Woodland High School

Home of the Wolves

Woodland High School *Always* Leads the Pack!

WOODLAND HIGH SCHOOL

21 N. West Street
Woodland, CA 95695
530-662-4678
http://www.whs.wjusd.org/

Woodland High School Administration

Karrie Sequeira-Hernandez, Principal
Stacey Falconer, Learning Community Director
Jerald Ferguson, Learning Community Director
Gerri Leonardis, Learning Community Director

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.

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Excellence for All

WASC Self Study Coordinators

Diane Mahan and Maxwell Shelnutt

Leadership Team

Karrie Sequeria
Stacey Falconer
Jerald Ferguson
Gerri Leonardis

Small Community Facilitators

Diane Mahan
Maxwell Shelnutt
Anne Mapalo
Amy Ngo
Erika Moreno
Eric Wyles
Beatriz Gutierrez
Jerry Del Sol, Ag Academy

Department Chairs

Jerry Del Sol, Ag
Cliff Robets, English
Damian Martin, counseling
Nancie Wilson, Home Economics
Mike Miles, Math
Naomi Bahr, Math
Maxwell Shelnutt, Social Studies
Javier Marin, Social Studies
Erika Moreno, Science
Dawn Abbott, Visual and Performing Arts
Brent Birdsall, Physical Education
Rebecca Pratt, Special Education
Jaime Rocha, World Languages

WOODLAND SENIOR HIGH SCHOOL
2015-2016 WASC Self Study
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Preface

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Woodland High School has a longstanding history and reputation for providing an excellent, student-based educational experience throughout the years. This has been the case not only because of a committed staff and faculty, but also because of the school's desire to continually reassess its program, holding on to that which is ideal and adjusting that which needs to be changed. It is with this commitment to excellence and self-improvement that WHS entered into this current cycle of accreditation. Providentially, while the educational community at large was undergoing a significant paradigm shift with Common Core, the district and the school were about to undergo significant changes that would prove to be both a challenge and a vision of hope as we move forward.

In the spring of 2015, Principal Michelle Seijas approached one of the classroom teachers, Max Shelnutt, to be the self-study coordinator for the upcoming WASC cycle. After some discussion, the role was set and some early work was established. Under the coordinator's guidance, the faculty began looking at the school's goals, vision, district LCAP, and previous ESLRs to consider the formation of what would become WHS's Student Learning Outcomes. 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 SLOs 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.

During the summer of 2015, Principle Seijas and two of the three Learning Community Directors (LCD – i.e. vice principal) announced that they would not be returning to WHS in the fall, having taken administrative positions in other schools and districts. The one remaining LCD, Stacey Falconer, helped guide the school during the busy summer months, assuring that the new school year would begin strongly. The new administrators would be hired and brought on board shortly before the new year began.

As the new school year started, another member was added to the Self-Study team. Diane Mahan was the WASC coordinator for WHS during the previous cycle. She had just returned to campus for the 2015-2016 academic year

as a classroom teacher. It made sense to have her and Max Shelnutt work together as co-coordinators. Working in conjunction with the new principle, Karrie Sequeira, they mapped out and calendared a strategy.

The biggest issue was making time to look at each criterion as it pertains to the WHS community. The previous principal, Seijas, had already set into motion that the SLCs would act as a means of exploration and examination. Six years earlier this was done through focus groups. Since smaller discussion groups were already established through the SLCs, Seijas felt these would be natural groups to conduct the self-study. Over the fall months, each criterion was considered first in the individual departments using the Focus on Learning prompts. These then would be shared out and discussed, at a future date, within the SLCs to refine and further focus the thoughts of the faculty and staff. Finally, these conclusions were collected and categorized through the efforts of the co-coordinators and one of the LCDs, Gerri Leonardis in December, 2015. With the findings of the self-study organized in a workable format, the team shared out the findings with the staff (early January, 2016), receiving any feedback from those who had questions or comments.

While the consideration of each criterion was taking place, work on other aspects of the self-study was taking place. The co-coordinators began the initial work on gathering data. Once they had exhausted their resources, LCD Leonardis worked with the resources at her disposal to fill in the gaps, adding to it the accompanying reflections where appropriate. The co-coordinators worked with various personnel on campus throughout the study to gather updated information regarding the various programs and efforts at WHS. Along with this, each LCD conducted focus group discussions (classified staff, parents, students) using the same prompts used in the self-study. Finally, with all the major pieces in place, the co-coordinators worked with the principal, who finalized the Schoolwide Action Plan.

All the work was collected, compiled, and formatted into one document and sent to ACS WASC on Monday, January 25, 2016.

Chapter I
STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA AND FINDINGS

Community and School Profile

Community

Woodland High School reflects the rich agricultural heritage of the city of Woodland. Established in 1871, the city is distinguished by its historical downtown and beautiful Victorian homes in its core area. 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.

Woodland High School

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. The school is situated on 47.4 acres in the northwest corner of Woodland. 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 1301 students in grades 9-12, with a senior class of 333. Woodland High School is a four-year public high school with a seven period day. 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. 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.

Woodland High School graduation requirements include eight semesters of English, two semesters of world language or two semesters of visual/performing arts or two semesters of a capstone career education course, six semesters of math including meeting the algebra state requirement, two semesters of physical science, two semesters of life science, two semesters of world history, two semesters of U.S. History, one semester of American Government, one semester of economics, one semester of health, one semester of technology, four semesters of physical education, and 70 credits of elective courses. Students must complete 40 hours of community service. Upon request, the school will report a cumulative grade point average and/ or class ranking based on all work accomplished at WHS. Our GPA is based on a 4 point scale with Advanced Placement courses counting as an additional grade point.

Woodland High has a strong elective program. The *Career Technical Education* (CTE) program includes automotive technology, drafting and computer aided design, construction, culinary arts, careers in education, child development, welding technology, agriculture and environmental science, vet science, floral design, business, web page design, virtual enterprises, and computer applications. The *Visual and Performing Arts* (VAPA) program includes drama, play production, dance, and music (including both vocal and instrumental performance groups). The WHS wind ensemble has been honored as one of ten schools (and the only school from California) selected to play at Carnegie Hall in spring 2010.

- **Freshmen Academies**

All incoming 9th graders are placed in core inter-disciplinary academies. The students in these small learning communities share the same four teachers who in turn share a common prep period. Teachers use this collaborative time to assess student achievement and behavior, meet with parents, and explore cross-curricular opportunities. 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.

- **Community Service Learning Center (CSLC)**

The CSLC is mentioned throughout this report, and serves a vital function on our campus as it relates to student achievement.

The Woodland High School Community Service Learning Center (CSLC), located on the Woodland High School campus, was established in 1996 as a component of our 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 serves 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.

In addition to being an umbrella for many student services, the CSLC provides assistance to students of all educational and cultural backgrounds. UCD tutors are available to provide academic support to students who are seeking to meet grade level expectations, graduation and university A-G requirements. Tutors are available Monday through Thursday during regular school hours, lunch and after school and, on Fridays during school as well as during lunch. Students may be self-referred to the learning center or referred by an administrator, counselor, teacher, parent or peer. 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 who are both highly qualified and thoroughly understand the curriculum. At the end of the 2014-2015 school year, the Learning Center helped 143 students with advance placement classes, adding up to 1709 sessions.

The CSLC's tutoring services are provided by UC Davis and Peer Tutors. All UCD tutors are attending, or have graduated from, the University of California, Davis with majors in Engineering, Chemistry, Nuerobiology, Physiology and Behavior, English and Economics, among others. They go through an extensive training to provide academic support for students who are struggling to meet grade level expectations**.** Additionally, the Peer Tutoring Program is a component that compliments the services of the Learning Center. This program is composed of high school juniors and seniors who are referred by their counselors to the program. Students much have a minimum 3.0 GPA and overall attendance rate of 95% to be a Peer Tutor. Most Peer Tutors are placed in a classroom where they help the teacher assist students with class work.

Within the last five years, the CSLC has expanded by increasing the collaborating services with the UC Davis Educational Talent Search Program (ETS) and launching two mentoring programs.

In order for the CSLC to best guide students through the college application process, it expanded the services with ETS. This Federal Trio Program assists first generation college bound students who come from low income families and underprivileged communities to make them a more competitive applicant for colleges. An ETS counselor visits the campus twice a week to work with our students and train tutors to prepare them to provide students with information on colleges, help completing applications, and awareness on academic programs that can help them succeed in their college education. The counselor also follows the students' grades and notifies the CSLC when any of the students in the program are struggling in their classes. Tutors work together with the ETS counselor to help the student raise their grades and overall academic performance.

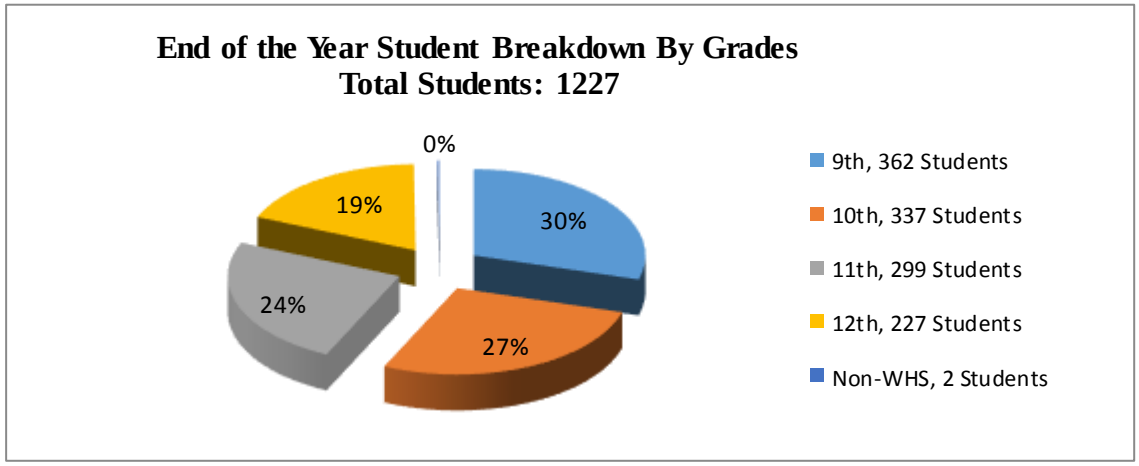
The "Pathway to Success" Mentoring Program targets 9th grade students who struggled in core classes during middle school and 10th through 12th graders who have a deficiency of 5-15 credits as reflected by their transcripts, or are in danger of falling into this category as evidenced by their transcripts. These students receive intensive weekly monitoring and tutoring to accelerate their academic achievements and set/reset them onto a path to academic success and graduation. The CSLC also assists 9th and 10th grade students in completing their Writing Assignments (English 9 and English 10 students must complete a set of essays before the end of the school year. The CSLC provides student assistance before the deadline and then remediation for those students who do not earn a passing grade).

The English Language Academic Mentor Program works English learner students (English as a second language) from 9th, 10th, 11th, and 12th grade, who struggle in core classes because of the language barrier and are enrolled in English 1, 2, 3, 4 and 5 classes. These students also receive constant monitoring and tutoring to improve their language skills in order to transfer into regular level classes and improve their possibilities of achieving academic

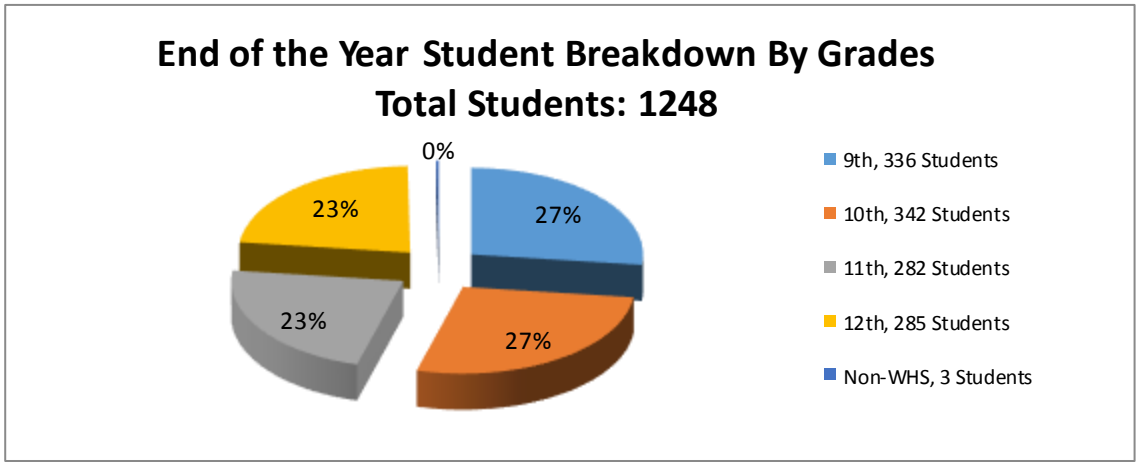
success and graduation. Moreover, due to the growth of the Urdu and Punjabi population at WHS in the last five years, the CSLC has always ensured to recruit tutors who speak the language and understand the culture to provide strong support to these students.

Woodland High School
Community Service Learning Center
COMPARASION OF 2013-2014 & 2014-2015 Grade Break Down

2014-2015 School Year



2013-2014 School Year



- **Library Services**

The Woodland High School Library is open daily from 7 a.m. to 4:30 p.m. allowing students ample time to study, research, compute, and read before school, during lunch, and after school. Students are often sent to the library individually or in small groups to take tests, as well as the aforementioned activities, during class time.

The library has three computer labs that can be reserved by teachers for use by their classes throughout the day. Eight Chromebook carts can be checked out of the library for classroom use.

The library houses over 8,000 books, averaging 6.6 books per student. The State of California Model School Library Standards recommends 28 books per student. The library subscribes to 24 magazines, one online encyclopedia/database, the local newspaper, and two online newspapers. Funding that was used to purchase library materials has decreased steadily over the years due to the loss of federal and state funding.

One full-time and one .2 library technician serve students with research assistance, technology assistance and supervision, reader's advisory as well as library and textbook maintenance and circulation services. The full-time library media teacher was laid off at the end of the 2010 – 2011 school year as a result of decreased school funding by the state. The Textbook/AV Clerk was laid off a year earlier for the same reason. Neither position has been restored to date. Due to increased technology responsibilities and textbook duties, remaining library staff has had to cut back on fundraising and library services, especially services designed to encourage students to read.

- **ASSETS After School Grant**

The No Child Left Behind Act of 2001 was signed into law in January 2002, authorizing the California Department of Education to administer California's 21st Century Community Learning Center's ASSETs program. This state-administered, federally funded program provides five-year grant funding to establish or expand before-and after-school programs to students in need of academic improvement. ASSETs programs across the nation coordinate academic enrichments and supportive services to help the students meet state and local standards in core content areas. Additionally, the purpose of ASSETs, as described in the federal statute, is to provide opportunities for schools to establish or expand activities that focus on:

1. Improved academic achievement.
2. Enrichment services that reinforce and complement the academic program.
3. Family literacy and related educational development services Woodland High School and Empower Yolo have partnered together to coordinate the ASSETs program for the Woodland community.

Specifically, the ASSETs program offers academic and enrichments components that engage students in learning while also strengthening their connections to one another, the program and the school. The education component provides students with knowledge and skills that address the academic, social, and vocational needs of students. Additional opportunities include on-line courses for students who may lack sufficient credits to graduate or may want to improve an "A-G" deficiency to become UC and/or CSUS eligible. Additionally, each educational opportunity enhances core curriculum in content areas that are introduced in school. The enrichment component offers programs that enhance the learning experience by coordinating clubs and classes that are not always available during the regular high-school

setting. Some of these clubs include but are not limited to Youth Empowerment Clubs, Woodland Youth Council, Math Tutorial, and C-Stem Robotics. ASSETs provides an environment where students can receive mentoring from staff, faculty and community stakeholders outside the formal classroom setting.

