

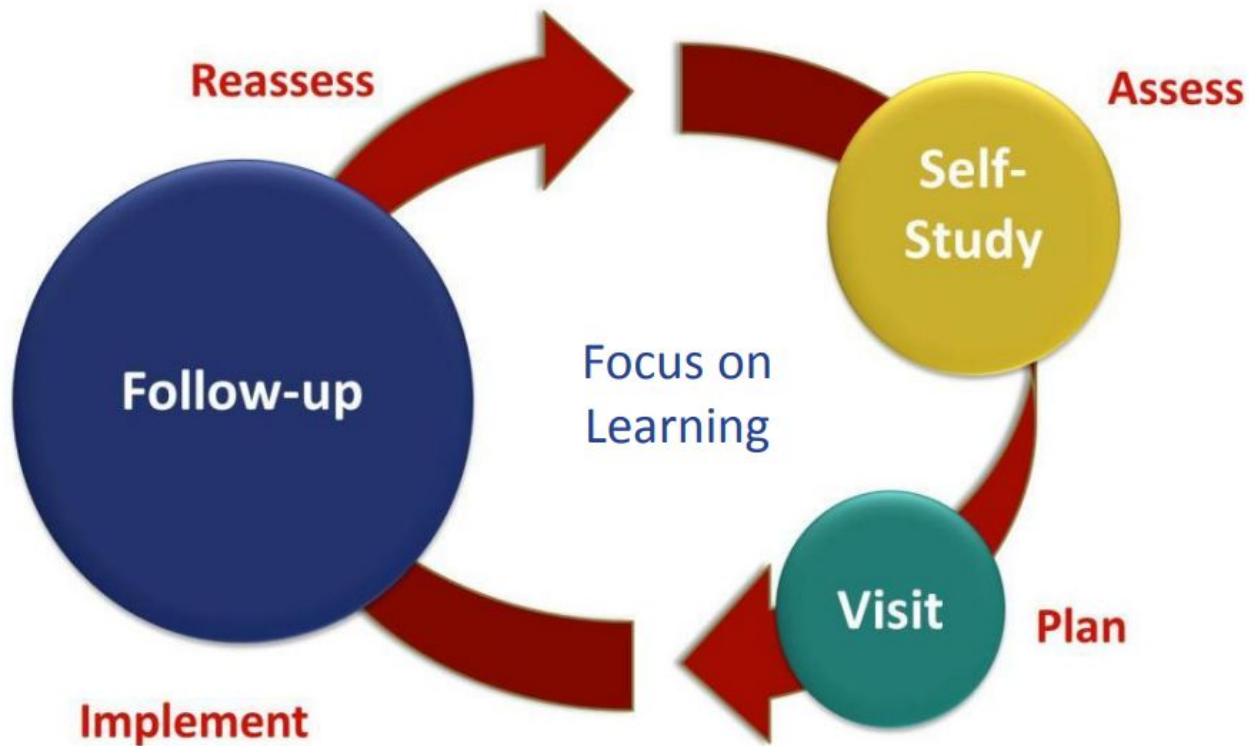


# WASC 2019 Findings

Presentation to stakeholders  
February 2019



# ACS WASC Accreditation Cycle of Quality



## WHAT? Assess and Define

Who are we? What is our ideal?



