Mid-cycle Visiting Committee Summary Report
for Schools Postponed due to COVID-19

ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

WHEATLAND UNION HIGH SCHOOL

1010 Wheatland Road
Wheatland, CA 95692
March 2016
June 11, 2020

Visiting Committee Members
Nancy Brownell, WASC Director
SUMMARY

Include:
- General comments about the school, including summary of achievement data
- Significant changes and/or developments and their impact on the school
- School’s follow-up process and process used to prepare the mid-cycle report
- Summary of progress on action plan that addresses student and school needs and critical areas for follow-up (growth areas for continuous improvement) and impact on student learning.

Student/Community Profile Data

Wheatland Union High School (WUHS) is located in the city of Wheatland, one of two incorporated cities in Yuba County. The city of Wheatland is located in the southern portion of the county in the northeastern edge of California’s central Sacramento Valley. The school was established in 1907 to serve the students in south Yuba County and has moved locations three times, opening at its current location in 1960.

WUHS is one of three comprehensive high schools in the county and the only comprehensive high school in the Wheatland Union High School District. Although serving fewer than 800 students, the District serves a large geographic 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 2018, the student population of WUHS includes 784 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 make-up of the school is primarily White, approximately 48 percent, and Hispanic, 29 percent. Both the District and the high school receive impact aide for serving military students.

A new superintendent was hired in May 2018, changing from a Superintendent/Principal to two positions and another counselor was hired. After meeting with all stakeholders, the superintendent streamlined the LCAP goals to make them more concise and manageable. Based on the data evaluation and input from the various stakeholder groups several adjustments were made to the plan, which was then adopted by the governing board in June 2019. In January 2020 the WUHSD Board of Trustees supported the Superintendent’s recommendation to restructure the administrative staff to optimize the support provided to students, the district, and the community.

In order to gather input for the Local Control Accountability Plan (LCAP) for the Wheatland Union High School District, eight stakeholder groups were identified and include students, parents of students entering the high school from the Plumas Lake area, parents of students entering from the greater Wheatland area, School Site Council, school faculty, classified employees, and two student groups: one representing the general student body, the other representing students who struggle academically. These groups provide input in the development of the LCAP. The Site Council includes parents, students, teachers, classified employees, and
community members. The parent groups represent students with varied needs and concerns, including English Learners and students with disabilities. Meetings occur with the parents of the two feeder districts so as to include broader input to the school. Meetings are advertised through flyers, web page, social media, and auto dialer announcements. In addition to these eight groups, the Wheatland High School District Board is instrumental in providing input regarding the direction of the LCAP.

Stakeholder groups that give input for the LCAP review student data. Metrics included student performance data on state, local, and federal assessments, report card data, attendance, suspension, expulsion and graduation rates, A-G completion rates, College and Career Indicators, and chronic absenteeism. Discussions are held on the state’s eight priority areas. Administration and stakeholders determine areas of strength and weaknesses in order to focus on each of the areas.

The LCAP was streamlined in 2019 from five to three goals with activities and strategies subsumed into the three goals. The original five goals were reduced to three. It was important the two goals removed were encapsulated in the three goals. Goal four and five’s actions were written into the three new goals.

The three goals from the LCAP are:

1) WUHS students will graduate high school college and career ready.
2) WUHS students will feel a sense of connectedness academically, socially, and physically.
3) WUHS will engage families and members of the greater school community as educational partners.

WUHS participated in a full self-study March of 2016. At the time of the visit the committee concurred with the high school’s identified areas of critical need:

1) Improve the level of communication between and within 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.

The visiting committee recommended additional growth areas:

1) Align LCAP, SPSA, SLPs and the WASC areas for improvement.
2) Analyze current PLC capacity and progress and prioritize the next steps to improve staff buy-in and accomplishments.
3) Investigate and address how the literacy standards are integrated across core academic areas.
4) Continue to find ways to improve facilities as funds are available including science labs, larger functioning kitchen teaching area and improved restrooms.

The WUHS staff reviewed all the recommendations extensively, included actions and strategies and has made ongoing progress on the recommendations. Evidence and details identified in Chapter 4 of the midcycle report and interviews confirm progress and additional activities in support of goals. The district has emphasized improved facilities and building a positive school culture in the past 2 years in addition to working on curriculum and student achievement. Continuing work is focused on implementing PBIS and trauma informed practices, and increasing counseling staff. Root Cause Analysis will be conducted for the following defined knowns identified by stakeholders for inclusion in the LCAP and next phases of continuous improvement initiatives:

1) High F Rate Amongst SPED Students and 9th graders;
2) CAASPP math and ELA achievement scores;
3) Increased need for mental health services to support student social emotional needs;
4) Need for more inclusive practices (SPED/504/Low Achieving Students)
5) Strengthen and increase a school “culture of accountability” to better support student needs.

Additional tasks will be added to the action plan once the root cause analysis is completed.

Schoolwide Strengths

1. Committed and collaborative school team and district focused on student success and a culture of improvement. Able to establish distance learning priorities and systems early on in the covid 19 school closures.
2. Improved facilities and technology upgrades even without the passage of the 2020 bond.
3. National Math and Science and Strong Workforce grant awarded to the school providing additional resources to strengthen college and career readiness goals.
4. Development and implementation of common assessments and pacing strengthens teaching and learning across the school community.
5. Restructured administrative team provides more clarity on responsibilities and supports goals of continuous improvement and student success.
6. Use of NWEA fall assessments for all 9th graders, 10th graders later, in math, science, English as a local measure to better identify student learner needs and progress expectations.
7. Improvement initiatives related to school culture, PBIS, trauma informed practices, InsideOut coaching, “Pirate Focus” and other health and wellness
priorities provide strong foundational practices to support student academic achievement and success.

**Growth Areas for Continuous Improvement: The visiting committee concurs with the school’s identified areas for growth:**

1. Continue to implement strategies to ensure students graduate high school college and career ready.
2. Continue to develop and implement schoolwide strategies so students experience a sense of connectedness academically, socially, and physically.
3. Continue to engage families and members of the greater school community as educational partners.

**Additional Areas for Growth:**

1. Continue to develop and implement strategies to measure the impact of new continuous improvement initiatives on student success and well-being.