide learner outcomes and the academic standards?

There has been a large administrative turnover in the last eighteen months at the district level. The new district administration has recently put into place clearer guidelines that substantially align with the school wide learner outcomes (the 3 Ps) for Woodland High School. The work of finding a balance between district direction and school site independent work is still in process. The 3 Ps, if continued to be supported and followed, are suited as guides towards students reaching new Common Core academic standards as well as college and career readiness.

A2. Governance Criterion

To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the school wide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school?

The superintendent, on behalf of the governing board, has three primary areas of focus for student achievement, and these goals are intended as a guide for school sites in the district, including Woodland High School. These three areas are;

- Literacy/Numeracy Skills
- College & Career Readiness
- Safe, Respectful, & Caring Environment

District and site professional development work is now guided by these principles. Initial efforts by the new district administration to re-instill more professional development were seen as

somewhat unguided, but, with a rounding out of the district administrative team, the goals have become clearer and the direction given to the school site more focused. With time, and if site administration stabilizes after recent turnover and the new site philosophy of distributive leadership taps into the talent of committed teacher leaders, the site is poised to use this direction and make needed changes.

To what extent does the governing board delegate implementation of these policies to the professional staff?

The governing board has provided site administrative professional development to Woodland High School administrators in order to help them implement district policies. These professional development opportunities include absorbing site leadership cost for ACSA coaching for administrators to achieve Tier Two administrative training.

Currently, the district leadership is working on professional development for site leadership while running most of the professional development at a district level. Over time, with this school site administrative training and the cultivation of a distributive leadership style, more delegation of the implementation to the school site will help Woodland High School achieve its school wide learning outcomes.

To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Local Control and Accountability Plan?

Site administrators at Woodland High School have been directed to align their schoolwide action plans to the district's LCAP goals. As this is a new practice put in place by a new district administrative team and implemented by a new site administrative team, the results of this practice are not yet clear.

A3.   Leadership: Continuous Planning and Monitoring Criterion

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the school wide learner outcomes and academic, college, and career standards?

After several years without paid department chairs, the paid department chair role has recently been reinstated. Additionally, the district office is implementing a WHS Site Leadership Team comprised of site administration and teacher leaders. It is evident that the site administrative team has adopted a distributive leadership model and has worked to include teacher leaders in decision making processes to improve achievement of school wide learner outcomes. One example is the work to remove Small Learning Communities for grades 10-12. The administrative team and faculty held multiple meetings to get input and concluded that the program in the upper grades is no longer conducive with a master schedule that emphasizes a wide variety of CTE and AP classes. Another example is school staff and site administration work to address attendance related issues such as high numbers of tardies and students out of class during class time.

To what extent does the school leadership and staff annually monitor and refine the single school wide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs?

While the site administrative team is new to the school, it is evident that site administrative leadership and teacher leaders have worked with the school site council to refine the school wide

action plan. However, based on interviews with teaching staff and parents, it is unclear that input has been sought by the district leadership in modifying the LCAP goals.

A4.   Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff facilitate achievement of the student academic standards and the school wide learner outcomes through a system of preparation, induction, and ongoing professional development?

Woodland High School has a committed, enthusiastic, and largely home-grown teaching staff. There are a significant number of exemplary teacher leaders that have weathered the years of the economic downturn, continuing to push for improvement in times of limited financial support and/or access to professional development. Notably, a substantial number of Woodland High School teachers are Woodland High school alumni, creating a sense of deep commitment and community within the teaching staff. Multiple newer teachers have noted that their veteran counterparts have helped them develop as teachers and supported them both instructionally and socially. The district has now committed to funding on-site BTSA support for new teachers, a practice that was not in place until recently but that will continue to promote the development of new teachers.

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

An ongoing commitment to professional development is evident, including work around restorative practices, Kagan techniques, and AVID strategies used school wide, and the areas selected for professional development by Woodland High School are based on student data. The restorative practice work derived from the study of school discipline data which showed a high number of suspensions, necessitating a change in practice. The promotion of the AVID program and AVID strategies school wide is well supported by the needs of the diverse and, in many cases, economically struggling students of the school. The implementation of Kagan strategies was selected to address data that showed low student engagement approximately four years ago, and the Kagan training is on-going to assist continuing and new teachers to improve student engagement.

A5.   Resources Criterion

To what extent are the human, material, physical, and financial resources 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?

Woodland High School, like its district, is recovering from a multi-year economic downturn during which support for multiple programs was limited. However, recent years have seen an improvement in the economics for the district and site.