The ASSETs grant has enabled WHS to extend its tutorial learning center. The Learning Center runs four days a week from 8:00 am – 5:00pm, and provides students with tutoring credentialed teachers in math, English, social studies, and science. The Learning Center is open to all students and includes remedial structuring, grade-level, and advance instruction and strategies.

- **Restorative Practices**

In response to our desire to decrease the number of suspensions and behavior incidents, WHS began exploring Restorative Practices in 2014-15. According to the International Institute for Restorative Practices, Restorative Practices are a collection of "informal and formal processes that precede wrongdoing, and that proactively build relationships and a sense of community to prevent conflict and wrongdoing." Restorative Practices are based on the premises that people are happier, more cooperative, and more successful when people in a position of authority do things with them, rather than to them or for them. In reviewing our data regarding the number of student referrals to the office, suspensions, attendance, and tardiness, we identified that a lack of student engagement could be a strong contributing factor to a lack of student academic and behavioral success, particularly for our economically disadvantaged, African American, and Hispanic/Latino subgroups, where disproportionality was an additional concern.

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.

Systemically, the administrative team, inclusive of an RTI Specialist and Behavior Therapist, at WHS have begun implementing Restorative Practices when addressing student discipline in the following ways:

* Facilitating restorative circles between teachers and students when misbehavior has occurred in the classroom

* Modeling and facilitating team-building circles in classrooms at the teacher's request

* Holding restorative re-entry meetings with an administrator, student, parent, and teachers when suspended students return to school and before students return to the classroom to welcome the student back, offer support, and restore relationship between the student and school community

* Minimizing the use of in-school suspension and out-of-school suspensions as a disciplinary consequence and maximizing more restorative and relevant disciplinary consequences and interventions, such as school beautification, participation in individual and group counseling, and parent meetings

* Creating, with staff input, a new referral form that incorporates reflective questions for students to answer that are aligned to questions recommended by the IIRP for restorative circles

We are already seeing positive results attributed to this implementation. The number of students suspended for the 2015-16 school year is currently showing a 50% reduction as compared to 2014-15. We are also observing a significant decrease in the number of student referrals for discipline.

The fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in positions of authority do things *with* them, rather than *to* them or *for* them.

The IIRP distinguishes between the terms *restorative practices* and *restorative justice*. We view restorative justice practices as a subset of restorative practices. Restorative justice practices are *reactive*, consisting of formal or informal responses to crime and other wrongdoing after it occurs. The IIRP's definition of restorative practices also includes the use of informal and formal processes that precede wrongdoing, those that proactively build relationships and a sense of community to prevent conflict and wrongdoing.

The field of restorative practices has significant implications for all aspects of society — from families, classrooms, schools and prisons to workplaces, associations, governments, even whole nations — because restorative practices can develop better relationships among these organizations' constituents and help the overall organization function more effectively. For example, in schools, the use of restorative practices has been shown to reliably reduce misbehavior, bullying, violence and crime among students and improve the overall climate for learning. Everyone who finds themselves in positions of authority — from parents, teachers and police to administrators and government officials — can benefit from learning about restorative practices.

WASC Accreditation History

Woodland High School received a six-year accreditation in 2010 with a three year re-visit. The three year revisit took place spring of 2013.

School Status

Woodland High School is a comprehensive 9-12 school.

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 our English learners and low socio-economic students.

School Vision and Mission

Vision Statement

Woodland High School graduates are responsible and involved global citizens who pursue life-long learning.

Mission Statement

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.

Student Learning Outcomes

Positive

- Exhibits self-discipline and personal responsibility.
- Approaches challenging situation 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.

Student Enrollment by Ethnic Group 2014-2015

African American	0.9 %
American Indian	0.5 %
Asian	2.8 %
Caucasian	29.2 %
Filipino	0.5 %
Hispanic or Latino	64.7 %
Pacific Islander	0.2 %
Multiple	0.8 %

Student Enrollment Trend by Grade Level

	2012-13	**2013-14**	**2014-15**	**2015-2016**
9th	337	317	354	360
10th	314	344	333	349
11th	342	303	324	280
12th	304	326	277	298
Total	1297	1209	1288	1287

Language Proficiency Numbers

EL:	161
FEP:	478
R-FEP:	16

Special Needs

SDC:	32
RSP:	120
DIS:	29
Total:	181

Attendance

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

Disaggregated Suspension Data for 2014-15

Discipline Distribution Report from 8/19/2014 to

		Grade				Sex		Hispanic /Latino?	Race (Not Hispanic)						
Code # an	Total	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

6/11/2015

- ***69% of our discipline issues included on defiance of authority.***
- ***Latino students made up 65% of the school population in 14-15, Latinos made up 80% of the suspensions.***
- ***Additionally, although only half of our students were male, males made up 62% of the suspensions.***

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

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

		Grade				Sex		Hispanic /Latino?	Race (Not Hispanic)						
Code # & Name	Total	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

- ***The majority of Non-suspendable discipline incidents stemmed from failure to serve detentions.***
- ***Cell phone use in the classroom continues to be an on-going issue.***

Socioeconomic Status
As of January of 2016, 795 students qualify for free or reduced meals, or 60% of our students.

Description of Safety Conditions, Cleanliness, and Adequacy of School Facilities

Woodland High School, originally constructed in 1971, offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of 85 classrooms, one library, one multipurpose room, one staff room, two gymnasiums, one "Little Theater" and an outdoor amphitheater. Facility information is current as of January 2016.

Safety
Safety of students is a priority of the school staff. Students are supervised throughout the day by administrators, and campus supervisors. Visitors to the school must check in at the office and wear a visitor's badge while on campus. Additionally, forty-nine surveillance cameras are installed throughout the campus, and they can be accessed remotely via computer stream by administrators at all times.

Woodland High School's Site Safety Plan is reviewed and approved each spring by the School Site Council, which consists of administrators, teachers, counselors, classified staff, students, community members and parents. Key elements of the Safety Plan include procedures to address safety issues and emergency evacuation plans.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Emergency drills are conducted on a regular basis throughout the school year, including fire, disaster and intruder drills. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are available.

Cleaning Process
The Principal works daily with a full-time custodial staff of six and a grounds keeper to ensure that the cleanliness of the school is maintained. Custodians make every effort to prioritized student services.

Maintenance and Repair
District maintenance staff ensure that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At time of publication 100% of restrooms on campus were in working order.

Deferred Maintenance Budget
The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building. Typically, this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

Staff

Teachers	65
Fully-Credentialed Teachers (CBEDS):	95%
Teachers with Emergency Credentials (CBEDS):	3
Counselors	3.5
Administrators	4
Classified	38

Staff Development

- WRITE Institute
- AVID Institute
- Achieve 3000
- Restorative Justice and Practices
- AP Summer Institute
- Kagen Cooperative Learning
- English and Math adoption training
- EDGE (ELD adoption teacher and administrator training)
- Close reading—Heather Anderson
- Read 180
- 3-D training for ELD
- West Ed Training to create the Unit Study Guides (English and math)—
- Using Cutting-Edge Tools and Strategies to Enhance World Language
- BRIDGES Online Career Pathway
- EDI – Effective Direct Instruction

Student Participation in Extra and Co-Curricular Activities

Woodland High School has 12 varsity sports.

***Men's and Women's*:**
Basketball
Cross country
Golf
Soccer
Swimming
Tennis
Track and field
Wrestling
Volleyball

Men's only:
Baseball
Football

Women's Only:
Softball

WHS also has informal lunchtime intramurals that include handball, soccer, and basketball. Approximately 50-150 students participate depending on the season.

WHS offers and coordinates a number of co-curricular programs including: Advancement Via Individual Determination (AVID), Early Outreach Program (EAOP), Future Homemakers of America (FHA Heroes), Link Crew, National Honor Society (NHS), Student leadership, California Scholarship Federation, Future Farmers of America (FFA), Gifted and Talented Education (GATE), Skills USA, and Ag Academy. The drama department puts on two plays and one musical every year. The music department puts Fall, Winter and Spring concerts, special event performances, fundraisers, and spring's district-wide battle of the bands.

Woodland High School has over 30 clubs, including Photography, Robotics, and World Language clubs. In the fall of 2009, WHS received the afterschool ASSETS grant, which provides funding opportunities for students to participate in afterschool activities. This grant has led to an increase in clubs, activities, and after school programs.

Freshman Academy Data

	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.

- Freshman Academies were piloted in the 2008-2009 school year.
- Now all freshmen are enrolled in one of two Academies.
- Average student GPAs have risen steadily since the inception of this program.
- Percentages of students with no Fs has risen each year.
- There are differences to be addressed between the two academies

Woodland High School Testing Data

SAT College Board Scores 2014/15

Reasoning Test Data

Critical Reading	Mathematics	Writing
National Mean = 495/800	National Mean = 511/800	National 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

WHS Subject Test Data

Math Level 2 = 656/800 Physics = 562/800

ACT Scores 2013/14 (of 36 possible points)

	English	Math	Reading	Sci/Reasoning	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

College Board Advanced Placement Scores 2014/15

254 students sat for 470 total tests

Scores: 5 = 33 4 = 61 3 = 118 2 = 132 1 = 126

AP Test Passed/Taken by Subject Areas: (a score of 3 or higher can earn college credits)

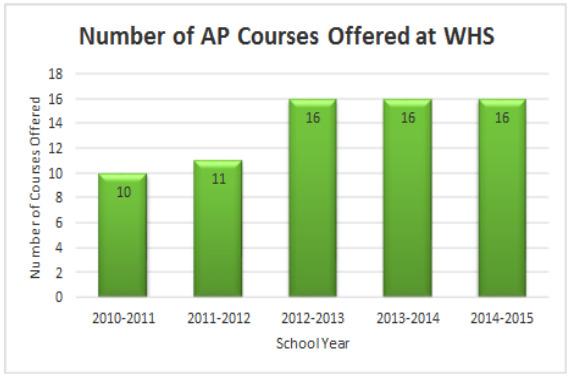
Biology 4/8	Calculus A/B 10/32	Eng Lang/Comp 25/47
Eng Lit/Comp 16/23	Env Sci 0/0	US Government 17/65
Music Theory 0/0	Physics 1 12/33	Spanish Lang 74/77
Spanish Lit 9/12	Studio Art Drawing 2/2	Studio Art 2D Design 7/8
Calculus B/C 12/14	US History 12/61	Chemistry 2/18
World History 5/8	French Lang/Culture 5/20	

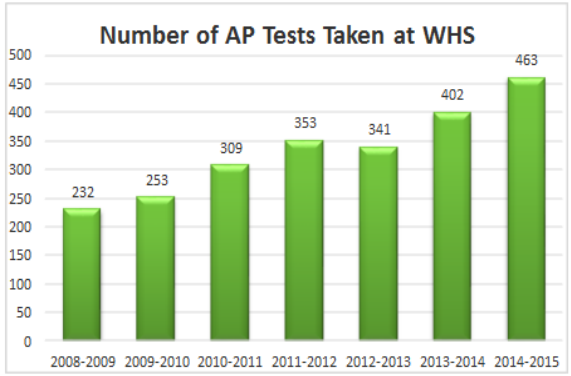
Honors & Advanced Placement courses available to the class of 2016

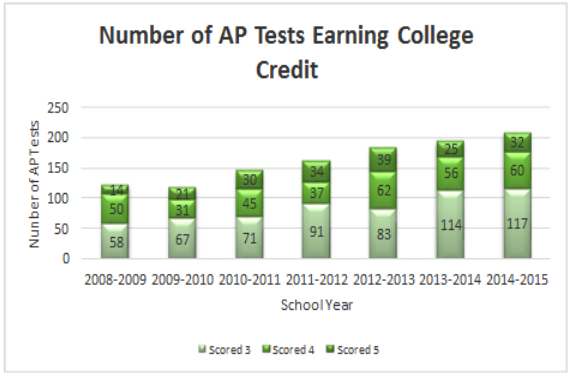
AP Calculus A/B	AP French	AP Studio Art 2-D Design
AP Calculus B/C	AP Music Theory	AP Studio Art Drawing
AP Biology	AP Physics 1	AP Government
AP Chemistry	AP Physics 2	AP US History
AP English Language	AP Spanish Language	AP World History
AP English Literature	AP Spanish Literature	

- ***Our students struggle with the skills needed to perform on college entrance exams. We are below the national and state averages.***
- ***We offer a wide-range of AP classes and give students various opportunities to experience college curriculum at the high school.***
- ***One of our objectives over the next two years is to give greater access to honors and AP classes; we are beginning this process with our AVID program. It is our hope over time that the demographics of the AP/honors classes match the demographics of our school.***

AP enrollment and test results







Historical AP Enrollment

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

- ***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%.***
- ***% of students taking AP courses, passed at least one AP test with a score of 3 or better.***

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

- **Our students have high pass rates on the Spanish language, Spanish literature, Studio Art Design Portfolio, and Chemistry BC.**
- **Our lower passing rates are in the science and social science fields.**
- **We continue to send teachers to AP trainings. More training is needed in instructional strategies trainings, and collaborative meetings with one another to address the issues of rigor, critical thinking skills, and synthesis in AP classes.**

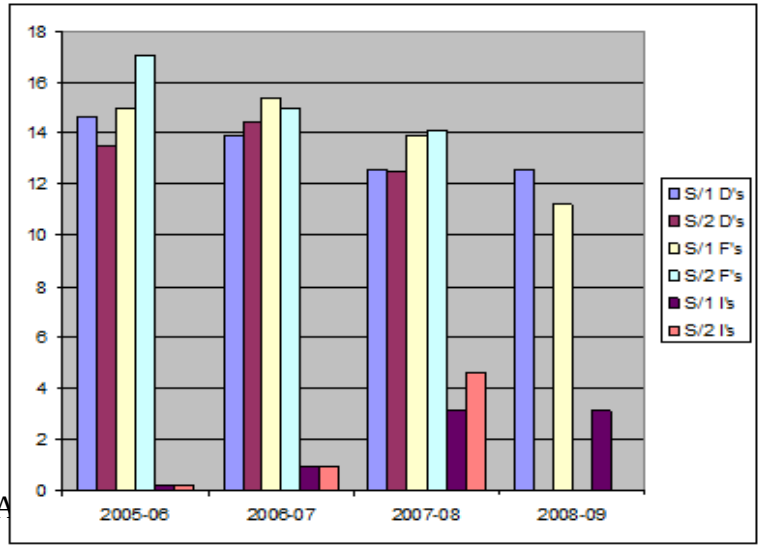
Students Satisfying A-G Requirements

All students are required to complete rigorous a-g requirements (with the exception of world languages) in order to graduate.

