SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR

WHEATLAND UNION HIGH SCHOOL

1010 Wheatland Road
Wheatland, CA, 95692

Wheatland Union High School District

March 27-29, 2017

Visiting Committee Members

Dr. Anne Colman, Chairman
Administrator, Mountain Oaks School

Mrs. Rebecca Walker
Superintendent, Fort Bragg Unified School District

Ms. Connie Marx
Guidance Counselor, Tomales High School

Mr. Michael Maul
Assistant Principal, Lincoln High School

Mr. Michael Woo
Teacher, Rio Linda High School
Chapter I: Student/Community Profile

Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:
* Brief description of the students and community served by the school.

Wheatland Union High School (WUHS), home of the Pirates, is located in the city of Wheatland, one of two incorporated cities in Yuba County. Yuba County, which covers 644 square miles, is California's gateway to the historic Mother Lode Country. The city of Wheatland is located in the southern portion of the county, which is in the northeastern edge of California's vast central Sacramento Valley. The school, which was established in 1907 to serve the students in south Yuba County, has moved locations three times, opening at its current location in 1960.

WUHS, one of three comprehensive high schools in the county, is the single comprehensive high school in the Wheatland Union High School District. Although serving fewer than 750 students, the District serves a vast area covering over 150 square miles. In addition to Wheatland, the District serves Beale Air Force Base and the communities of Plumas Lake and Smartsville. As of September 2016, the student population of WUHSI includes 741 students in grades nine through twelve. Of these, approximately 76.8 percent are from the local community, 7.2 percent from Beale Air Force Base, and 16 percent from surrounding communities on inter-district transfers. The ethnic makeup of the school is primarily White, approximately 51 percent and Hispanic, 29 percent. Both the District and the high school receive impact aid from the federal government for serving the students of military families.

The poverty rates of the counties in the state of California vary greatly ranging from 7.4 percent to 24.8 percent. Yuba County has a poverty rate of 20.6 percent, making it one of the poorest counties in the state of California. The unemployment in the state of California averages 7.3 percent while the unemployment rate in Yuba County continues to be 11.8 percent, which is approximately 160 percent of average. Currently, approximately 39 percent of the students at the high school are identified as socioeconomically disadvantaged.
Graduation Rates
Calculated from CALPADS Data

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<tr>
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<tbody>
<tr>
<td>Wheatland High School</td>
<td>98.13%</td>
<td>98.65%</td>
<td>97.62%</td>
<td>94.23%</td>
</tr>
<tr>
<td>California</td>
<td>80.45%</td>
<td>81%</td>
<td>82.3%</td>
<td>Not Available</td>
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WUHS’s graduation rate has remained between 94% and 99% over the last four years. The graduation rate consistently exceeds that of the State of California.

Graduates Meeting UC / CSU Requirements

<table>
<thead>
<tr>
<th>Percent Meeting Requirements</th>
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<tbody>
<tr>
<td>2012-2013</td>
</tr>
<tr>
<td>33.76%</td>
</tr>
<tr>
<td>2013-2014</td>
</tr>
<tr>
<td>34.57%</td>
</tr>
<tr>
<td>2014-2015</td>
</tr>
<tr>
<td>22.37%</td>
</tr>
<tr>
<td>2015-2016</td>
</tr>
<tr>
<td>29.25%</td>
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</tbody>
</table>

Approximately 30% of students at WUHS meet the UC/CSU requirements.

Annual Attendance Rate

<table>
<thead>
<tr>
<th>CBEDS Enrollment</th>
<th>Annual Attendance Rate</th>
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<tbody>
<tr>
<td>2013-2014</td>
<td>742</td>
</tr>
<tr>
<td>2014-2015</td>
<td>732</td>
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<tr>
<td>2015-2016</td>
<td>707</td>
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Wheatland Union High School continues to maintain an annual attendance rate of approximately (95.7%).
**Dropout Rate**

Calculated from CALPADS Data

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</thead>
<tbody>
<tr>
<td>Wheatland High School</td>
<td>1.88%</td>
<td>.68%</td>
<td>2.38%</td>
<td>4.49%</td>
</tr>
<tr>
<td>California</td>
<td>11.4%</td>
<td>11.6%</td>
<td>10.7%</td>
<td>Not Available</td>
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WUHS’s dropout rate has remained relatively constant with all rates 4.5% or below. The dropout rate has consistently remained lower than that of the State of California.

**Language Status by Year and Category**

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<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>English Only</td>
<td>593</td>
<td>83.9%</td>
<td>645</td>
<td>86.9%</td>
</tr>
<tr>
<td>I-FEP*</td>
<td>87</td>
<td>12.3%</td>
<td>85</td>
<td>11.5%</td>
</tr>
<tr>
<td>EL**</td>
<td>12</td>
<td>1.7%</td>
<td>12</td>
<td>1.6%</td>
</tr>
<tr>
<td>R-FEP***</td>
<td>15</td>
<td>71.4%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>707</td>
<td>100.0%</td>
<td>742</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Data show that approximately 84-87% of the students at WUHS are **English Only** speakers while less than 3% are English Language Learners. These data have remained relatively constant for the past four years. A population of less than 3%, English Language Learners do not meet the threshold of a significantly statistic sub group for state or federal standardized test purposes.
Teacher Credentials
Source: 2014-15 School Accountability Report Card Published during the 2015-16 School Year

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<thead>
<tr>
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<tbody>
<tr>
<td>With full credential</td>
<td>30</td>
<td>32</td>
<td>30</td>
</tr>
<tr>
<td>Without full credential</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Outside Subject Area of Competence</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Staff teaching without a full credential are recent hires from out of state or are in an internship program.

Teacher Qualifications

<table>
<thead>
<tr>
<th></th>
<th>Number Certificated FTE</th>
<th>Number Highly Qualified</th>
<th>Number Interns</th>
<th>Percent Clad Certified</th>
<th>Percent Currently in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>32.7</td>
<td>31.3</td>
<td>1.4</td>
<td>81%</td>
<td>18%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>31.9</td>
<td>31.3</td>
<td>.6</td>
<td>84%</td>
<td>16%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>31.2</td>
<td>31.0</td>
<td>0</td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>32.0</td>
<td>31.0</td>
<td>1.0</td>
<td>88%</td>
<td>12%</td>
</tr>
</tbody>
</table>

Certificated staff includes teachers, administration, and counseling staff.
• Appropriateness of identified critical learner needs and their linkage to schoolwide learner outcomes.

Departmental and grade level collaboration has been utilized to evaluate current curricular, instructional, and assessment practices. This work has been undertaken in an effort to ensure all students are provided a guaranteed and viable curriculum designed to meet current and future learning needs. Through collaborative time, and as part of the Professional Learning Community (PLC) process, staff is addressing the four essential questions:

• What do we want all students to know?
• How do we know if they know it?
• What do we do if they don’t know it?
• What will we do if they do?
Chapter II: Progress Report

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

Subsequent to the last full self-study there have been a number of significant developments that have impacted the school and its programs. Some of the most notable are the passing of a General Obligation Bond allowing for facility updates, the reinstatement of the position of an additional administrator, addition of the Maintenance Operations and Transportation manager position, upgrading the Finance Manager position to the Director of Fiscal Services, retirement and replacement of several key employees, adoption of a new data system, commitment to becoming a Professional Learning Community, institution of Collaborative Mondays, development of the Local Control Accountability Plan, changes in state and federal testing, and as of November of 2016, a change in the majority of the Board of Education.

The adoption of a new data system and subsequent training has provided important tools to staff for the purpose of lesson design, curriculum alignment, and student assessment. Additionally, the increased use of Aeries has allowed students and parents the ability to track their student’s progress.