## SO WHAT? Evaluate

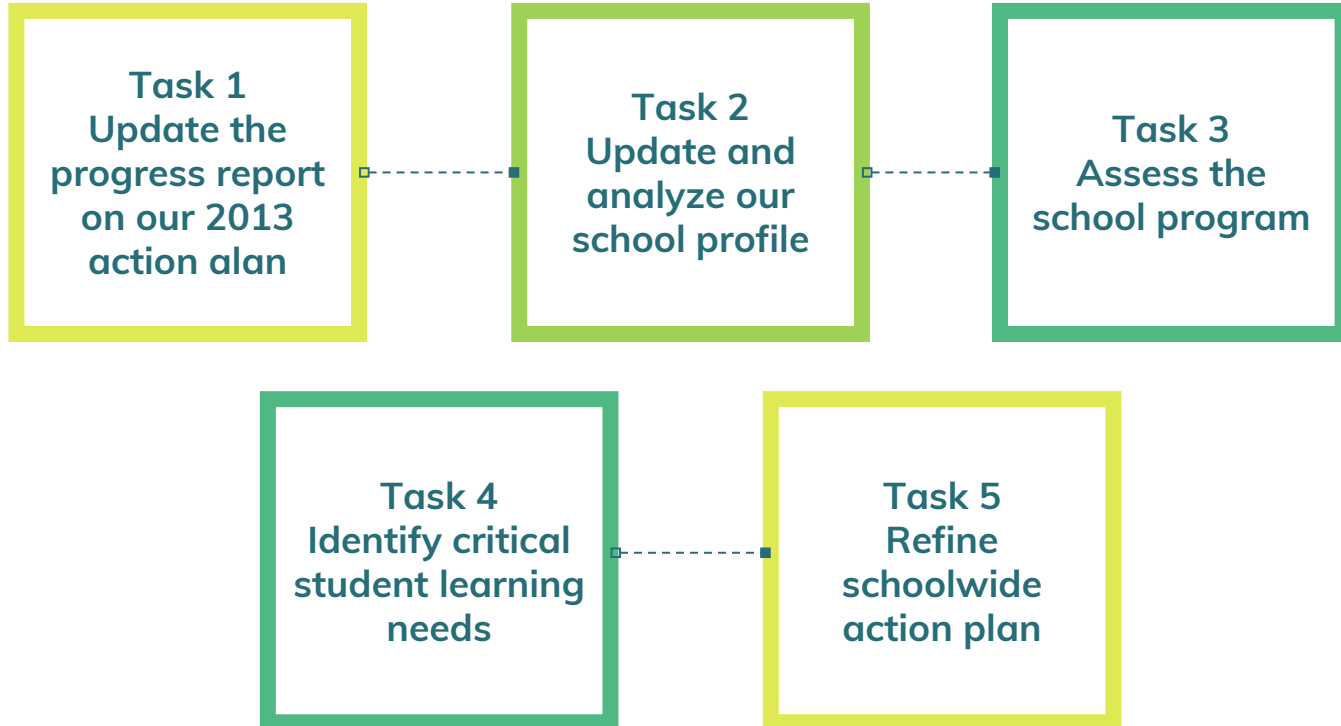
What currently exists? How effective? Which evidence?



## NOW WHAT? Design, Plan, Implement, Monitor

What to continue? How to design our next steps?

# Process



# Special Thanks!

## Student Participants

Juliana Smith  
Annalise Krueger  
Maile Adams  
Angela Valdez  
Clementine Chamberlain  
Jessica Pavloff  
Molly Mancina  
Quincy Hendriks  
Sophia Collins

## Parent Participants

Andy Sudol  
David Linnavers  
Tracy Winkleblack  
Jill Mancina

# Summary of Strengths

- ❖ Safe, clean, updated facilities
- ❖ Resources
- ❖ Updated board policies
- ❖ Parental outreach and communication
- ❖ Parental involvement
- ❖ Support for professional learning
- ❖ Instructional coaches
- ❖ Highly-qualified and caring staff
- ❖ Access to technology
- ❖ College-going culture
- ❖ High-performing students
- ❖ Access to a plethora of course offerings and challenging curriculum
- ❖ Support programs
- ❖ Critical thinking and real-world experiences
- ❖ Student involvement
- ❖ Athletics and arts programs
- ❖ Schoolwide community service initiatives
- ❖ Long-term downward trend in use of drugs and alcohol

- ❖ Ensure that all students feel valued
- ❖ Address student stress and lack of sleep
- ❖ Narrow the achievement gap
- ❖ Provide continuity of care in guidance program
- ❖ Create more career pathways / strengthen Career Technical Education
- ❖ Improve community outreach for internships and job shadowing
- ❖ Enhance instructional innovation
- ❖ Expand use of transformative technology
- ❖ Improve vertical and horizontal articulation
- ❖ Expand use of common assessments
- ❖ Improve use of data to drive instruction
- ❖ Improve new teacher support



## Areas for Growth

# Important Questions Raised

- ❖ How do we close the achievement gap for low-performing students?
- ❖ How do we engage all students and make learning interesting and relevant?
- ❖ Are we giving the right amount and type of homework?
- ❖ How does our school promote wellness and a healthy, balanced lifestyle?



