



HAWKS

**WASHINGTON HIGH SCHOOL
MID-CYCLE 2-DAY PROGRESS REPORT**

**900 EAST C STREET
COLTON, CA 92324**

COLTON JOINT UNIFIED SCHOOL DISTRICT

MARCH 2-3, 2020

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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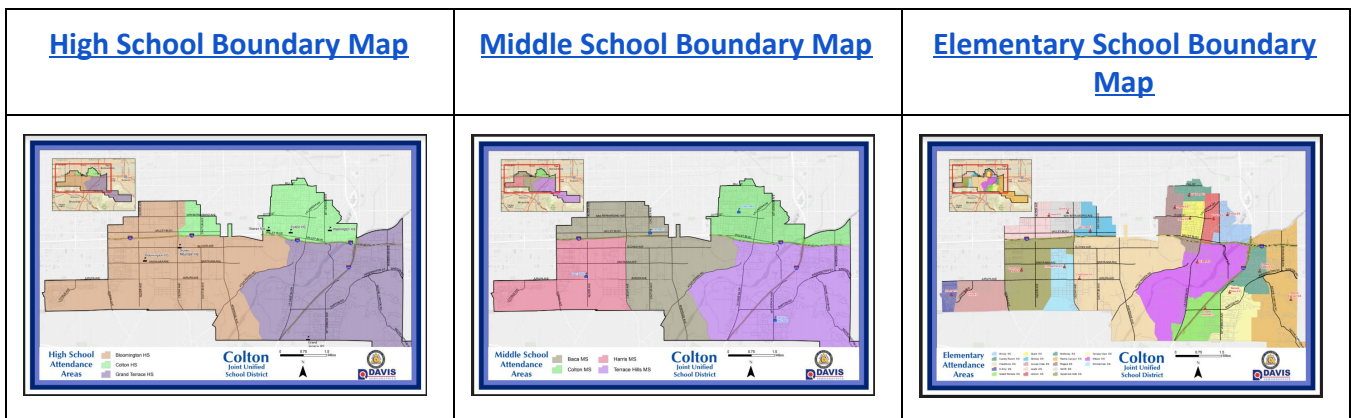
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Chapter I

Student & Community Profile Data



The Colton Joint Unified School District (CJUSD) is located in the heart of San Bernardino County and serves a broad geographic area which includes the cities of Colton, Bloomington, Grand Terrace as well as portions of Fontana, Rialto, Loma Linda, and San Bernardino with a combined student population of approximately 22,014 for the 2019-2020 school year. CJUSD is comprised of two state preschools, 18 elementary schools, four middle schools, three comprehensive high schools, one continuation high school, and Washington High School as the opportunity alternative school. CJUSD reinstated their adult education program in January of 2017. Washington High School (WHS) is the only alternative educational setting in the CJUSD that serves students’ academic and social-emotional needs across all grades (K-12). WHS oversees five different programs: High School Opportunity, Middle School Opportunity, Special Day Class (SDC) 7-12, Independent Study, and K-8 Home Choice Program.



Student enrollment at WHS is fluid, with students enrolling any given day throughout the academic school year. Students who are attending voluntarily and those who meet the terms of the Plan of Rehabilitation contract conditions generally transfer back to their comprehensive home schools at the end of the semester. We serve students from seven comprehensive schools (three high schools and four middle schools). The student population at Washington is made up of a wide range of student profiles such as: disciplinary students with Plan of Rehabilitation contract conditions, SARB students that have been assigned by the SARB panel, parent voluntary placement, comprehensive site team referrals, and students with social-emotional challenges that prefer a smaller learning environment. Many of the students coming to Washington High School are credit deficient and may lack academic skill sets necessary to experience success. District K-8 students can also be served through the Home Choice program, an independent study program where a teacher works with students and parents. The parent also serves as an instructor.

WHS staff engages in daily professional learning trainings and collaboration which equips them to successfully remediate students' academic gaps. With best-practices mastered, teachers work with students at the individual level when needed to help improve social-skills that later translate into increased self-esteem, leadership qualities, and academic success. The staff at WHS is dedicated to the facilitation of students' progress and empowerment with the end goal of each and every student successfully transitioning to their respective comprehensive sites. Although WHS is an alternative educational setting, professional development trainings, behavior modification practices, and district aligned curriculum in-services are offered to all staff members, equipping each member to utilize best-instructional and behavior modification practices in a modified learning environment to facilitate learning for all students. Therefore, our dedicated teachers and classroom tutors provide students with appropriate learning opportunities and counseling support to help them achieve their personal goals. WHS staff are committed to students' academic and social-emotional success in an effort to successfully transition back to their comprehensive home schools or graduate from Washington High School (independent students and SDC).

WASC Accreditation History Washington High School has a long history of accreditation. The 2006 Self-Study accredited all programs with 9-12 grade students. In March of 2011, WHS received a three-year accreditation, and in March of 2014 another three-year accreditation was granted. After the April 2017 Self-Study visit, Washington High School was placed on a two-year probation with another visit scheduled for April of 2019. The results of the probationary visit resulted in Washington High School being granted accreditation through June 30, 2023 with a two-day Mid-Cycle visit in March of 2020.

School Mission At Washington High School we provide an effective academic course of study in a nurturing, safe, and structured learning environment in partnership with students, parents, staff, and community.

School Vision The staff at Washington High School are dedicated to creating a culture that provides a rigorous, well-rounded education and produces citizens who successfully transition to their comprehensive school sites and are ready to pursue a college and/or career path.

Positive Behavior Intervention and Supports ([PBIS](#)) Expectations

Be Respectful

Be Responsible

Be Safe

[Student Learning Outcomes/Slogan--HAWKS SOAR!](#)

S	Safe and responsible behaviors
O	Optimistic attitudes
A	Academic and attendance progress
R	Respect for self and others

Teacher Evaluations Permanent teachers are evaluated every two years and those who have been in the district for over ten years and have received satisfactory evaluations are placed on a five year evaluation cycle. However, during that five year evaluation cycle, principals may choose to evaluate the unit member. Probationary and internship teachers have two observations scheduled per year for the first 2 years in the district. Final signed evaluations are sent to the Certificated Personnel office for review and filing. If evaluations are satisfactory after two years, the certificated employee receives permanent status.

Substitute Teachers Substitute teachers are requested when teachers are absent due to illness, family funeral, court, personal necessity, or attending a district training or conference. Teachers use the district’s internet based program, Frontline, to request substitute teachers.

WASHINGTON HIGH SCHOOL DEMOGRAPHICS

Student Enrollment by Group

This table represents the student population based on each student’s ethnicity or identification in a particular group.

Group	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
American Indian or Alaskan	1	N/A	2	1
Asian	1	N/A	N/A	N/A
Hispanic or Latino	96	84	72	52
African American or Black	8	16	6	9
White (not Hispanic)	21	10	5	11
Pacific Islander	3	N/A	N/A	N/A
Filipino	2	2	2	2
Two or more Races	N/A	N/A	2	N/A
Total	133	112	89	75

Enrollment by Grade Level

This table represents the total number of students enrolled in a specific grade level combined from High School Opportunity, Independent Study and SDC At-Risk.

Grade	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
9	13	18	7	10
10	27	26	22	20
11	6	6	11	9
12	59	40	33	16
Total	105	90	73	55

English Language Learner

This table shows the percentage of ELL students and RFEP students enrolled in our programs.

	2015-2016	2016-2017	2017-2018	2018-2019
ELL	13.5%	12.5%	15.7%	16%
RFEP	12.8%	20.5%	16.9%	14.7%

Socio-Economically Disadvantaged

This table demonstrates that Washington High School is comparable to the District in the percent of students who qualify for a free or reduced lunch. For the 2018-2019 and 2019-2020 school years, WHS is one of several District schools, due to a Federal Grant, in which all students receive free meals each day.

School	2016-2017	2017-2018	2018-2019
Washington High School	73.2%	84.3%	80%
District Total	82.1%	84.4%	80.2%
County Total	71.2%	72.9%	79.3%
State Total	60.0%	61.5%	60.9%

Students receiving Special Education Services

Washington High School typically maintains a larger percentage of students who receive Special Education services, mostly due to the SDC At-Promise class housing 100% IEP students and measured against the total school population. The current percent for the 2018-2019 has ranged from 23-25% (This number may change throughout the school year based on fluid enrollment).

School	2016-2017	2017-2018	2018-2019
Washington High School	28.6%	23.6%	26.7%
District Total	10.7%	11.2%	12.4%
State Total	12.1%	11.3%	12.8%

Chronic Absenteeism

This table previously showed truancy rates but now uses chronic absenteeism rate of students at WHS, the District, County, and State.

School	2017-2018	2018-2019
Washington High School	33.3%	26.2%
District Total	10.9%	10.9%
State Total	9%	10.1%

Graduation Rate

Graduation is the ultimate goal for each student and Washington High School has shown improvement in graduation rates.

	2016-2017	2017-2018	2018-2019
Washington High School	36.7%	58.3%	60%
CJUSD	90.2%	87.1%	91.3%
State	83.8%	83.5%	85.9%

Suspensions and Expulsions

Washington High School continues to have a transient student population with a small number of students who remain enrolled for more than two semesters. WHS implemented PBIS to bring consistent school expectations across all school programs.

	2015-2016	2016-2017	2017-2018	2018-2019
Total Suspensions	94	79	41	78
Suspension Rate	17.5%	17.6%	14.3%	25.1%
Total Expulsions	19	9	3	5
Expulsion Rate	5.94%	3.86%	1.86%	2.9%

**Student Achievement Data
Smarter Balance Test Results
11th Grade Results**

Washington High School has two programs which test 11th grade students: Independent Study and the SDC At Promise- class. As is evidenced in the following charts, 2018 was the first time WHS had a significant amount of 11th grade students testing in order to display results. The 2019 testing numbers were once again below the significant number threshold.

This chart shows testing numbers for the CAASPP test over the past three years. Only numbers for 2018 show significant numbers for testing and the charts indicate the overall with each sub-area listed.

	2016	2017	2018	2019
Total Students Enrolled	12	*	11	13
Total Students Tested	4	*	11	9
English Language Arts	N/A*	*	# See Charts Below	*
Mathematics	N/A*	*	# See Charts Below	*

* Fewer than 10 students tested, data not available

Overall Achievement - English Language Arts

Achievement Level (Overall) 11th Grade	2018	2019
Mean Scale Score	2590	*
Standard Exceeded: Level 4	30%	*
Standard Met: Level 3	40%	*
Standard Nearly Met: Level 2	10%	*

Standard Not Met: Level 1	20%	*
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Areas - English Language Arts

READING: How well do students understand stories and information that they read?

Area Performance Level 11th Grade	2018	2019
Above Standard	40%	*
Near Standard	40%	*
Below Standard	20%	*

WRITING: How well do students communicate in writing?

Area Performance Level 11th Grade	2018	2019
Above Standard	20%	*
Near Standard	60%	*
Below Standard	20%	*

LISTENING: How well do students understand spoken information?

Area Performance Level 11th Grade	2018	2019
Above Standard	30%	*
Near Standard	50%	*
Below Standard	20%	*

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level 11th Grade	2018	2019
Above Standard	60%	*
Near Standard	20%	*
Below Standard	20%	*

Overall Achievement - Mathematics

Achievement Level (Overall) 11th Grade	2018	2019
Mean Scale Score	2512.5	*
Standard Exceeded: Level 4	0.00%	*
Standard Met: Level 3	18.18%	*
Standard Nearly Met: Level 2	27.27%	*
Standard Not Met: Level 1	54.55%	*

AREAS - Mathematics

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level 11th Grade	2018	2019
Above Standard	18.18%	*
Near Standard	18.18%	*
Below Standard	63.64%	*

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level 11th Grade	2018	2019
Above Standard	0.00%	*
Near Standard	54.55%	*
Below Standard	45.45%	*

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level: 11th Grade	2018	2019
Above Standard	9.09%	*
Near Standard	36.36%	*
Below Standard	54.55%	*

Washington High School Data Summary

Washington High School’s student population consists of students who enroll from seven different schools in the district, 4 middle schools and 3 high schools. Enrollment is continuous throughout the school year. Students who attend on a Plan of Rehabilitation contract must meet the terms of their conditions before they can return to their comprehensive school sites. Voluntary students who choose to enroll at Washington High School are allowed to return to their home school at any time, however, we advise a natural transition time such as mid-semester or end of semester. Tenth grade students who do not meet the terms of their conditions may be referred to the continuation high school, or return to their home school, on conditions.