As of this school year, staffing has returned to full capacity for key student support programs, including:

- 3.5 Counseling positions restored
- Full-time EL specialist
- Full-time school psychologist
- Full-time Response to Intervention specialist

- Full-time Communicare liaison for socio/emotional health
- 3.5 Security staff positions
- Full-time workability coordinator
- Department chair stipends restored

The facilities of Woodland High School have several issues that may make it difficult for the school to continue to support 21st century learning over time. Based on conversation with alumni (parents and staff), there has been a decline in the maintenance of the grounds in recent years. Many of the buildings are dealing with leaking roofs, insufficiently effective heating/cooling, and insufficient lighting. The football stadium was recently condemned. The district is aware of these issues and has attempted to pass bonds to address improvements. While the bond effort was unsuccessful, the governing board, district office, and site administration continue to work on ways to address these issues.

There have been improvements in funding for technology at Woodland High school in recent years, including an expansion of Chromebook carts and a new pilot program that allows selected 9th grade classes to take chrome books home for use with homework. Multiple teachers describe that the support by the district Tech TOSAs has helped in their installation and use of ceiling mounted projectors and other teaching technology. For Woodland High School to continue to work toward their school wide learner outcomes, expansion of technology will need to continue and become a key element of budget planning for the site and district.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources:
- A committed group of teacher leaders within a faculty that includes a high number of school alumni
- Commitment at district and site leadership levels to professional development
- Professional development tied to instructional areas of focus
- Student academic supports (CSLC, ASSETS, Communicare, etc.)
- Strong CTE classes with CTE pathways being revised

Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources:
- Ensuring professional development that stays focused on student data and identified goals
- Continuing the development of a distributive leadership model within the district and site that empowers site administration and teaching staff to build capacity and stability
- Deepening work with data to assess student achievement and guide teaching and learning toward college and career readiness and LCAP goals
- Addressing deteriorating facilities to support 21st century learning needs
- Continuing to expand access to and use of student technology
- Increasing inclusion of staff, parent, and community voice in the district's LCAP revision process

<u>Important evidence from the self-study and the visit that supports these strengths and key issues includes the following:</u>

- Classroom observations
- Tour of site facilities
- Dialogue with focus groups and key stakeholders, including district administration, site administration, teachers, staff, parents, and students
- 3 Ps as schoolwide learner outcomes
- Student academic supports (CSLC, ASSETS, Communicare, etc.)
- Professional development for teachers on Kagan, restorative practices, and AVID strategies
- Professional development for site administration through ACSA coaching
- On-site BTSA induction system for new teachers
- LCAP document
- Self -study document

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1.   Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do 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?

To what extent through standards-based learning (what is taught and how it is taught), are these accomplished?

Woodland High School is shifting to a common core state standards curriculum, and teachers are moving towards standards based instruction using a combination of lectures, written assignments, project-based learning, and assessments. Some teachers post standards and objectives in their classrooms. Ninety-five per cent of the teachers are designated as highly qualified teachers and are proficient in delivering the standards. Science and history teachers utilize frameworks to guide their instruction of CCSS. Science teachers are moving towards implementation of NGSS. A full time and a part time library media technicians offer regular support to students and teachers in standards based projects, research, and use of technology.

The staff has demonstrated use of research based strategies as evidenced by some implementation of strategies learned in professional development in areas such as Restorative Justice Practices, Close Reading, West Ed, Kagan, AVID, and other professional development programs.

The staff recognizes the importance of rigorous writing for all students, and writing opportunities are provided in most core classes in addition to the CCSS writing standards addressed in the English classes. Students indicate many opportunities for writing are assigned, and teacher feedback is prompt and detailed.

The educational database School Loop provides individual achievement scores. Teachers examine the data in leadership, staff, and department meetings, and there is limited evidence that

some use the database for curriculum development, planning, and refining their courses to directly address student needs.

The Student Learning Outcomes known as the Three Ps (Positive, Productive, Professional) are suggested in many different course activities. Evidence of the direct relationship between the 3 Ps and classroom assignments are found in some classrooms. A continuous reference is provided by 3 Ps posters which are placed in most classrooms; however, students would benefit from more guided instruction in the relevancy of the 3 Ps. Group-based problem solving projects and hands-on activities are used in some classes, especially in CTE courses. Multiple extra-curricular clubs offer students the opportunity to participate in community service activities. In addition, each student must complete a 40 hour community service requirement in order to graduate from Woodland High School.

A strong elective program exists with numerous VAPA and CTE courses. The small, integrated Agriculture Academy provides students with an opportunity to build capacity in real world experiences evidenced by the community partnerships that benefit all Woodland High School students.

B2.   Access to Curriculum Criterion

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals?

Woodland High School offers a program of two freshman academies. These academies each offer a program of core academic classes and a global citizenship course. The academies provide students with four core teachers who work together by collaboratively planning, communicating, and holding student/parent conferences.

