



Finance Division  
Financial Planning, Monitoring and Accountability Department

**APPENDIX F**  
**WASC RECOMMENDATIONS**

**YEAR: 2020-21**

School: \_\_\_\_\_

Using the recommendations from your most recent full study visit complete the following template:

WASC: Schoolwide Critical Areas for follow-up	SPSA Goal Area: 1, 2, 3, 4 or 5	Professional Development Resources	Means to Assess Improvement	Reporting Timeline Responsible Person(s)
Continue to provide training and best practices opportunities during collaboration, inservice training for Common Core in efforts to strengthen differentiation strategies for all subgroups.	Goal: 1, 2, 3, and 4	<p>Staff Training on new Common Core along with directions focusing on the needs and support structures for strategic and intensive high school learners, with an emphasis on English Learners.</p> <p>ILT to work with staff to develop a consistent intervention system for 9<sup>th</sup> and 10<sup>th</sup> grade students.</p> <p>Training for administrative staff and ILT by district or county staff.</p>	<p>1a. Developed an understanding among site and district staff regarding the needs of strategic and intensive learners and developing an English/Language Arts system, which includes interventions to support their achievement.</p> <p>agreement of leadership and staff to offer a system of</p>	<p>Monthly discussions at ILT: Sept 2019 – June 2020 - Principal</p> <p>Monthly School Newsletter: Sept 2019 – June 2020 - Principal</p> <p>Monthly English Department Meetings: Sept 2019 – June 2020 – English Chair/District Curriculum Specialist.</p> <p>Monthly staff wide PLC development with a focus on ELA strategies for all curricular areas: Sept</p>

WASC: Schoolwide Critical Areas for follow-up	SPSA Goal Area: 1, 2, 3, 4 or 5	Professional Development Resources	Means to Assess Improvement	Reporting Timeline Responsible Person(s)
		<p>ELA and EL staff to review pacing of 9<sup>th</sup> and 10<sup>th</sup> grade core program to ensure that students are receiving new Common Core standards and have appropriate assessments to track student proficiency.</p>	<p>differentiated interventions to students who are not performing at the “proficient” Level, including specific EL support.</p> <p>1b. Review 9<sup>th</sup> and 10<sup>th</sup> grade standards-based curriculum to ensure that priority standards are addressed consistently among all grade level courses.</p> <p>Provide interventions available to students based on student test and achievement data; (courses listed in school course catalog – list student learning levels and skills provided/taught.</p> <p>9<sup>th</sup> and 10<sup>th</sup> grade ELA pacing guides</p>	<p>2019 – June 2020 – ILT/English Department. Reports to be submitted to Principal for accountability Monthly for PLCs: Sept 2019 – June 2020: ILT/ Department Chairs.</p> <p>Parent Night schoolwide review of intervention the first week in December – Principal/ILT.</p> <p>Data Reported to SSC in December – Principal/ILT.</p> <p>Report to be Published from December meeting: first week in January – Principal/Vice Principal/ILT.</p> <p>Update School Website: Jan 2020 – Principal/IT</p>

WASC: Schoolwide Critical Areas for follow-up	SPSA Goal Area: 1, 2, 3, 4 or 5	Professional Development Resources	Means to Assess Improvement	Reporting Timeline Responsible Person(s)
			<p>are developed and indicate priority standards. Principal walk-through includes the pacing calendar provided by the ELA staff presented and adopted by site staff.</p>	
<p>Increase student utilization of targeted support programs for all entering 9<sup>th</sup> grade students by identifying reading level.</p>	<p>Goal: 1, 2, 3, and 4</p>	<p>Meetings with feeder school, OLEA support for district and English Specialist to determine assessments to be used and the cut point for proficiency.</p> <p>Meetings with administration and counselors to develop procedures and practices that will ensure that the testing occurs in a timely manner and those students are placed appropriately in the correct courses in September.</p> <p>Meetings with feeder school to develop agreements for preparation for core ELA program and placement test to be given on Jun of 8<sup>th</sup> grade school year.</p>	<p>Establish an ELA placement system that determines whether incoming 9<sup>th</sup> grade students either have the necessary reading level to access the 9<sup>th</sup> grade core curriculum, or need to be placed in an accelerated reading intervention program (below 6<sup>th</sup> grade) or need to be given a “strategic” intervention which may include a Strategic or ELD support.</p>	<p>Notification to all entering 9<sup>th</sup> grade parents and students regarding placement and testing: August – September – Principal/Counselor/ILT.</p> <p>Testing on all incoming 9<sup>th</sup> Graders – 8<sup>th</sup> and 9<sup>th</sup> grade English Teachers/Counselor.</p> <p>Students placed in classes: September - Counselors</p>