Because Washington High School follows the same curriculum and pacing guides as the comprehensive sites, Smarter Balance testing occurs within the same time frame as all district schools. WHS must test [100%](#) of students to meet CAASPP requirements. Due to low student enrollment, the WHS California Dashboard report does not display results as a whole because the school does not meet the significant subgroup criteria. Therefore, in order to analyse student data and make informed decisions, teachers look at individual student scores as a guide to lesson plan design. In addition to individual student

CAASPP test results, WHS teachers utilize the Reading Inventory to gauge student growth in reading comprehension and develop differentiated instruction lessons.

Community Profile

The Washington High School Community

The school was built in 1935 and opened as an elementary school. The school was closed for a few years and was temporarily used as a women's shelter and District storage facility. In 1985, the school was once again reopened to be used as an alternative school.

During the summer of 2017, two portable classrooms were added to the campus to house two high school opportunity classrooms. Existing student restrooms were updated in accordance with ADA and OSHA guidelines. The main building, which houses administration and support staff offices received modernization that included converting a former classroom into offices for counselors, psychologists, speech therapists, and an IEP meeting room. Another classroom was converted into a multipurpose room for collaboration, professional development, trainings, staff meetings, and serves the students as our PBIS rewards room. In 2018, a solar panel project was installed in the staff parking lot to offset energy costs of the campus.

The 2019-2020 school year began with some physical classroom changes. The motivation behind these changes were due to the WHS off-site programs having to vacate their location. One of the programs was moved to Bloomington High School (Independent Study). The other program, Home Choice (K-8), was relocated on the WHS main campus in Colton. During the summer of 2019, two programs were added to the limited space, which precipitated some creative space management ideas. Needless to say, our school space is very tight.

For the 2019-2020 school year, WHS is piloting a Science, Technology, Engineering, Art, & Math (STEAM) and College & Career Readiness program for middle school, high school opportunity, and the SDC At-Promise programs. The District and WHS are partnering with Paxton Patterson to bring to the District a hands-on multi-module classroom allowing alternative students the opportunity to develop a personal interest into a career pathway prior to transitioning to their respective home schools. Each module is connected to one or more of the nine major pathways located at the districts comprehensive high schools. This program is in full swing and students have created a School Board presentation using the knowledge gained through the "Video Productions" module. There are three modules that have not been opened yet, but the school is working on developing a platform to anchor some shop machines for safety.

Washington High School partners with local foundations, the Living-4-Giving Foundation, Leno's Family, Joe Baca Foundation, and the Azure Hills SDA Church, to provide a Thanksgiving dinner for students and their families as well as a food basket for the winter break holiday. Additionally, private donations of gift cards are received continuously from the community, then given to families of needy students.



Chapter II

Significant Changes and Developments



Since the previous WASC visit in April 2017, Washington High School (WHS) has continued to improve student achievement by addressing key issues, identified as priorities, in the summary WASC report. Washington's dedicated staff, supportive administration, and resilient student body, coupled with district resources, and our community stakeholders, have all diligently worked together to rebrand the school. These efforts promote a positive school environment and every decision we make is centered around our client--the student.

School Staff

Washington High School had a change in administration, specifically a newly assigned principal in September 2017. Mr. Christian Burner, the principal, brings 25 years of combined experience as a

teacher, coach, activities director and assistant principal to Washington High School as his first principalship. There is a positive correlation between the principal and staff in relation to staff feeling supported, appreciated, and empowered to serve all students to the best of their ability. Staff participation in culture building activities such as luncheons, positive staff meetings, and overall helpfulness across the programs has significantly increased. Mr. Burner has been able to unite the staff by showing support and appreciation for each member individually, resulting in a united staff that communicates and coordinates daily to meet the diverse needs of our student population. Washington staff, old and new, report that they are happy to come to work and love what is happening at WHS, affording them the time and space to serve their students without reservation.

In addition to a new principal, Washington High School has gone through a number of staff changes beginning in the 2017-2018 school year. One of the three middle school teachers voluntarily transferred to a different site, reducing our middle school teaching staff to two. A program consisting of one teacher and two instructional aides, the Elementary Special Day Classes (SDC), was moved to a comprehensive elementary site within the district to facilitate successful student transitions into mainstream classes. As a result, more attention to the secondary programs has occurred by focusing on developing student life skills, career exploration and academic performance.

At the conclusion of the 2017-2018 academic school year, the significant changes were that seven staff members retired (two teachers and five classified staff), three teachers transferred to other schools, and one counselor transferred to another school. At the beginning of the 2018-2019 school year, of the 38 total positions, administrative, certificated, and classified staff, 13 staff are new to the school. One new counselor, one new bilingual psychologist, one Resource Specialist Teacher, four new high school content teachers (two are bilingual), one independent high school teacher, one health assistant, one front office assistant, three classroom paraprofessionals, two instructional aides, one secretary promoted to Principal's secretary, and a new Bilingual Assistant Principal's secretary. The new staff has been welcomed into the WHS family and integrated by participating fully in daily professional development sessions ranging from Professional Learning Communities, WASC, Positive Behavior Interventions & Supports (PBIS) team, instructional development, and a final Week in Review meeting. Quarterly, culture building staff activities are planned and well attended by staff. Washington High School is a family that values every member, united by the students, who bring us together daily to serve and prepare for the future. Although our program's primary focus is academics, the staff is dedicated to meeting our students' social-emotional, developmental, and academic needs.

Beginning in the 2019-2020 school year two changes occurred that have been significant to our High School Opportunity program. The first change was the hiring of a Science teacher. Since there is only one teacher per subject, having a person consistently in the classroom has brought structure to the students, especially with the new NGSS curriculum. The second change occurred in September 2019 with a new assistant principal coming on board. Mrs. Deborah Villegas joined WHS to fill the vacancy left by the previous AP who took a job at the County. Mrs. Villegas brings over seven years experience in administration and overall more than 15 years in education. She has blended in well with the staff and really loves working with the alternative education student population.

Students benefit from frequent 1:1 direct instruction, personalized data-driven instruction, individual checks for understanding, and reteaching core concepts with efficacy. Through consistent reteaching of classroom expectations and modeling of appropriate behavior, students learn to take responsibility for their learning and develop age-appropriate academic and social-emotional skills to facilitate a successful transition back to their comprehensive school sites.

For the 2019-2020 school year, a twenty minute advisory period was added to enhance the social-emotional needs of WHS students. During the period, students are engaged in a variety of activities including but not limited to: goal setting, restorative circles, and social skills development. Additionally, WHS has partnered with the District's Mental Health department to bring Social Work Interns to the school for additional support. These interns work with the MS OPP program, during the Advisory period, on Tuesdays and with the HS OPP program on Thursdays. These same interns also provide one-on-one counseling support for those students with additional mental-health needs.

Finally, the Independent Study program went through a change prior to the 2019-2020 school year with classroom location changes and a reduction in teaching staff. Prior to the 2019-2020 academic year, there were three IS teachers, two in Colton and one in Bloomington. For the 2019-2020 school year, the Bloomington classroom was physically moved from their location and placed into a portable classroom at Bloomington High School with its own entrance and exit, apart from the BHS student population. This move occurred due to the District preparing to sell the property that the Bloomington classroom was located. Also, one of the IS teachers transferred into the STEAM program at WHS.

WHS Staff Demographics	Home Choice	Independent Study	SDC At-Promise	Middle School Opportunity	High School Opportunity	Resource Teacher
Total Teachers	1	2	1	2	4	1
Teachers w/Full Credential	1	2	1	2	4	1
Teachers w/o Full Credential	0	0	0	0	0	0
Ethnicity						
African American						
Hispanic	1			1	3	
Filipino		1				
White		1	1	1	1	1
Credentials	Clear	Clear	Clear	Clear	2 - Clear 2- Preliminary	Clear

Facilities

Prior to the beginning of the 2017-2018 school year, Washington High School went through a small facility modernization by adding two new portable classrooms allowing all of the high school classrooms to be geographically in the same area on campus. Restrooms were modernized for student use as well as a staff restrooms have been modernized. One of the former classrooms in the main building was converted from a classroom and four offices were constructed. Another former classroom was converted into a combination meeting room for staff, professional development and collaboration, and as a student assembly and PBIS Rewards room. The impact of these changes has been felt by staff and students as a positive direction for student success.

During the of the 2018-2019 school year, the District installed solar panels in the staff parking lot to help offset the cost of energy. This has provided a little shade for staff vehicles and is a visible

commitment by the District to upgrade facilities for WHS. Additionally, the district installed a decomposed granite (DG) oval track during the Fall of the 2019-2020 school year to benefit our Physical Education courses for all programs.

Prior to the beginning of the 2019-2020 school year, one of the WHS off-site programs (Home Choice) was relocated to the main WHS site on "C" street. This program was relocated into the previous Independent Study classroom. The Independent Study classroom was then moved into a portable classroom.

Financial Resources

Starting with the 2018-2019 school year, Washington High School has been identified as a Title I school. With the identified designation, the school has an increased budget and therefore greater resources to offer educational opportunities for our students. Washington High School staff plan monthly guest speakers, college or educational field trips, and PBIS Rewards room access for those who meet the participation criteria. Additionally, a parent workshop has been scheduled for April, 2019 to support parents in their role.

Starting at the beginning of the 2018-2019 school year, Washington High School has a Single Plan for Student Achievement (SPSA) in place, written in accordance with the Local Control Accountability Program (LCAP) goals, district aligned goals, and tailored to meet the academic needs of our student population. Although Washington is an alternative education setting, students have performed well on the California Assessment of Student Performance and Progress (CAASPP). Independent Study students received special recognition from district personnel due to their CAASPP scores. With the implementation of the SPSA, a new school site council (SSC) has been voted in, and meets monthly to ensure expenditures are in line with the specified goals. Additionally, the English Learner Advisory Council (ELAC) meets monthly to address the academic needs of our English Language student population. Site safety meetings are held monthly to address school wide safety concerns and work toward resolving critical safety concerns. Please see **Appendix B** to review our site budget for the 2019-2020 school year.

Master Schedule

At the beginning of the 2017-2018 school year, the master schedule was revised to include a preparation (prep) period for each teacher during the school day, allowing for each period to be covered by a credential teacher in the event that a substitute teacher was not available. Prior to this change, all teachers had their prep period scheduled at the beginning of the school day from 8:30 a.m to 9:30 a.m. Additionally, the master schedule changed from a 7 period class rotation, to 6 periods per day, increasing instructional time within a given period from 45 minutes to 53 minutes. A significant addition to the master schedule is the addition of a Learning Center for RSP students. The positive effect on the school is evident in students' earned credits, increase in overall attendance rate, and positive student-school participation.