Counselors assist in developing four year learning plans beginning at the end of 8th grade. Additionally, plans are monitored and changed depending upon unavoidable course conflicts and necessary graduation requirements. Counselors also travel to feeder middle schools in order to provide information about learning opportunities to future students and parents of Woodland High School.

The monitoring of student progress varies by departments. Benchmarks exams are phasing out, but they were connected to pacing guides. English and math use end of unit common assessments through Illuminate. Data analysis comes from the district office, but it is on hold this year. Teachers look at and question the Illuminate data individually, but they do not collaborate around the data.

For struggling students, support classes are offered through the Community Service Learning Center (CSLC). The center is open from 8-5 daily and provides numerous opportunities for mentoring and after school tutoring. The Pathways to Success Mentoring Program targets 9th grade students who struggled in their middle school courses and 10th through 12th grade students who are credit deficient. Cyber High is also offered after school for students who need to retake a failed course. Summer school offerings are also available on a very limited basis. In addition, Read 180 is offered as a support for literacy instruction.

Credentialed Special Education teachers push into designated classrooms in math and English for special needs students. Remediation and after school tutoring are also available to assist students. All Special Education students are cross-referenced to ensure placement in classrooms with instructional supports as determined by IEPs.

ELL students requiring intensive language support take a 2 period intensive English class (offered at 3 levels). Students ready for full immersion take a support class to assist in academic English language acquisition (offered at 2 levels).

Some students enroll in the Puente program based on counselor recommendation. The curriculum highlights Latino culture and focuses on student engagement.

Students have a variety of educational opportunities. In addition to their core courses, students may enroll at Woodland Community College and avail themselves of 2X2 ROP classes and earn WCC units. Students may also enroll in AVID, Advanced Placement and CTE courses. They may also participate in programs such as Cyber High.

B3.   Preparation for College and Career Criterion

To what extent are students able to meet all the requirements of graduation upon completion of the high school program and are they prepared for success in college, career, and life?

All students have equal access to class enrollment including CTE and Advanced Placement courses. Counselors, students, and parents collaborate to determine the student schedules. The typical student takes seven classes, and students have the opportunity to take multiple elective classes. To allow for more flexibility in student scheduling, students have the opportunity to attempt 280 credits although only 230 are required for graduation. Although numerous support systems are available, limited avenues exist for students who are credit deficient in 9th and 10th grades. While school counselors meet with students throughout their years at Woodland High School keeping them on track for graduation, WHS is struggling to find support solutions specifically for the 9th/10th grade student populations.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum:

- Availability of CTE classes/ROP classes
- Open access to AP courses
- AVID courses
- Focused student academic support
- Collaboration with UC Davis and Woodland Community College

Key issues for Standards-Based Learning: Curriculum:

- Continued focus on academic improvement for student subgroups
- Expand use of frameworks for science, social studies, and ELA/ELD

- Additional, regularly scheduled, guided collaboration time for teachers to work together on the continuum of standards-based teaching and to review student performance data
- Continued development, selection, and refinement of curriculum aligned with CCSS and the SLOs in all content areas
- Analysis of AP course offerings to ensure optimization of student achievement through mindful course allocation
- Full transition to adopted math curriculum with necessary professional development for full implementation

Important evidence from the self-study and the visit that supports these strengths and key issues includes the following:

- 95% of the teachers are designated as highly qualified teachers.
- Some courses are taught based upon guidance provided by state frameworks.
- Regularly scheduled faculty meetings support professional development.
- Articulation of 2X2 model with ROP and Woodland Community College.
- Open enrollment in all courses.
- Career and college information is regularly provided and easily accessible.
- Self-study document.
- Classroom observation.
- Dialogue with focus groups and key stakeholders.

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1.   Instruction Criterion

To what extent are all students involved in challenging learning experiences to achieve the academic standards, the college- and career-readiness standards, and the school wide learner outcomes?

Students participate in standards-based curriculum with half of the students meeting the CSU/UC a-g requirements. The student learning outcomes are not specifically addressed in most course work; they are embedded within some learning activities and strategies used in classrooms. WHS is working on embedding the new student learning outcomes (SLOs) within all areas of curriculum and lessons. As the school continues to transition to Common Core standards, teachers are still in development in terms of what the standards are asking of students, how to differentiate, and how to use assessment data to inform instruction. Some teachers have modified instruction and assessment based on the new standards.

WHS offers seventeen Advanced Placement (AP) courses. The number of students participating in AP courses increased by 93 students with an increase in tests taken by 223 students. The school has seen an increase in the number of students enrolling in AP classes, honors classes, and higher-level math and science courses.