Perhaps the largest impact on Wheatland Union High School has been the development and implementation of the Local Control Accountability Plan (LCAP). This plan focuses on the state’s eight priority areas for student success. It was developed with input from all stakeholder groups. In addition to the identified goals, actions and metrics, it ensures the funding necessary for accomplishment. The level of commitment to this plan and its success indicators was evident when the Board embraced the plan’s goals as their own.

The critical areas for follow-up identified in the WASC Action Plan include the following:

- Enhance and implement a more effective communication system designed to increase stakeholder participation

Wheatland has spent considerable energy to improve communication and increase stakeholder participation. The area of enhanced communication was also identified in the site’s LCAP. Goal 3 of the LCAP is to improve the level of communication between and within all stakeholder groups. To this end, an improved website was launched in April of 2015. This enhanced website provides information about the district, high school and Community Day school. The site includes such items as a staff directory, calendar, the LCAP, SARC report, and an Aeries link which allows parents to track attendance and grade data. In addition to the website, the school has added additional means of communication by launching “We are Wheatland”, Facebook, Twitter, and Instagram accounts. The site continues to support the use of the auto-dialer and marquee, as well as a student generated newsletter.
• Develop and implement a guaranteed and viable curriculum

As with the first area of need, the LCAP supports attaining the goal of developing a guaranteed and viable curriculum. Goal 1 of the LCAP is that “All students will graduate college and career ready.” As a part of this goal, Action 1.1 states that staff development will be provided focusing on aligning instructional materials and pacing to the newly adopted state standards. Action 1.2 is to evaluate the effectiveness and continue to implement instructional practices designed to improve student performance and close the achievement gap. Action 1.9 states that funding to support teacher planning, development, and collaboration designed to improve student performance will continue to be provided. Work is ongoing and has become easier to accomplish with the adoption of the site’s collaborative schedule. The schedule has provided a common time for staff to work on ensuring that each student is provided a guaranteed and viable curriculum that builds a foundation for life. Key standards, scope, sequence, common syllabi and pacing guides have been developed for each course. In addition, common assessments and rubrics are in process or have been completed for each subject area. Funding to complete the work is provided through LCAP allocations.

AVID and after school tutoring continue to be a priority. Funding for teacher stipends and student transportation costs are provided through LCAP allocations. Funding for “Pirate Come About,” a week-long program designed to support incoming freshmen as they begin their high school career, is prioritized within the LCAP. This program occurs the week prior to the beginning of school and culminates with a celebration where the students sign a commitment to graduate and receive their graduation stoles.

Advanced Placement, Career Technical, and support courses also continue to be priorities. Wheatland now offers four AP courses including AP U.S. History, AP U.S. Government and Politics, AP English Language Composition, and AP Calculus AB. Ten career technical courses are currently offered: Ag Earth, Ag Biology, Farm Equipment ROP, Advanced Welding ROP, Introduction to Engineering, Aeronautical Engineering, Floral Design ROP, Advanced Floral Design ROP, Ag Construction ROP and Construction Arts ROP. Integrated Math I has been modified to include both a one year and two year course sequence consisting of Integrated IA and Integrated IB. This two course sequence covers the standards of Integrated I over a two-year period. Freshmen enrolled in Integrated IA are also enrolled in a period of math support. This support helps to backfill areas of deficiency.
• Develop and implement a regular review process for issues that impact student success

As part of the effort to implement a regular review process for issues that impact student success, the site evaluated a number of data systems. It was determined that GlobalPD was the most effective system to assist staff in the development of formative assessments and the generation of the data needed to identify struggling students.

The implementation of Collaborative Mondays has also been a key factor in the process. During this time all staff members have been provided training on the use of GlobalPD. Additionally, departmental collaboration provides an opportunity for conversations between staff members on best instructional practices and how to better serve students that have been identified as needing assistance.

As a result, staff has identified the need for an in-day intervention period. Currently, there is a plan for a trial run at the end of this (2016-17) school year. Two days each week students will be provided a 30-minute intervention period. Every student and staff member will participate. Students who have not been identified as needing additional instruction may be provided enrichment activities: AP prep, meet with the counselor, do research in the library, attend an instructor-monitored study hall, or participate in teacher-led grade level groups to work on developing, monitoring, and implementing their four year plan.

After numerous modifications, discussions, and research it was determined that the advisory period at WUHS was not meeting the goals it was originally designed to meet. As a result, the period was abandoned three years ago. The unmet goals centered on both curricular and non-curricular student issues. In an attempt to meet student curricular needs, the site has embraced the PLC philosophy.

• Develop and implement a staff development plan designed to increase student success

The desire to increase student success has led to the commitment of developing Wheatland Union High School as a Professional Learning Community. This commitment has focused the WUHS staff development plan. Between the summer of 2015 and the beginning of the 2016-17 school year over 90% of the teaching staff, the school counselor, and all administrative staff members have attended PLC training. Additionally, the former President of the Governing Board attended PLC training.

As part of the effort to provide the time and training necessary to develop as a Professional Learning Community, Collaborative Mondays were instituted during the 2015-16 school year. The school’s Leadership Team developed a schedule which includes time for whole school, departmental and grade level collaboration, as well as time for site staff development.
The focus of the site’s Monday staff development has been on GlobalPD, the newly adopted data system and AVID’s WICOR strategies. GlobalPD is designed to assist staff in the development and utilization of formative assessments.

WICOR strategies incorporate teaching/learning methodologies in the following critical areas: Writing, Inquiry, Collaboration, Organization, and Reading to Learn. WICOR provides a learning model that faculty can use to guide student to comprehend materials and concepts, and articulate ideas at increasingly complex levels. In addition, the WICOR model reflects and promotes the expertise and attitudes that will serve students well in life beyond graduation. Both the staff development training and the provision of collaborative time are key components in the efforts to improve student performance.

In addition to on-site staff development, staff is provided the opportunity to attend trainings outside the school day. Some examples of trainings include: AVID training, AP training, the Art Institute, STEM training, Making the Grade, and the California Math Conference. In addition to certificated staff, classified staff, administration and board members have been afforded the opportunity to attend staff development. WUHS believes that continual learning and development of skills for all stakeholders is a crucial component to student success.

Finally, departmental and grade level collaboration have provided regular opportunity for staff to evaluate student achievement and discuss how to best improve student performance.

- Develop and adopt a Single Plan for Student Achievement

Based on a recommendation of the 2011 visiting committee and subsequent to the 2014 visit, the Single Plan for Student Achievement was revised. This revision took into consideration data and information from the WASC report and resulting Action Plan. The newest revision to the plan is currently under development. This revision incorporates current WASC findings, LCAP goals, and newly identified areas of student academic concern.

- Address the need for facilities repair and modernization

Since moving to its current location in 1960, WUHS had undergone little modernization until recently. In 1972, an expansion to the existing site saw the addition of a wing of class-rooms and small gymnasium, as well as an expansion to the administration office. Subsequent to that time, the little that had been done centered on the roof, lighting, heating, and air conditioning. As a result, the school had been in desperate need of renovation, showing increasing signs of wear. Fiscal realities had not allowed for the needed work to be completed using District funds. As a result, Pirate Pride, an
organization of school and community members was established. This organization was successful in getting Measure U, a $9,000,000 General Obligation Bond, passed by the voters in November of 2012. After passing the bond, the District has worked closely with Edward Jones to sell Series A of the bonds to generate $5,700,000 for modernization, completed a facilities review prioritizing the site’s modernization needs, and has begun working on the identified areas. Since the spring of 2014, the site’s water, gas, and sewer lines have been replaced, in the process of which the quad was updated. A sitting wall was added that includes charging stations, additional benches have been added, as well as new drinking fountains and water bottle filling stations. Work has been finalized on a wireless network and newly updated bathrooms were completed for the beginning of the 2016-17 school year.