WASC: Schoolwide Critical Areas for follow-up	SPSA Goal Area: 1, 2, 3, 4 or 5	Professional Development Resources	Means to Assess Improvement	Reporting Timeline Responsible Person(s)
			<p>9<sup>th</sup> grade ELA teachers give language arts instructional materials placement exam.</p> <p>Develop a “watch list” for students who do not have reading ability for success.</p> <p>Written regulations regarding placement assessment system which include the list of diagnostic assessment with entrance and exit “cut point” for core, strategic and intensive intervention courses.</p>	
<p>3. Maintain a unified purpose through the implementation of site efforts and plans Transformation Plan/SIG, SPSA, WASC Action Plan, the College Majors branding projecting a consistent message and goals.</p>	<p>Goal: 1 and 5</p>	<p>SSC to meet monthly to develop schoolwide vision to be shared with all stakeholders.</p>	<p>Development of a schoolwide vision that is adopted and utilized for staff, students, parents and the community after development and consensus.</p>	<p>All chairpersons will meet once a week from 8:00 – 10:00 a.m. to coordinate the implementation efforts for the site.</p>

WASC: Schoolwide Critical Areas for follow-up	SPSA Goal Area: 1, 2, 3, 4 or 5	Professional Development Resources	Means to Assess Improvement	Reporting Timeline Responsible Person(s)
		<p>Staff Presentations of school vision to promote student achievement for all ILT to work with staff and home groups to develop a consistent message for all students.</p> <p>Training for administrative staff and ILT by district or county staff.</p>	<p>Revisiting of the School Vision Annual at Open House meeting</p>	<p>Fall Back-to-School Night September 7:00 p.m., coordinated by Vice Principal.</p> <p>Spring Open House April 7:00 pm – coordinated by Vice Principal.</p> <p>Monthly ILT meetings first Monday of every month, ILT Coordinator 2:30 – 4:00 p.m.</p> <p>Monthly SSC meetings – second Monday of every month – SSC Chair 2:30 – 4:00 p.m.</p> <p>Monthly Principal’s Chats – every third Wednesday from 8:00 – 9:00 a.m. in Library weekly SIG meetings for all staff from 2:00 – 4:00 p.m.</p> <p>ELAC meeting third Monday of every month from 6:00 – 8:00 p.m. – coordinated by ELST</p>

WASC: Schoolwide Critical Areas for follow-up	SPSA Goal Area: 1, 2, 3, 4 or 5	Professional Development Resources	Means to Assess Improvement	Reporting Timeline Responsible Person(s)
				<p>All meetings will document the messages and the implementation. Evidence will include but is not limited to the agenda and the minutes for each specific group meetings.</p> <p>Quarterly evening counseling sessions from 6:00 – 8:00 p.m. during months Feb., May, Sept., and December.</p>
<p>4. Enhance capacity for credit recovery and remediation in an effort to increase graduation rate.</p>	<p>Goal 4</p>	<p>Meetings with administration and counselors to develop procedures and practices that will ensure that the testing occurs in a timely manner and those students are placed appropriately in the correct courses in September.</p>	<p>Develop a “watch list” for students who do not have reading ability for success.</p> <p>Written regulations regarding placement assessment system which include the list of diagnostic assessment with entrance and exit “cut point” for core, strategic and intensive intervention courses.</p>	<p>Weekly review by all teaching staff to identify all students not meeting proficiencies in English and mathematics.</p> <p>Thursday morning meeting with identified students with counseling staff.</p> <p>Fourth Thursday afternoon every month from 4 – 6 p.m. with parents of identified students.</p>