In several curricular departments real life experiential lessons provide students with challenging learning opportunities. In core courses the 11th grade history and ELA teachers collaborate on the Veteran's project that entails research and a final paper. Grades 9-12 participate in the annual science fair with support from the math and English teachers. Several government projects such as the mock trial, mock congress, international economic summit and global citizenship support students in real life activities. Elective offerings such as Culinary Arts,

Wood Shop, Metal Shop, Auto Mechanics, Engineering, and Child Development enhance the conventional classroom experience and provide student participants with extended learning experiences. Examples of these learning experiences include the Wind Ensemble which has traveled to Carnegie Hall and the AG program where students participate in local, state, and national competitions. The floral arrangement program creates and sells flowers for local student dances. WHS's music program performs a fall, winter and spring concert, and the marching band plays at every football game and school rally. The drama department puts on a fall play and spring musical. The construction class has demolished old campus equipment and built replacements which include campus sheds and tables for the AG program. The visual arts program puts on an annual art show and exhibit, showcasing the work of students from beginning color and design to advanced placement studio art.   The culinary arts class puts on a monthly café for community members and staff. On any given day, students are taking photographs, dressing models, working in the garden, preparing animals for the Spring Show, and caring for [simulated] babies. Inside the school walls, students are debating, accessing engineering websites, and participating in forensic science simulations.

Teachers have shared their excitement with the shift in instructional strategies such as Kagan and AVID while working on Common Core practices; however, it is not evident that there is consistent collaboration within the content areas as well as cross-curricular collaboration on instructional strategies and assessments that inform instruction. The implementation of these two research-based instructional practices is assisting in the engagement of students.

With the significant change in district and school leadership, WHS has expressed their intent to focus on consistent collaboration and data driven instructional practices through the implementation of formative assessments and curriculum aligned assessments.

C2.   Instruction Criterion

To what extent do 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?

Teachers use a variety of strategies within their lessons that address the various learning modalities.

A number of core teachers have been trained in AVID methodologies at the AVID Summer Institutes over the last eight years. Approximately 70% of the teachers were trained in Kagan cooperative learning strategies starting in 2009, and last year teacher leaders and administrators attended *Restorative Justice* training.

Woodland High has seen an increase in the use of classroom technology since the last WASC visit. This has been spearheaded and supported by the district office, which has put a focus on classroom use of instructional technology. All classrooms have ceiling-mounted projectors which connect to teacher laptops as well as doc cams. The school has three full computer labs for general student use, as well as a partial lab for the learning center. Furthermore, there are designated classroom labs for computer engineering, CAD design, and yearbook. The Woodland High Library Media Center has 18 Carts with Chromebooks available for class checkout.

The district has become a Google district: both students and teachers have Google accounts and use Google drive, docs, and presentations. The district office provides elective Google enrichment professional development for teachers, and there are several technology TOSAs designated for classroom support and management.

Both 9ᵗʰ grade academies are participating in a Chromebook pilot. Students access materials, articles, and respond to assignments using the Chromebooks.

Additionally, students needing intensive reading intervention are participating in an Intensive English course. This program is online and students take assessments and do progress monitoring activities that give students immediate feedback and teachers immediate information.

Students can now connect to the district wireless network and use their own devices as needed for academic research and projects. This is evident in the use of Demos app in math, Rhythmic movements' app in P.E., and Word Reference and Boocaroo in Spanish.

WHS is in the implementation phase of RtI. The district has assigned an RtI coordinator that supports the school and the majority of remediation is done through the Learning Center where students are referred by teachers or self-identified to get academic support through the partnership with UC Davis grads and students. Currently, students are identified as needing instructional support through Freshman Academies and the counseling department and placed in various courses such as Strategy ELA and Puente. Students with IEPs are pushed in for English and math as well as in some elective courses. ELD instruction is provided through an ELD class and a sequence of English courses based on student CELDT scores and data through the district ELD coordinator.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction:

- CTE classes that offer a strong connection with authentic learning tasks and applications
- Teachers that are passionate about the subjects they teach and student success
- School wide AVID and Kagan instructional implementation

Key issues for Organization: Instruction:

- Continue to provide training and opportunities for teachers to create and work with authentic learning tasks in all content areas aligned to the common core
- Focus on the implementation of RtI aligned with student outcomes
- Increase the use of school wide achievement data for focused data-driven instruction
- Increase differentiated instructional strategies aligned to student outcomes

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Projects in electives and some core courses
- Agriculture Academy

- Career and college information sessions
- Most students with IEP goals are integrated into the regular classrooms
- Learning Center data and interviews
- Self-study document
- Classroom observations
- Dialogue with focus groups and key stakeholders (students, parents, faculty, and staff)
- Student work samples
- Student achievement data

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY
D1.   Assessment and Accountability Criterion

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders of the school community?

WHS is using different programs to facilitate the use of assessments and data on site. Aeries is the data system that has been used primarily for attendance and grade reporting while School Loop is used for grading and information to parents and students.