The 2018-2019 master schedule, with built-in teacher preparation periods, allows teachers to collaborate and/or engage in professional development daily from 8:30-9:30 a.m. The daily teacher collaboration schedule from 8:30 - 9:30 a.m is as follows: Monday--Teacher/Team Collaboration to discuss program needs, analyse data for instructional purposes, plan common lessons for PBIS, literacy across the curriculum, and ELD scaffolds, etc. (PLC time); Tuesday--Content professional development (ELD/Math/Literacy specific trainings, Social Emotional training); Wednesday-- WASC (all certificated members work in addressing Key Issues per program); Thursday--Positive Behavior Intervention Supports (Outline implementation to meet the unique needs of different programs, plan kick-off, agree upon Rewards Room criteria, administer PBIS SOAR Bucks, monthly school wide activities); Friday--All programs meet for Week in Review to discuss staff and student highlights, celebrate successes, and address student concerns. This allows the staff to collaborate and develop student specific strategies to ensure that each one of our students is successful at our school. Many times the interventions we offer extend beyond the classroom, involving support staff such as the psychologist, ERHMS counselor, SELPA counselor, interning social-emotional counselors and parent/guardians.

Another addition to Washington High School this school year is the STEAM program (Science, Technology, Engineering, Arts, and Math) which includes College & Career Readiness. This is a hands-on lab with twelve modules (stations) running simultaneously with a rotation schedule giving students pathway & career experiences. Students from the middle school and high school programs along with the SDC At-Risk class will be able to gain knowledge about the career pathways at the three traditional high schools and have the option to join one of the pathways when each student returns to their home school. One of the Independent Study teachers volunteered to implement this program. Please see **Appendix B** to review the Master Schedule for the 2018-2019 and the 2019-2020 school years.

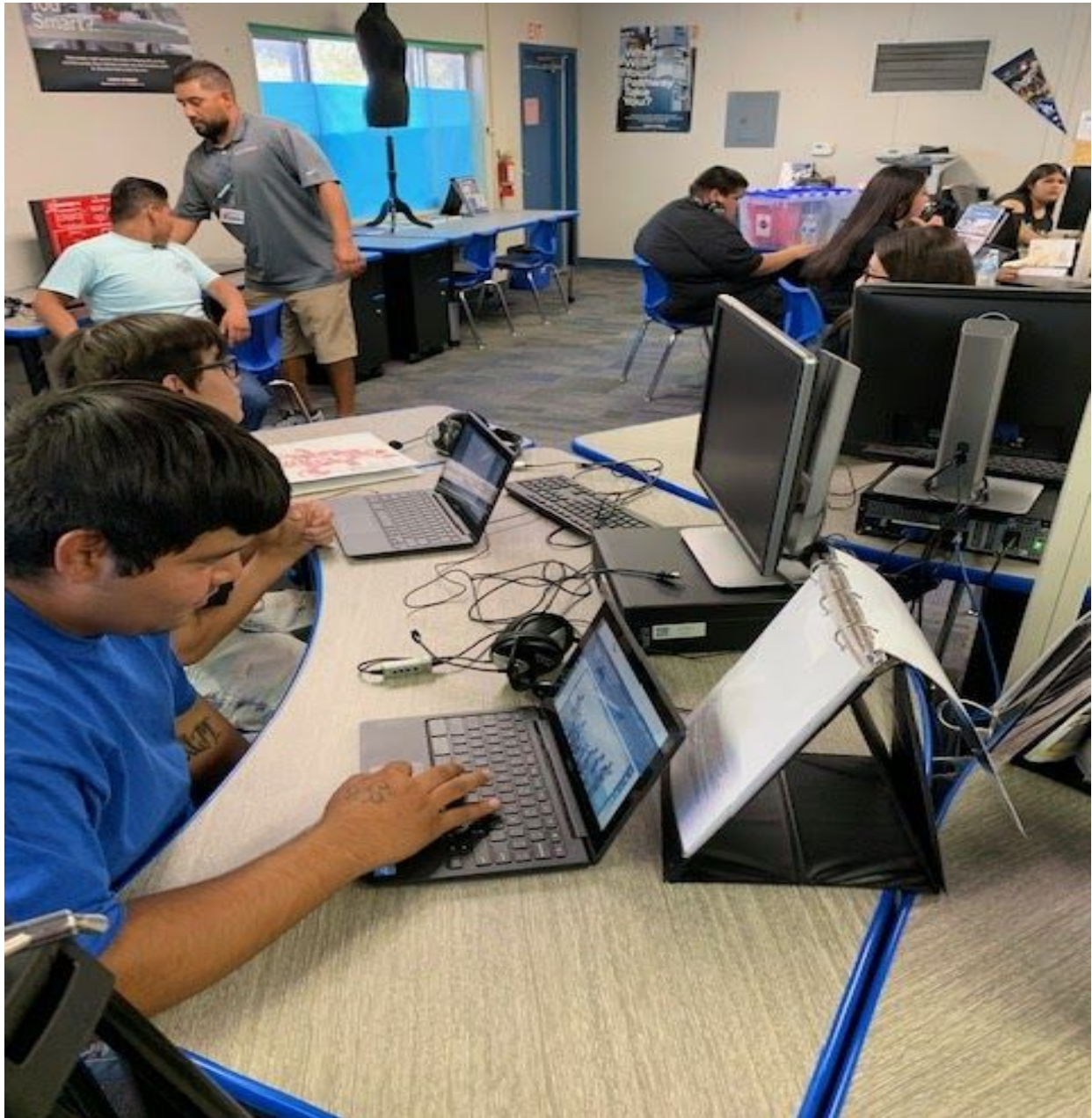
Student Population

Student enrollment has remained consistent over the past three years. Washington High School enrolls students assigned by the school district's Student Services Department, via a Due Process meeting, or a Student Attendance Review Board (SARB) meeting, as well as voluntary requests from comprehensive sites and parents. A new enrollment procedure has been established to ensure proper placement and evidence of intervention history prior to transferring to a more restrictive environment. Comprehensive sites seeking to voluntarily transfer students to Washington must complete an intervention checklist prior to initiating a transfer request, while any students on an IEP requesting a transfer must include a Washington administrator as an IEP team member for the Change of Placement (COP) meeting. The new enrollment procedure has a positive effect because we can focus on the students who truly benefit from a smaller educational setting, therefore affording WHS staff a way to provide individualized student interventions in addition to those already rendered.

School Vision, Mission, Student Learning Outcomes, Mascot

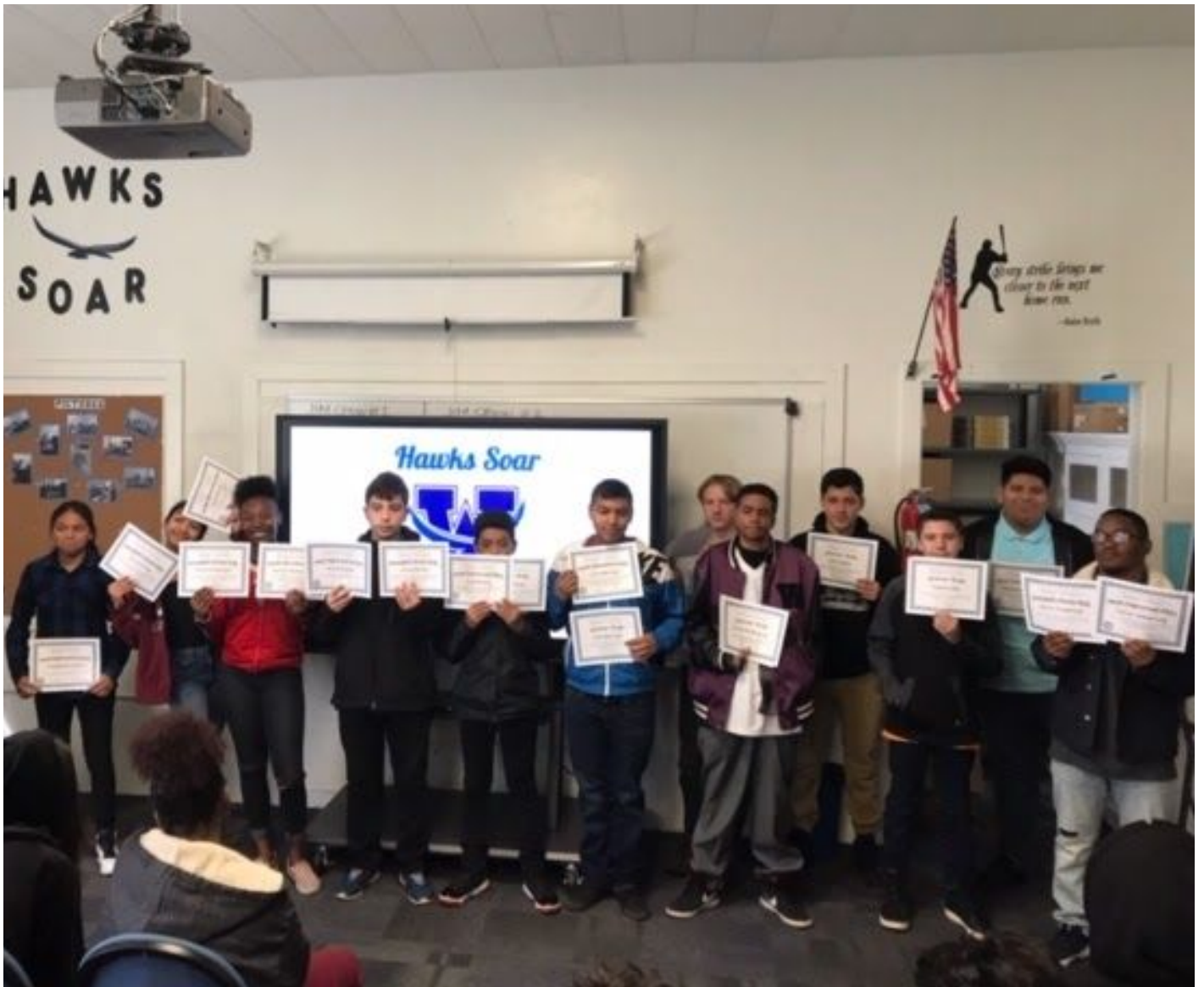
Lastly, the school went through a change in regards to the mascot, logo, vision, mission, and Student Learning Outcomes (SLO's) (see pages 5-6). Administration, certificated and classified staff developed and agreed upon each of these components using collaborative exercises learned through PBIS trainings. These changes were shared with ELAC and SSC for parent and student input. When you

have staff, students, parents, and the community working together as one, the marginal rate of student success will always be greater than the sum of its parts. As a school, our charge will be to create and cultivate a cultural environment where everybody is working together. The collaborative intelligence of the group has far more value in innovative thinking and building capacity on student success than any individual.



Chapter III

Ongoing School Improvement



Collaboration/Staff Meetings

Certificated staff meet on each morning Monday through Friday from 8:30-9:30 a.m. The following discusses the type of collaboration taking place each day:

Mondays: Teachers meet within their respective programs to review data pertaining to students' academic progress and determine in which academic area a student might need assistance. Respective teams also review "week at a glance" planning for special activities during the week such as guest speakers, PBIS, and possible field trips. Monday mornings are also used for staff to share best practices for student engagement and effective strategies that address social-emotional development.

Tuesdays: Professional Development occurs with District level Teachers On Assignment (TOA) providing PD in the areas of ELA, ELL, Math, Technology, plus site level teachers sharing best practices learned from outside conferences and trainings. Administration and counselors meet monthly with Independent Study teachers to review case loads and determine needed interventions for IS students.

Wednesdays: Reserved for collaborating on the WASC document. Due to the low number of personnel at WHS, it was decided to combine all certificated personnel to work together with the instructional sections of this document. Additionally, administration meets with the HS Opportunity teachers and counselors to review students who may need more interventions and perhaps move to PBIS Tier II interventions. Teachers in other programs spend their time making positive phone call to students' parents.

Thursdays: Positive Behavior Interventions & Supports (PBIS) team and staff time is reserved to collaborate on implementation of the program. Digital Citizenship and Social Skills lessons have been developed to share with students. PBIS Team meetings have also been held on this day. Discussions about the PBIS student store pricing plus scheduling, and the PBIS Rewards Room entry requirements are part of the Thursday meetings.