In addition to the larger projects, some smaller ones have also occurred. There is new lighting in some areas and lockers have been repaired and painted, as have other portions of the site. In the process of updating the bathrooms in the gymnasium foyer the snack bar and vestibule flooring were also redone. Although further work is needed, great strides have been made at the site.

Currently, the site is undergoing modernization of the Wi-Fi structure. This work was completed two days before the WASC Visiting Committee arrived. The architectural plans for a snack bar facility located at our athletic fields containing restrooms are at the Department of the State Architect. The hopes are that this new building will be completed mid-October 2017. The governing board of the district is in the process of prioritizing selected classroom modernization with the remainder of the initial bond monies.
Chapter III: Self-Study Process

- Include a copy of the school's schoolwide learner outcomes.

The School's SLOs are that Pirates C.H.A.R.T. your Course by demonstrating:
  - Communication skills through effective listening, speaking, reading, comprehension and writing
  - Higher order thinking and problem solving skills (apply, analyze, synthesize, and evaluate)
  - Ability to establish, monitor and accomplish goals
  - Research skills by accessing and utilizing appropriate information
  - Technological literacy by identifying and utilizing the technology appropriate to a given assignment, task, or situation

- Comment on the school's self-study process with respect to the expected outcomes of the self-study.

  1. The involvement and collaboration of all staff and other stakeholders to support student achievement

The school has chosen to use the process of becoming a Professional Learning Community (PLC) as the structure for their self-study and collaboration focused on supporting student achievement. Eighteen months ago the school began the process of becoming a PLC. The foundations for every Professional Learning Community consist of four pillars: Mission, Values, Vision, and Goals. The school began by revisiting its mission statement; “Together, building a foundation for life.” This mission statement was developed prior to the beginning of the 2009-10 school year. Wheatland’s mission statement was the product of an all-day staff meeting attended by all components of the school’s work force. While simple in verbiage, it is complex in meaning. The word “together” means that every individual from groundskeepers, to classroom aides, to teachers, to administrative staff plays a major role in the education of all students. The word together also means that parents, community members, and most of all, the students also play a major role in this endeavor. The complexity of the statement comes from building a foundation that is meaningful, relevant, and sets each student on a path for lifelong learning and success.

  2. The gathering and analyzing of data about students and student achievement

Gathering data about the students and their achievement is done department by department through the PLC process. Most of the departments are using either Global PD’s standard assessments or, as in the case of the Math department, they are creating and personalizing assessments through Global PD. The release time is used for analysis of the data generated by these assessments.
The SBAC results are collected by the administration, who analyzes the results and makes presentations to the staff, Board LCAP committees and the Bond Oversight group. Dr. Ramos makes presentation that focus not only on Wheatland Union High’s results but those of surrounding, comparable districts. The Guiding Coalition (formerly the Leadership Team) coordinates the staff’s discussion of the results, areas of strength and areas of need.

This is an area that the school has self-identified as an area of focus for the future. There is a need to standardize the Global PD assessments and the analyzing thereof on a schoolwide basis.

3. The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards and ACS WASC/CDE criteria.

The school has used the PLC structure as the focus and vehicle for incorporating all the plans and elements involved in the school program: WASC, SPSA, LCAP, etc. are filtered through the PLC umbrella.

4. The alignment of a long-range action plan to the school’s areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.

As the entire school community, from governing board to students, have embraced the PLC philosophy and structure they have

5. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards

This has been addressed through the PLC process of the 4 Pillars:
1. What do we want all students to know?
2. How do we know if they know it?
3. What do we do if they don’t know it?
4. What will we do if they do?

Through this lense and PLC process the school has arrived at the overall answers. They are in the process of developing the pacing guides, appropriate benchmarks and developing the intervention process to remediate those students who fall in the area of question number three. The in-day intervention program is being developed and is planned for implementation in fall 2017. The Guiding Coalition also plans to implement a pilot run of the in-day intervention program before the end of the year.
Chapter IV: Quality of the School's Program

Part A: What Currently Exists

Based on the school's self-study and visiting committee findings, for each criterion in the following categories:

A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
B. Standards-Based Student Learning: Curriculum
C. Standards-Based Student Learning: Instruction
D. Standards-based Student Learning: Assessment and Accountability
E. School Culture and Support for Student Personal and Academic Growth

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

A1. Vision and Purpose Criterion

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

**Mission:** Together, Building a Foundation for Life

**Vision:** Wheatland Union High School sets high standards for both students and staff, using a collaborative system of support. We believe every student can attain academic excellence. Students are given (provided) the tools necessary to enhance their work ethic, develop life skills, and utilize today’s technology to create college and career connections that have real world relevance.

**Values:** Honor the PIRATE’S Code:

- Perseverance
- Integrity
- Respect
- Attitude
- Teamwork
- Excellence
- Scholarship
Goals:

- Create a collaborative community that fosters learning for all.
- Raise the achievement of all students.
- Close the achievement gap.

To what extent is the school's purpose supported by the governing board and the district LCAP and further defined by schoolwide learner outcomes and the academic standards?

The Governing Board is elected in staggered four-year terms by ballot of the community members. The board meets monthly, except for July, and has been meeting more often as they bring new board members up to speed. Study sessions have been happening almost monthly to support the new board members and to dive deeper into issues that arise for the school.

The initial LCAP goals included the following: Improve the academic achievement of students in Wheatland Union High School, Increase the level of student engagement and feelings of connectedness for all students, Improve the level of communication between and within all stakeholder groups, Update and improve the use of technology at all levels of district and site operations, and Maintain an outstanding level of cleanliness and repair at all school facilities.

As part of the process of evaluating the success of the initial LCAP, and in order to determine the need for any adjustments or modifications to the plan, a variety of things occurred. First, the Board of Education reviewed the five goals established in the plan. The Governing Board, based on input from the staff, students, and parents, voted to change Goal 1 from: Improve the academic achievement of students in Wheatland Union High School to: All students will graduate college and career ready. The five goals from the LCAP were then adopted by the District as its Strategic Plan.

Subsequent to this action the various stakeholder groups have met again every year. As part of the process, various data were examined, progress was evaluated, and input gathered to determine the continued appropriateness of each of the five goals and multiple actions identified in the plan. Based on the data evaluation and input from the various stakeholder groups, the few adjustments made to the plan have been based on actions changing priority or being accomplished.

The Governing Board has continued to support the annual LCAP process in two major ways. The first is supporting the staff in the embracing of the PLC philosophy and the necessary structures to allow it to be fully implemented. The second is to ensure the necessary funding for all the goals and actions under each designed to ensure high levels of student success.
A2. Governance Criterion

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

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

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

The governing board has a complete set of policies that are aligned with the school’s purpose, mission, vision, goals and SLOs. The policy binders were reviewed by the team who verified the alignment. The board has an ongoing process of reviewing and revising the policies.

The board is elected by the community to provide leadership and citizen oversight of the district. The board is charged with ensuring that the district is responsive to the values, beliefs and priorities of the community.

The Board shall work with the Superintendent to fulfill its major responsibilities which include:

- Setting the direction for the district through a process that involves the community, parents/guardians, students and staff and is focused on student learning and achievement.
- Establishing an effective and efficient organizational structure for the district.
- Providing support to the Superintendent and staff as they carry out the Boards direction.
- Ensuring accountability to the public for the performance of the district’s schools.
- Providing community leadership and advocacy on behalf of students, the district’s educational program and public education in order to build support within the local community and at the state and national levels.