Since the universal adoption of School Loop and the School Loop grade book, parents and students can monitor class grades, individual assignments, and examine grade policies and weighting. Teachers also use email, phone calls and parent conferences to communicate student performance to parents. Counselors meet with students regularly to discuss grades and progress. Students agreed that they see their counselors on a regular basis. Parents, students, and teachers believe School Loop to be helpful for bridging communication about assessment from school to home.

Parents feel like School Loop gives them the data and information they need from school, but wish that grades were updated more often. Parents had little understanding about CAASPP or how the scores affect their child's future. Additionally, parents and students had no other data needs other than grades.

Illuminate Education, a data and assessment management program, can be used by teachers and administrators. It includes teacher-created quizzes, demographic data, state tests, or a combination of these. Teachers can use instant formative feedback mid-lesson to inform next steps. Mostly at WHS, teachers in both English and math only use common district assessments that were created from the Illuminate item bank. Most teachers currently do not disaggregate or analyze the data with colleagues to drive instruction. Some teachers view the data individually, but do not collaborate around Illuminate data. The item bank is valuable in that it pulls questions from the CAASPP, giving teachers a clearer picture of the rigor demanded by the new Common Core Standards, but teachers feel the test bank does not offer enough items to represent what is being taught in classes. Overall, teachers do not feel Illuminate assessments match the teaching and learning happening in the classrooms at WHS. While some departments have looked at Illuminate data in an attempt to find patterns of student performance, the practice (as a collaborative department effort) is inconsistent. Illuminate can be used from district level

educators who need to analyze trends, to instructional leaders who require fast and flexible reports to shape curriculum. Although this program can be used by all, there is no evidence that it is used widely or often.

English and math teachers are participating in a NWEA MAP testing pilot. This program has potential to monitor student skill and progress, and has a 'Skill Builder' component to offer students focused support and practice, but has not been used widely yet this year.

The counseling department compiles test scores and data, such as SAT, ACT, and AP, for the school profile document available to all school stakeholders.

Data, such as CAASPP, AP, and student grades, are available; however, it is not evident that it is disaggregated and analyzed during collaboration time or reported to stakeholders with specific site goals in mind.

D2.   Assessment and Accountability Criterion

To what extent do teachers employ a variety of strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

Multiple methods of assessment are used by teachers at Woodland High School but alignment across departments is not evident. Evidence of multiple assessments includes a range from daily formative assessment to end-of-semester summative assessments.   In English classes, teachers assess through on-demand and process essays, and many teachers keep a portfolio for students to monitor students and student work. Teacher-created assessments and quizzes, independent reading projects, oral presentations, daily assignments and classroom discussions are some of the many ways students are assessed in core content areas. In science classes, students demonstrate their progress toward meeting NGSS state standards by completing labs and lab simulations, oral presentations, portfolios, common semester finals, teacher-created unit tests and quizzes, individual and group projects, and technology based assessments. In Social Science classes, students are assessed by teacher-generated unit tests and quizzes, projects (i.e. – Veterans Project, in collaboration with the English Department and the Ag Academy), presentations, simulations (i.e. – AP Government Mock Congress), daily assignments and classroom discussions. In Math classes, students demonstrate their academic knowledge by completing teacher-created weekly quizzes, common chapter tests, common district assessments, quick writes, oral assessment via classroom discussion, and daily assignments. Special Education teachers use many of the same assessment strategies as general education teachers; however, depending on a student's disability, accommodations or modifications are given. The Special Education department chair and case manager's work closely with general education teachers to examine student progress and to find evidence of student learning goals as specified in the IEP.

While close reading is a district focus for professional development, teachers ranked it last as a need for professional development. Teacher leaders have voiced that they feel teachers want to focus on assessment and its connection to daily instruction.

Woodland High School places a significant emphasis on elective courses. The Visual and Performing Arts program, Career Technical Education classes and Agriculture classes measure

student proficiency based on a finished performance or product. This is not evidenced to be happening in all core classes. Other elective courses have many formative and summative assessments including: programs, competitions, and performances.

It is not evident that all core subjects are assessing using cross-curricular projects or project-based learning. Additionally, little evidence of essential questions from real-world examples to guide instruction and assessment that align with college and career readiness standards were present in classrooms, other than the elective courses.

D3.   Assessment and Accountability Criterion

To what extent does the school, with the support of the district and community, have 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?

Since the last visit, Woodland High school developed and implemented common assessments in English and math. Teachers give these assessments in both departments. After seven years of use, however, secondary schools in the district have moved away from pacing guides and essential assignments. Since there is not an adopted text in place for ELA or specific curriculum, and math is in the process of adopting curriculum that reflects an integrated math model, there is no consistency across classrooms in curriculum, instruction, or assessment. The district does coordinate Illuminate End of Unit Assessments for math and English, but the degree to which teachers are using and believing this data is valuable, varies from teacher to teacher. The SBAC was administered in the spring of 2015, but data was not disaggregated or analyzed with the entire staff.