# Critical Academic Needs

- ❖ Develop a plan to narrow the achievement gap.
- ❖ Address the high stress reported by and exhibited by students.
- ❖ Ensure that all students feel connected, supported, and valued.



# Student Learner Outcomes

WE ARE **CHS**!

**C**ONNECTED CITIZENS

**H**IGH-LEVEL THINKERS

**S**UCCESSFUL INDIVIDUALS



# Goals

Aligned with LCAP

All students shall engage in challenging, innovative, and relevant learning experiences that prepare them for college, career, and global citizenship.

All students will achieve personal wellness through an environment that fosters health and happiness.

All staff engage in high quality professional learning to meet the district's academic and social-emotional goals.

- ❖ Conduct deeper and more disaggregated analysis.
- ❖ Develop and define a baseline set of competencies and assessments for each CTE pathway capstone course.
- ❖ Explore student certifications and stackable credentials in collaboration with MPC.
- ❖ Improve use of formative assessments to identify achievement gaps and provide early intervention.
- ❖ Refine the Senior Exit Survey.
- ❖ Conduct an internal audit of both vertical and horizontal alignment and reflect on findings.
- ❖ Create matrices to define universal instructional expectations (Tier 1), as well as Tier 2, and 3 interventions and protocols to meet the academic needs of all students.
- ❖ Update and refine course descriptions, curriculum maps, units, lessons, and assessments, where needed.



## Goal 1 Action Item Highlights

- ❖ Request that wifi be added to school buses.
- ❖ Support District in establishing plan to extend funding for SRO.
- ❖ Advocate for stadium lights.
- ❖ Review how we structure time, and present potential alternate schedule options.
- ❖ Expand tutoring services for CHS students.
- ❖ Create matrices to define universal instructional expectations (Tier 1), as well as Tier 2, and 3 interventions and protocols to meet the social-emotional needs of all students.
- ❖ Identify a protocol to evaluate current homework practices and make recommendations for refinements.
- ❖ Further develop and refine alcohol, drug, and tobacco education program
- ❖ Conduct deeper analysis of student stress and anxiety and to better understand its causes.
- ❖ Evaluate and find ways to enhance the effectiveness of the school-parent partnership in addressing student health and wellness.
- ❖ Incorporate best practices in health and wellness education into regular instruction.
- ❖ Explore creative ways to increase student physical activity during the school day.
- ❖ Consider the formulation of a compact between the school and families to promote student health and wellness.

## Goal 2

### Action Item Highlights

# Goal 3 Action Item Highlights

- ❖ Train all teachers in the use of Illuminate.
- ❖ Refine teacher-driven Topic Team professional learning model and determine means of measuring how it is improving the student learning experience.
- ❖ Site Professional Learning team will meet regularly to guide professional learning based on best practices and teacher feedback as well as ensure that professional learning is aligned with District and WASC goals, critical learning needs, and SLOs (student learning objectives).
- ❖ Create opportunities to explore cross-curricular collaboration around instructional innovation.
- ❖ Train all faculty and staff in the language of MTSS to ensure a common understanding in facilitating its implementation.
- ❖ Train PLC facilitators in how to conduct a cycle of inquiry and how to effectively analyze and use data to drive instructional decisions.
- ❖ Identify and provide supports for teachers to design and implement innovative instruction.
- ❖ Train teachers in best practices in social-emotional learning and how to incorporate health and wellness into their instruction.



# WASC Visit March 3 - 6