The governing board has processes and procedures in place to delegate implementation of these policies to the professional staff. Team reviewed the procedures and bylaws of the board as well as the agendas and minutes of the Board.

The Board’s annual calendar, agendas and minutes indicate the board regularly monitors the school data, assessment results and approve the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.
A3.  **Leadership: Continuous Planning and Monitoring Criterion**

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

To what extent does 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?

The school has adopted the PLC structure as the means of creating, organizing, monitoring and making recommendations regarding the running of the school. Almost the entire staff has been trained in the PLC philosophy and methods. The Guiding Coalition is a group of staff who have volunteered and/or been asked to participate to ensure participation by all departments. The Guiding Coalition sets the agenda for the staff meetings and helps to generate, flesh out, and refine the concerns and themes under consideration. The Board has historically been trained in PLC and the newly elected board members are scheduled to receive the training shortly. All those participating in the Guiding Coalition have a single vote in the process which serves as the checks and balance system for the administration.

The Coalition meets twice monthly and aligns with the staff meetings/Collaborative Mondays.

A4.  **Staff: Qualified and Professional Development Criterion**

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

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

The school heavily relies on the PLC model to analyze data and to disseminate information in regards to student achievement.

All staff, with the exception of one teacher, are credentialed and qualified to teach their assigned class.

The administration assigns staff to teach courses based on experience, credential, budget priorities, and student need.

The Guiding Coalition, a group of certificated teachers who applied to serve as the school’s guidance team, works in collaboration with site administration to identify concerns, areas of focus, and a plan to address both of these. The Guiding Coalition members report to their designated departments information that is discussed and shared at coalition meetings. Staff, from time to time, attend board meetings to provide classroom reports and to give the school board a summary of school events and activities. A parent/student handbook is available in the front office that explains school
policy and procedures, outlines roles and responsibilities of different departments and staff members, and clearly disseminates school information to parents and students. The school board and administration allocates sufficient resources for professional development. Release time is provided for teachers to attend trainings and workshops and paid duty time is provided to departments in the summer to address curricular decisions and Common Core alignment. The district adopted collaborative Mondays which has allowed time for staff to meet, plan, discuss, and participate in site specific staff development, in addition to providing time for whole school and departmental collaboration on curricular issues. All administrators, two school board members, and all certificated staff, with the exception of one teacher, have attended PLC training. Three new board members were elected in November 2016. The hope is that the new school board members will attend PLC training in the upcoming years.

Permanent certificated staff are evaluated every other year as per contract. Current evaluation tools are being evaluated for efficacy. Staff provide evidence of effective use of PLC time by providing examples of common assessments, pacing guides, and assessment data that are discussed and developed during the Early Release Monday meeting times.

A5. Resources Criterion

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

- The school directly aligns their Single Plan For Student Achievement with their LCAP goals. As a single site school district, the school’s fiscal resources are dedicated to the goals outlined in their LCAP and SPSA.
- Budgets are reported quarterly with positive certification and oversight from the Yuba County Office of Education.
- Wheatland UHS passed a nine million dollar facilities bond in 2013 to renovate bathrooms, upgrade facilities, and improve classrooms. The goal is for this work to be completed by 2018-19.
- Policies and procedures for acquiring and maintaining adequate instructional materials and equipment, including textbooks and other materials are outlined in the district’s LCAP and SPSA.
- WUHS is part of the tri-county BTSA program and the school assigns a mentor to every newly hired teacher.
- The strategic plan of the governing board is aligned to the LCAP. Community meetings and LCAP committees meet at least twice a year to review the plan and to ensure the LCAP continues to address the needs of the community.
CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- Embracing the PLC philosophy as the foundation for continuous growth and support of the students of Wheatland Union High School is evident.
- There are clearly identified statements of the school’s mission, values, vision, goals, and SLOs.
- The district has a Local Control Accountability Plan which identifies and funds the necessary components for student success.
- AVID strategies have been adopted on a schoolwide basis.

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- WUHS should continue its commitment to the Professional Learning Community philosophy, and continue to develop the processes necessary to make PLC’s successful campus wide.
- WUHS should align their goals across the LCAP, SPSA, SLOs, and the WASC Action Plan to unify all stakeholders and centralize data analysis and dissemination to achieving those goals.
- With the alignment of their goals, WUHS should identify the specific indicators for mastery and completion of those goals.
- WUHS should continue with facilities renovations, upgrades and expansion of Science lab and the culinary classroom.

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

- SPSA
- LCAP
- Board policies
- Board agendas
- Board minutes
- Student handbook
- Organizational chart
- Governance Calendar
- Guiding Coalition agendas
- Guiding Coalition minutes
- Interviews with Board Members
- Interviews with Staff, Students and Stakeholders
- Observations
- Professional Development binder
CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

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

The school staff has been trained in using Professional Learning Communities in order to look at creating a course intervention model that is more complete in its offerings. The initial report states that they were previously using a RTI model that did not work for the school. The current model has support courses for Special Education and Math. It is the school’s goal to implement a program that has support for all core subject areas. This is an ongoing discussion with the staff with the intent of implementing the program in the fall of 2017.

The PLC model has created a venue where teachers can get together to discuss curriculum. The initial report states that the teachers have chosen essential standards for their courses. Once the standards have been selected, common assessments are written. Their standard selections and assessments are recorded and sent to the Administrator of Educational Services for record. The initial report states that the Next Generation Science Standards are being implemented in Life Science, Biology, and Ag Biology. It is evident that the Science department is in the beginning stages of this process and are working on identifying the new science standards. In addition, the Life Science course is being phased out as the school is moving toward eliminating courses that are not on the a-g list, articulated with a Junior College course, or a State graduation requirement.

The schoolwide learner outcomes consist of communication through speech and writing, higher order thinking, the ability to establish, monitor, and accomplish goals, research skills, and technological literacy. The initial report states that the instruction is based around the school-wide learner outcomes. Technology such as Smart boards and computers were observed in the classrooms. In the metal fabrication course, students were demonstrating their welding skills as they built their various projects.

The initial report states that the freshmen teachers meet regularly to discuss teaching methodologies and strategies to help their freshmen succeed. The staff has also been trained in strategies for integrating writing across the curriculum. AVID teachers present AVID strategies to the staff on every 3rd Monday of the month. The initial report stated that the strategies are used school wide. It was observed that Cornell notes were being used in some of the classrooms, and the students confirmed that whenever they took notes in a classroom that they did it using Cornell notes. The report also expresses a desire to utilize the PLC model as a means to increase integration across the core courses.
The AVID program takes students to visit Universities such as Sacramento State, even if the students are not enrolled in the AVID program. The Metal Fabrication pathway brings in representatives from Universal Technical Institute to present their programs to the students. In addition, the Metal Fabrication pathway also works with Yuba College, American River College, Sierra College, and Butte College. The developing Foods pathway already has Articulations with American River College.

The school counselor gives incoming freshmen a Math assessment to properly place them in the school mathematics courses. The counselor also does visitations to each of the 2 feeder schools to advertise the course catalog and help students select courses. The school staff participates in two registration nights before the school year starts where parents and students can come in and work with school staff in course selection.

There is currently no established system for tracking what happens to their students post graduation. The initial report states that the counselor is currently developing a survey to start gathering that data.