2015-2016 Integrated Math 1 and Integrated Math 2 Enrollment

	9th grade	10th grade	11th grade	12th grade
Math 1	304	53	6	8
Math 2	5	163	114	4

- **We now require three years of math to earn a diploma**
- **Since successful completion of these courses is required for graduation, we continue to struggle with how to present the content in a way that helps students who must take the course repeatedly.**
- **Due to the scheduling restraints of freshmen academies, any 10-12th grade student who must repeat Algebra is in a class with 31 other students who have also failed Algebra 1 repeatedly.**



Analyses of % of Ds and Fs

Semester /Year	% of D's	% of F's	% of I
1st Sem. 2012-2013	11.3	7.3	0.1
2nd Sem. 2012-2013	11.3	11.3	0.02
1st Sem. 2013-2014	10.2	7.0	0.1
2nd Sem. 2013-2014	11.1	9.9	0.05
1st Sem. 2014-2015	10.3	8.5	0.02
2nd Sem. 2014-2015	11.4	10.6	0.0

- ***Number of Ds and Fs has increased but number of incompletes has decreased. Students who receive incompletes receive remediation and tutoring via the Community Service Learning Center. Generally, these incompletes become passing grades and thus contribute to a higher passing rate in English 9, English 10, and biology.***

Students Credit Deficient by Grade (Fall 08-09) Last WASC Visit:

Grade	***Credits***	***# of Students***	***%***	***% Leaving***
9	*<30*	*108/429*	*25*	
10	*<90*	*162/360*	*45*	*6.7*
11	*<150*	*178/349*	*51*	*17*
12	*<210*	*108/330*	*33*	*23*
Totals		*556/1486*	*38*	

Students Credit Deficient by Grade (Fall 15-16):

Grade	*Credits*	*# of Students*	*%*	*% Leaving*
9	*<30*	*68/361*	*19*	
10	*<90*	*91/348*	*26*	
11	*<150*	*86/282*	*30*	
12	*<210*	*51/297*	*17*	
Totals		*296/1289*		

- ***Since the last WASC visit, Woodland High School has moved from a 6 to 7 period school day affording students the opportunity to attempt 280 credits over four years. The graduation requirement is 230 credits. This gives students the chance to retake core courses if necessary as well as the opportunity to experience elective courses they may not have had with the former schedule.***
- ***23% of our entire student body is not on track for graduation, down from 37% at last review.***

Graduation Rate and Dropout Rates

	11-12	12-13	13-14
Cohort Dropout Rate	3.7%	6.6%	7.0%
Cohort Graduation Rate	93.8%	92.4%	90.1%

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.***
- ***One of our counselors coordinates monthly counseling meeting to which all counselors, community agency representatives, and administration attend to conduct student case management and process appropriate referrals.***

API Data

Groups	Number of Students Included in 2011 Growth API	2011 Growth API	Number of Students Included in 2012 Growth API	2012 Growth API	Number of Students Included in 2013 Growth API	2013 Growth API	Non-Weighted 3-Year Average API*	Weighted 3-Year Average API*
Schoolwide	1029	718	903	730	901	733	727	727
Black or African American	13	735	12	635	11	619	663	666
American Indian or Alaska Native	6		9		10			
Asian	29	786	29	797	31	769	784	784
Filipino	2		3		4			
Hispanic or Latino	594	670	541	704	558	706	693	693
Native Hawaiian or Pacific Islander	4		2		0			
White	371	789	301	778	277	791	786	786
Two or More Races	9		6		10			
Socioeconomically Disadvantaged	576	657	525	685	574	701	681	681
English Learners	286	612	271	632	263	607	617	617
Students with Disabilities	81	488	87	477	83	476	480	480

- ***The API reporting system has been abandoned by the state, and a new assessment is in the future. The data from 2013 is still useful.***
- ***In 2013 there was a large achievement gap, 85 API points, between our Caucasian and Latino students. This is an improvement over the 119 point gap of 2011.***
- ***Some of our subgroups made significant gains of over 30 points: 36 points for Hispanic/Latino and 44 points for socio-economically disadvantaged.***
- ***Our Black or African American subgroup has had notable regression of 72 points.***
- ***Two of our subgroups, students with disabilities and English learners are still performing well below all other groups.***

STAR Testing – 2013

Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment								333	314	343	

CST English-Language Arts

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested								310	280	305	
% of Enrollment								93.1 %	89.2 %	88.9 %	
Students with Scores								310	280	305	
Mean Scale Score								366.4	341.3	331.0	
% Advanced								25 %	17 %	14 %	
% Proficient								39 %	28 %	22 %	
% Basic								27 %	35 %	34 %	
% Below Basic								7 %	11 %	19 %	
% Far Below Basic								2 %	10 %	11 %	

CST General Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested								3			3
% of Enrollment								0.9 %			
Students with Scores								3			3
Mean Scale Score								*			*
% Advanced								*			*
% Proficient								*			*
% Basic								*			*
% Below Basic								*			*
% Far Below Basic								*			*

CST Algebra I

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested								173	79	29	281
% of Enrollment								52.0 %	25.2 %	8.5 %	
Students with Scores								173	79	27	279
Mean Scale Score								307.7	277.1	259.5	294.4
% Advanced								1 %	0 %	0 %	0 %
% Proficient								18 %	1 %	0 %	11 %
% Basic								36 %	23 %	11 %	30 %
% Below Basic								34 %	51 %	44 %	40 %
% Far Below Basic								12 %	25 %	44 %	19 %

CST Geometry

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested								118	106	69	293
% of Enrollment								35.4 %	33.8 %	20.1 %	
Students with Scores								118	105	69	292
Mean Scale Score								335.7	289.6	270.8	303.8
% Advanced								5 %	0 %	0 %	2 %
% Proficient								33 %	6 %	1 %	16 %
% Basic								41 %	28 %	13 %	29 %
% Below Basic								19 %	58 %	61 %	43 %
% Far Below Basic								3 %	9 %	25 %	10 %

CST Algebra II

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested								18	75	94	187
% of Enrollment								5.4 %	23.9 %	27.4 %	
Students with Scores								18	75	94	187
Mean Scale Score								394.2	320.3	292.9	313.7
% Advanced								33 %	1 %	0 %	4 %
% Proficient								44 %	23 %	6 %	17 %
% Basic								22 %	43 %	35 %	37 %
% Below Basic								0 %	31 %	44 %	34 %
% Far Below Basic								0 %	3 %	15 %	9 %

CST Summative High School Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested									21	84	105
% of Enrollment									6.7 %	24.5 %	
Students with Scores									21	84	105
Mean Scale Score									416.8	339.7	355.1
% Advanced									33 %	8 %	13 %
% Proficient									57 %	32 %	37 %
% Basic									10 %	33 %	29 %
% Below Basic									0 %	24 %	19 %
% Far Below Basic									0 %	2 %	2 %

CST World History

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested								1	282	11	294
% of Enrollment								0.3 %	89.8 %	3.2 %	
Students with Scores								1	281	7	289
Mean Scale Score								*	328.2	297.4	327.0
% Advanced								*	15 %	14 %	15 %
% Proficient								*	20 %	14 %	20 %
% Basic								*	31 %	14 %	30 %
% Below Basic								*	13 %	0 %	12 %
% Far Below Basic								*	22 %	57 %	23 %

CST U.S. History

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested										289	
% of Enrollment										84.3 %	
Students with Scores										289	
Mean Scale Score										333.4	
% Advanced										18 %	
% Proficient										22 %	
% Basic										29 %	
% Below Basic										16 %	
% Far Below Basic										16 %	

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested									269		
% of Enrollment									85.7 %		
Students with Scores									269		
Mean Scale Score									349.7		
% Advanced									23 %		
% Proficient									25 %		
% Basic									31 %		
% Below Basic									10 %		
% Far Below Basic									10 %		

CST Biology

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested								308	88	73	469
% of Enrollment								92.5 %	28.0 %	21.3 %	
Students with Scores								307	88	73	468
Mean Scale Score								347.3	314.5	335.4	339.3
% Advanced								15 %	5 %	11 %	13 %
% Proficient								26 %	17 %	36 %	26 %
% Basic								43 %	40 %	26 %	40 %
% Below Basic								9 %	14 %	14 %	11 %
% Far Below Basic								7 %	25 %	14 %	11 %

CST Chemistry

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested									149	97	246
% of Enrollment									47.5 %	28.3 %	
Students with Scores									149	97	246
Mean Scale Score									340.3	328.2	335.5
% Advanced									8 %	11 %	9 %
% Proficient									21 %	14 %	19 %
% Basic									60 %	43 %	53 %
% Below Basic									9 %	20 %	13 %
% Far Below Basic									1 %	11 %	5 %

CST Earth Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested								1	10	9	20
% of Enrollment								0.3 %	3.2 %	2.6 %	
Students with Scores								1	10	9	20
Mean Scale Score								*	*	*	309.5
% Advanced								*	*	*	0 %
% Proficient								*	*	*	25 %
% Basic								*	*	*	20 %
% Below Basic								*	*	*	20 %
% Far Below Basic								*	*	*	35 %

CST Physics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested									1	35	36
% of Enrollment									0.3 %	10.2 %	
Students with Scores									1	35	36
Mean Scale Score									*	354.2	351.1
% Advanced									*	14 %	14 %
% Proficient									*	43 %	42 %
% Basic									*	40 %	39 %
% Below Basic									*	3 %	3 %
% Far Below Basic									*	0 %	3 %

Percent Proficient - Annual Measurable Objectives (AMOs) – 2013-2014

	Target	Criteria met
English-Language Arts Target	100.0	No
Mathematics Target	100.0	No

Groups	ELA Valid Scores	ELA Number At or Above Proficient	ELA Percent At or Above Proficient	ELA Met 2014 Criteria	ELA Alternative Method	Math Valid Scores	Math Number At or Above Proficient	Math Percent At or Above Proficient	Math Met 2014 AYP Criteria	Math Alternative Method
Schoolwide	317	179	56.5	Yes	SH	322	159	49.4	No	--
Black or African American	4	--	--	--	--	4	--	--	--	--
American Indian or Alaska Native	1	--	--	--	--	1	--	--	--	--
Asian	9	--	--	--	--	9	--	--	--	--
Filipino	1	--	--	--	--	1	--	--	--	--
Hispanic or Latino	204	107	52.5	Yes	SH	207	90	43.5	No	--
Native Hawaiian or Pacific Islander	0	--	--	--	--	0	--	--	--	--
White	96	63	65.6	Yes	SH	98	59	60.2	Yes	SH
Two or More Races	2	--	--	--	--	2	--	--	--	--
Socioeconomically Disadvantaged	222	111	50.0	Yes	SH	227	99	43.6	No	--
English Learners	87	15	17.2	No	--	90	20	22.2	No	--
Students with Disabilites	21	2	9.5	--	--	23	0	0.0	--	--

- **our socio economically disadvantaged students are still far below other sub-groups, they are making growth and gained enough (over 10%) to earn a "Safe Harbor" designation.**

- **9th grade academies, the Community Service Learning Center, and the Evening Tutorial Center may all play a role in providing support to students who do not have access to academic resources at home.**

2013 -14 Accountability Progress Reporting (APR)

Participation Rate

	Target	Criteria met
English-Language Arts Target	95%	No
Mathematics Target	95%	Yes

Groups	ELA Enrollment First Day of Testing	ELA Number of Students Tested	ELA Rate	ELA Met 2014 Criteria	ELA Alternative Method	Math Enrollment First Day of Testing	Math Number of Students Tested	Math Rate	Math Met 2014 AYP Criteria	Math Alternative Method
Schoolwide	341	326	96	Yes	--	339	331	98	Yes	--
Black or African American	5	5	100	--	--	5	5	100	--	--
American Indian or Alaska Native	2	2	100	--	--	2	2	100	--	--
Asian	9	9	100	--	--	9	9	100	--	--
Filipino	1	1	100	--	--	1	1	100	--	--
Hispanic or Latino	219	206	94	Yes	Y2	217	209	96	Yes	--
Native Hawaiian or Pacific Islander	0	0	--	--	--	0	0	--	--	--
White	103	101	98	Yes	--	103	103	100	Yes	--
Two or More Races	2	2	100	--	--	2	2	100	--	--
Socioeconomically Disadvantaged	242	228	94	Yes	Y2	241	233	97	Yes	--
English Learners	97	89	92	No	--	97	92	95	Yes	--
Students with Disabilites	25	22	88	--	--	24	24	100	--	--

Percent Proficient - Annual Measurable Objectives (AMOs)

	Target	Criteria met
English-Language Arts Target	100.0	No
Mathematics Target	100.0	No

Groups	ELA Valid Scores	ELA Number At or Above Proficient	ELA Percent At or Above Proficient	ELA Met 2014 Criteria	ELA Alternative Method	Math Valid Scores	Math Number At or Above Proficient	Math Percent At or Above Proficient	Math Met 2014 AYP Criteria	Math Alternative Method
Schoolwide	317	179	56.5	Yes	SH	322	159	49.4	No	--
Black or African American	4	--	--	--	--	4	--	--	--	--
American Indian or Alaska Native	1	--	--	--	--	1	--	--	--	--
Asian	9	--	--	--	--	9	--	--	--	--
Filipino	1	--	--	--	--	1	--	--	--	--
Hispanic or Latino	204	107	52.5	Yes	SH	207	90	43.5	No	--
Native Hawaiian or Pacific Islander	0	--	--	--	--	0	--	--	--	--
White	96	63	65.6	Yes	SH	98	59	60.2	Yes	SH
Two or More Races	2	--	--	--	--	2	--	--	--	--
Socioeconomically Disadvantaged	222	111	50.0	Yes	SH	227	99	43.6	No	--
English Learners	87	15	17.2	No	--	90	20	22.2	No	--
Students with Disabilites	21	2	9.5	--	--	23	0	0.0	--	--

Graduation Rate Goal: 90 Percent

Met Schoolwide Graduation	Met Student Group Graduation Rates	Met Overall Graduation Rate Criteria
Yes	Yes	Yes

Current Year: Graduation Rate Results

Groups	2013 Cohort Graduation Rate (class of 2011-12)	2014 Cohort Graduation Rate (class of 2012-13)	2014 Target Graduation Rate	2014 Graduation Rate Criteria Met	2015 Target Graduation Rate Class of 2013-14)	Exclusion/ Alternative Method
Schoolwide	93.81	92.36	85.49	Yes	86.40	--
Black or African American	--	--	N/A	N/A	N/A	U50
American Indian or Alaska Native	--	--	N/A	N/A	N/A	U50
Asian	--	--	N/A	N/A	N/A	U50
Filipino	--	--	N/A	N/A	N/A	U50
Hispanic or Latino	95.45	91.88	84.07	Yes	85.26	--
Native Hawaiian or Pacific Islander	--	--	N/A	N/A	N/A	U50
White	93.65	92.86	89.53	Yes	89.63	--
Two or More Races	--	--	N/A	N/A	N/A	U50
Socioeconomically Disadvantaged	91.44	90.00	82.40	Yes	83.92	--
English Learners	86.15	75.00	74.09	Yes	77.28	--
Students with Disabilities	--	--	N/A	N/A	N/A	U50

Graduation Rate Criteria: (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for local educational agencies and schools that have not reached the 90% goal.

SBAC Results 2015

AREA (CLAIMS) SCORES FOR ENGLISH LANGUAGE ARTS/LITERACY

	READING	WRITING	LISTENING	RESEARCH/ INQUIRY
Above Standard	23%	17%	14%	26%
At / Near Standard	56%	55%	65%	56%
Below Standard	22%	28%	22%	18%

AREA (CLAIMS) SCORES FOR MATH

	CONCEPTS & PROCEDURES	PROBLEM SOLVING & MODELING/DAT ANALYSIS	COMMUNICATING REASONING
Above Standard	9%	5%	4%
At / Near Standard	29%	43%	59%
Below Standard	62%	52%	36%

- 2015 was the first reported testing year for the SBAC assessment. These results constitute our baseline.
- More than 70% of all students scored "At or Above Standard" on all claims of the ELA assessments.
- Students scored the highest on the ELA, Research and Inquiry claim.
- 63% of students scored "At or Above Standard" on the Math Communicating Reasoning claim.
- Students struggled with the Math Concepts and Procedures claim. 62% scored "Below Standard".