During the 2013-2014 and 2014-2015 school year, the district Educational Services department guided lead teacher teams through the process of developing Unit Study Guides (USGs) in grades K-12. These guides are the product of a book and implementation guide for district administrators called *Rigorous Curriculum Design* by Larry Ainsworth. The process includes unpacking and examining Common Core State Standards, identify mastery and supporting standards, and then build a unit of study that includes application of skill, authentic learning tasks, essential questions, enrichment and remediation opportunities, curriculum, and assessments. These Unit Study Guides are what the ELA and math teachers' use, and the district end of unit assessments are created from these teacher-identified essential standards.

D4.   Assessment and Accountability Criterion

To what extent does the assessment of student achievement in relation to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes drives the school's program, its evaluation and improvement, and the allocation and usage of resources?

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-based student learning: Assessment and Accountability:

- Teachers have Standards-based Unit Study Guides that contextualize teaching, learning, and assessment.

- English and math teachers have volunteered to pilot the NWEA MAPS program, which compares data district-wide and nationally for individual learners at a glance.
- Continued development and utilization of School Loop as a resource

Key issues for Standards-Based Student Learning: Assessment and Accountability:
- Continue department-wide development and implementation of standards-based common assessments with alignment to CCSS
- Implement multiple types of assessments in core classes using cross-curricular projects, and project-based learning components such as essential questions and real-world examples to align to college and career readiness standards
- Disaggregate and analyze data and report student progress to all stakeholders
- Identify and implement a consistent assessment tool to provide assessment data to site level leadership and staff
- Align use of common rubrics and grading systems with curriculum and instruction
- Create data site reports to use as a working document to benefit the staff in working together towards specific site goals based on that data and share out with stakeholders
- Technology support for online assessments such as CAASPP

Important evidence from the self-study and the visit that supports these strengths and key issues includes the following:

- School Loop
- Self-study document
- Report of student achievement data, including 2015 CAASPP scores
- School SPSA
- LCAP
- Technology available on site
- Project based learning and assessment in CTE courses
- Programs such as Illuminate or Maps to create assessments and provide data
- School USG's

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1.   School Culture and Student Support Criterion

To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

WHS school leadership involves the parents and the community in the teaching/learning process through School Site Council, PTA, ELAC, FFA Advisory Board, ROP Advisory Board, Booster Clubs, and extracurricular activities. Additional events to increase parent involvement include Freshmen Orientation/Link Crew, Back-To-School Night (fall), Open House (spring), Spring Science Fair, Advanced Placement Informational meetings, College Application Workshop, and Financial Aid Workshop. Parents have expressed a feeling of connectedness to the school and community, and the school and district personnel have made continued attempts to increase parent involvement and participation.

As a method of communicating to parents, the staff collaborates and produces a monthly newsletter in English and in Spanish called WolfPack. A daily bulletin regarding school wide events is announced using the school PA system and school website. School Loop has been implemented to keep parents involved as a school partner. School Loop is used for both grade keeping and to maintain effective parent and teacher communication regarding academic performance and school attendance. Parents are informed when grades are distributed and progress reports are mailed home every six weeks. Parents seeking additional support for their student can meet with the entire instructional team to problem solve and set goals. Specifically, the 9th grade academy works in instructional teams to examine student work and academic progress.

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

WHS believes community involvement is a vital part of student success. Community advisory committees meet annually for all Regional Occupational Programs (ROP) as well as the Future Farmers of America. WHS school resource officer continues to work closely with students, families, and the community on community issues and challenges. WHS counseling staff prioritizes the need in developing the whole student and have partnered with local non-profit organizations such as The Yolo Family Resource Center, CommuniCare, UC Davis, and CSU Sacramento to provide students with educational support, presentations, and counseling services.

E2.   School Culture and Student Support Criterion

To what extent is the school a safe, clean, and orderly place that nurtures learning?

WHS has clear procedures for promoting a safe, clean and orderly school environment. Parents, students, and staff have all commented on feeling safe. While efforts are placed on keeping the school clean, staff and students expressed continued concerns regarding the outdated school facilities. Students have commented on the poorly maintained student bathrooms. School staff and leadership are aware of this concern and have sought district support. Parents and students have also expressed interest in getting the outdated community field upgraded. The school and district are aware of the ongoing safety issues associated with the field and are working on plans to facilitate upgrades and repairs.