Fridays: Administration meets with Middle School teachers and counselors or with the SDC At-Risk teachers to discuss students who are in need of more interventions within the PBIS program. Other teachers spend the time making positive phone calls to the parents of their students. Additionally, the staff will meet and hold a mental-health circle discussion.

Weekly: Typically, each school year begins with low enrollment for each program and enrollment increases start to occur in October. The 2019-2020 school year population was larger at the beginning. In order to provide more academic help for students and give teachers more support, WHS has been utilizing the Home Choice teacher for tutoring purposes during the school day, when available, and add more individual support for students who are trying to catch up academically.

School Stakeholders and Achievement Data

Mr. Burner, Washington High School principal meets quarterly with cabinet members to address items on the accountability dashboard. Additionally, the District has provided training of the EL Site Coordinator with training on “Ellevation” which is a new software program to provide reports on how EL students are making/not making academic progress. In addition to universal LCAP and SPSA district and site goals, the principal highlights individual student successes such as improved attendance for a SARB students or credit completion for a 10th grader who earned all their credits for a given semester compared to minimal credits earned in 9th grade. The principal and assistant principal make it a point to meet each family as they complete the enrollment process at our school to answer any of their questions or set their fears at ease, assuring them that WHS is a welcoming place for all students, safe, academically focused, with the added component of meeting social-emotional needs a student might need. The staff at WHS has developed rapport with student families, so much so that we are in constant communication whether using “Class Dojo,” “Remind,” or personal phone calls.

Washington High School uses parent/teacher conferences once in each semester to engage parents in review of student achievement data. Noteworthy of mention is the acknowledgement that at Washington High School, achievement data looks different when compared to a traditional education setting. In addition to summative assessments such as district benchmarks, unit tests and finals, WHS staff tracks improved attendance, credit completion, and overall social-emotional development when evaluating overall progress. With that said, once the data has been collected (CAASPP, Attendance, Benchmarks, PBIS, Credits, etc.) reports are made available for staff during collaboration to utilize in the development of standards based curriculum. Additionally, through PLC collaboration, staff is able to identify areas of relevant professional development that will enhance best practices across the board with implemented with fidelity.

This is a list of site level meetings that lend themselves to data analysis used to improved student achievement and overall student success:

- Staff meetings (staff collaborate regarding student success)
- Parent/Teacher conferences (teacher-parent collaboration, enlisting parental support)
- Teacher collaborations (team and vertical daily/weekly collaboration)
- School Site Council Meetings (decision making and aligning curriculum and Title I expenditures to school action plan)
- English Learner Advisory Council (ELAC) meetings (monthly meetings to address student needs as to ensure their continued development and academic success)
- School Website (parent and stakeholders communication)
- Principal/Parent Chat (monthly on-site informal parent-principal get together to communicate school related issues and or concerns)

Schoolwide

Washington High School administration (principal and assistant principal) met with the WASC site coordinator, who was the WASC site coordinator during the 2016-2017 committee visit, to determine a course of action in preparing the subsequent progress report. During the 2017-2018 school year, this team established committees in each focus area to address the reports' identified key issues. Classified and certificated staff were divided into three categories: Organization, Culture or Instructional. The Organization and Culture Focus groups met once a month while the Instructional Focus group made up of Curriculum, Instruction and Assessment & Accountability met on a weekly basis. During the 2018-2019 school year, meetings continued to be held similarly as during the 2017-18 school year. However, at the beginning of the 2019-2020 school year, it was determined to continue with the combined Instructional Focus group with teachers and combine the Organization and Culture groups together.

The Organization Focus group is comprised of an administrator and classified staff with a counselor. The Culture Focus group includes certificated staff, classified staff and a counselor. The Curriculum, Instructional, and Assessment group is made up of certificated staff from all three accredited programs with additional support from the middle school certificated teachers and the RSP teacher and one administrator.

The 2018-2019 school year began without the previous WASC site coordinator as he had transferred to a different school site. No other staff member agreed to fill the vacant assignment, so the principal and assistant principal have utilized the Wednesday collaboration and monthly WASC meetings to guide the staff through focused collaboration exercises responding to the key issues from the previous WASC visit. All participating members engaged in document writing and editing efforts weekly, with administration.

At the beginning of the 2019-2020 school year, the RSP teacher agreed to take on the coordinator position for the current upcoming Mid-Term Visit. In September, 2019, requirements for writing IEPs changed and special education teachers, throughout the district, received updated training. Our new coordinator needed to resign and concentrate on the more rigorous demands for completing IEP documents. Once again, the principal took on the responsibility to edit the document based on the template provided by WASC. The procedure used to complete the report was similar, using staff meetings and monthly teacher meetings for updating the report.

The Organization and Culture Focus Groups met to address the Key Issues and develop appropriate courses of action to improve school functionality. This group has also reviewed that progress report and made edits as necessary and/or added needed information to complete this document.

Chapter IV

Progress on Critical Areas for Follow-up/Schoolwide Action Plan



The Visiting Committee Report from the April 2017 Self-Study revealed the following key issues that needed to be addressed. This report resulted in Washington being placed on probationary status. The following key issues were addressed in the April 2019 report, which led to WHS's removal from probationary status and being granted accreditation through June 30, 2023.

ORGANIZATION FOCUS GROUP

Key Issue: No credentialed PE teachers.

Independent Study:

The independent study teachers are credentialed to teach PE through the High Objective Uniform State Standard of Evaluation program (HOUSSE), as well as authorized by the California Commission on Teacher Credentialing (CCTC) multiple-subject, K-12 credentials.

High School Opportunity:

Due to limited certificated staff, in the high school opportunity program (4 content teachers); PE is offered twice a day with a waiver signed by one or two (depending on master schedule needs) certificated teacher.

SDC At-Promise:

K-12 multiple-subject highly qualified teacher. This satisfies the credentialed PE teacher criteria.

Key Issue: Staff operate in isolation, no academic collaboration, & weak communication.

Since the 2016-2017 spring WASC visit, the Washington High School master schedule has been changed, adding into the work day a full hour of daily staff collaboration from 8:30-9:30 a.m. Every Monday-Friday is dedicated to Professional Learning Collaboration to address students' academic, attendance, and social-emotional needs.

Communication continues to improve across programs. We continue to notify staff of weekly calendar events through the WHS newsletter that is e-mailed out either late Friday afternoon or first thing on Monday. Daily collaboration enables staff to communicate in person to plan, brainstorm interventions, share ideas, and develop action plans to address academic and behavior modification student needs.

Daily 8:30-9:30 a.m. Certificated Staff Collaboration

Monday--team collaboration (middle school, high school, independent study, and SDC)

Tuesday--content specific (ELA, math, ELD, literacy strategies, technology, social emotional, PBIS) professional development. These trainings are planned in accordance to expressed teacher need and or interest. Following a whole group PD session, teachers are encouraged to continue the development by scheduling additional time with the Teacher on Assignment. Monthly meetings between administration, counseling and Independent Study teachers for student intervention needs.

Wednesday--WASC collaboration where all certificated staff meet to work collaboratively on document report writing. Regular meetings between administration, counselors, and HS OPP teachers for student intervention needs.

Thursday--PBIS collaboration. Certificated staff collaborate in the development of site behavior modification strategies that programs implement with consistency. In 2017-2018, and 2018-2019, Washington HS was awarded Silver recognition by the PBIS symposium. Teachers also may use this time to make parent contact via telephone.

Friday-- Week in Review (2017-2018), all staff, certificated and classified, met to highlight student academic progress socially, behaviorally, and academically. In 2018-2019, regular meetings between administration, counselors, and MS OPP teachers for student intervention needs. Also meet with SDC At-Promise teacher for student review.

Independent Study:

Every Monday, the Independent Study Team meets to collaborate. Since built-in collaboration time has been instituted, the communication and discussions on academic content, student performance, and instructional strategies are helping the Independent Study team focus on improving student success.

High School Opportunity:

The High school team, including the RSP teacher, communicate on a daily basis and collaborate to develop best practices across the curriculum. Monday collaboration meetings allow for teachers to discuss student observations, academic or behavioral concerns, parent involvement, student celebrations, staff goals, and plan for the week's upcoming activities, assessments. Professional learning collaboration allows teachers to focus on lesson plan design and project development to ensure implementation of common core state standards, and to present consistent student expectations across all content areas. Staff communicates in real time throughout the day via Google Hangouts to communicate and support each other in areas relevant to student behavior.

SDC At-Promise:

Daily collaboration with high school, middle school, and independent study team members occur daily during the 8:30 - 9:30 a.m. designated PLC meetings. Additionally, the SDC teacher is in constant communication with support staff (admin, counselors, psychologist, ERHMs counselor, and security) to share concerns, brainstorm ideas, implement out of the classroom interventions, or modify services when warranted.

Key Issue: No Title I funding currently.

In 2018-2019 Washington High School was granted Title I status, allocating additional funds to support our school's action plan in direct alignment with district LCAP goals and the WHS Single Plan for Student Achievement.

Key Issue: Lack of continuous collaboration reflecting on data, instructional strategies, and monitoring results.

Each Monday morning, from 8:30 - 9:30 a.m., teachers meet within their respective programs to collaborate on instructional strategies, discuss specific skills that students are lacking, inform instruction based on formal and summative teacher collected data. Teachers review student work samples during their prep period, and in collaboration with their tutor, they develop to necessary modification and or interventions that will in turn result in improved student academic performance.

Independent Study:

School wide adjusted workday has provided a designated time for individual teacher reflection and team collaboration regarding: student performance, data analysis, and instructional strategies. Washington High School Independent Study (IS) team uses student work product analysis as an evaluation of student comprehension/ proficiency in specific learning tasks and assessment data on a continuous basis to inform instructional practices. IS students' meet at least once a week with their assigned teacher. A portion of this time, the weekly student-teacher check-in, is spent reviewing the current week's assignments, as well as graded work from the week before. Teacher reviews strengths and weaknesses on a weekly basis with student, remediating as needed; this includes opportunities to reassess content in which a student has not yet demonstrated competency.

High School Opportunity:

High School Team meets every Monday to collaborate, share data and reflect on student assessment performance. During this time teachers collaborate on instructional strategies to improve student performance based on analysis of the following: CAASPP test scores, Reading Inventory scores, individual test scores, benchmarks, attendance, quarter and semester grades, and teacher formative and summative assessments.

In addition to formative and summative teacher assessments, when possible, teachers utilize digital platform data to analyse student academic growth and performance. For example, in mathematics teachers utilize Math Prodigy results to assess student progress, and further utilize that data to design lessons that will mitigate student deficits. This provides the math teacher an opportunity to reflect on instructional practice and refine teaching techniques to maximize learning outcomes. Additionally, the high school math teacher utilizes the IAB platform to assess student performance quarterly, in preparation for the CAASPP assessment in grade eleven. The high school English teacher assesses all students in the areas of reading and reading comprehension three times a year via the Student Reading Inventory to establish their current reading and comprehension levels. This data is reviewed and utilized across the curriculum by the high school team to facilitate the development and writing of daily lesson plans. Furthermore, the English Learner Site Coordinator monitors and disseminated ELD student data regularly in an effort to provide the academic support necessary for each of our designated ELD students to experience success.

SDC At-Promise:

Monday collaboration is utilized to discuss KTEA-3 testing results, IEP development, and transition lesson plan writing with the RSP teacher. Ongoing collaboration with all departments focuses on instructional strategies to engage all students in learning, as well as to develop curriculum with an emphasis on differentiated instruction and checking for understanding.

CURRICULUM FOCUS GROUP

Key Issue: There is a clear need for standards-based instruction to be updated and aligned to the common core.