CALIFORNIA STANDARDS TEST (CST) IN SCIENCE

# of students tested	Mean Scale Score	%Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced
281	339.3	12	14	34	21	19

- The CST Science was administered to all 10th grade students.
- 40% of the students score Proficient or Advanced on this test.

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%)

Location	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
STATEWIDE:	# Tested	Math	456,354	38,024	52,389	112,801	253,952	174,546
STATEWIDE:	Passing	Math	386,369 (85%)	16,188 (43%)	27,554 (53%)	103,927 (92%)	200,963 (79%)	162,196 (93%)
STATEWIDE:	# Tested	ELA	458,382	39,785	53,015	112,926	255,357	175,044
STATEWIDE:	Passing	ELA	388,436 (85%)	16,916 (43%)	22,662 (43%)	105,484 (93%)	201,254 (79%)	163,766 (94%)

School	Tested or Passing	Subject	All Students	Female	Male	American Indian or Alaska Native	Asian	Native Hawaiian or Pacific Islander	Filipino	Hispanic or Latino	Black or African American	White	Two or more races
Woodland Senior High	# Tested	Math	307	154	153	2	10	0	2	194	2	94	3
Woodland Senior High	Passing	Math	229 (75%)	116 (75%)	113 (74%)	-	-	-	-	138 (71%)	-	78 (83%)	-
Woodland Senior High	# Tested	ELA	303	148	155	2	10	0	2	194	2	90	3
Woodland Senior High	Passing	ELA	219 (72%)	115 (78%)	104 (67%)	-	-	-	-	132 (68%)	-	76 (84%)	-

Location	Tested or Passing	Subject	All Students	Female	Male	American Indian or Alaska Native	Asian	Native Hawaiian or Pacific Islander	Filipino	Hispanic or Latino	Black or African American	White	Two or more races
STATE	# Tested	Math	456,354	223,669	232,242	2,863	40,642	2,476	13,285	236,509	27,748	117,736	15,095
STATE	Passing	Math	386,369 (85%)	191,910 (86%)	194,117 (84%)	2,280 (80%)	39,183 (96%)	2,031 (82%)	12,518 (94%)	189,080 (80%)	19,756 (71%)	108,407 (92%)	13,114 (87%)
STATE	# Tested	ELA	458,382	224,323	233,635	2,876	40,721	2,480	13,315	237,608	27,974	118,242	15,166
STATE	Passing	ELA	388,436 (85%)	198,470 (88%)	189,656 (81%)	2,332 (81%)	37,707 (93%)	2,014 (81%)	12,427 (93%)	190,246 (80%)	20,926 (75%)	109,516 (93%)	13,268 (87%)

- The 2014-2015 School year was the last administration of the CAHSEE.
- Although the test has been abandoned, 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 English Proficiency Level	42.40%

- We now have a Full-Time EL Specialist. In the past the assignment was split between 3 teachers picking up extra duty.
- 61.7% of our CELDT students showed growth since their last CELDT assessment.
- 32 students reclassified.
- The percentage of students who attain English proficiency triples after 5 years on the country.

Freshman Academy Data

	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.

- Freshman Academies were piloted in the 2008-2009 school year.
- Now all freshmen are enrolled in one of two Academies.
- Average student GPAs have risen steadily since the inception of this program.
- Percentages of students with no Fs has risen each year.
- There are differences to be addressed between the two academies

Chapter II
Progress Report

In 2010, WHS identified five areas of focus and growth as a result of the self-study. These areas reflected both our own identified areas, as well as the critical areas for follow-up as noted by the visiting team. What follows is the progress the school has made in these areas.

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 desired the school to develop ways in which to encourage greater participation of students and parents in the educational process; specifically those in the Latino community. One means of doing so was through greater communication.

One line of communication developed to a fuller measure was the school's website. While it has been largely maintained by librarian Corrine Knight, submissions for the website have come from every corner of the school's community. 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. Most, though not all, teachers keep and maintain a webpage. These serve primarily to communicate information regarding the various courses taught by each teacher.

Another extension of communication with the greater school community at large come by way of automated phone messages. When significant information needs to be communicated to parents and students alike, a message is sent via an all-call. These can range from the simple reminder of a change in schedule, to the more critical update when there has been a crisis at the school (i.e. lockdown). Many of these are also noted on the school's website, but knowing that some parents do not have access immediate to the internet, or perhaps do not check the website on a regular basis, the all-call is used to assure that such information reaches every household.

The school's Site Plan, which communicates on an annual basis the school's overall direction, is posted on the website. While departments historically did collaboratively contribute to the site plan through department chairs, this was phased out. At the beginning of our six year cycle, the position of department chair was eliminated (due to budgetary constraints). Since that time, department chairs have been reintroduced, but their roles have not been 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, and it is within these smaller groups that such communication is to take place. For all intents and purposes, the SLCs have taken on the role of Focus groups to discuss school-wide issues and initiatives. With the school in a time of transition with virtually an all new administration, the SLCs no longer are functioning as a point of communication per se. Most staff communication on school-wide issues/concerns has most recently been conducted via emails and faculty meetings. Currently, the Site Council agendas, minutes, and information are posted on the school's website.

One of the strongest communications the school offers to staff, parents, and students alike is the School Loop program. This has the potential of letting all stakeholders know at any time of the student's progress. This vehicle of communication can be used to post grades on specific assignments/tests/projects, give the over grade to-date, show missing work, due dates for upcoming assignments and tests, and even includes the student's daily attendance record for the current school year. 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. The one significant caveat regarding School Loop is that it is only as effective as teachers keep the information updated and current.

One significant recent change at the school is the loss of the school's EL specialist. While many of the printed communications that are sent home are available in both English and Spanish, a quick perusal of the school's website indicates only some information posted there being offered in both. The prior EL specialist was able to provide, among other functions, an "extra pair of eyes" and insight into how we as a staff might better communicate with the Latino community serviced by WHS. The school just recently (January, 2016) hired a new EL specialist.

As mentioned elsewhere in this self-study, virtually an all new administration has been brought to WHS with the 2015-2016 academic year, While there have been tension with previous administrations as to their communication with the faculty/staff (as clearly noted by the last self-study), the current administration has made it a priority to be proactive in their communication, and keeping a positive and professional open door policy. This has been, for the most part, well received by the faculty/staff.

Area II: COLLABORATION

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

Small Learning Communities (SLCs) operated in the place of Focus groups, being made up of a cross-section of staff. These in turn communicated to the departments, and vice versa. One of the ideas behind the SLCs was 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 then be able to focus more profitably on the progress of the students within their SLC. One of the common current concerns among the faculty is that, unlike the 9th grade academies, the SLCs are not "pure;" the teachers do not hold all students in common, and students do not necessarily have teachers who are all in one specific SLC. Still, SLCs routinely considered student progress and focused on student achievement; seeking to help along those who were struggling, and celebrating those who were excelling. However, the role of the SLCs 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.

The previous action plan stated that departments would collaboratively contribute to the site plan. While departments do have time for collaboration, they do not contribute to the site plan in a direct manner as a regular practice. While many departments may work toward goals that align with the site plan, there is not a concerted effort across departments school-wide. This can mainly be attributed to the role of the SLCs. As stated above, the SLCs were the main conduit through which most communication between faculty and the previous administration occurred. Furthermore, there has not been a "share-out of yearly goals and progress with leadership team" by the departments.

In the past, teachers have been surveyed on collaborative staff-development needs. Virtually every time such a survey was done, the faculty affirms the need for collaboration, especially with the shift to Common Core. In our current self-study, a reoccurring comment among the faculty regarding staff-development training (collaborative or otherwise) reflected on the appearance of a lack of effectiveness, and too much time being pulled out of classroom instruction for staff-development. Generally speaking, staff-development (both voluntary and mandatory) is driven by the district office.

The district has currently set aside nine days for teacher-driven collaboration. Teachers are free to choose with whom they collaborate, as well as the issue around which they collaborate. This time may or may not be data-driven, as it is left completely up to the teachers' discretion as to how best use that time. These calendared days are in response to the desire of the faulty to have more time to work within their departments, as well as developing cross-curricular instruction. Since these have been instituted, we have seen an increase in both departmental and cross-curricular collaborations. Minutes of these collaboration days were written and submitted to the administration.

Collaboration that seeks to target instruction of students needing intensive intervention occurred primarily through SLCs and with the ongoing work and input of the EL specialist. The EL specialist would keep both SLCs and individual teachers in formed of target students, and ways in which the classroom teacher can best help such students. During the current school year the school's EL

specialist left and the school was without. Two classroom teachers were asked to absorb some of the responsibilities of the previous EL role, but the time they can give to this is limited. As of January, 2016, the district was able to secure a full-time EL specialist for the school site.

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. Submissions from staff and faculty are given to her for posting. 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, there is no Tech Committee (work group of teachers to assess and evaluate technology needs) on campus. The previous one was under the leadership of VP Holt. He is no longer on campus. Tech needs are driven by the district office and little-to-no input from the faculty at large. The district Tech Committee, which looks ate the broader district needs, has a couple representatives from the WHS campus. As for faculty and staff input, there was a survey taken of the teachers 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 (the stations of which had to be assembled by the teachers with no aid from the district office Tech, nor any instruction of the use of the new technology). LCD monitors were mounted in anticipated of the installation of smart boards (close to current white boards).

There was to be a tech plan created for the site that reflects the classroom needs and technology-based instructional tools. This plan was to be posted on the school wed site. No site-based plans can be found. The district-wide plan was found, but it was created in 2009, and covers a plan for 2009-2012. There is an updated district-wide tech plan on the districts website.

Online learning opportunities is in full swing with Cyber High. Both ELL students and 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.

It should be noted that when WHS's action plan was written six years ago, one staff member who had numerous responsibilities in the Area III: Technology (as well as other areas) was the Library Media Teacher. This position was phased out shortly after the last WASC cycle and was never reintroduced.

Area IV: BEST TEACHING PRACTICES

Rationale: WHS has made great progress in believing all students can achieve and 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 instruction strategies training have been offered over the last 6 years (including EDI, BTSA, Kagan, 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 not been much attention given to instruction on lesson planning in an all-faculty setting. There was some instruction on how to write learning objectives that included various aspects (a format that administration wanted to see when they entered the classroom). Instead, 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 text book adoption, and the World Languages Department attended on 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. This is alignment with the current trends in Common Core.

Pacing guides were a main focus for a while (many hours/days given to the creation of the guides). Much emphasis was placed on them by the district, along with common assessments (i.e. benchmarks). With the introduction of Common Core, much of this work has been put aside by the district.

There was a group of teachers who reported on "best practices," known as A.L.L. (*A Look at Learning*). For the first three years of our most recent cycle this team underwent on-going training, and then brought ideas and strategies to the entire staff (typically during staff meetings). There is no longer an A.L.L. team at WHS.

There had been mandatory peer walkthroughs (to observe what other teachers were doing) that ran through the SLCs. That was to continue this year, only this time within departments, but that was lost when there was a change in administration. Many teachers were opposed to the mandated walkthroughs as they seemed to be simply going through the motions after the first round or two. Also, depending on when the walkthroughs were scheduled (through the SLCs), they took teachers out of their classes during instructional time (and often on block days). Teachers seemed to like the proposed new structure (through departments, not in larger groups, and viewing your own department colleagues), but as noted, these did not occur.

Some faculty meetings were used to discuss, reflect, and assess best practices through teacher-led presentations (A.L.L.). This has faded away. With the advent of SLCs, faculty meetings (i.e. when the entire faculty meets together in one place) were few and far between, and rarely were used for the purpose of teacher-based presentations.

Some instruction was given regarding differentiation strategies. These, too, were typically given during regular staff meetings, including beginning-of-the-year breakout workshops. The instruction largely came from within the faculty itself.

Students with D/Fs in core classes were targeted in SLCs. Teachers did follow-up/chats with students on a more personal basis. Counselors pulled students in who were credit deficient to discuss an academic plan. There was an attendance liaison. Attendance continues to be an issue. During the first semester of this current school year, two classroom teachers kept teachers informed regarding EL Learners. The school has hired a full-time EL specialist for the second semester to replace the previous EL specialist who left at the start of the school year. Other intervention strategies implemented include "Save a Senior," as well as the use of the "Intervention" portion of Aeries.

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 life.

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." These seem to have begun as the brainchild of VP Gardner, who is no longer at WHS, and grew from there. 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. When they enter their sophomore year, they choose an SLC of which to be a part. Students can elect to change SLC once during their tenure at WHS.

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 the 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. It is not uncommon to have experts in their fields come on campus and speak to students regarding various careers. Every year in the spring the school hosts a college and career night where students and parents can investigate many different options.

Chapter III
SUMMARY OF ANALYSIS OF PROFILE DATA AND INQUIRY QUESTIONS

What are the implications of the data with respect to student performance?

Latino and English Language Learner Achievement

While Woodland High School has implemented many academic supports for learners having difficulty and in underserved populations (AVID, Puente, La Semilla, CLC Tutors), Latino and EL achievement continues to be below other subgroups.

Consider:

- Latinos made up 80% of suspensions for 14-15.
- While both Latino and socio-economically disadvantaged subgroups made significant gains of over 30 API points, there remains a large achievement gap (85 API points).
  between the Caucasian and Latino subgroups.
- English learners are still performing well below all other subgroups on the SBAC test (52% All students /6% EL on ELA).

Making Growth

Woodland High School has made considerable growth since our last WASC visit.

- Percentage of 11th graders off track for graduation has decreased by 20%. The percentage of our entire student body is not on track for graduation has dropped by 15% since changing to a seven period day.
- If a student receives a D in a core course and chooses to take the course again in order to get a C (for college admission), those D's count for elective credit instead of counting for nothing.
- More than 70% of WHS students scored "At/Near or Above" on all SBAC ELA claims.
- Freshman average GPAs have risen steadily. We attribute this growth to the freshmen academy structure and *essential assignments*.
- Although our socio economically disadvantaged students are still below other sub-groups, they are making growth and gained enough (over 10%) to earn a "Safe Harbor" designation.

- Over 70% of the entire student population passed the CAHSEE on their first try. Although this is now a defunct test, the students performed well when it was administered.
- Suspension Rates have dropped for the Fall Semester of 2015-16. We attribute this to implementing the restorative Practice model throughout the school.

Select two to three critical academic needs based on the data, noting the correlated school-wide learner outcomes.

POSITIVE

- Exhibit self-discipline and personal responsibility
- Approach challenging situations by adjusting, monitoring, and applying problem-solving strategies
- Show respect for self and others
- Exhibit strong citizenship and commitment to service beyond self
- Commit to pursuing health and wellness, both physically and mentally

WHS Needs to Explore:

- Opportunities for students to experience and learn in the community.
- Create more opportunities for project-based learning and critical thinking in every classroom.
- Engaging clubs and extracurricular activities.

PRODUCTIVE

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

WHS Needs to Explore:

- School-wide implementation of learning goals, lesson design, policies, and procedures.
- Teacher and staff collaboration toward school goals, policies, lesson designs, and best practices.
- Student accountability for academic success and behavior.
- Student engagement and attendance.

PROFESSIONAL

- Practice appropriate interpersonal skills with peers and adults.
- Demonstrate the ability to communicate including written, auditory, visual, electronic, and nonverbal means
- Create a plan based on personal, academic, and career goals
- Engage in the learning community through teamwork and self-directed learning
- Acquire the necessary skills to enter college and/or the work force

WHS Needs to Explore:

- Opportunities to explore communication (written, auditory, visual, electronic, and nonverbal means) in all subject areas.
- Encourage more instances for collaboration and teamwork through course assignments.
- Opportunities for students to view college and work force in an authentic way.