B2. Access to Curriculum Criterion

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

With the elimination of ROP, the school is moving toward transitioning to the Career Technical Education pathway model. There is currently a complete pathway in Metal Fabrication. The Floral program has 2 courses established in its pathway and the capstone course will be sent to the School Board for approval in 2018. There is currently one Foods course. The site is in process of creating two more courses to complete the pathway as well as constructing a new kitchen facility with money from a 9 million dollar facility school bond. The second Foods course is due to go to the School Board for approval in 2017 and the third course is set to be presented to the board in 2018. A 3-D animation pathway is currently in process of becoming CTE certified.

The school has been participating in a research study through a 13 grant. The grant provides for placing a random group of students into a STEM engineering pathway to find out if a project-based hands-on course series is an effective way of increasing student retention in that pathway. In return, the school will get to keep all of the lab equipment associated with the pathway. Due to student interest, a 3-D animation pathway is currently being developed.
The school implements a 7 period day, with periods 2 through 6 being the standard schedule. First period gives students the option to take an additional class. This model provides students with full access to a-g courses, AP courses, AVID, intervention courses, and CTE pathways. Students report being placed in their first or second elective choice. The students did report that they would like to see the addition of a Statistics class as the only Advanced Mathematics course offered is Calculus.

Some CTE pathways provide students with real world experiences. The Foods program runs several pop-up restaurants throughout the year. The engineering program competes in a robotics VEX competition, and has also taken students to the Sacramento airport to work on 747 jet planes. The students in the Metal Fabrication pathway has students repairing tractors and trailers for community members. Students in the FFA program show and auction livestock and metal fabrication projects at the Yuba county and the California State fairs.

The initial report indicates that the school hosts an orientation evening for incoming freshmen and their parents. During this time, department chairs and campus activity leaders advertise the various courses available at the school. This is in addition to the two registration nights where students and parents can meet with staff to select courses. The school has a Four Year Educational Planning Record worksheet that the students can use to plan their courses. This document stresses the graduation requirements and the CSU/UC Subject Requirements. The initial report states that there is currently no formal process for developing and recording a student’s personal learning plan but that one is being developed.

Parents have had an impact on curriculum for the school. When the school was considering offering either Statistics or Calculus, the parents selected Calculus. The parents also worked with the School Board to create a homework policy to limit course homework to 2.5 hours per class per week, with no homework to be assigned on Fridays, with the exception of AP courses.

The AVID program prepares students to transition to college. The CTE pathways are designed to give students career skills. The Metal Fabrication instructor is a certified Welding Inspector and can certify students as welders through the American Welding Society. The Foods pathway has students prepare meals to be served at events through American River College as well as for the local community.
CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of Strength:

• The staff has adopted the utilization of collaborative planning time.
• There is a clear Commitment to the PLC concept.
• WUHS implements a 7-period day that allows for maximum access to courses by its students.
• The AVID teachers regularly give presentations of AVID strategies to the staff.
• WUHS Administration is supportive in providing time and funding for staff to have access to professional development workshops for PLC, Common Core Standards, and Next Generation Standards.

Areas of Growth:

• WUHS should follow through on completing the development of 3-course CTE pathways and provide for appropriate facilities and internships.
• WUHS should develop and implement a means to follow up and record data about what WUHS graduates are doing post graduation to reflect back on curricular offerings.
• WUHS should develop and implement the use of an explicit 4-year learning plan process for every student that involves students, parents, and staff.
• WUHS staff has voiced concerns that a viable, guaranteed core curriculum is not in place for all subject areas. WUHS should complete this work prior to progressing further in the PLC process.

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

• Master Schedule
• Teacher interviews
• Administration Interviews
• Student Interviews
• Professional Development Binder (department meeting) minutes
• Classroom Observations
• Pacing guide samples
• Rubric samples
• Assessment samples
CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Challenging and Relevant Learning Experiences Criterion

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

Wheatland Union High School had done an intense self-study to determine the level of instructional connection between staff and students with a rigorous course of study. This study included 100 classroom observations during a five-week period. During the observations, the self-study team noted that teachers appear to be well-prepared and that lessons were marked by strong planning and appropriate pacing. The results of this study indicate that there are a variety of strategies being used to increase rigor, including individual, small group, and large group interactions. Specific instructional strategies observed during this self-study include AVID strategies such as Cornell notes, Socratic questioning, and "WICOR." The visitation committee found evidence of common pacing in some classes as discussed, this was particularly noticed in connections between RSP classes and their college-prep counterparts, showing that there is staff effort in having similar rigor between special education and general education classes. The vast majority of classroom visits showed student on task with activities that appeared to be of appropriate rigor. Student work samples in classrooms and in the “artifact” collection also demonstrate challenging assignments. Cornell-style notes were evident in about 50% of the classes visited, but the evidence of WICOR strategies was minimal. Student interviews demonstrated that the vast majority of students are experiencing the frequent use of Cornell notes in most of their academic classes, and that they are well-instructed in how to take and utilize Cornell notes, but were less familiar with WICOR and Socratic questioning. Teachers identified that Cornell notes are more common campus-wide than WICOR and Socratic strategies, but that there has been frequent AVID presentations as staff/PLC meetings, and that those strategies are being used.

There is a bonafide attempt at communicating lesson objectives and assessment expectations through the posting and/or discussion of learning targets, daily classroom agendas, successful student work examples, and grading rubrics. The visitation committee was able to verify that daily agendas were posted in nearly all the classrooms, while specific learning objectives were sometimes present, but at a far lower frequency. The self study team identified that WUHS is in the process of developing a built in intervention program. The visitation committee noticed that maybe half of classes had specific learning objectives posted. The visitation committee could find no direct connections between the learning objectives that were posted, and what ESLR/SLO was being addressed. There is concern from the self study that, despite the attempts to communicate learning expectations and/or essential standards, student interviews demonstrated that students were not always aware of what those expectations/essential standards were. Student interviews by the visitation committee demonstrated that while the math and English departments were seen as frequently
post learning objectives or essential questions, other classrooms were much more hit or miss with the use of explicit learning objectives. A greater uniformity in posting and referencing specific essential learning objectives may increase the students’ awareness of essential learnings, while a link to the school’s adopted SLO’s may increase the student awareness of the relevancy of the learning objectives. Conversations with staff member indicated that there is room for growth in using the SLO’s to drive instructional decisions, including posting and connecting learning objectives.

The self-study identifies that differentiation of instruction was evident in their major course of self observations. Two specific programs, Global PD and PLC’s, have been initiated to increase differentiations. The visitation committee noticed intermittent differentiation within classrooms, including group work, project-based learning and instruction, and competitive group inquiry. However, some classrooms appeared to still rely heavily on direct instruction. The self study found that the interventions systems employed by staff appeared to vary greatly, and the self study team could not identify strategic reasons for the variance. The self-study team also identified the creation of an “in-day intervention period” as a major target for the upcoming school year. The visitation committee found that some instructors are using assessment data to develop intervention groups, but this is far from uniform campus wide, and that this will be a growth area for their burgeoning PLC movement. The visitation committee also found that work has been done towards the creation of an “in-day intervention,” and has done research on what would work best for their site. Discussions with staff indicated that the usefulness of Global PD is a topic of debate, and many staff members indicated that they felt it was not user-friendly. Discussions with teachers also indicated many concerns that the PLC process was being rushed and there needed to be more emphasis on “doing it right.”

C2. Student Engagement Criterion
To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

The self study indicates that teachers are current in instructional content and methodology, and there is evidence that AVID is being widely used throughout the campus. There is also evidence that teachers are versed in use of a structured five-step lesson plan and facilitating cooperative learning. Questioning strategies varied greatly, but there is evidence that WUHS faculty are using CFU questions to informally assess different levels of DOK questioning. The visiting committee observed a wide variety of instruction techniques, where some teachers are demonstrating check for understanding questions of different levels, strong lesson planning, and cooperative learning, although these techniques were not evidenced campus wide.