Independent Study:

Mathematics and English courses are aligned to the common core standards and supported by district approved pacing guides, common assessments, curriculum(Springboard & HRW), and supplemental resources. NGSS Science course outlines, specifically Biology in the Living Earth and Chemistry of the Earth Systems were updated in September 2018, with Physics in the Universe currently in process. the District is going through textbook adoption choosing between Pearson Realize and McGraw Hill. District assigned textbooks that meet content standards and are aligned to Common Core reading and writing standards will be in place for the 2019-2020 school year.

High School Opportunity:

English: English I and II lessons in the high school opportunity program are common core aligned for 9th and 10th grade according to district adopted Springboard curriculum.

History: Currently utilizing CA Content Standards for 10th grade World History. ELD standards will also be integrated for reading, writing and listening. New textbooks have been implemented for the 2019/2020 school year

Mathematics: Courses are aligned with the CA State Common Core standards set for Algebra 1 and High School Geometry. Common Core State Standards are organized and presented according to district pacing guides and the Houghton Mifflin text.

Science: Science curriculum in the high school opportunity program is aligned to NGSS for 9th and 10th grade according to district guidelines. ELD standards are currently being integrated for reading, writing and listening. NGSS HS teacher participates in district level training.

SDC AT-Promise:

SDC teacher implements common core aligned lessons for all subjects and attends district content trainings on a regular basis.

Key Issue: Staff would benefit from professional development that coaches teachers how to use formative assessment to drive a system of continuous improvement and reteaching.

Beginning with the 2017-2018 academic school year, certificated staff receive professional development on Tuesday mornings from 8:30-9:30 a.m and Monday afternoons from 1:45-3:30 p.m.. District personnel from the Curriculum & Instruction, Language Support Services, and Information

Technology departments have provided numerous trainings to staff and have made follow-up visits to monitor and revise teaching strategies, revisit lesson design, formative assessment strategies, literacy development and technology integration with digital applications such as PearDeck, Google Classroom, Class Dojo, Remind, and Go Guardian just to name a few.

Specifically addressing the professional development that coaches teachers how to use formative assessment to drive a system of continuous improvement and reteaching--the district's Teacher on Assignment from the Curriculum & Instruction department took the staff through a series of lessons focusing on the cycle of teaching and reteaching continuum, with an emphasis on daily formative assessment that drives instruction.

Grade analysis per teacher: Beginning in 2017-2018, each teacher has been trained and encouraged to conduct reflective analysis of grades per period and develop an action plan in coordination with their tutor to address possible concerns-- highlighting supports designed to ensure and or facilitate student academic success. Each teacher has an informal sit down with the principal to reflect on student academic achievement at the end of each semester.

Key Issue: Staff needs direction and support with integrating existing available technology into instruction. Most observed teacher data is done on paper and existing technology supports to streamline work, assessment, and curriculum are not used. Further, student proficiency in technology will help align curriculum with relevant career and college connections.

Universal:

Technology TOAs led staff through a series of technology related trainings, beginning with introductory skills in navigating Google Drive, and culminating with individualized sessions to meet teachers' unique needs. In addition to instructional related digital platforms that can be utilized in the delivery of curriculum instruction, TOA's also trained staff on Illuminate, a district adopted platform that is used to assess students across the district. Illuminate is used by teachers at the school site to administer ELA and mathematics benchmarks, triennial Reading Inventory Assessments, and for the State's physical fitness monitoring program. Teachers can create flexible assessments, view reports and create custom reports, however, this stage of implementation is in the beginning stages. There has been a noticeable increase in technology integration in the delivery of curriculum throughout the programs, specifically the daily use of Google Drive/Classroom as the main vehicle of curriculum delivery for at least half of the certificated staff. See **Appendix B** for a listing of available district professional development offerings for staff. Some of these trainings have been presented to the staff during staff meetings.

Independent Study:

Independent Study teachers are currently exploring the integration of technology in the delivery of instruction. Teachers hope to use Google forms to check for understanding, and to help students

prepare and feel comfortable with testing on a computer. Students create and present digital presentations via Powerpoint as part of some course assignments. Students have access to adopted mathematics curriculum digital resources, including “interactive textbook” features and video lesson tutorials.

High School Opportunity:

History: Currently using Google Classroom as a way to streamline classwork and support student learning. Students use chromebooks to access outside research and digital content including; informative videos, relevant articles and digital resources.

English: Chromebooks with access to internet and Google applications, including Google Classroom, are utilized in lessons for a variety of purposes including scaffolding instruction, assessing student understanding and gathering data, as well as facilitating student-based inquiry projects. Teacher utilizes Pear Deck for student assessment.

Mathematics: Supported in integrating Google Drive and Google Classroom into instruction for use of formative and summative assessment through ongoing professional developments. All math classes utilize Google Classroom to access assignment resources, store outside research if assignment calls for it, and turn in classwork. In addition, students complete various classwork assignments in Khan Academy. Khan Academy is linked to students’ Google Classroom. This tool allows for immediate formative assessment and automatically records student data.

Science: Student work is housed primarily in Google Classroom in the form of Interactive Worksheets and hyperlinks to Websites, and attached Google Drive Programs such as Slides, Sheets, Docs, and Drawings. Use of these Google programs is largely transferable to correlating Microsoft Office Suite Programs, e.g., Powerpoint, Excel, and Word, as well as Apple Paint.

SDC At-Promise:

SDC teacher is currently using Class Dojo to positively motivate student behavior and communicate with parents in real time. Teacher has begun to utilize Google Classroom to provide technology based content. Math Prodigy has been implemented for students to practice their current mathematical skills. Additionally, students utilize Read 180 to continue developing their reading and comprehension skills.

INSTRUCTION FOCUS GROUP

Key Issue: Staff needs a clear direction and training on using new, relevant technology to facilitate instruction and engagement.

Universal:

Technology TOA’s held weekly meetings with WHS staff to establish universal technology use, beginning with Chromebook orientation, then navigating Google Drive, establishing Google Classroom, and culminating with individual technology sessions between TOA’s and teachers (scheduled at the

teachers' request).

Independent Study:

IS teachers are attending professional development on using google classroom, class dojo, Pear Deck, Illuminate, etc. throughout the school year. The IS teachers are incorporating more technology in the classroom and instruction each year. IS students have just been introduced to using Google HangOuts as a way of improving their in-class participation and completion of assignments. This program also helps students to remotely communicate with their teachers, especially when they miss their regular appointments.

High School Opportunity:

Staff is provided professional development for Google applications to support instruction including formative and summative assessments. Teachers share resources for integrating technology within their programs, across the curriculum, and vertically through all programs via Google Drive.

SDC At-Promise:

Technology TOA's hold weekly meetings with WHS staff to establish a technology action plan, beginning with Chromebook orientation, then navigating Google Drive, establishing Google Classroom, and culminating with individual technology sessions between TOA's and teachers (these were scheduled at the teachers' request). These trainings have included technology tools such as Go Guardian, Pear Deck, Math Prodigy, Read 180, and Quizlet.

Key Issue: There is inconsistent use of formative and summative assessment used to drive instruction

Independent Study:

Independent study teachers continue to discuss enrollment protocols, especially pertaining to initial assessments in reading, writing, and mathematics. Teachers use the same chapter tests, course final exams developed by the District's Curriculum Committee to assess students' understanding of the curricula. IS teachers use formative assessments when meeting with students during their official weekly appointment by discussing assignments and questioning students about the work that has been turned in.

High School Opportunity:

English: A variety of formative assessments conducted in writing, orally, and digitally through the use of Chromebooks are facilitated during appropriate lessons and provide ongoing data to drive further instruction and re-teaching, if necessary. Summative assessments are conducted at the end of units and are diverse in format including embedded assessments in accordance with the District adopted Springboard Curriculum, and inquiry based research projects.

History: Currently utilizing formative assessment with cold calling as a form of formative daily assessment. Summative assessments are given periodically and a variety of assessment strategies are utilized, including matching, multiple choice, and written responses. Google forms and Quizlet are used for review and assessment.

Math: Formative assessment is used consistently on a daily basis to drive instruction. Summative assessments are provided at the end of lessons and modules to assess student understanding of

concept and math processes through formal quizzes and tests. Analysis of class data is used to drive instruction and lessons for reteaching material.

Science: Formative assessment is used consistently to drive instruction and evaluate student learning. Formative assessments includes proximity, cold-calling, and thinking maps. Summative assessments are given at the culmination of each unit, including district benchmarks.

SDC At-Promise:

Consistent summative assessment implementation is as follows: District ELA/Math quarterly benchmarks, Reading Inventory (RI) three times a year, CAASPP, and LPAC. Teacher summative assessments are given at the end of each lesson. These assessments consist of chapter questions with open ended and multiple choice responses. Teacher implements her preferred methods of formative assessments as follows: daily checks for understanding by question and answer with students while circulating the room as well as working individually with students. Students use Math Prodigy or English Jeopardy using individual whiteboards working in teams to master skill sets, explain solutions and facilitating step by step peer help when needed.

ASSESSMENT & ACCOUNTABILITY FOCUS GROUP

Key Issue: There is a need for teachers to use data and assessment data with fidelity to make instructional decisions.

- a. SRI scores should be used in ELA and across the curriculum-- we need to know if teachers are actually utilizing this data.**

Independent Study:

Washington High School Independent Study program uses assessment data on a continuous basis to inform instructional practices. Students meet at least once a week with their assigned teacher. A portion of this time, the student interview, is spent reviewing the current week's assignments, as well as graded work from the week before. Teacher reviews strengths and weaknesses with student, remediating as needed; this includes test corrections and reassessment as needed.

High School Opportunity:

English Learner and Special Education populations' needs are addressed by reviewing Reading Inventories results to inform instructional practices. Data from assessing these student populations will also inform teachers to utilize best practices when addressing cross curricular planning and instruction. Teachers are provided with IEPs at a Glance to provide key information about RSP students' IEPs, including goals, services provided, accommodations and modifications, and behavior support plans.

SDC At-Promise:

Student data is collected and assessed using Math Prodigy, Quizizz, Read 180, and RI. The teacher reviews reports provided by the mentioned programs and determines student placement and develops lessons to provide instruction based on student levels. Teacher continues developing activities using Google Classroom.

Key Issue: There is a need for a school-wide policy regarding using data assessment to inform instructional practices cross-curricular to meet the needs of SPED and EL students in particular.

School wide assessments utilized across all programs are as follows: ELA/Math benchmarks, CAASPP Interim Assessments (ELA/Math), and Reading Inventory (three times a year). Teachers rely heavily on the Reading Inventory to develop daily lesson plans with embedded differentiated materials and summative work requirements for students. The ELD standards are utilized to deliver instruction across the curriculum. Each program meets on a weekly basis and uses data assessment following key assessments as well as monitoring student involvement trends from week to week, or even as often as day to day.

Independent Study:

IS teachers are developing teacher created tests to check for understanding of the Common Core reading, writing standards and math standards. Reading Inventory (RI) scores are used as a baseline in the development of lessons, used to help increase students academic vocabulary scores and reading comprehension. Previous student CAASPP scores are reviewed and used to help get an understanding of where students are being successful and need more instructional remediation. District benchmarks are used to help guide our instruction as well. We are in contact with the RSP teacher and collaborate on how to meet the students needs and IEP goals.

High School Opportunity:

Currently developing a writing rubric across the curriculum to streamline and standardized writing assessments . This data will be used to inform instructional practices to best meet the needs of our students, especially the SPED and EL population.

SDC At-Promise:

School-wide data assessment in the SDC classroom includes the RI, District Benchmarks, CAASPP (ELA/Math scores), district benchmarks on Illuminate, implementing 504's and IEPs which are used to assess students' academic progress throughout the year. These scores serve as a baseline in the development of individualized student curriculum design.

CULTURE FOCUS GROUP

Key Issue: PBIS implementation needs to be restructured.