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

Overall, most students' feel WHS is a place of trust and professionalism. However, pockets of students did not share this sense of trust and connectedness. School staff and administration are visible and accessible. Students have positively commented on seeing school leadership in the classrooms and in the hallways. An administrator is present at most extracurricular events. The WHS Student/Parent Information Handbook is printed in the school planner and available online. The handbook also delineates school attendance, tardy, and parking procedures. The WHS progressive discipline is also detailed in the student handbook. The school is working on reducing the amount of schoolwide tardies. WHS has begun restorative justice practices. Both classified and certificated staff has attended restorative justice training. Students and teachers have both commented on the increased positive student climate, and 2015-16 suspension data demonstrates a reduction in student behavior. The school partners with both the Woodland Police Department and a Yolo County Probation officer as needed.

WHS students are able to demonstrate citizenship and respect through community service, leadership roles in clubs and activities, and proactive engagement in school achievement. WHS

students are required to complete 40 hours of community service and may earn up to 10 elective credits if they complete 150 additional hours and write a reflection essay. WHS has implemented a student program termed the Wolfpack. Students are expected to be positive, productive, and professional. The school places a high accountably for all athletes both on and off the fields. Students must sign a code of conduct and maintain a 2.0 GPA with no more than one F grade to participate in all clubs and sports. Additional academic support is available to students throughout the day and after school through the Community Service Learning Center (CSLC). CSLC has continued to assist English learners and at risk students. Students have commented on the positive attributes of CSLC. Additionally, the school utilizes a state grant funded program to run the after school ASSETS program. ASSETS provide additional opportunities for students to receive academic support, counseling services, after school clubs, and activities.

E3. School Culture and Student Support Criterion

To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic and college- and career-readiness success?

WHS has a variety of academic programs. These include but are not limited to: Special Education (IEP), Advanced Placement Courses (AP), AVID, English Language Development classes, career presentations, Early Academic Outreach Program (EAOP), CSLC, summer school, PUENTE, AVID, And Cyber High for credit recovery. All classes are open to students (some classes having prerequisite requirements). Teachers are increasing the consistency of implementing a wider range of teaching strategies including direct instruction, collaborative group work, guest speakers, labs, and simulations to both meet the needs of and challenge their students. As needed, an in-depth *Student Study Team* (SST) may be assembled for any student. IEPs and 504s are initiated, formalized and distributed to all teachers, in addition to annual IEP meetings and updated.

E4. School Culture and Student Support Criterion

To what extent do students have access to a system of personal support services, activities, and opportunities at the school and with business, industry, and the community?

WHS employs three full time counselors, a part time counselor, a full time school psychologist, a crisis and therapeutic counselor, and a response to intervention specialist (for both academic and socio-emotional concerns). The school counseling department monitors academic student performance and are available to students before school, during lunch, and after school. WHS school counselors use the American School Counseling Association (ACSA) standards in their *Counseling and Guidance Plan* which delineates specific grade level counseling curriculum. All three school counselors are alumni of WHS and expressed a deep pride with their work with students, staff and the community in developing 21st century students. The staff, students, and parents have positively commented on the high level of satisfaction in their usefulness, visibility, and accessibility. The school counselors hold info nights termed "Parent University" with topics ranging from financial aid to college admissions requirements. Counselors meet with all incoming freshmen and develop four year plan. Additionally, 10th grade students and parents are invited to meetings where goals, test scores, credits are discussed and addressed. School counselors also inform students of graduation, UC, CSU, financial aid, scholarship information, and partner with the Yolo County Office of Education on Career Technical Education courses.

The school utilizes district support to leverage services with the local businesses and community. WHS also has a part time Puente Counselor who supports first generation low income students with getting to and through college.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

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

- Parents and students describe the school as a safe, supportive environment and take pride in the culture of the school
- Students and parents feel connected to the school staff and site leadership
- Effective school parent communication through School Loop
- The wide range of available student supports including the CSLC and Assets program
- The school counseling program effectively provides academic supports and monitors academic performance, as well as provides college, career, and social emotional counseling
- Teachers and counselors are accessible to students, and parents
- Partnerships with local community agencies, businesses, UC Davis and Woodland Community College

Key issues for School Culture and Support for Student Personal and Academic Growth:

- Enhance the existing school facilities to support the growth of CTE, student athletics, and positive school environment and climate
- Continue to increase parent participation outside of school sporting events.
- Continue to implement school wide restorative justice practices and trauma informed care
- Continue to enhance CTE program and partnerships that develop the 21st century student
- Develop and administer an annual student perception tool that measures school climate and culture
- Further develop extra-curricular clubs and activities that represent student interest and participation

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- School counseling referral sheet
- CSLC student record sheets
- High percentage of CSLC tutors are Woodland High School alumni
- High percentage of school staff are alumni
- School referral sheet and restorative questioning
- Parent focus group input
- Link crew student work
- Honor roll
- Puente
- AVID

- Assets
- California Colleges survey
- Student four-year plan
- AP participation data
- Master Schedule
- Wolfpack
- Student handbook
- School website
- Suspension data
- Weekly staff celebrations/recognitions
- Staff minutes regarding feedback on school policies regarding tardies and truancies