The self-study identified that it was observed that there is an ongoing shift from teacher-led to student-led inquiry. The science department was identified as leading the charge in this shift, and the focus on NGSS standards is the major impetus behind this
change. The visitation committee was also able to note some classes using more student-discovery models of learning, but it is clear that this is a shift that is still in the beginning stages. The use of differentiation is both an area of growth amongst those leading the charge of using a variety of instructional techniques, and an area of growth to continue observing what other teachers are doing to avoid complacency.

There is evidence of the use of increasing use of technology at WUHS, including smartboards, computers, calculators, elmos and “clickers,” as well as the use of multimedia technology such as film and internet video clips. However, infrastructure problems possibly limit the amount of technology use, and there is uncertainty whether other factors may also contribute to limited technology use, such as teacher preference/reluctance. The self-study asserts that infrastructure is being improved on site. At the time of the visit, the school now has campus-wide wifi capability. While most classrooms had computers and LED projectors, the use of technology varied greatly among classrooms. Technologies used included computers, projectors, smart boards, programs like PowerPoint, and multimedia film clips. Student interviews indicated that there is student perspective that technology use by teachers is sporadic, and that even basic technology use such as LED projectors is not uniform. Students also stated that they were not all aware of wifi being online, and that they do not yet have all access codes to wifi. They also notice that there is disparity between the technology tools available between some core classes. Discussion with the instruction focus group identified that better technology appears to be on the horizon with the implementation of wifi campus-wide, but with that will come materials demands including having enough computers and technology to meet the demands of using technology as a frequent instructional tool.

Exposure to real-world experiences and how learning can be connected to future college and career plans appears to be a relative area of strength, as determined by the self study, particularly within the CTE program. A variety of hands-on projects with the culinary, welding, farm equipment, and construction programs provide students with real-world exposure and experience with career opportunities connected. However, the self-study also acknowledges that there appear to be fewer direct connections with core academic classes. The self-study identifies that the “Career Cruising” program is not required outside of AVID and SPED. The self-study identifies that there is a need for more uniform career exploration opportunities, and there are plans to utilize the PLC process to help with this progress. The visitation committee noticed some classrooms outside CTE making bonafide connections to real-life applications, but this was not uniform in the instruction across the school. It should be noted that in student interviews, the connection to real life in core, elective, and CTE classes is an area of strength for the school. The student interviews also verified that Career-Cruiser is not a uniform experience for WUHS students.
CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning:
- There is a high amount of teacher efficacy in planning, subject matter knowledge, variety of instructional practices, and creating engagement.
- There is a strong awareness of need for growth, which is critical to the improvement of any campus.
- The real life applications of the CTE pathways and core classes create strong relevance and engagement in WUHS students.
- The strong commitment by staff and students to the value of Cornell notes demonstrates the capacity to implement a campus-wide initiative.
- The student body values the instructional expertise of the staff of WUHS.

Key issues for Standards-Based Student Learning: Instruction:
- WUHS needs to ensure that the new wifi is functional for students and staff, and that technology/multimedia use is increased campus-wide.
- Increase the use of differentiated instruction, including enhanced questioning for higher-level thinking/DOK, student inquiry-based instruction, and more uniform implementation of AVID strategies such as WICOR and Socratic Seminar.
- Use programs like Global PD and Career Cruiser with fidelity across staff so that all students and staff benefit from their capabilities.
- Develop and implement the means to ensure that all students are clear on the purpose of instruction and teacher expectation.
- Create a system of accountability so that learning objectives are connected to SLO’s and posted daily campus wide, with explicit and direct references during the lesson.
- While there seems to be universal appreciation of the purpose of PLC’s and a there is a desire to create a PLC environment, there is a lot of concern about the pace with which PLC’s are being implemented, and whether they are doing too much, too soon, without enough quality control.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:
- Agendas seen posted on classroom whiteboards frequently
- Learning objectives being posted and/or mentioned sometimes
- The use of Cornell Notes observed in many classes
- Classroom visitations by Visiting Committee
- Self-Study Report, particularly results of self-study observations
- Student Interviews, both individual and in focus group
- Q&A session with Instruction focus group
- Student work seen in classrooms and in “artifact” collection
- Global PD database
- PLC meeting notes
CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

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

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

In general, the school uses professionally acceptable assessment in nearly every department. The school is in their second year of PLC and the staff utilize this time to collaborate and develop departmental common assessments. Staff analyze assessment data during early release Monday, which is a portion of their PLC time. Each department is moving towards becoming data driven. The English Department uses a common rubric to evaluate student writing. The department has developed benchmark assessments which are administered twice annually with sophomores, while Biology and Ag Biology utilize weekly assessments, and Math, PE and other Sciences use a common final exam. In the Math Department, both formative and summative assessments are typically written collaboratively between the department teachers and data from these assessments is used to guide instructional decisions.

The school is progressing in the monitoring of student growth and progress toward accomplishing academic standards, college-and-career readiness standards, and schoolwide learner outcomes. The feeder schools are not part of the WUHS school district. This creates a challenge for staff to collaborate across the grade levels and ensure a seamless eighth grade transition to high school. The staff has worked diligently to implement the “math challenge test” for incoming freshmen and the WUHS staff have also met with the teaching staff from the middle school to articulate common core math grade level expectations. “Pirate Come About” week is another program WUHS has implemented to provide a better transition for incoming freshmen.

The Superintendent/Principal and staff present state CAASPP and schoolwide assessment data to parents and board members at board meetings annually. In addition, students and parents are informed on student progress toward achieving the academic standards throughout the school year via parent conferences, AERIES, and other technology communication options (Remind, Loop, emailed progress reports from AERIES). The counselor is exploring a potential student tracking system that will assist in the effective monitoring of college and career readiness and schoolwide learner outcomes for all students.

All Departments are currently involved in developing common assessments. Various departments meet to develop, implement and review common assessments. These assessments range from fill in the blank to short answer. Teachers meet within their
departments to review assessment data to evaluate effectiveness of their classroom curriculum, support programs and CTE pathways.

Assessment data from benchmarks and classroom quizzes, project-based coursework and tests are shared with students shortly after completion, while state and College Board data is reviewed annually. Staff receives a review of assessment data throughout the year from administration which is then shared at the department level. The WUHS staff receives an annual presentation covering a variety of assessments such as: CAASPP; AP; SAT/ACT; Department Benchmarks. Additional presentations are specifically designed for parents and community members to understand the significance of the data and potential master schedule changes required to accommodate student needs.

WUHS is starting the process of acquiring a student tracking system that will permit the counselor, administration and teachers to review student progress towards college and career readiness. The Physical Education Department has common assessments that include short answer, performance based, and problem solving. Teachers utilize a “P” drive to share rubrics and common assessments.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion
To what extent do teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning?
To what extent do students and teachers use these finding to modify the learning/teaching practices to improve student learning?

Staff in the Math Department frequently use appropriate formative and summative strategies to measure student progress. Reviewing the data permits teachers to determine if students understand material or if curriculum should be retaught. On occasion teachers will need to assess the effectiveness of their programs and to adjust their curriculum as needed.

Most departments maintain their focus on both formative and summative assessments. An array of strategies have been implemented to support student mastery of content. The math department allows students to retake exams, until the next unit is presented, which permits a student to show mastery of standards.