PBIS provides our school with behavior strategies that promote a positive school wide culture. During the 2017-2018 school year, a new Positive Behavior Interventions & Supports team was organized. This team consisted of administration, certificated and classified staff and parents. The team went through the Level 1 training provided by the San Bernardino County Superintendent of Schools PBIS team. A site coach was chosen to lead team meetings held monthly to discuss progress and implementation for the 2018-2019 school year. Thursday mornings from 8:30-9:30 a.m. are dedicated to PBIS meetings and trainings. At the beginning of the 2018-2019 school year, the school held a Kick-Off event with staff and students to implement the PBIS program. As new students enroll

at the school, he/she engages in a side developed lesson and walkthrough of PBIS expectations.

SWIS (School-Wide Information System), an online data collection platform, allows administrators and the PBIS team to first input, then analyze student referral data in an effort to develop site specific interventions that lead to behavior modification and essentially, student success. Counselors are proactive in the behavior modification domain, specifically developing rapport with students and often times preventing conflict from happening at all. A counseling best-practice in mitigating conflict between students is the implementation of conflict resolution. Students receive fair, and consistent treatment for behavioral issues based on the PBIS site expectations (Be Respectful, Be Responsible, Be Safe). In addition to conflict mediation, counselors provide students with specific coping skills that will ensure their academic success in the classroom by learning to master basic social skills in the classroom and during unstructured time such as PE, breakfast, and lunch time.

With the successful 2018-2019 PBIS Kick-off, staff have consistently rewarded students for improved behaviors in the classroom and on campus with SOAR Bucks. SOAR Bucks have a dollar for dollar value when used at the WHS PBIS Store. Students can use the SOAR Bucks on designated days each month to purchase items such as: sports equipment, school and personal supplies, board games, headphones, and trinkets of interest. Each semester a student survey will be utilized to develop a shopping list as the store will need to be replenished for student use.

Worthy of mention is that in 2017-2019, WHS received county Silver level PBIS recognition. This means that during the TFI (Tiered Fidelity Inventory) WHS staff implemented PBIS at 75%. This academic school year, the team is dedicated to continued growth and development of the program, hoping to meet the next level of recognition--Gold. With a successful PBIS Tier I implementation, the team has begun the foundational establishment of PBIS Tier II in 2018-2019. The PBIS Tier II team (expert staff such as psychologist, ERHMs counselor, site counselors, Resource Specialist Teacher, and administrator) dedicated the first semester of the 2018-2019 to monthly meetings to review PBIS Tier II standards, and evaluate what interventional are already in place, but not formally and systematically identified as Tier II components. At the start of the second semester in 2018-2019 the PBIS Tier II team is on the cusp of full implementation having created the *Request for Assistance* form that identified students for Tier II participation. SWIS CICO (Check-in Check-out) point system has been set up, is live, and anticipate active student enrollment. In addition to CICO, counselors utilize unofficial student social-emotional data to develop group counseling in 6 week increments. Monthly review of program development and implementation, as well as data tracking through SWIS will help guide further interventions.

Key Issue: School should continue to explore extra-curricular and enrichment opportunities for students.

Universal:

Students in all programs have the opportunity to participate in a wide variety of enrichment activities throughout the school year. In addition to field trips to local community colleges for education option tours, students can qualify to attend field trips for STEM opportunities at the local universities, visit the San Diego Zoo Safari Park, LA County Fair STEM day, Theatrical performances at Riverside Community College and at the California Theatre, San Bernardino, and STEM careers for females through field trips

sponsored by the Girl Scouts of America.

WHS students can volunteer and work in local businesses to earn high school credits and gain work experience. This is facilitated by the district's work experience coordinator.

Washington's mission statement strives to establish student, parent, staff, and community partnerships. The staff employs a variety of enrichment opportunities for students such as community outreach, resource events, communication with parents, guest speakers, and career presentations. Made possible through Title I funding, at the beginning of the second semester in 2018-2019, WHS offered students after school tutoring on Tuesdays and Thursdays from 3:45 - 4:45 p.m. This has continued into the 2019-2020 school year.

Students in the HS OPP and SDC At-Promise programs have made three District School Board presentations each year to share information about school activities. Students develop a presentation with the help of administration and the leadership teacher. Either a powerpoint presentation or a video presentation has been shared.

The Washington High School counselors are exploring the possibility of developing a program to teach students bike maintenance and repair, landscaping and lawn maintenance to prepare students for summer employment.

Key Issue: PD needs to be regular and consistent addressing mental health needs of students.

CJUSD provides all staff with ongoing PD from the district Mental Health Department. Students receive counseling services for both students and their families as needed. South Coast also provides wraparound services to students and their families as needed. Students are also referred to outside counseling services such as the Department of Behavioral Health and the Behavioral Medical Center at Loma Linda University Medical Center. In addition to off-site South Coast counseling, WHS students benefit from on-site drug/alcohol abuse and anger management counseling. Classes are held once a week for a duration of 6 weeks. Upon completion of the program students receive a certificate which, if applicable, can assist them in meeting their conditions.

The school psychologist, and mental health therapists (ERHMS and EVSELPA) work closely with students on their caseload to meet their individual needs. Additionally, site counselors work closely with WHS PBIS Tier I & II students to provide coping skills and behavior modification strategies that will ensure their academic success.

Key Issue: District needs to help secure more substitutes so teachers feel confident about PD opportunities and field trips.

Teachers across all programs at Washington High School participate in district content based trainings regularly. Substitute teachers are scheduled by district or site personnel in advance to ensure WHS staff participation in district-mandated trainings, and/or off-site professional development trainings. If a substitute teacher is not available, the master schedule allows for period coverage during the day so that a teacher can still participate in professional development opportunities. Over the course of the 2018-2019 school year, there have been over 60 different conferences and trainings attended by Washington High School staff.



This section addresses the recommendations provided by the visiting committee in April of 2019. The visiting committee recommended that the school continue to improve in the following areas:

Continue to seek out multiple sources of data that are appropriate and relevant to WHS's educational setting, and have collaborative conversations focused on how findings should inform instructional decisions.

WHS incorporates multiple sources of data that are appropriate and relevant to our population in collaborative conversations to inform our classroom instructional practices, and we closely scrutinize other optional data review possibilities to utilize with our population. Monday morning program meetings incorporate data review as a component of this team. Here are samples of each program's data review strategies:

High School OPP:

We use CAASPP benchmarks, semester finals, assessment of text based reflection and analysis questions to ensure mastery, checking for understanding through exit slips, plus the Reading Inventory to help us understand which interventions are needed for each of our students.

Beginning in 2020, WHS will be offering eighth through tenth grade students the opportunity to take the PSAT. This will give the students an opportunity to measure the academic areas that need strengthening in preparation for college. The first opportunity will be in April 2020.

Independent Study:

When a student is first enrolled in Independent Study, it is essential to review the student's CAASPP levels, EL, grades, attendance, and credits earned as far back as middle school. We look for spikes or data points that stand out. Also, we review the Student Cum. We no longer require or have diagnostic testing. Therefore, on the first appointment, we assign a writing task and math task to check for understanding. The latter helps guide the curriculum, and each week we evaluate growth based on the different writing and math assignments completed across the curriculum.

WHS Independent Study will also offer ninth and tenth grade students the opportunity to take the PSAT. Eleventh and twelfth grade students may sign-up to take the SAT and ACT to gauge their academic readiness for a post high school education.

On a weekly basis, students' work are assessed and analyzed to determine students' mastery of the assigned lessons. Through student interviews, on time of contact, we determine if further reinforcement is needed or we need to advance to the next lesson. In case(What?)

SDC At-Promise:

We use the Reading Inventory, CAASPP benchmarks, chapter tests, quizzes, and IEP's. More recently we have also added (IXL) and is utilized to track student progress on various subjects. Math Prodigy is a way to track various grade level understandings and students are able to challenge each other to make it more interesting for these At-Promise students.

Ensure that the daily staff collaboration meetings continue throughout each school year, remain relevant to participants and key discussions are shared with all school stakeholders such as paraprofessionals.

Statement: Throughout the school year, daily (8:30-9:30 am) certificated staff meetings are held for teachers to share/discuss agenda topics, based on the day of the week. These topics/information are shared with all stakeholders/staff as appropriate including paraprofessionals. Because of a change in some protocols, specific days may be rearranged based on availability and site needs.

For the 2019-2020 school year, some changes have occurred that reflect compliance regarding confidentiality.

- Monday Team Collaboration: Each site program (there are 5) typically meet to discuss a variety of topics regarding academics, discipline, PBIS, curriculum topics for cross-curricular activities, lunch detention logistics, lesson/teaching strategies. Vertical articulation also is promoted on Mondays.
- Tuesday Professional Development (PD): All programs usually meet together for PD topics, but on occasion specific teachers may meet with a District TOA for more concentrated training. This time may also be used for teachers to make parent phone calls.
- Wednesday WASC: At the beginning of the 2019-2020 school year, WASC components were addressed, then a shift to meeting with the HS OPP program for student review began and teachers in other programs used this time to make positive phone calls to parents regarding their students began.
- Thursday PBIS: Teachers meet to discuss a variety of topics surrounding our PBIS program.
- Friday Review: This meeting is held similar to the Wednesday meetings with administration and counseling meeting with MS OPP teachers and tutors, for student reviews. As with Wednesday meetings, the other teachers not in attendance make positive phone calls to parents to maintain a parental connection.

(Note)-Both Wednesday and Friday meetings may include participation by the school psychologist, speech therapist, ERHMS counselors, and security depending on availability.

Independent Study:

New this school year Independent student no longer has a paraprofessional in the classroom. During Monday collaboration meetings it essential to stay focused on a few tasks at a time: one week of curriculum and how it helps students meet the academic standards.

Beginning in January 2020, Independent Study staff will engage in student review twice a month to provide more support towards academic goals.

SDC At-Promise:

Collaboration between the SDC teacher and paraprofessionals begins before school . Key Information from morning meetings is shared with SDC paraprofessionals to keep them in the loop of what is new at Washington. Specific information is shared with paraprofessionals through emails and IXL/Prodigy data showing student progress.

Paraprofessionals:

There are 10 paraprofessionals at WHS and they serve in three of the five programs. Two work with our SDC teacher, one with our Resource teacher, two in our MS OPP program, and four in our HS OPP program, and one that works with both MS and HS students with our College and Career Exploratory Lab class. Paraprofessionals work either a seven or six hour day. Those paraprofessionals that work a seven-hour day, typically attend all of the daily meetings and participate with the exception of the Tuesday PD, but they are invited to participate.

The paraprofessionals meet with the principal in a separate meeting once a month with a planned agenda. Paraprofessionals also serve on the school's safety committee, PBIS Tier I team, EL/ELPAC program, and ELAC committee.

Create opportunities for students to collaborate with school administration and staff regarding their experiences and needs.

Statement: WHS offers opportunities for students to collaborate with school administration and staff regarding their experiences and needs. School staff is brainstorming and working on innovative ways to provide students with more opportunities to collaborate with staff.

Prior to the 2019-2020 school year, students collaborated with administration and staff by traditional methods such as:

- Open House
- Parent conferences (principal/counselors can attend)
- Class dojo
- Face to face conversations/counseling

- After school tutoring
- Counseling referral / Request to see counselor - beginning 2nd semester 2018-2019
- Blackboard messaging
- school site council student representatives
- School Board presentations - various students
- Remind Application

Starting with the 2019-2020 school year, administration and staff have proposed implementing more ways for students to be more involved. The following ideas have been suggested:

- Admin Created Student Surveys still (developing)
- Admin Anonymous Box (developing)
- Principal/Staff participate with students during PBIS rewards room (partially implemented)
- Principal meeting with students as part of 10-day progress report (implemented)
- Leadership student feedback (developing)
- PBIS Tier II Check-In/Check-Out (CICO) component (implemented)
- Admin met with HS OPP Leadership teacher and a Student Advisory Committee, with leadership students will begin January 2020. Student participation will begin with HS OPP students and expand with other students from HS and MS OPP. The focus will be to improve PBIS goals and expectations, develop school field days and schoolwide competitions. (developing)

The principal and assistant principal have met with the HS OPP leadership teacher to develop a Student Advisory Committee. This would consist of the leadership students, initially, then involve other students, not just from the high school program, but inclusive of the middle school students and SDC At-Promise students. The goal is to begin meeting in January 2020.