List important questions that have been raised by the analysis of the student performance, demographic, and perception data?

1. Are students engaged and involved in the learning process at WHS? Do they feel academically and socially stimulated? Are students aware of the academic supports WHS offers? Do they understand the steps required to meet graduation and college admission requirements?

2. How can the academic programs at WHS promote achievement for all students and meet their individual needs? What systemic changes are needed to boost Latino achievement and decrease disproportionality in discipline referrals?

3. What changes can be made to improve academic success, social emotional growth, student engagement and affect a positive school climate?

Chapter IV
SELF-STUDY FINDINGS

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

A1. 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.

Woodland High School (WHS) believes all learners will be college and career ready when they graduate from high school. Woodland High School works to build relationships with students so that students can receive services that address Maslow's *Hierarchy of Needs*, and make it possible to join the path of academic success.

Woodland High School's master schedule, whole-child interventions programs, and classroom support services are designed to provide all students with access to a-g coursework. Woodland High has several core programs that support this goal. These programs are:

- 9th grade academies for all incoming freshmen, to ensure a strong transition to high school.
- Case-management of students in small-learning communities.
- AVID and Puente programs, which target particular groups of 'non-traditional' college-bound students who need additional support to enter it a four-year university.
- Community Service Learning Center (CSLC) where students receive one-on-one help in all academic areas. The CSLC also provides in-class tutors for most subject areas, and provides a mentoring program for at-risk students.
- Students with on IEPs have access to core classes with credentialed co-teachers and/or push-in paraprofessional support.
- Cyber High for credit recovery.
- WHS offers a full range of AP and advanced courses.
- CommuniCare counseling/therapy services.
- *Response to Intervention* specialist.
- Fully staffed counseling team.
- Fully staffed administrative team.

The Woodland High School staff took the opportunity presented by the Focus on Learning process to reevaluate and rework the school-wide goals, mission, and vision statements. Our staff wanted to create goals that were student-friendly and easy to understand for staff and community members.

To that end, Small Learning Communities contributed to the creation of the new school-wide goals, mission, and vision statements. In the spring of 2015, teachers collaborated in reviewing and reflecting on the District in-progress LCAP, as well as the previous WHS goals, mission, vision statement, and ESLRs. Feedback was given by each SLC, and a small group of teachers and administrators synthesized the information. It was decided by the staff and faculty to combine newly developed SLOs with the school longstanding "3 Ps." Again, the staff, in smaller collaboration groups, reviewed and gave feedback on this draft. The final draft was submitted for review by the entire faculty, allowing for any final revision.

The WHS SLOs (our beloved 3Ps) are centered around Building Effective Schools Together (BEST) training and implementation practices that began in 2010.

BEST focuses on

- Data-driven decision making.
- Systematic and consistent routines and procedures (school-wide).
- School-wide focus on positive behaviors.

The staff voted on and embraced the WHS 3 Ps:
Learners are expected to be:
Positive
Productive
Professional

When BEST was introduced and supported by the District Office and implemented district-wide, Woodland High School was conscientious in teaching these expectations with students. As district and school leadership changed and cycled, WHS moved away from consistent application of BEST practices. The WASC Focus on Learning process reminded staff of this consistent message for students, and all focus groups expressed a desire to a return of the 3Ps as a common-sense communication of expectations. The staff is pleased to see the 3 Ps as the framework for the SLOs.

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.

A3. Leadership: 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.

A4. 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.

Woodland High School is in the midst of great educational change as most California high schools are.

- We are shifting to full-implementation of Common Core Standards, and adjusting to the Local Control Funding Formula and Local Control Accountability Plan.
- Our district has experienced transition from long-term leadership in the superintendent's office, associate superintendent's office and director of secondary education's office.
- Our school site has a brand new administrative team: a new principal, two new vice principals, and a one-year veteran.
- Our teachers are learning and navigating the Common Core Standards, with no state adopted curriculum at this time.
- 2014-2015 was the first year for SBAC assessments, and using that data to direct instruction is the starting point for all schools in our district.

This kind of change can cause great dissonance. But as with all difficult things, great change is the beginning of great growth.

Woodland High School is in a state of transition in terms of operating leadership. Our principal has a strong and clear educational vision, and believes in distributive leadership. This model is being built so that site leadership can run in an authentic manner and respond to issues in a timely and meaningful way.
Currently, there are two primary leadership entities at Woodland High School, with the third group being assembled this year.

The Administrative Team includes the principal and three vice principals. This team meets daily. Topics include the immediate concern of the smooth running of the school in all areas: student life, safety, activities, teachers, and staff. The Administrative Team also looks at student achievement data and the cycle of data-driven curriculum, lesson design, instruction, and assessment. The administration also works with the district office to work on larger district goals tied to the LCAP.

School Site Council (SSC) uses the school site council protocol from the California Department of Education. The council includes the principal, teachers, a counselor, a classified staff representative, a student, and several parent members. While not everyone is a voting member, everyone is invited and encouraged to contribute and participate in the process.

The school site council works with the district LCAP to create a site LCAP plan. From that plan, site council approves the site "categorical" budget.

The Leadership Team is in development. Over the years it has had several incarnations, often reflecting budget cuts or school restructuring. Previously, the leadership team consisted of the principal and a vice principal, department chairs, and Small Learning Community facilitators. When our school site had to cut department chairs during the budget crisis, those designees were not required. When Small Learning Communities began implementation, the leadership team served as a primary conduit for information.

Now, with direction from the district office, sites a building a leadership team guided by a leadership consultant. The focus at this time is on creating school-wide goals in different areas of need: academic, school culture, and professional collaboration. The team consists of three teachers, the principal, a vice principal, and the response to intervention specialist. This type of leadership team is critical in terms of building capacity and using distributive leadership. How this team will develop and operate is one of our areas for growth.

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.

As we turned to the reflection element of the WASC Focus on Learning, it is hard not to reflect and celebrate some of the trials we have truly survived.

At the time of our last visit, we were facing one of the biggest educational budget crisis the state had experienced in many many years.

The impact of the California budget crisis on schools has been greatly felt at Woodland High School. In 2008-2009, department budgets have been dramatically cut, all extra-duty stipends (e.g. – department chairs, athletic coaches) have been reduced by 30%, professional development was slashed, and most discretionary funding was swept by the district office. A moratorium on the adoption and replacement of new textbooks is now in effect. Our school psychologist and nurse were reduced to working three days a week at our site instead of five. One security position was cut. Summer school will only be offered to a very limited group of students. The district has implemented new procedures for hiring subs for classified staff (including custodians); no subs are brought in until after three days of absence. Administrative positions at the central office were restructured, and more duties and responsibilities were placed on site administrators. All of these cuts have created additional work for everyone, with little financial compensation and a reduction in essential services and programs offered.

Next year, the situation will be even direr. All extra-duty stipends have been cut, which will have a significant impact on our academic departments and our extracurricular programs. Our security staff will be further reduced from five to two. Our School Resource Police Officer will go from only supporting WHS to supporting all three high schools.

The budget crisis has come to an end and it is heartening to see staffing running at full capacity and programs being restored.

Critical resources of note:

- All counselors restored (3.5)
- Full-time EL specialist
- Full-time school psychologist
- Full-time Response to Intervention specialist
- Full-time Communicare counselor for socio/emotional health
- All security restored (3.5)
- Full-time workability coordinator restored
- Department chair stipends restored.
- Funding for Small Learning Community advisors release period.

The ASSETS Grant, for which we applied in 2008-2009, is providing funding for stipends and materials for afterschool clubs. It is also giving additional students access to CyberHigh credit-recovery courses.

Our Regional Occupation Program funded through the Yolo County Office of Education remains strong and offers capstone courses in Construction, Welding, Culinary Arts, Careers in Education, Computer Applications, Computer Aided Design, Virtual Enterprise, Environmental Science, and Veterinary Science.

Community partnerships are being developed, and include groups such as Communicare, Woodland Coalition for Youth/ Yolo Family Resource Center, and University of California, Davis.

With all these supports being brought back online, a critical area of focus will be coordinating these supports and maximizing these programs to their fullest potential. So often, school sites have great programs in place, but the protocols and procedures for effectively running them fall by the wayside. Because we have such a high-need student population, examining these programs and supporting their implementation is an area of growth for us.

Small and Professional Learning Communities

2009-2010 was the year WHS adopted Small Learning Communities (SLCs). In addition to the Freshmen academies and the long-standing Ag Academy, we moved into three additional academies: Engineering and Industrial Technology, Science and Natural Resources, Arts and Communication, and Public Service. Each academy had a designated counselor, a designated Vice Principal (called small learning community directors), and an SLC facilitator (a lead teacher who coordinated activities and case management within his/her team of teachers). The intention was to provide students a more nurturing small learning environment, and to connect them with their future by outlining a "pathway" of courses that support their future goals and current interests.

Freshmen Academies (first piloted in 2007-2008) utilize a small-learning community model. After researching freshmen achievement, looking at academy structures, and visiting schools that use a schools-within-a-school model, Woodland High School now has all freshmen students in three different academies. We hoped to replicate that support and success.

Since the initial first implementation, the SLCs have not gelled as intended. The scheduling of students became challenging, and with a large population of students that needed academic and individualized support, keeping the academies "pure" started to become a major issue. Teachers were not sharing the same students, not able to implement consistent protocols and procedures, and in many cases, not able to ground their curriculum in the pathway theme because of so much inconsistency in scheduling students. Furthermore, it was difficult to lock students in to an SLC identity. SLCs had student rallies and recognition events, but if a visitor were to ask a student which SLC they belonged to, over 80% of students said, 'I don't know.' Teachers became disengaged with the experience because they weren't seeing the benefits of working within small communities because of these challenges.

One of the major issues determined in the WACS Focus on Learning process was the agreement to phase out the small learning community model. However, as a school, we want to work back to the idea of pathways, and connecting students to experiences that are relevant and interesting to them.

The following components of the SLCs are things we want to retain and build upon:

- Keep 9th grade academies.
- Continue to support the Ag Academy.
- Maintain a structure in which to have meaningful cross-curricular conversations.
- Maintain a way for groups of teachers to have access to administration and each other to best support students and implement school-wide initiatives.
- Build *flexible* pathways. Work on developing a course of study and a selection of courses students can take if they are developing an interest in art, science, technology, industrial arts, writing, etc. Make these pathways dynamic and flexible so students are not locked in to a particular course of study. There is a lot of energy behind this idea with the staff.

Instructional Practice and Curriculum Alignment

Instructional practice continues to be a primary area of examination for teachers and administrators at Woodland High School. As the teaching community shifts to Common Core standards and instructional practices, we are working through the essential questions of: *what are we doing, and how do we know it's working?*

All secondary sites in the Woodland Joint Unified School District (WJUSD) are in transition from a highly structured pacing-guide based curriculum model to a more creative and fluid model birthed from the intention of Common Core Standards. This transition has taken some getting used to. The pacing-guide model required core academic teachers to cover the same material, at the same time, with a determined "benchmark" assessment that then required students to remediate any un-met benchmarks. English and math teachers and classes carried this burden with a high-level of scrutiny. As a district, we were focused on CST scores, meeting AYP goals, and reviewing data.

As the district shifted its attention to Common Core (2013-2014), English and math lead teachers were taken through a more organic approach to developing curriculum. Reviewing standards, selecting mastery standards, and piecing together new configurations of curriculum, while trying to reach a greater understanding of what Common Core standards are requiring in terms of rigor. Social studies and science have a framework of mastery standards, but math and English are in a sea of change. The district guided teachers through a process in which they determined mastery standards and common assessments, with a clear but flexible timeframe for this instruction and assessment.

Both English and math use *Illuminate* assessments, pulling from an SBAC-modeled item bank selected from mastery standards. Furthermore, individual departments are developing their own benchmarks and essential standards and assignments as they navigate through the Common Core.

Bread and Butter

In spite of the Common Core wave of change, Woodland High School has embraced and maintained some "bread and butter" practices.

Student engagement

Increasingly, instruction is looked at through the lens of student engagement. The staff has been consistently trained in Kagan instructional strategies since 2009, and has worked with an on-site coach on these strategies for the last two years. There is a shift in instruction in terms of teachers considering how students are engaged with learning tasks. Emphasis on student engagement has increased teacher awareness of different learning styles, modalities, and common-sense ways to differentiate in the classroom. There is a clear shift from a silent classroom to a busily productive one.

Building relationships

Focused attention on building relationships with students as a valuable use of class time started at the same time as examining student engagement practices. Working with students, teachers, support staff, and administrators on how to build these relationships took time, but has become common practice. There is a family atmosphere at Woodland High; staff and teachers have strong relationships with students and families. This is one of the benefits to working in a small community and being the legacy high school.

Relationship-building has been extended into our management and discipline procedures. Our school is integrating a system of *Restorative Justice* practices. This training and practice is to much degree centered on the 'whole child,' and try to examine behaviors and outcomes in context with students' lives, experiences, and on-going relationships. *Restorative Justice* includes (but is not limited to): building relationships with students, asking students to think about consequences of actions, harm done, and what it takes to be restored, team-building circles, giving students voice and choice, and working through breaking down power dynamics. This practice is supported by the district. Furthermore, the district has presented information and done trainings on students suffering from Averse Childhood Experiences (ACE), which impact student memory, attention, and retention. The district also brought in Pat Quinn, "The RTI Guy," who asks teachers to examine power dynamics and ways to provide interventions within the core classroom. This gives teachers greater context for their learners. Our principal has given us clear direction: students need to feel safe, and they need to feel like the adults they see every day care about them as people. When those goals have been met, learning will grow exponentially.

Areas of Strength for Criteria A:

- Whole-child approach to teaching and learning
- Professional development in instructional areas of focus.
- Student academic support (CSLC, ASSETS, Soci-emotional resources through counseling and intervention expertise)
- Elective programs
- 9th grade academies
- Ag Academy

Areas for Growth:

- Curriculum alignment: how can we best align an assess curriculum while shifting to Common Core, while at the same time honoring the intent of Common Core which includes teacher choice and creativity.
- How do we engage students in terms of passion and career pathways?
- What is the most effective strategy for connecting diverse learners to college and career readiness?
- Working with data to assess what we are doing and the impact on student achievement.

Criteria B: Standards-based Student Learning: Curriculum

B1: 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), there are accomplished.

Standards-Based Curriculum

Woodland High is working through the shift to Common Core like all schools across the nation. Not only is it a shift in content, but the Common Core shift impacts the ***how*** and the ***why*** of teaching even more than the what.

English and math teachers were led through an unpacking of Common Core standards over the last two years (see below), and science and history teachers have a framework for working with CCSS.
All of this is in development, as teachers need to gain a greater understanding of Common Core rigor, outcomes, and practice.

Research shows that students succeed when the content is relevant to them. Woodland High School is fortunate to have such a strong elective program. Students can take multiple classes in drama, music and art. Additionally, Woodland High offers connections to the 'real world' through our Career Technical Education (CTE) courses: Veterinary Science, Careers with Children, Culinary Arts, Welding, Auto Tech, Construction, Mechanical Drawing and Architectural Design. Our science classes are hands-on and focus on laboratory experiments. One of our most successful programs, the Agriculture Academy (Ag Academy), is a truly integrated small learning community, with students getting access to ag-based curriculum in core classes from designated ag-academy teachers. Furthermore the ag-academy works to develop and maintain community partnerships that benefit all students at Woodland High. They are often the front-runners in terms of building relevance with the real world: our school-wide junior year veteran's project is one of our proudest authentic learning tasks and has become a Woodland High tradition.