Part B: School wide Strengths and Critical Areas for Follow-up

School wide Areas of Strength

- A committed group of teacher leaders within a faculty that includes a high number of school alumni
- Availability of CTE classes/ROP classes
- AVID courses
- School wide AVID and Kagan instructional implementation
- Continued development and utilization of School Loop as a resource
- Parents and students describe the school as a safe, supportive environment and take pride in the culture of the school
- The wide range of available student supports including the CSLC and Assets program
- The school counseling program effectively provides academic supports and monitors academic performance, as well as provides college, career, and social emotional counseling

Evidence that supports identification of major areas of strength:

- Dialogue with focus groups and key stakeholders, including district administration, site administration, teachers, staff, parents, and students
- Classroom observations
- 3 Ps as schoolwide learner outcomes
- Student academic supports (CSLC, ASSETS, Communicare, etc.)
- Professional development for teachers on Kagan, restorative practices, and AVID strategies
- CTE/ROP courses
- Career and college information sessions
- Student work samples
- School Loop
- LCAP document
- Self-study document

School wide Critical Areas for Follow-Up:

- Continuing the development of a distributive leadership model within the district and site that empowers site administration and teaching staff to build capacity and stability
- Addressing deteriorating facilities to support 21st century learning needs
- Additional, regularly scheduled, guided collaboration time for teachers to work together on the continuum of standards-based teaching and to review student performance data
- Continued development, selection, and refinement of curriculum aligned with CCSS and the SLOs in all content areas
- Analysis of AP course offerings to focus on depth over breadth to ensure optimization of student achievement through mindful course allocation
- Increase the use of school wide achievement data for focused data-driven instruction
- Increase differentiated instructional strategies aligned to student outcomes
- Identify and implement a consistent assessment tool to provide assessment data to site level leadership and staff
- Align use of common rubrics and grading systems with curriculum and instruction
- Create data site reports to use as a working document to benefit the staff in working together towards specific site goals based on that data and share out with stakeholders
- Continue to implement school wide restorative justice practices and trauma informed care
- Continue to enhance CTE program and partnerships that develop the 21st century student

Evidence that supports identification of critical areas for follow-up:

- Dialogue with focus groups and key stakeholders, including district administration, site administration, teachers, staff, parents, and students
- Classroom observations
- Tour of site facilities
- 3 Ps as schoolwide learner outcomes
- Some courses are taught based upon guidance provided by state frameworks
- AP participation data
- Student work samples
- Student achievement data
- Professional development for site administration through ACSA coaching
- Technology available on site
- Project based learning and assessment in CTE courses
- Programs such as Illuminate or Maps to create assessments and provide data
- LCAP document
- Self -study document

Chapter V: Ongoing School Improvement

In the summer of 2015, new school leadership was implemented; thus, new members to the process were inducted. With the change in leadership, WHS added an additional coordinator (who worked on the WHS self-study six years previously), and both coordinators worked with various personnel on campus throughout the study to analyze the quality of all students' learning and the programs and processes based on WASC criteria through a series of self-study groups. These were conducted first through departments, and then further refined through SLCs. From

there, the leadership team reviewed data to consider overall trends and areas of need. Using the self-study methodology described above, the leadership team analyzed the areas of strengths and relative weaknesses and identified three major areas for growth, as follows:

1. Defining College and Career Readiness and develop aligned criteria.
2. Access to A-G courses for all students and measuring effective teaching and learning.
3. Building a school culture with consistent expectations and messaging.

The general direction of the plan objectives is relevant and realistic and addresses accurately the needs of the student body the school serves. The Visiting Committee is confident that school leadership, with support from Woodland Joint Unified leadership, will continue to refine the school wide plan that clearly articulates goals/objectives, identifies rationale supported by data, sets growth targets and milestones, action steps, resources needed, timelines, and tools for monitoring progress. To evaluate the effectiveness of the School wide Action Plan, the plan will be visited regularly to adjust it to meet the needs of the ever evolving school environment. During its implementation, WHS will ensure the following:

- The Action Plan accurately addresses the critical areas identified in the Self-Study and elaborates on the Focus Group discussions during the Visiting Committee visit.
- The Action Plan is user-friendly in that it clearly defines who is responsible, the timeline to be followed, and the reviewing and revising process after implementation.
- The Action Plan provides steps to enhance student learning through utilization of research-based practices and curricular development that directs students to positive outcomes.
- The Action Plan is feasible within existing resources. The writers of the improvement plan have made the steps financially feasible for the school community.
- There is ample commitment to facilitate the completion and implementation of the Action Plan through dedication of the Leadership Team and Staff as observed and documented in the discussions with Focus Groups.