Chapter V

Schoolwide Action Plan Refinements



CHAPTER 5: SCHOOLWIDE ACTION PLANS

Since the WASC Self-Study visit in 2017 which resulted in the school being placed on probationary status, the Washington schoolwide action plans have gone through a metamorphosis based on receiving Title 1 funding. Having the opportunity to collectively develop, monitor, analyze, and evaluate the SPSA each school year requires making changes in conjunction with the schools' ELAC and SSC committees. As a result, the action plans were adjusted to reflect a collaborative and comprehensive examination with input from all staff members. Being placed on probationary status resulted in significant changes to the actions plans from 2017 to better represent the schoolwide goals. Changes from 2018-2019 to 2019-2020 reflected our continuous improvement process through transparency and teamwork evident in the evaluation of the Title 1 SPSA in consultation with ELAC and SSC.

The following five action plans were written for the WASC visit dated April 24-26, 2017 and were based on the previous mission and student learning outcomes. During the course of preparing this report for the Probationary WASC visit, Washington High School received Title I funding and developed a new Single Plan for Student Achievement aligned with the School District's LCAP goals. In turn, the schoolwide action plans were modified to be aligned with the LCAP and SPSA goals. These new action plan goals were developed at the beginning of the 2018-2019 school year. Listed below are the previous Action Plans.

- Action Plan I: Increase the number of students passing classes and mastery of state content standards**
- Tested 100% of 11th grade students for 2018 CAASPP test.
 - 70% of 11th grade students either Met or Exceeded ELA Standard
 - 45% of 11th grade students either Met or Nearly Met Mathematics Standard
 - 19 of 37 high school students grew in lexile with the Reading Inventory between August 2018 and December 2018.
 - Approximately 75% of students earn more credits at WHS than at a traditional school due to 1) more one on one support because of a teacher and paraprofessional in the classroom and 2) smaller class sizes than the traditional school.

- Action Plan II: Increase the attendance rate**
- From 2016-2017 to 2017-2018 attendance rate rose 1.26%
 - From 2016-2017 to 2017-2018 chronic absence rate declined 1.2%

- Action Plan III: Success for EL Students**
- New ELPAC testing structure change from CELDT testing structure
 - Federal Monitoring Program in place-- all site documentation in place

Action Plan IV: Success for Special Education / 504 Students

- Strong collaboration between RSP teacher and regular teachers to understand IEP’s and implement strategies to accommodate and support students in the classroom.
- More one on one attention and implement a Learning Center for student support.
- More students qualify for DIS/ERHMS counseling to more students.

Action Plan V: Create a Data Analysis Team to analyze data and create a re-teaching and review plan

- Monday mornings from 8:30 am to 9:30 am are set aside for each program to collaborate to analyze data, share lesson planning strategies, share technology strategies, to share classroom strategies that work with students for academic success.

Staff went through team exercises to redefine the action plans and align them with the District’s LCAP and the school’s new SPSA plan based on the addition of receiving Title I funding for the 2018-2019 school year. The subsequent chart reflects the newly adjusted action plans positioning them with the LCAP and SPSA.

2018-2019 School Year

DISTRICT LCAP PRIORITY GOALS	WHS SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA) GOALS	WASHINGTON HIGH SCHOOL WASC ACTION PLAN GOALS
Increase the number of students who graduate and are prepared for college and/or a career.	The ELA/Math goal is for 5% of 3rd-8th, and 11th grade students to move from “Very Low” to “Low” on the State Dashboard.	The ELA/Math goal is for 5% of 3rd-8th, and 11th grade students to move from “Very Low” to “Low” on the State Dashboard.
Increase the number of students who achieve English proficiency and are reclassified.	The English Learners will improve their ELA and Math test scores on the CAASPP by 5%.	The English Learners will improve their ELA and Math test scores on the CAASPP by 5%.
Increase the reading proficiency and English Language Arts-mathematics competency of all students.	Involve parents in training workshops to support their student’s academic success and have parents participate in the Principal’s Tea.	Involve parents in training workshops to support their student’s academic success and have parents participate in the Principal’s Tea.

	Provide opportunities for students to participate in activities and workshops that address career and college readiness, mental health, and improved school climate.	Provide opportunities for students to participate in activities and workshops that address career and college readiness, mental health, and improved school climate.
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The 2019-2020 school year is the second year that Washington High School has received Title 1 funding. As a result, the district’s School Improvement Director has been working with the principal to train and guide WHS through the process of evaluating and modifying achievement goals along with action plan goals to remain consistent. During the first semester of the current school year, the principal worked with the School Site Council (consisting of staff, parents, and students) to evaluate the SPSA from the previous year and provide recommendations for the current school year. In turn, the School Site Council will evaluate the 2019-2020 SPSA beginning in January 2020 for any adjustments for the 2020-2021 school year and finalize the SPSA for Board approval in May 2020. As you will read, the ELA/Math goals for the SPSA and the WASC Action Plans were modified due to students improving CAASPP scores in 2019.

2019-2020 School Year

DISTRICT LCAP PRIORITY GOALS	WHS SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA) GOALS	WASHINGTON HIGH SCHOOL WASC ACTION PLAN GOALS
<p>Increase the number of students who graduate and are prepared for college and/or a career.</p> <p>Increase the reading proficiency and ELA/Math competency of all students.</p> <p>Implement all academic content and state adopted performance standards.</p> <p>Ensure students have access to quality resources, teachers, and facilities.</p>	<p>The English Language Arts/Mathematics goal is for each student to improve their ELA/Math score by 20% on the CAASPP.</p>	<p>The English Language Arts/Mathematics goal is for each student to improve their ELA/Math score by 20% on the CAASPP.</p>

<p>Increase the number of students who achieve English proficiency and are reclassified.</p>	<p>The English Learners will improve their ELA and Math test scores on the CAASPP by 10%.</p>	<p>The English Learners will improve their ELA and Math test scores on the CAASPP by 10%.</p>
<p>Promote parental participation, providing opportunities for parental input in decision making processes.</p>	<p>Involve parents in training workshops to support their students' academic success and have parents participate in the Principal/Parent Chat, Open House, Parent/Teacher Conferences, The Student Celebration, and district sponsored events.</p>	<p>Involve parents in training workshops to support their students' academic success and have parents participate in the Principal/Parent Chat, Open House, Parent/Teacher Conferences, The Student Celebration, and district sponsored events.</p>
<p>Increase student engagement and improve school climate. Support the mental and physical health needs of students.</p>	<p>Provide opportunities for students to participate in activities and workshops that address career and college readiness, mental health, and improved school climate.</p>	<p>Provide opportunities for students to participate in activities and workshops that address career and college readiness, mental health, and improved school climate.</p>



Action Plan I:

2018-2019: The ELA/Math goal is for 5% of 3rd-8th, and 11th grade students to move from “Very Low” to “Low” on the State Dashboard.

2019-2020: The ELA/Math goal is for each student to improve their ELA/Math score by 20% on the CAASPP. A discussion was held with the members of School Site Council, then with the staff, and it was determined that due to surpassing the goal from 2018-2019, there was a consensus to double the goal for the 2019-2020 school year. Also, with students who are academically behind, which is one of the reasons why they are enrolled at WHS, positive movement within a band is sufficient to help the student academically.

Rationale:

Washington High School student enrollment is fluid, with students entering at different times throughout the academic year. Individual student academic performance is assessed, taking into consideration not only test scores but home life, exposure to traumatic events, prior school behavioral history, and mental health diagnosis. With this at the forefront of our academic programs, careful attention is given to each student upon enrollment and continues throughout their attendance at Washington. Often times academics take a back seat until the social emotional needs are met. As the student develops positive school relationships and learns to trust adults, we generally see a significant improvement in academics and social interactions.

Goal	Rationale	SLO	Progress Assessment	Monitor & Report	Persons Responsible	Steps	Timeline	Resources
<p>2018-2019 The ELA/Math goal is for 5% of 3rd-8th, and 11th grade students to move from “Very Low” to “Low” on the State Dashboard.</p> <p>2019-2020 The ELA/Math goal is for each student to improve their</p>	<p>Our student population is fluid; with students entering at different times throughout the school year, ranging in a variety of academic levels.</p>	<p>Academic & Attendance Progress</p> <p>Optimistic Attitudes</p>	<p>RI, District Benchmarks, IAB, CAASPP Testing, Curriculum Unit Assessments, Formative Assessments, Individual teacher created assessments</p> <p>Illuminate</p>	<p>RI reports, Illuminate generated reports, Report cards, 10 Days, Progress Reports, CAASPP testing results</p>	<p>All certificated and support staff</p>	<p>Assessment Driven Instruction, Collaboration, Professional Development, Implementation of diverse strategies to meet the needs of all learners.</p>	<p>Each academic school year</p> <p>Ongoing</p>	<p>CCSS district adopted curriculum, SST, IEP, After school tutoring, Professional Development, Access to technology.</p>

ELA/Math score by 20% on the CAASPP.								
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ACTION	Progress as of December, 2019
Participate in District professional development and trainings for ELA/Math CCSS.	Partially Completed/Ongoing ELA, MATH, RSP, and SDC teachers attend all district trainings pertaining to CCSS. WHS teachers are invited to all district offered trainings and must attend. The Four C's of Technology, Wellness Conference, ELD Training, Qtel, Web IEP trainings, IXL training, Camp Ed, Quality Teaching for English learners training.
Allocate collaboration time for teachers to work together for lesson planning, develop a writing across the curriculum rubric, share best practices and analyze student achievement data.	Partially Completed/Ongoing Monday's from 8:30-9:30 AM are dedicated to team collaboration. Student performance is discussed as are instructional best practices and cross curricular lessons/units are discussed and developed. The ELA teacher shares Reading Inventory scores and utilizes that to guide the team with differentiated instructional strategies. Trauma Informed Practices, Restorative Practices, collaborate with Special Education teachers from the comprehensive sites on READ180,
Participate in site professional development and trainings to improve the use of technology in the classroom for student engagement.	Partially Completed/Ongoing District Technology TOA's have provided school wide universal technology training beginning in August 2017-2018 and have continued to present. Universal lessons have morphed into individual one-to-one lessons with TOA's and teachers' upon their initiation to best meet their instructional needs. Use results of old exams as resource materials to review / reinforce mastery of the subject.

Action Plan II:

2018-2019: The English Learners will improve their ELA and Math test scores on the CAASPP /ELPAC by 5%.

2019-2020: The English Learners will improve their ELA and Math test scores on the CAASPP by 10%

A discussion was held with the members of School Site Council, that was followed-up with the staff, and it was determined that due to surpassing the goal from 2018-2019, there was a consensus to double the goal for the 2019-2020 school year.

Rationale:

Teachers will engage students in standards-based content in ELA and math. ELL will be working towards mastery to improve CAASPP and improve EL levels.