Support for Students Mastering Standards-Based Curriculum

Woodland High School understands that, while all students can succeed, some students need additional support in order to do so. When possible, we build that support into the general-ed classroom.
This is achieved in a few key ways.

- Credentialed special education teachers in designated classrooms in math and English.
- Push-in paraprofessional support in English, math, social studies, and science classrooms.
- All special ed students are cross-referenced to ensure placement in classrooms with instructional supports as determined by the Individualized Education Plan (IEP).
- All teachers are trained on an annual basis on working with English Language Learners. WHS has a full-time EL specialist. Students are CELDT-tested annually, and are case-managed at both the site and the district level.
- Students requiring intensive EL language support take English 1,2, and 3 as a two-period intensive class, while students ready for full immersion can take an English 4 or 5 support class that works on the development of academic English language acquisition.
- All teachers are required to have a CLAD or BCLAD certification.

Access to a rigorous, relevant and coherent curriculum by all students is also aided by our Community Service Learning Center (CSLC). Tutors from the CSLC creates classroom assistance by placing tutors in classrooms (often classrooms with a large population of English learners) The tutoring center is open from 8-5 and provides drop-in support for students who need additional help, or for teachers who use differentiation to work with smaller groups of students. Our library is open to students before school, at lunch, and after school to access the computer labs and books. Cyber High is offered after school for students who need to retake a failed course. Summer school is also offered by the district to boost 9th and 10th grade access to unit recovery.

Woodland High School has methods to articulate with our feeder schools and with local colleges and universities. Each year, we have an eighth grade orientation where the students visit our school, get a tour, and visit each department at our site. We believe this prepares the students for a smooth transition to high school. Furthermore, all freshmen are placed in one of our three ninth grade academies. Four core teachers work together in each academy including science, math, English, and global citizenship courses. Teachers have a common prep for planning, holding student/parent conferences, and communicating together.

Our school website is updated daily. 95% of teaching staff have an active School Loop page and teachers update grades and assignments at minimum every two weeks.

Woodland High School's counseling department offers the 2x2 ROP classes where students can receive Woodland Community College (WCC) credits. The Jump Start Program helps our seniors get first opportunities to enroll for WCC courses, and the WCC assessment test is given on our site. In addition, we have EAP tests, the EAOP program, Education Talent Search, AVID, and the Puente Program. Our partnership with UC Davis helps our seniors with writing personal statements when applying to a 4-year college.

Despite all of this, our SAT scores are low overall and the EAP, ELM, and EPT tests reveal that some of our students are not ready to do work at the college level. This is data we continue to reconcile with at WHS.

B2. B2: Access to Curriculum

Hean 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.

To communicate academic, career, and scheduling information with parents our counselors use 1802 meetings, our ninth-grade academies meet with many parents during their common prep time, and we have 504 and IEP meetings as required. Each year, we have an Open House and a Back to School Night for parents and students. ELAC meetings are held monthly. An orientation for ninth-graders happens each year at the start of school, and has been enhanced by our *Link Crew* program, which works with upper classmen and incoming students to provide a supportive environment for the high school experience.

We implement several processes for monitoring and making changes in students' personal learning plan. Every student has a 4-year plan that begins at the end of 8th grade. These plans are revisited each year. The only time a student's schedule is changed is when it involves a scheduling conflict, they need a different class for graduation, or they have a change in their plan. Several areas for improvement include starting the plans as early as 7th grade and continuing them for one year after high school.

Our graduation rate is **90%,** which is higher than the district, county, and state. A total of **73%** of WHS graduates indicated they were going to college on a graduation survey, with **27%** to a 4-year and **46%** to a 2-year college. All seniors take the senior exit survey; yet, getting transition data is still very difficult.

B3: Preparation for College and Career

Upon completion of the high school program, students have met all the requirements of graduation and are prepared with success in college, career, and life.

Students are continually monitored by the counseling department to determine whether or not they are on-track for graduation. Student report cards, transcripts, available state-assessment data, and 4-year plans are all reviewed to determine which students are meeting Woodland High School's graduation requirement. College admission requirements, including information on scholarships, FAFSA applications, and SAT/ACT testing and preparation are also addressed by the counseling department.

Since adopting the 7 period day, students have the opportunity to attempt 280 credits, when only 230 are required. This gives students opportunity to recover credits and repeat courses if needed as they grow in their understanding of the value of a high school diploma.

While there are programs in place for credit-recovery, we have limited avenues for students who become gravely credit deficient at the 9th and 10th grade level. These students are not eligible for our local continuation high school. This type of student usually has enormous socio-emotional challenges, and while we are growing in our socio-emotional services for students, we are struggling to find an academic solution for these students who are low in skills and behind in units.

Our student focus groups had tremendous insight that echoed staff observation. Students, generally speaking, feel well prepared for college but are not certain of their capacity to write at higher levels. They find real-world experiences helpful and would like to see more.

Our parent groups felt students were being prepared for after high school endeavors. They felt that the rigor was appropriate and that students did not experience academic rigor in middle school. Parents like the variety of AP classes as well as ROP courses, and like the course pathways and would like to see even stronger pathways.

Parents are very impressed with the counseling department. They are grateful for the opportunity to meet before students attend, and appreciate the counselors' accessibility. It help to create the home/school connection.

Areas of Strength for Criteria B:

- Variety of elective classes.
- Availability of CTE classes/ROP classes.
- 9th grade supports – freshmen academies, 8th grade visitations, 9th grade Link Crew orientation, 4-year plan.
- Focused student academic support.
- Focused student socio-emotional support.
- All students are offered a-g coursework.
- Access to counselors for families.

Areas for growth:

- Curriculum alignment.
- Curriculum articulation with post-high school education/career readiness.
- Increased opportunities for authentic learning experiences.
- Options for freshmen and sophomore students who are credit deficient and need a number of academic and emotional supports.
- Increased readiness for college placement exams and expectations.

Criteria C: Standards-based Student Learning: Instruction

C1: Challenging and Relevant Learning Experiences
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.

All students at Woodland High School participate in standards-based core curriculum that meets the CSU/UC a-g requirements. The expected school-wide learning results are not specifically addressed in most course work; however, they are embedded within learning activities and strategies used in classrooms.

Woodland High School has extensive Advanced Placement offerings: seventeen courses in total. In 2008-2009, 161 students took 247 Advanced Placement tests. In 2015, 254 students sat for 470 AP tests. What a jump! Woodland High 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 departments real life experiential lessons provide students challenging learning opportunities. Elective offerings enhance the conventional classroom experience, and provide student participants with a rigorous and extended learning experience. Our Wind Ensemble has travelled to Carnegie Hall. Our music program performs a fall, winter and spring concert, and our marching band plays at every football game and school rally. Our drama department puts on a fall play and spring musical. Our construction class has demolished old campus equipment and built replacements. Our visual arts programs puts on an annually art show and exhibit, showcasing the work of students from beginning color and design to advanced placement studio art. Our culinary arts class puts on a monthly café for community members and staff. On any given day, students are out 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, participating in mock congress, coding and engineering websites, and examining the gritty details of a crime scene in forensic science.

While moving away from pacing guides and essential assignments has caused discomfort, it has also opened a door to a new possibility for teaching and learning. Teachers are excited about bringing in relevant, current-event based materials while working on Common Core practices like close reading and analytical writing. Common Core asks students to learn by doing and examine ideas. Teachers are excited about bringing expertise and creativity back to the classroom…not just rote following of a text book or pacing guide.

C2: Student Engagement Criterion

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, attending the AVID Summer Institutes over the last eight years. Approximately 70% of our 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 a huge jump in the use of classroom technology since our last WASC visit. This has been spearheaded and supported by our district office, which has put of focus on classroom use of instructional technology. All classrooms have a ceiling-mounted projector which connects to a teacher laptop as well as a doc cam. Our 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 Chromebooks available for class checkout, and an additional 18 are placed in designated classrooms.

Our 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 has several technology TOSAs designated for classroom support and management.

Both our 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 a Read 180 adoption. 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.

Generally speaking, classroom technology has become a part of daily life, and teachers are able to use it spontaneously and easily whenever needed. Students report most teachers hitting the sweet spot with technology…not too much and not too little, and going beyond the textbook in an innovative manner.

Our student conversations had some revealing perceptions that are worth noting.

Students often tell it like it is, and our focus groups had much to say on having a challenging learning environment. Students felt academically successful students have more privileges, and that in fact, the school should do a better job of placing students into classes to create better learning environment. Students feel that AP and advanced courses are interesting and challenging, but otherwise 'regular' students are not getting as prepared. Students also expressed frustration that while the school has many resources, they aren't used by the students who need it the most. The students identified an undercurrent of the haves v. the have nots. Taking on this task of having engaging curriculum at all levels is critical to move our school forward. Furthermore, examining class differences in our student population and the conjoining educational counterparts is worth undertaking as we prepare students for the 21st century.

Areas of strength for Criteria C:

- Full-range of AP courses.
- Elective/CTE/ROP classes that offer a strong connection with authentic learning tasks and applications.
- Classroom technology and support for the use classroom technology.
- Increased teacher choice, expertise, and creativity in lesson planning and development.

Areas for growth:

- Providing training and opportunity for teachers to create and work with authentic learning tasks in all content areas.
- Bridging the gap between wanting all students to achieve a-g course work, while struggling with the evidence of so many students not demonstrating college and career readiness.
- Using data effectively to gather feedback on classroom instruction, while monitoring student progress in a way that is meaningful and timely.
- Making sure we are maximizing school supports for under-represented groups of students to be successful in a-g course work, flourishing in advanced-placement classes, graduating from high school, and entering the college world needing little remediation, and the workforce responsible, reliable, and successful. How do we achieve this for all students?

Criteria D: Standards-based Student Learning: Assessment and Accountability

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

Woodland High School uses a variety of professionally acceptable assessment procedures to collect, disaggregate, analyze and report student progress to parents and other community shareholders. AERIES is a school-wide data system that provides comprehensive information about students; teachers can use AERIES to access all available information about their students, including previous test scores (i.e. SBAC, CELDT, SAT, ACT), transcripts, discipline files, attendance, and medical information.

Teachers can also use *Illuminate Education*, a data and assessment management program. Teachers and administrators can use this program with teacher-created quizzes, demographic data, state tests, or a combination of these. 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, to teachers using instant formative feedback mid-lesson to inform next steps. Teachers in both English and math use common district assessments, in addition to creating assessments from the Illuminate item-bank. The item bank is valuable in that it pulls questions from the SBAC assessment, giving teachers a clearer picture of the rigor demanded by the new Common Core Standards. Additionally select 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.

Woodland High School communicates its assessment data with the community and shareholders in a variety of ways. As our classes are standards-based and class grades are tied to the mastery of standards and progress of application of skill. Progress reports and report cards inform parents of their students' academic progress on grade or course standards. Since the universal adoption of School Loop and the School Loop gradebook, 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. The Special Education department shares a variety of data with parents in annual IEP meetings.

The counseling department compiles test scores and data for the school profile document available to all school stakeholders. Yearly AB1802 conferences with school counselors provide parents with an opportunity to discuss their individual student's academic performance. Additionally, at the beginning of the year, course syllabi, Back-to-School Night and our freshman orientation present a comprehensive view of the academic expectations for students. A bilingual quarterly newsletter is posted on the website, with printed copies available in the main office for those without internet access.

Student groups find the counseling department to be very helpful. The counselors are very accessible and are highly visible. The wrap-around services our counseling department offers is invaluable to student success. Parents find the SST process valuable, and appreciate the strong teacher turn out at these meetings.

Parents want some achievement data. They like using School Loop in order to track grades, and getting SBAC scores helps them to better understand student achievement.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Many methods of assessment are used by teachers at Woodland High School. Assessments range from daily informal assessment to end-of-semester summative assessment. 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. Reading comprehension/ close reading tests, 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 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 web quests. 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, common semester finals, quickwrites, 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. Special Education teachers work closely with general education teachers to examine student progress and to find evidence of student learning goals as specified in the IEP.

Woodland High School places a significant emphasis on elective courses. Our Visual and Performing Arts program, our Career Technical Education classes and our Agriculture classes measure student proficiency based on a finished performance or product. The bands perform multiple concerts over the course of the year. The drama program puts on three plays a year, one of which is a musical. The Art Department sponsors a yearly art show and enters student work into various local competitions. The Agriculture program, through FFA, competes statewide in various competitions ranging from Power Mechanics to Veterinary Science. FFA students also raise animals to practice showmanship and be sold at the Yolo County Fair. Our woodshop program, via the SkillsUSA program,

competes in regional and national competitions. Our automotive classes repair teachers' and staff members' vehicles, in addition to performing routine maintenance. Our FHA-HERO program, competes in regional and statewide interior design, culinary arts, and fashion design competitions. Our culinary arts program prepares monthly meals for our staff (and district office staff) in their Mid-Day Café and caters community and school events (i.e. – YMCA Stand Up for Kids comedy night, desserts for Senior Prom and even a staff member's wedding). Many of our students enrolled in CTE classes complete a "Work-Ready Certificate" program.

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. The same is true for modifying instruction during a class period; some teachers modify classroom instruction based on assessment results and some teachers do not.

Woodland High School has a Community Service Learning Center (CSLC), a tutoring center located on campus that is staffed by college tutors. This center is used to provide interventions and remediation for students having difficulty on particular assignments.

As we are in a transition to Common Core standards, teachers are still in development in terms of what the standards are asking of students, how to teach differently, and how to use assessment data to inform instruction. With this shift to Common Core, we are undergoing a mind-set shift as well. Tying assessment to instruction and curriculum will continue to unfold as teachers get a greater base of expertise with Common Core curriculum.

D3: Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The Woodland Joint Unified School District, Woodland High School included, are working through a process of developing and implementing common assessments. As the district secondary education program has moved away from pacing guides and *essential assignments* which were a way of life for close to seven years, teaching and teacher teams have been finding their feet on a sea of change. Since there is not curriculum in place for ELA, and math is in the process of adopting curriculum that reflects an integrated math model, there is a common-sense survival experience going on. The district does coordinate Illuminate End of Unit Assessments for math and English, but the degree to which teachers are using this data (and putting faith in the data), varies from instructor to instructor. The SBAC was administered in the Spring of 2015, and the baseline data was valuable. Once the SBAC calibrates their data, to much degree the path will be clearer.

During the 2013-2014, then 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.* Essentially, the process directs teacher teams to unpack and examine 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 our ELA and math teachers use, and the district end of unit assessments are pulled from these teacher-identified mastery standards. On the whole, teachers perceive there to be a disconnect between what is being taught and what is being assessed. The assessments pull from the Illuminate SBAC-modeled data base, and there *is* a jump in rigor in addition to a different way of teaching and learning. At the same time, the district assessments don't capture the dynamism that can occur in a Commom Core classroom. There is work to do both at the district level and at the site level.

Woodland High School has spent the last few years focusing a majority of its energy on student achievement. Woodland High's Single Plan for Student Achievement (SPSA) for 2009-2010 outlines our areas of focus for the year; from this plan, resources were allocated to various school programs. Woodland High's SPSA for 2009-2010, for example, focuses on developing 'best initial instruction' (using research-based instructional strategies in the classroom). Therefore, many of our collaborative conversations and staff development were intended to focus on this area.

So much attention was placed on pacing guides, common assessments, essential assignments, and a lock-step approach to instruction. But did we get so focused, as many schools did, on student achievement that we somehow lost sight of the *student*?

In going through this WASC Focus on Learning process, it is fascinating to look back and compare.