WUHS has piloted several different data collection services. Data Director, Illuminate, and Edusoft are three systems the school has used and then have also abandoned. There is a general frustration among teachers to maintain long-term data but due to the frequent departure of a data collection system, student benchmark data has been lost with each transition. As the school now employs Global PD, reluctance exists among staff with full implementation as Global PD does not offer a test bank of questions that
align with Common Core and the CAASPP. While some departments attempt to embrace Global PD, attention needs to be made to the gaps in Common Core and CAASPP data alignment.

Currently, WUHS is experiencing a large transition towards developing schoolwide assessment process which allows for student feedback. For instance, the Math Department has implemented a “learning target sheet” designed to provide students with standards that will be met on the following unit. Students self-assess their ability to meet the standard. Once they have completed the unit exam they review their scores with the learning target sheet to determine how accurate their self-assessment truly was for that unit. These learning target sheets are a valuable tool for the teachers in assessing the effectiveness of their instruction for a specific area. The English Department has cross-curricular assessments with the History Department, for example junior English works with U.S. History over a span of time and utilizing books such as Grapes of Wrath. Students are required to conduct peer-editing on rough drafts in an effort to involve students in the feedback process.

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

To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

Global PD is the main vehicle for collecting and analyzing data. The staff reports that Global PD is used to disaggregate common assessments so that all decisions are data driven. More training and time to utilize Global PD as a tool is still required.

The staff utilizes the PLC model to discuss the effectiveness of course offerings and determine the most appropriate courses based on student need.

Stakeholders from board members to parents are provided a summary of annual CAASPP data and overall student performance is disseminated at a school board meeting in the fall. The school regularly examines and analyzes standards-based curriculum-embedded assessments and standardized assessments for English language arts and mathematics.

The majority of students take advantage of the phone app, “Grades” which permits students the ability to continuously monitor their grades. The app has the functionality for students to enter potential test scores and project future grades. Parents also have access to this app so they have the ability to monitor their child’s grades as well. The app operates in real time and provides students and parents notifications when grades are updated by teachers.
CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability:

- WUHS’s adoption and implementation of the PLC principles are largely positively received.
- WUHS staff has been provided time on Collaborative Mondays to meet as PLCs and discuss key issues pertaining to the site and individual departments.
- WUHS staff uses Aeries to maintain grades online and parents and students may access this information through the “Grades” app.

Key issues for Standards-Based Student Learning: Assessment and Accountability:

- WUHS staff members report that more training is required on Global PD. There is a general concern among staff that Global PD limits the number of questions allowable for assessments and that CAASPP-like question techniques are not allowable within the Global PD parameters.
- While many departments have made strides in developing common assessments, the WUHS staff has voiced concerns that a viable guaranteed core curriculum is not in place for all subject areas. Continued attention on developing and aligning pacing calendars with Common Core essential standards highlighted should be completed before a firm commitment can be made in the area of common benchmarks and common summative assessments.
- The in-day intervention program should be further explored and discussed. Many WUHS staff have expressed concern with implementing too many programs before developing the foundational elements first.
- The WUHS staff should consider prioritizing their initiatives so that all staff have buy-in and all staff have a full understanding of the path and the order in which these initiatives will be implemented.

Evidence:

- Documentation located in Self-Study binders
- Staff Interviews
- Student Interviews
- Visiting Committee observations
- Classroom visits
- Professional Development binder
- Common Assessment binder
CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

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

Wheatland Union High School’s mission statement, “Together, building a foundation for life” was carefully selected because the stakeholders believe that education is a collaborative effort. The collaboration consists of school personnel, family, and the greater community; all the stakeholders are involved. Some of the strategies utilized to encourage participation include: an updated and revised web site, and the availability of Parent Portal, a system designed to ensure students and parents can track attendance and academic progress. Parent conferencing is held twice a year, once each semester. The Back to School night component of fall parent conferencing is one of the opportunities used by the leadership to encourage families to participate in the many committees that help support our academic mission. A few examples are the LCAP Committee, School Site Council, Boosters, ROP Advisory Committees, and Bond Oversight Committee. The extensive process utilized in the development, revision, and adoption of the LCAP has also been instrumental in encouraging all stakeholder groups to become involved in the educational process.

The school has initiated an internship program with Beale Air Force Base and is actively seeking to develop internship partners in the local community. Prior to two weeks ago the School communicated with parents primarily through email, texts, all-calls, the school website and facebook page. The Aeries loop program was purchased by the school two weeks ago and they have begun the process of integrating parents and students to this program. All the 9th graders were individually contacted through the geography and math classes and Aeries accounts were set up for each student. The school also uses Facebook, Twitter, and Instagram to communicate with students and parents.

E2. School Environment Criterion

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

In 2012 a $9,000,000 general obligation bond was passed. The monies from this bond were earmarked for infrastructure, educational support, and updating athletic fields. The recent modernizations to the facility have been a great source of pride for all stakeholders. The support for a clean environment is evident in both the board’s strategic plan and LCAP goal stating that the site will maintain an outstanding level of cleanliness and repair at all district facilities. This effort is overseen by the Maintenance, Operation, and Transportation Director, a position recently reinstated by the board. Many of the cuts in support staff which were made during times of financial crisis have been reinstated. These commitments, in conjunction with the pride students feel for the updates made at the site have assisted in ensuring a clean environment.
The school has made maintenance of the renovated facilities and the completion of the facilities upgrades planned as part of the recent Bond both a part of the WASC Action plan and the LCAP goals. Continuing expansion plans include the renovation of the Science lab and the construction of a new kitchen facility which will greatly enhance the Science program (and Next Generation Science implementation) and the planned expansion of the Culinary Arts program. The Bond Oversight committee is responsible for ensuring the progress and completion of the facilities plan.

Wheatland's commitment to the values identified in the Pirate's Code, Perseverance, Integrity, Respect, Attitude, Teamwork, Excellence, and Scholarship has been instrumental in the promoting of safe and orderly environment.

The school's mascot, the Pirate, has been effectively used to thematically link all the components of the school, from the mission, vision and SLOs, to the decor throughout the school. The Pirate's life is reflected throughout the campus and the pride in the campus, facilities and the Pirate life was evident to the WASC visiting committee.

A third administrative position was recently reinstated at the site. This assistant principal's primary responsibilities are to oversee school culture and discipline. Cy Olsen, the Assistant Principal, also teaches the Leadership class which provides continuity in these efforts.

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

The staff at WUHS has undertaken a shift in culture through the adoption of the Professional Learning Community philosophy. This adoption has helped to clarify their purpose and commitment. Through becoming a PLC, the stakeholders feel they fulfill their primary goal of commitment to a high level of success for all students.

E3. Personal and Academic Support Criterion

To what extent do all students receive appropriate academic support and intervention to help ensure school, college, and career success.

To what extent do students with special talents and/or needs access to a system of personal support services, activities, and opportunities at the school, and how are they enhanced by business, industry, and the community?

To lessen the impact of the transition from middle school to high school, the site has implemented a week-long program held before the beginning of the school year known as Pirates come about. This program allows for freshmen to become familiar with each other and the school prior to the actual start date. Link Crew, an upperclassman mentor program, helps to reinforce a welcoming, safe, and orderly environment.
While WUHS has put into place the structures necessary to support the academic endeavors of all students, full implementation has yet to occur. They have focused on the initial phase of the PLC process, determining what they want students to know and how they will know if they have learned it. The next step is to address the issues of those that have not learned it. Data indicate that although instructional delivery methods have been modified, and after school, AVID, and individual teacher tutoring are available, there continues to be the need for additional academic support.

As a result, the guiding coalition has planned a trial implementation of an in-day intervention period. This period will meet thirty minutes twice a week and will include all staff and students. Students who do not need academic instructional support will be provided a variety of other ways to effectively use the time.