Goal	Rationale	SLO	Progress Assessment	Monitor & Report	Persons Responsible	Steps	Timeline	Resources
<p>2018-2019 The English Learners will improve their ELA and Math test scores on the CAASPP by 5%.</p> <p>2019-2020 The English Learners will improve their ELA and Math test scores on the CAASPP by 10%.</p>	<p>Teachers will engage students in standards-based content in ELA and Math. ELL will be working towards mastery and improve CAASPP results by 5%</p>	<p>Academic & Attendance Progress</p> <p>Optimistic Attitudes</p>	<p>District Benchmark Exams. CAASPP: IAB assessments.</p> <p>Students are also monitored by EL Coordinator and tested in the Spring for EL status and reassignment</p> <p>ELPAC testing will determine students eligibility to exit EL status and will support students progress towards ELA</p>	<p>Students progress towards CAASPP/ELPAC goal will be monitored by implementing IAB testing school wide which will reflect students' progress towards 5% goal.</p> <p>EL reports through Ellevation</p>	<p>Certificated staff</p>	<p>Implement Differentiated Instructional techniques from EL Professional Development.</p> <p>Monitor EL progress with Ellevation reports</p> <p>Walk-throughs</p>	<p>Ongoing throughout 1st and 2nd sem. As scheduled by district and testing will be every spring.</p>	<p>Professional Development District/Site level</p>

ACTION	Progress made as of December 2019
<p>Participate in professional development on differentiated instruction and scaffolding lessons for English learners.</p>	<p>Partially Completed/Ongoing</p> <p>District EL TOA lead professional development at the school site in 2018-2019 and in 2019-2020 with an emphasis on embedding ELD standards and how to best meet the language developing needs of our student population. Google translator is utilized to assist foreign students gain mastery of the English language as well as facilitate completion of assigned work.</p>
<p>Provide training for EL Site Lead on responsibilities and ELPAC implementation.</p>	<p>Partially Completed/Ongoing</p> <p>EL Site Lead participates in Elevate district level trainings to learn the interactive platform that monitors EL student progress. He leads the site in monitoring and providing staff support in best practices for emerging EL students.</p>
<p>Provide site level trainings by EL Site Lead to teachers to help prepare students for ELPAC testing and improve CAASPP results.</p>	<p>Partially Completed/Ongoing</p> <p>The EL Site Lead has developed a site specific action plan to meet with each student who will be taking the ELPAC. Students and the EL Site Lead meets with students in small groups to review, practice, and become familiar with the new ELPAC testing platform. Before each test section is administered, each student will have had the opportunity to be exposed to the test format and have had interacted with released test questions.</p>

Action Plan III:

2018-2019: Involve parents in training workshops to support their student's academic success and have parents participate in the Principal's Tea.

2019-2020: Involve parents in training workshops to support their students' academic success and have parents participate in the Principal/Parent Chat, Open House, Parent/Teacher conferences, The student Celebration, and district sponsored events.

Rationale:

In order to establish a cultural proficiency within the school, it is important to involve parents and communicate with them the norms and expectations for students. Providing parents with tools to sustain student success at home and at school by making parents aware of school culture through ELAC, SSC and Principal/Parent Chats (Tea).

Goal	Rationale	SLO	Progress Assessment	Monitor & Report	Persons Responsible	Steps	Timeline	Resources
<p>2018-2019 Involve parents in training workshops to support their student's academic success and have parents participate in the Principal's Tea.</p> <p>2019-2020 Involve parents in training workshops to support their students' academic success and have parents participate in the Principal/Parent Chat, Open House, Parent/Teacher conferences,</p>	<p>To help establish cultural proficiency within the school. It's important to communicate to the parents the cultural norms of student success.</p> <p>Making the parents aware of what and how our students are being taught.</p> <p>To increase student support in the home.</p> <p>Parent participation and SSC for Title I funds.</p>	<p>Academic & Attendance Progress.</p> <p>Safe & Responsible Behaviors</p> <p>Respect For Themselves & Others</p>	<p>Parent sign-in sheets.</p> <p>Parent and community feedback.</p>	<p>Parent sign-in sheets.</p> <p>Parent feedback.</p>	<p>Administration, office staff, certificated and classified employees.</p>	<p>SSC and ELAC committees meet to approve funding for snacks, Title 1 monies, parent and community trainings.</p> <p>Formulize a training workshop appropriate for the parents.</p> <p>Use blackboard messages, and phone calls to invite parents.</p>	<p>One year.</p> <p>On-going</p>	<p>Room to hold meetings, restrooms, Chromebooks</p>

The student Celebration, and district sponsored events.								
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ACTION	Progress as of December 2019
Develop ELAC Committee	<p>Completed/Ongoing</p> <p>Convened an ELAC Committee in April, 2017 which meets each month. For 2019-2020, meetings are scheduled every other month.</p>
Develop School Site Council	<p>Completed/Ongoing</p> <p>Had elections in March, 2017 and first meeting convened in April, 2017 with monthly meetings to approve of SPSA spending. Continued replacing parent members, as needed when parents student transfers back to home school. For 2019-2020 school year, meetings are scheduled every other month.</p>
Organize and hold Principal/Parent Chats (Tea)	<p>Partially Completed/Ongoing</p> <p>Began Principal/Parent Chats in October, 2018 and will continue monthly. Chats include Digital Citizenship lessons for parents.</p>
Provide parents with Parent Workshops	<p>Partially Completed/Ongoing</p> <p>Have scheduled first parent workshop to begin in April, 2019. Another parent workshop was held over four weeks in the Fall of 2019-2020 school year.</p>

Action Plan IV:

2018-2019: Provide opportunities for students to participate in activities and workshops that address career and college readiness, mental health, and improved school climate.

2019-2020: Provide opportunities for students to participate in activities and workshops that address career and college readiness, mental health, and improved school climate.

Rationale:

Washington High School needs to provide students the appropriate tools needed to be prepared for a college or career path in a positive and safe environment.

Goal	Rationale	SLO	Progress Assessment	Monitor & Report	Persons Responsible	Steps	Timeline	Resources
<p>2018-2019 Provide opportunities for students to participate in enrichment activities through workshops that address mental health needs and improves school climate.</p>	<p>Providing the students with the appropriate tools so that they are prepared for college and the career path they have chosen in a positive and safe school environment.</p>	<p>Respect For Themselves & Others</p> <p>Optimistic Attitudes</p> <p>Academic & Attendance Progress</p>	<p>% of students attending field trips</p> <p>% of students receiving counseling services</p>	<p>Collect qualitative data and review progress assessment in monthly staff meetings.</p> <p>Use individual program review meetings to assess student intervention needs.</p>	<p>Teachers and counselors and Admin.</p>	<p>Step 1 Identify students who need to participate</p> <p>Step 2 Assess baseline to determine specific student goals and schedule activities and workshops according to the students' results from assessment.</p> <p>Step 3 Use Advisory Period to work with students on social-emotional skills through goal setting, restorative circles and 1-1 counseling.</p>	<p>Each semester</p> <p>Ongoing</p>	<p>Counselors, Anger Management and Substance Abuse classes, Career Day, Field Trips to local colleges, Guest Speakers, Field Trips to educational parks, PBIS reward room and student store, semester awards. Social Work Interns from the District's Mental Health Depart.</p>
<p>2019-2020 Provide opportunities for students to participate in activities and workshops that address career and college readiness, mental health, and improved school climate.</p>	<p>Provide students with needed social and emotional support using district's Social Work Interns.</p> <p>Created a student voice to allow students to provide input regarding student needs.</p>							

						Step 4 Create a Student Advisory Committee		
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ACTION	Progress made as of December 2019
Provide field-trips to various colleges and universities.	Partially Completed/Ongoing Have provided field trips to San Bernardino Valley College, Crafton Hills College, Riverside Community College, University of California Riverside, Cal State San Bernardino, Cal State Polytechnic University, Pomona, and are planning other field trips to various colleges.
Provide field-trips to cultural/educational events/locales.	Partially Completed/Ongoing Have provided field trips to San Diego Zoo Safari Park, Riverside Community College play - Little Mermaid. Our female students have participated in the "Classroom to Careers" component with the Girl Scouts and have attended field trips to the Omni-Trans Center, Crafton Hills College Allied Health Career Day, and to the Cyber Security Awareness Fair at Cal Poly Pomona. Students visited the Edison Educational Center, "STEMAPOLOOSA" at Cal-Poly Pomona, Getty Museum Center, San Bernardino Performing Arts Play - Tarzan.
Host student assemblies with guest speakers on various themes.	Partially Completed/Ongoing Have scheduled a guest speaker(s) each month except the short school months for a variety of themes such as Hispanic Heritage Month, Drug & Alcohol Awareness, Veterans Day, Healthy Coping Skills, Never give Up on Your Dreams, African-American History, Literacy.
Host professional organizations in a Career Fair setting for students to hear about career options.	Partially Completed/Ongoing

	<p>Had students volunteer to work the District’s College and Career Fair, hold a yearly site Career Day for students with over 25 professionals speaking to students.</p>
<p>Counselors work with students regarding their 4-year academic plans.</p>	<p>Partially Completed/Ongoing</p> <p>Counselors present on A-G and High School Graduation Requirements. Each high school student works with counselors to develop or review their 4-year academic plan and discuss career options. School counselors also work with middle school students regarding their 2-year plans.</p>
<p>Use PBIS Rewards room for student success and and host a boy’s and girl’s empowerment days to help build a positive cultural environment at the school.</p>	<p>Partially Completed/Ongoing</p> <p>Held a Women’s Equality Day, Women’s Celebration Day, Boys to Men Through Adversity Day. Students may use their SOAR Bucks to purchase time in the PBIS Rewards room twice a month and/or purchase items from the student store.</p>
<p>Partner with the district’s Mental Health Dept. to provide 1-1 counseling for non-IEP students and Period 1 Advisory support.</p>	<p>Partially Completed/Ongoing</p> <p>Local universities, through an MOU with CJUSD, provide Social Work students an opportunity to complete internships with the district. These interns provide 1-on-1 counseling to students and also provide support to our Advisory classes on Tuesdays and Thursdays, using social/emotional activities to engage students.</p>

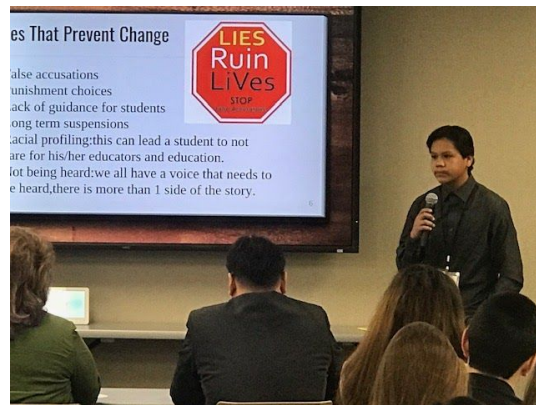
APPENDIX A
Glossary

CAASPP	CAifornia Assessment for Student Performance & Progress
CCTC	California Commission on Teacher Credentialing
CELDT	California English Language Development Test
CJUSD	Colton Joint Unified School District
EL	English Learner
ELA	English Language Arts
ELAC	English Learner Advisory Council
ELL	English Language Learner
ELPAC	English Learner Proficiency Assessments for California
ERMHS	Educationally Related Mental Health Services
EVSELPA	East Valley Special Education Local Plan Area
HOUSSE	High Objective Uniform State Standard of Evaluation
IS	Independent Study
LCAP	Local Control Accountability Program
MOU	Memorandum of Understanding
PBIS	Positive Behavior Intervention Supports
PLC	Professional Learning Community
RI	Reading inventory
RSP	Resource Special Programs
SARB	Student Attendance Review Board
SDC	Special Day Class

SLO	Student Learning Outcome
SPSA	School Plan for Student Achievement
SSC	School Site Council
STEAM	Science Technology Engineering Arts & Math
SWIS	School-Wide Information System
TOA	Teacher On Assignment
WHS	Washington High School



Girls' Empowerment



Student Advisory Panel



Board Presentation



Hispanic Heritage Month Assembly

HAWKS S.O.A.R!!!

APPENDIX B

Attached is a link to our school budget.

[Washington High School Budget 2019-2020](#)

Attached is a link to our Master Schedule for the past two school years.

[Master Schedule 2018-2019](#)

[Master Schedule 1st Semester 2019-2020](#)

[Master Schedule 2nd Semester 2019-2020](#)

Attached are a variety of district provided trainings for professional development.

[District Provided Professional Development](#)