The goals for this year's LCAP site plan were adopted this fall, with the following goals:

Goal 1: All students will be grade level proficient in literacy, numeracy and 21st century skills.
Goal 2: Every student will graduate high school and be competitively college and career ready through a choice of pathways.
Goal 3: All students will be engaged and experience a safe, respectful and caring environment.

A close reader will see that a shift has taken place, from what are the **teachers** doing, to what supports are in place for **students.** If one were to see these goals as three legs of stool, literacy cannot be increased unless students know they are safe and cared for. The connection between the whole-child and academic progress is one of the greater shifts in the last five years. Ultimately, it is the unity of the classroom connection with the safety and well-being of the student that will ensure college and career readiness.

Areas of Strength for Criteria D:

- Some teachers use assessment to modify teaching and curriculum.
- Some departments use common rubrics and grading systems.
- Teachers have Standards-based Unit Study Guides that contextualize teaching, learning, and assessment.
- Secondary English and math teachers have volunteered to pilot the NWEA testing system, which compares data district-wide and nationally for individual learners at a glance.
- School-wide focus is shifting to look at the whole child and the student as an individual learner.
- Counseling department for academic and emotional support and wrap around services.
- Access to Community Service Learning Center.

Areas for Growth:

- Having a greater understanding of what Common Core demands of teachers and students, and then working together to evaluate district unit assessments for authenticity in addition to student/teacher area of strengths and weaknesses.
- Inquiry and expertise around data programs such as *Illuminate;* how to maximize the potential of these programs in classroom instruction.
- Implementation of school-wide use of *Restorative Justice* practices.
- How to examine progress when addressing whole-child health and wellness and the impact on academic achievement.
- Examining what it means to be college and career ready, and coming to an agreement on what this might look like in a classroom or pathway.
- Understanding how colleges place students, and creating a backwards-mapped, comprehensive academic program that ensures college-going students can place in grade level courses right out of high school.
- Getting achievement data in the hands of parents and families.

Criteria E: School Culture and Support for Students' Personal and Academic Growth

E1: Parent and Community Engagement Criterion

The WHS leadership staff has made uses of a number of strategies to include parents and the community in the teaching/learning process. The school to home communication is essential in supporting students and families. The staff collaborates on a monthly newsletter, *The Wolve's Howl* which is available on-line or by coming into the office and picking one up. *The Wolve's Howl* is translated into Spanish. There is also a Daily Bulletin that is read over the loud speaker and is available on the school web site. Many teachers, counselors, and departments have detailed web pages. Woodland High School uses School Loop not only as a gradebook and place to track assignments, but parents can also email teachers, entire teaching teams, and track attendance. Techers are expected to update School Loop grades every two weeks.

Parents are encouraged to e-mail or call their student's teacher whenever a concern arises.
Teachers are encouraged to call or email home when students are not doing well in classes, but also make a connection when students are doing well and improving. Because School Loop has made it easy to communicate with parents and teachers, teachers can easily send out information about their classes and positive notes home. Furthermore, Woodland High has a high staff turn out for football, basketball, and volleyball games, as well as art shows, dramatic performances, and concerts.

With the additional staffing of an RTI specialist, there has been not only an increase but a timeliness to student study team (SST) meetings. Parents of students who need support can meet with the entire instructional team to problem solve and set goals.

Conventional progress reports are printed and sent home with students every six weeks and an all-call is activated to inform parents that they have been distributed.

In the 9th grade academy, instructional teams meet with parents to examine student's work and progress. The counseling department mails home credit deficiency letters detailing strategies to monitor student grades and make up credits for graduation. The counselors are available to students before school, during lunch and after school. Students and parents are encouraged to drop by or make appointments to meet with counselor. The counseling staff is very family communication oriented…they pick up their phones, return calls and emails, and take immediate action when a student is needing academic or socio-emotional support.

Parents participate in School Site Council, PTA, ELAC, FFA Advisory Board, ROP Advisory Board and many Booster Clubs to support programs such as sports, cheerleading and music. Additional events scheduled specifically to encourage 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. Additionally, many informational meetings take place each year to inform parents about opportunities and requirements for sports and extra-curricular activities available to their students, as well as any pressing school-wide issues that need timely attention.

Community involvement is a vital part of the success of Woodland High School. Community advisory committees meet annually for all Regional Occupational Programs (ROP) and the Future Farmers of America. We have a School Resource Officer that works with our students, their families, and the community on community issues and challenges. Non-profit organizations such as The Yolo Family Resource Center, CommuniCare, UC Davis and CSU Sacramento provide students with educational support, presentations and counseling services.

Both parents and students would like to see an incorporation of business and industry, especially because Woodland really is a 'legacy' community…our citizens put down roots. The Ag academy does an outstanding job of making a connection to business and industry. Parent like the events like the Veteran's Project, that really bring the community together. Both parents and students noted that the community turns up for athletics, but not other school events and programs. What are some ways we can build up that capacity?

E2. School Environment

Safe, Clean, and Orderly

In general, Woodland High School is safe and orderly. Clear procedures for passes, using the restroom, going through the hallways, etc. are in place. The staff and administration are visible and accessible to students throughout the school day. Our site administration is in the trenches with the staff every day, building relationships, supervising, and providing extra support as needed. An administrator is on duty at all home and at a majority of away games. A Woodland Police Department School Resource officer and a Yolo County Probation officer are regularly on campus and are available on an "on-call" basis.

The Student/Parent Information Handbook is printed in the daily planner distributed to all students. It is distributed the first week of school. The handbook delineates the attendance, tardy, and parking procedures.
An explanation of progressive discipline is also in the handbook, as well as the Educational Code citation it goes along with. The handbook is available online as well.

Each student is issued a photo ID card at the beginning of the school year. Students must complete an internet release form that requires them to use the internet and computer equipment appropriately. Students can access computer programs while denied access to the internet if necessary. Students and parents can opt out of having pictures or materials posted on the web.

One of the biggest ongoing issues of concern for staff and students is the actual physical plant of the facility. Woodland High School is an older campus with a…unique architecture of cinderblock walls built in the 60s.
The teachers perceive there to be an understaffing of custodians. Our site is spread out on the campus and is large in square footage. The interior pods of classrooms, with one exception, are painted a dreary cream color. Mismatched desks, unpainted classrooms, no clear protocol when teachers move in and out of rooms can lead to years and years of stored junk in various hidey holes across campus. Various student groups take on the challenge of brightening the campus, and these projects have included: painting the lamp posts orange, acquiring more large garbage cans, and painting murals in prominent public places.

Classroom garbages are taken out every evening, and classrooms are usually swept/vacuumed every day. Still, the cinderblock hallways and classrooms with mismatched desks are dreary and are in need of a facelift.

Students report that they feel emotionally safe at school, but not necessarily physically safe in that the facility is outdated. The students reported, overwhelmingly, that the bathrooms are disgusting and there is never soap.

Trust, professionalism, high expectations for all students, and a focus on continuous school improvement

To be a member of the 'Wolfpack', WHS students are expected to be positive, productive, and professional, and we believe these three mindsets influence students and staff alike.

There is a high accountably for all athletes both on and off the fields. Students must maintain a 2.0 GPA with no more than one F grade to participate in all clubs and sports as well as sign a code of conduct agreement. Teacher/coaches often have additional expectations for academic achievement.

Students demonstrate citizenship and respect in a number of different ways. Community service, leadership roles in clubs and activities, and proactive engagement in school achievement are just some of the ways our students shine. 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. Woodland High School is usually the first stop when a community member needs students to apply for work and volunteer at local events. Community service is a strength of Woodland High School. Extra-curricular clubs tie in with regional and national affiliates, giving that extra boost to the authentic real world connection.

Concern for students' continued improvement is evident in the implementation of Freshman academies, progress reports that are distributed six times yearly; updated School Loop grades, and deficiency notices mailed home each semester when a students becomes credit deficient. Extra academic help is available in the Community Service Learning Center (CSLC), and through the ASSETS program. These programs provide academic support, counseling services, and after school clubs and activities.

Students feel WHS is a place of trust and professionalism, but had an insightful conversation around the nature of continuous school improvement. They noted in their conversation that improvement was not so much continuous as it seems sporadic.

E3. Personal and Academic Support

All courses offered at WHS are aligned with UC a-g requirements. Students develop a four year plan during their 8th grade counseling session that ensures they reach their educational goal. Each student has a meeting with his/her counselor to review this plan and progress. We have 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).

Counselors have developed a *Counseling and Guidance Plan* which delineates specific grade level counseling curriculum which is delivered to all students, by grade level. Beginning with their 8th grade year, counselors meet with each student and their parents yearly to review their 4-year plan, test scores and class choices. In addition, parents, students, teachers or counselors may schedule conferences at any time to discuss student progress and support methods. Counselors are usually able to schedule conferences within 2 –3 days following a request. Counselors meet with students and their parents in 10 grade for 1802 meetings which are a comprehensive appointment where goals, test scores, credits and concerns are discussed and addressed. The senior counselors inform students of graduation, UC, CSU, financial aid & scholarship information. Workshops are also coordinated for college applications and financial aid.

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 update. Parents can access grades and progress at any time through their School Loop portal.

A variety of programs are in place for students. These include but are not limited to: Special Education (IEP), Advanced Placement Courses (AP), 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 use a wide variety of teaching strategies including direct instruction, collaborative group work, guest speakers, labs, and simulations to both meet the needs of and challenge their students. Most significantly, WHS staff is hungry for ways to connect students with their passions, and to provide cross-curricular opportunities for authentic and valuable learning experiences.

The parents really appreciate the depth of additional supports for students. These include the Community Service Learning Center, ASSETS, the connection with WCC, Link Crew mentoring for 9th grade, and the incredibly strong athletics and electives programs.

Areas of Strength: Criteria E

- Counseling program and services
- All students taking a-g coursework.
- Community service graduation requirement and participation.
- Wide-range of extra-curricular clubs and activities.
- Web site and School Loop.
- Strong desire to increase real-world application of knowledge and skill, and to increase access to authentic learning experiences.
- Emotionally safe environment for students.
- Stable programs like the Learning Center and ASSETS/La Semilla.
- Strong and celebrated athletic program.
- Elective programs and courses of study, especially in the Visual and Performing Arts.

Areas for Growth: Criteria E

- How to attract and increase community partnerships.
- Connecting community service to the classroom.
- Tracking parent participation and strategizing for greater parent involvement opportunities.
- Updating and refreshing the physical plant.
- How to provide and create authentic learning experiences for all students.
- How to support students in access college-readiness coursework.

Chapter V
ACTION PLAN

AREA I: DEFINIING COLLEGE AND CARREER READINESS AND DEVELOPING ALIGNED CRITERIA

Rationale: All focus groups wrestled with what it means to be college and career ready, what it looks like, and how to align curriculum into a cohesive pathway of course offerings.

SLOs: PRODUCTIVE:

- Produce work that reflects a variety of thinking, reasoning, and problem-solving skills, while using credible and reliable sources
- Explore opportunities to connect with personal passion that may lead to a possible career pathway: art, clubs, music, Small Learning Communities, sports, etc.
- Meet the content and performance standards as a quality producer

SLOs: PROFESSIONAL

- Create a plan based on personal, academic, and career goals
- Engage in the learning community through teamwork and self-directed learning
- Acquire the necessary skills to enter college and/or the work force

LCAP Focus Areas: Student Achievement, Student Engagement, Access to a Broad Curriculum

Specific Steps	Timeline	Responsible Parties	Resources	Assess Progress	Reporting Progress
• Define what does it mean to be college and career ready. (can we lead staff through this unpacking? STAFF and students need to take ownership of this)	Spring 2016	All stakeholders	Shared folders	Revised documentation	Staff meetings; Shared Google docs
• What benchmarks can we develop as departments • What benchmarks can we develop as pathways	Spring 2016 2016-2017 School year	Teachers Admin SLCs District personnel	Previous benchmarks	Development of and usage of benchmarks	Future data
• Transition from Small Learning Communities (which are not working as designed) to Career Pathways (and building courses and information to students and families on developing a pathway of learning).	2016-2017 school year	All stakeholders	SLT	Design and implementation of transitional plan	Meeting notes
• Access to electives/courses that reflect students' passions and pathway goals. • How do we engage students with their passion? • What do we need to add to our schedule that	2016-2017 school year planning; 2017-2018 implementation	Counselors Teachers Admin District personnel	Surveys District graduation guidelines	Revised elective choices	Student enrollment in electives

increases access to electives. (what is the number for elective classes? Can we run classes at lower numbers in order to build capacity) (examine with counseling staff and district office HR)					
• Implement more project-based, real world, authentic learning tasks into a course curriculum. • Training for teachers. • Agreed-upon tasks. • Partnerships with community college and university. • Benchmark/capstone for some pathways?	Monthly	Dept Chairs Admin Advisors	Budgets	Increase in project-based tasks. Participation in training	Dept/staff meetings
• Reflect at end of 2016-2017 on progress of pathways. Feedback from parents, teachers, and families.	Spring 2017	Admin	Surveys	Reflection in surveys	Data analysis and pathway revisions in 2017-2018
• The 9th grade academy is working. (what data do we have) • The Ag Academy is working (what data do we have). • Do we integrate a "small learning environment" (NOT school-wide), for students who need credit recovery. (an on-site credit recovery opportunity class)?	Quarterly	Advisors Admin	Surveys District driven data	Reflection on surveys	Academy meetings

AREA II: ACCESS TO A-G COURSES FOR ALL STUDENTS AND MEASURING EFFECTIVE TEACHING AND LEARNING

Rationale: Focus groups recognize our diverse population of learners, and are examining the ways in which to provide full access to all students to college-ready curriculum, while at the same time providing support for learners having difficulty as well as providing opportunities for advanced learners. Teachers are ready to examine, implement and measure effective strategies for all learners.

SLOs: PRODUCTIVE

- Makes connections across curricular lines and applies learning to real world situations
- Demonstrates and integrates technology literacy when exploring new ideas, conducting research, and conveying conclusions.
- Produces work that reflects a variety of thinking, reasoning, and problem-solving skills while using credible and reliable sources.

SLOs: Professional

- Demonstrates the ability to communicate including written, auditory, visual, electronic, and nonverbal means.
- Acquires the necessary skills to enter college and/or the work force.

LCAP Focus Areas: Common Core State Standards, Student Achievement, Student Engagement, Access to a Broad Curriculum, School Climate

Specific Steps	Timeline	Responsible Parties	Resources	Assess Progress	Reporting Progress
Access to A-G courses and AP courses • ELs • Special Ed • Alternative Education • Credit recovery • Increased access to elective classes • Advanced classes	Fall and Spring	Counselors EL specialist Admin	Aeries	Student data showing increase in A-G and AP courses	Dept/staff meetings
Maximizing classroom and schoolwide support. • AVID (strengthen cohesive program) • School-wide AVID strategies • Learning center in-class tutors • Learning center site tutors • Tutorial classes • Co-teachers • Push-in para-pro support • Training, planning, and support for working with these groups.	Ongoing	District and school staff CSLC staff and tutors	CSLC AVID site team	CSLC data AVID reports	Staff meetings Dept meetings

Examining what we are doing? • Kagan • Restorative justice practices How do we examine to what degree we are implementing these strategies and is it working? (working with staff through this process) -Analyzing lesson plans? -Observations? -Looking at data? -How are departments working as a team to analyze and solve problems determined from data-driven conversations? • Process for analyzing data and working through inquiry issues.	Monthly	Admin SLT members Dept Chairs	Dept notes Informal and formal observations District data	Staff surveys Dept minutes Completion of training	Staff meetings Dept meetings SLT meetings
Working as a staff on deciding what to implement, how to measure it, and creating a culture where teachers become problem solvers. (No shame, no blame)	Quarterly	Staff Admin	Shared files	Notes	Staff meetings Dept meetings

Area III: BUILDING A SCHOOL CULTURE WITH CONSISTENT EXPECTATIONS AND MESSAGING

Rationale: All focus groups believe in building a positive school culture for all students and families. There are a number of expectations and strategies the WHS community finds successful, and want to strengthen those aspects as we experience a teaching and learning shift with new Common Core standards.