The need for every student to develop, implement and monitor a four-year learning plan continues to be an unmet goal. The delay in implementation was exacerbated by the elimination of advisory period. While it is clear that a single counselor cannot accomplish this task, currently no specific means of accomplishing it has been determined. The PLC, under the leadership of guiding coalition, has begun to explore means to ensure that all students develop and effectively use a four-year plan. To this end, the site adopted the student learning outcome stating students will demonstrate the ability to establish, monitor, and accomplish goals. The Visiting Committee hopes that time dedicated to the implementation of an in-day intervention period can be utilized.

Although facing the normal challenges of a small school, Wheatland works diligently to provide students with special talents and/or needs to have access to a system of personal support services, activities, and opportunities at the school. During the past three years, Wheatland has worked on the implementation of three career paths to meet the need and interests of students including welding, culinary arts, and STEM. In addition to these courses the district currently offers four advanced placement courses, US History, Calculus AB, Government, and English Language. Two additional AP classes have been approved and are offered according to student interest, they are Calculus BC and English Literature. The small population of English Language Learners is served by a staff that is CLAD certified. Students are not scheduled into courses with the very few staff members who are in the process of obtaining that certification. A bilingual aide has been hired to assist staff and students and ensure that EL students’ academic needs are met. The AVID program serves as a vehicle to help guide students from families with limited college experience, in course selection, maintaining appropriate grades, and the entire application process. In addition to meeting the academic needs of their students, Wheatland offers a full complement of clubs, sports, and activities.
CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

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

1. WUHS is committed to the Professional Learning Community process.
2. Students report feeling safe and supported by WUHS staff.
3. Students report the family-like atmosphere and sense of community they have to WUHS.
4. WUHS’s pirate mascot has been effectively used to unify all stakeholders.
5. There is a culture of celebration of student success as evidenced by activities such as the Principal’s Advisory Committee, the Depper Awards, the graduation stoles, the code cards, and the Pirate Come About Week.
6. Students are highly engaged in activities, shown by strong student participation in activities such as FFA, athletics, and lunchtime activities including an annual 3-on-3 basketball tournament.

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

- WUHS should consider centralizing parent communication methods by implementing Aeries Loop with fidelity and consistently updating of the school’s webpage and online presence.
- WUHS should consider additional means to advise individual students more effectively regarding their curricular choices that lead to college and career pathways. The Visiting Committee is concerned that the reduction of the counseling staff coupled with the elimination of the advisory period is having an adverse impact on student guidance.

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

- SPSA
- LCAP
- Board policies
- Board agendas
- Board minutes
- Student handbook
- Athletic handbook
- Organizational chart
- Guiding Coalition agendas
- Guiding Coalition minutes
- Interviews with Board Members
- Interviews with Staff, Students and Stakeholders
- Observations
- Website
- Classroom visits
- Lunchtime activities
- Athletic schedules
- Master schedule
Part B: Schoolwide Strengths and Critical Areas for Follow-up

Synthesize schoolwide areas of strengths and list numerically.

Schoolwide Areas of Strength

1. Embracing the PLC philosophy as the foundation for continuous growth and support of the students of Wheatland Union High School is evident, including the establishment of weekly collaboration time to support PLC work.
2. WUHS Administration is supportive in providing time and funding for staff to have access to professional development workshops for PLC, Common Core Standards, and Next Generation Standards.
3. The strong commitment by staff and students to the value of Cornell notes demonstrates the capacity to implement a campus-wide initiative and could serve as a model for other initiatives.
4. There is a high amount of teacher efficacy in planning, subject matter knowledge, variety of instructional practices, and creating engagement.
5. WUHS staff uses Aeries to maintain grades online and parents and students may access this information through the “Grades” app.
6. Students report the family-like atmosphere and sense of community they have to WUHS.
7. There is a culture of celebration of student success as evidenced by activities such as the Principal’s Advisory Committee, the Depper Awards, the graduation stoles, the code cards, and the Pirate Come About Week.

Synthesize schoolwide critical areas for follow-up and list numerically:

The Visiting Committee concurs with the school’s identified areas that are outlined in the schoolwide action plan. These are summarized below:

1. Improve the level of communication between and within all stakeholder groups.
2. Develop and implement a guaranteed and viable curriculum designed to support all students in the pursuit of graduating college and career ready.
3. Develop and implement a regular review process for issues that impact student success.
4. Develop and implement a staff development plan designed to increase student success.
5. Continue to address facilities modernization.
In addition, the Visiting Committee has identified areas that need to be strengthened:

1. WUHS should align their goals across the LCAP, SPSA, SLOs, and the WASC Action Plan to unify all stakeholders and centralize data analysis and dissemination to achieving those goals.
2. While the school already has identified the need for a guaranteed and viable curriculum as a needed area for action, the school is also working on common assessments and a possible “in-day intervention”; the implementation of these three different aspects of PLC work is causing staff work to be disjointed. WUHS needs to analyze their current PLC capacity and progress, and prioritize the next task to be completed with total staff buy-in.
3. While investigating a guaranteed and viable curriculum, the question of how the literacy standards of the CCSS are integrated across core academic areas needs to be investigated and addressed.
4. Within the school’s self-identified need to address facilities modernization, the visiting committee found that areas of priority amongst WUHS stakeholders include science labs, a larger functional kitchen teaching area, and continued restroom improvement, and the VC recommends that WUHS pursue their plans in these areas.
Chapter V: Ongoing School Improvement

- Include a brief summary of the schoolwide action plan

WUHS has identified the following 5 strands for their Action Plan:

1. Improve the level of communication between and within all stakeholder groups.
2. Develop and implement a guaranteed and viable curriculum designed to support all students in the pursuit of graduating college and career ready.
3. Develop and implement a regular review process for issues that impact student success.
4. Develop and implement a staff development plan designed to increase student success.
5. Continue to address facilities modernization.

- Comments on the following school improvement issues:

Overall, the action plan addresses the critical areas for follow-up provided in their self-study. The action plan includes rationales, links to content standards and vision documents such as the SLO’s, and does have specific connections to increased student learning.

The format of the document itself has many merits, including a brief overview of the five self-identified follow-up areas, a detailed description of each area, and a six-column chart identifying the area, the steps needed, growth targets, means of assessing/monitoring/reporting progress, people responsible, timelines, and resources needed.

However, there are gaps in the action plan that will need to be addressed for it to be a truly effective document. For some items, the means to assess progress are vague and/or are not explicit enough in how the assessment tools will be used. For instance, how will "agendas, meetings, and minutes" be a means of assessing the development of a guaranteed and viable curriculum? What artifacts/products can also be used as evidence of this goal being reached? Other areas of greater specificity for the action plan include growth targets (these should include measurable SMART goals), timelines (ongoing is too vague a term for most goals- what are the actual deadlines that are to be established for progress checks on these goals), and resources needed; school documents such as the technology plan, the SPSA, and the LCAP need to be aligned to point towards the same goals, and to identify actual costs in terms of money, time, and facilities.

The staff commitment to student achievement, the commitment to an ongoing PLC culture, the passing of a facilities bond, and the strong level of community support are all resources which should help this action plan be successful.
Many aspects of the action plan are very dependent on increased human resources and fiscal investment in facilities. While the facilities bond has been helpful to the school's modernization, these funds are finite, and the needed funds to achieve all of their goals may not be currently feasible. These limitations increase the importance of prioritizing goals and setting timelines.

As mentioned above, a key element for improvement will be in the evaluation of progress within the plan. The current listed means of assessment will only be effective if the assessment tools are specific to each goal, and if the goals themselves are measurable. WUHS should strongly consider using the SMART goal framework for enhancing their action plan.