SLOs: POSITIVE

- Exhibits self-discipline and personal responsibility.
- Shows respect for self and others.
- Exhibits strong citizenship and commitment to service beyond self.

SLOs: PORFESSIONAL

- Practices appropriate interpersonal skills with peers and adults.
- Engages in the learning community through teamwork and self-directed learning.

LCAPS Focus Areas: School Climate, Other Student Outcomes, Student Engagement

Specific Steps	Timeline	Responsible Parties	Resources	Assess Progress	Reporting Progress
3Ps (increased messaging) • Revamped posters • Direct instruction on 3 Ps in the classroom • 3Ps signage • 3Ps shirts • Awards	Spring 2016	Admin SLT members Staff	District Print shop Budget	Observation	Staff meetings Dept meetings
Consistent expectations for students. • Restorative-based practices. • Working with staff on protocol and order of operations. • Regularly collecting feedback from staff in terms of areas of growth.	Regularly	Stakeholders	Surveys Observations	Reflection on data	Meeting Notes
Creating a problem-solving culture for all students and staff.	Monthly	Stakeholders	Restorative Justice class Restorative Justice training	Surveys	Staff meetings Restorative Justice class notes
Setting clear boundaries for all students.	Regularly	Stakeholders	Student Handbook	Revision of Student	Staff meeting

				Handbook Teachers syllabi	
Updating the appearance of the physical plant. -grounds maintenance -hallway maintenance -clean classrooms -clean bathrooms -painting and refreshing classrooms and working spaces every year. (this cannot be over stated) -opportunities for student ownership over physical plant. (ie, bathrooms student groups paint, murals, gardens students have made, etc.)	Regularly	Ground Keeper Custodians Admin Staff Students	Budget Greater Woodland community	Observation	Staff meetings WHS Website

APPENDIX

ASSETS After School Grant

The No Child Left Behind Act of 2001 was signed into law in January 2002, authorizing the California Department of Education to administer California's 21st Century Community Learning Center's ASSETs program. This state- administered, federally funded program provides five-year grant funding to establish or expand before-and after-school programs to students in need of academic improvement. ASSETs programs across the nation coordinate academic enrichments and supportive services to help the students meet state and local standards in core content areas. Additionally, the purpose of ASSETs, as described in the federal statute, is to provide opportunities for schools to establish or expand activities that focus on:

1. Improved academic achievement.
2. Enrichment services that reinforce and complement the academic program.
3. Family literacy and related educational development services Woodland High School and Empower Yolo have partnered together to coordinate the ASSETs program for the Woodland community.

Specifically, the ASSETs program offers academic and enrichments components that engage students in learning while also strengthening their connections to one another, the program and the school. The education component provides students with knowledge and skills that address the academic, social, and vocational needs of students. Additional opportunities include on-line courses for students who may lack sufficient credits to graduate or may want to improve an "A-G" deficiency to become UC and/or CSUS eligible. Additionally, each educational opportunity enhances core curriculum in content areas that are introduced in school. The enrichment component offers programs that enhance the learning experience by coordinating clubs and classes that are not always available during the regular high-school setting. Some of these clubs include but are not limited to Youth Empowerment Clubs, Woodland Youth Council, Math Tutorial, and C-Stem Robotics. ASSETs provides an environment where students can receive mentoring from staff, faculty and community stakeholders outside the formal classroom setting.

The ASSETs grant has enabled WHS to extend its tutorial learning center. The Learning Center runs four days a week from 8:00 am – 5:00pm, and provides students with tutoring credentialed teachers in math, English, social studies, and science. The Learning Center is open to all students and includes remedial structuring, grade-level, and advance instruction and strategies.

Glossary of terms unique to WHS

CSLC – Community Service Learning Center. Sometimes known simply as The Learning Center.

LCD – Learning Community Director. This term replaced the previously used "Vice Principal." The term was changed when the school incorporated SLCs (see below).

The Pack / The Wolf Pack – An endearing term used to speak of the entire WHS learning community, including students, faculty, staff, administration, and parents.

SLC – Small Learning Community. These are groups (currently four at WHS) are gathered around a particular pathway. Their design is to help students focus on a career pathway of their choosing, while providing greater guidance and accountability as teachers across curricular lines have students in common. The four SLCs are: Arts and Communication, Engineering and Industrial Technology, Public Service, and Science and Natural Resources.

SLT- Site Leadership Team. A small group made of administrators, support staff, and teachers to evaluate various aspects of the schools progress and direction.

The 3 P's – The summative words that quickly identify the philosophy and goal for everyone at WHS. These three guiding principles are: Positive, Productive, and Professional.

The Woo – Another term often used as a collective rallying call (similar to "The Pack").

Woodland High School Implementation Plan 2015-2016

Focus: Increase student engagement				
Outcome: **Increased academic and behavioral success**				
Success Indicators	**Action Steps**	**Support**	**Formative Feedback**	**Timeline**
* decrease in tardies * increase in student attendance * decrease in referrals * increased class participation (target 70%) * Lower F's and D's	* Kagan strategies * restorative circles * having anticipatory sets (hook) * Group collaboration (teachers implement it into their lesson plans on a regular basis) * Teacher's presence between classes in the hallways for target classes	* teacher self-assessment to establish a base line * administration and staff need to be offered professional development * teacher's self-select success indicators. * administration will provide the data	* administration run tardies and attendance numbers administrations * administration will run the number of referrals * teacher work completion rate (measure of classwork completed) * individual discussion of success indicated by groups and what they think could be a way to show formative feedback.	* By winter break - solicit feedback from staff regarding the focus - build into staff meeting - self assessment completed over the break - staff brainstorm of our beginning goals

WOODLAND HIGH SCHOOL

21 North West Street
Woodland, CA 95695
Tel: (530) 662-4678
Fax: (530) 662-7464
www.whs.wjusd.org

WHS CEEB code: 053-800

WHS School Profile 2015 - 2016

Principal	Karrie Sequeira
Learning Community Directors	Stacey Falconer Jerald Ferguson Geraldine Leonardis
Academic Counselors	Amy McCalister Carla Serratos Damian Martin Monica Garcia (Puente)

Type of School

Woodland High School is a four-year public high school with a seven period day. Enrollment for the 2015/16 school year is 1301 with a senior class of 333. 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. 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. 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.

Accreditation
Woodland High School is accredited by the Western Association of Schools & Colleges (WASC) and is also a member of the College Board.

Community Profile
Woodland is located in Yolo County and has a rich agricultural heritage. With a population of more than 50,000, the town is twenty miles from downtown Sacramento. Major employers in the community include agriculture, healthcare, and warehouses. Woodland Joint Unified School District includes six preschools, ten elementary schools, one charter elementary school, two middle schools, two comprehensive high schools, a continuation high school, and an adult school.

Graduation Requirements and Grade Point Average/Class Rank
Woodland High School graduation requirements include eight semesters of English, two semesters of world language or two semesters of visual/performing arts or two semesters of a capstone career education course, six semesters of math including meeting the algebra state requirement, two semesters of physical science, two semesters of life science, two semesters of world history, two semesters of U.S. History, one semester of American Government, one semester of economics, one semester of health, one semester of technology, four semesters of physical education, and 70 credits of elective courses. Students must complete 40 hours of community service. Upon request, the school will report a cumulative grade point average and/ or class ranking based on all work accomplished at WHS. Our GPA is based on a 4 point scale with Advanced Placement courses counting as an additional grade point.

Woodland High School Testing Data

SAT CollegeBoard 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

WHS Subject Test Data from 2013/14

Physics = 562/800	Math Level 2 = 656//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

College Board Advanced Placement Scores 2014/15

254 students sat for 470 total tests.

Scores: 5 = 33 4 = 61 3 = 118 2 = 132 1 = 126

AP Test Passed/Taken by Subject Areas: (a score of 3 or higher can earn college credits)

Biology 4/8	Calculus A/B 10/32	Calculus B/C 12/14
Chemistry 2/18	Eng Lang/Comp 25/47	Eng Lit/Comp 16/23
Env Sci 0/0	French Lang/Culture 5/20	Music Theory 0/0
Physics 1 12/33	Spanish Lang 74/77	Spanish Lit 9/12
Studio Art 2-D Design 7/8	US Government 17/65	US History 12/61
World History 5/48	Studio Art: Drawing 2/2	

Advanced Placement courses available to the class of 2016

AP Calculus A/B
AP Calculus B/C
AP Biology
AP Chemistry
AP English Language
AP English Literature
AP French
AP Music Theory
AP Physics 1
AP Physics 2
AP Spanish Language
AP Spanish Literature
AP Studio Art 2-D Design
AP Studio Art Drawing
AP Government
AP US History
AP World History

School Quality Snapshot
General School Information

School Name	Woodland Senior High
District	Woodland Joint Unified
County	Yolo
Address	21 North West St. Woodland, CA 95695
Charter School	No
Grade Span	9 - 12
Title I Funded	No
Enrollment	1,290
CDS Code	57-72710-5738802

California's Academic Performance Index (API)

2012 Growth API	733
State Rank	4
Similar Schools Rank	2
2011-12 Growth from Prior Year	3
Met Schoolwide Growth Target	No
All Student Groups Met Target	No

API Subgroup Performance - 2013 API Growth

Growth - Hispanic or Latino	2
Met - Hispanic or Latino	No
Growth - White	13
Met - White	Yes
Growth - Socioeconomically Disadvantaged	16
Met - Socioeconomically Disadvantaged	Yes
Growth - English Learners	-25
Met - English Learners	No

2013-14 Enrollment by Race/Ethnicity

Race/Ethnicity	Percent
American Indian or Alaska Native	1%
Asian	3%
Native Hawaiian or Pacific Islander	0%
Filipino	0%
Hispanic or Latino	63%
African American or Black	1%
White	30%
Two or More Races	1%
Not Reported	0%

Subgroup Enrollment

Subgroup Designation	Percent
English Learners	13%
Socioeconomically Disadvantaged	63%
Students with Disabilities	9%

Percentage of Students Redesignated to Fluent-English Proficient

Year	School	District	State
2011-12	18%	15%	16%
2012-13	27%	17%	12%
2013-14	29%	17%	12%

CST Science Results (percent proficient and above)

Year	School	District	State
2009-10	42%	48%	54%
2010-11	50%	51%	57%
2011-12	42%	51%	60%
2012-13	49%	51%	59%
2013-14	53%	55%	60%

Percentage of English Learners Making Progress in Learning English

Year	School	District	State
2009-10	55%	60%	59%
2010-11	57%	57%	55%
2011-12	61%	65%	63%
2012-13	62%	59%	58%
2013-14	48%	61%	59%

Percentage of Students in the Healthy Fitness Zone in 2012-13

Test	School	District	State
Abdominal Strength	90%	87%	82%
Aerobic Capacity	52%	54%	63%
Body Composition	53%	49%	56%
Flexibility	75%	73%	79%
Trunk Extension Strength	90%	96%	89%
Upper Body Strength	69%	65%	71%

Percent of Graduates Meeting California State University Requirements

Year	School	District	State
2012-13	46%	42%	39%

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%

2012-13 Suspensions and Expulsions as a Percentage of Enrolled Students

School	District	State
11%	9%	5%

Average SAT Score

Year	School	District	State
2012-13	1,433	1,423	1,490

California High School Exit Examination (CAHSEE) English-Language Arts Grade 10 Passing Rate

Year	School	District	State
2009-10	76%	74%	81%
2010-11	78%	79%	82%
2011-12	81%	80%	83%
2012-13	80%	81%	83%
2013-14	83%	83%	83%

CAHSEE Mathematics Grade 10 Passing Rate

Year	School	District	State
2009-10	75%	70%	81%
2010-11	76%	79%	83%
2011-12	81%	82%	84%
2012-13	82%	82%	84%
2013-14	82%	84%	85%

A-G Certified Course List Woodland High School

a - Social Sciences (2 years required)

World History	20th Century US History A/B	American Gov't
AP World History	AP US History	AP US Gov't

b - English (4 years required)

English 9	English 10	Jr Lit/Comp	Mystery Lit
English 9 Adv	English 10 Adv	AP Eng Literature & Composition	Expo Read/Writ
English 9 Puente	English 10 Puente	AP Eng Language & Composition	

c - Math (3 years required, 4 recommended)

Math 1	Algebra 2	Pre-Calculus
Math 2	Statistics	AP Calculus A/B

d - Laboratory Science(2 years required, 3 recommended)

Biology	Chemistry	Physics	Physiology/Anatomy
Ag Biology	Ag Chemistry	AP Physics 1	Zoology/Botany

AP Biology	AP Chemistry	AP Physics 2	Intro Biotechnology

e - Language Other Than English (2 years required, 3 years recommended)

(must be the same language)

Spanish 1	Spanish Speakers 1	French 1
Spanish 2	Spanish Speakers 2	French 2
Spanish 3	AP Spanish Lang	French 3
Spanish 4	AP Spanish Lit	AP French Lang

f - Visual/Performing Arts (1 year required)

Color & Design	Photography 1	Concert Band	Concert Choir
Art 1	Photography 2	Symphonic Band	Chamber Sing
Art 2	Photography 3	Wind Ensemble	Theatre Arts
Art 3	AP Studio Art: 2/D Design	Jazz Band	Play Productions
A/C Floral Design	AP Studio Art: Drawing	AP Music Theory	Dance Production
Digital Photography			

g - Elective (1 year required)

Ag Econ & Gov't	Creative Writing	Into to Engineering Design	Sociology
Biochem of Foods	Economics	Principles of Engineering	Veterinary Science
Chicano Studies	Forensic Science	Psychology	
Animal Science	Environmental Science	Plant & Soil Science	

Timeline of Self-Study Progress

Spring 2015

- Self-study Coordinator selected
- Work begins on refining Student/Community Profile
- Schoolwide Student Learning Outcomes are clarified through a series of meetings through departments, Small Learning Communities, and faculty meetings. A final revision is submitted and approved by the faculty.
- June 2016, three out of four administrators, including the principle, announce they have accepted positions in other schools/districts.

Fall 2015

- A new administration welcomes the faculty and staff back for the 2015-2016 school year. Along with the new administration are many new faculty members.
- A co-Coordinator, who worked on the WHS self-study six years previously, is added to the self-study process.
- Co-Coordinators establish weekly meetings with administration to monitor the self-study progress.
- A review is made on the schoolwide action plan from the previous self-study. Recognition of those things that have been carried through, adjusted by necessity, and revisited due to the many personal changes over the past six years.
- Faculty analyzes the quality of all students' learning, the programs and processes based on WASC criteria through a series of self-study "think-tanks." These were conducted first through departments, then further refined through SLCs.
- Administration reviews data to consider overall trends and areas of need.
- Work begins on revising the schoolwide action plan and monitoring process.
- District personnel meet with co-coordinators to access progress.

January 2016

- Summary and outcome of the self-study (from Fall 2016) is shared with faculty.
- Finalization of self-study, including the schoolwide action plan and monitoring process as the school moves forward, is completed and submitted to the administration and district office for review and final approval.
- Self-study is sent to Visiting Committee for review.