



**West Hills High School
SELF-STUDY REPORT**

8756 Mast Blvd

Santee, CA 92071

Grossmont Union High School District

March 11-13, 2024

**ACS WASC/CDE Focus on Learning Continuous Improvement Guide
2022 Edition**

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Introduction (1-2 pages maximum)

- Provide a brief background of the school, a concise description of programs offered, and a description or list of schoolwide strategies that promote diversity, equity, and inclusion.
- Briefly describe how the faculty, staff, and other stakeholders/educational partners were involved and collaborated in the self-study process.

Brief Background of School

West Hills is one of 10 comprehensive Grossmont Union High School District (GUHSD) high schools. The District serves approximately 16,000 students and includes the East County communities of Santee, La Mesa, Lakeside, Spring Valley, Lemon Grove, Jamul, and El Cajon. West Hills serves 1,515 students from the Santee area and additional students throughout the district. Districtwide, there is a downward trend in enrollment; however, projections show that we may see enrollment numbers leveling out in the next few years.

Diversity, Equity, and Inclusion

West Hills continues to work on creating a school culture of diversity, equity, and inclusion. Our Pack Council members were chosen to represent our student populations and meet monthly with the administration to discuss topics determined by the council and for the administration to get feedback on how to continue to build a strong culture on campus. Our library and English department are adding additional texts written by diverse authors with stories representing diverse cultures. Our social science department members are working with teachers across the district, developing a new Ethnic Studies course for implementation in the 2025-2026 school year. West Hills teachers continue to bring UDL strategies into their classrooms to support all students. We are also joining in district-wide efforts to support all students' academic and social/emotional needs through a new Safe School Ambassadors program, a Peer Listener program, and School Summits.

Programs Offered

- **Advanced Placement and Honors:** WHHS offers 13 AP courses with 36 sections across a six-period day.
- **AVID:** WHHS offers four sections of AVID.
- **CTE Pathways:** (Career Technical Education) WHHS has grown the CTE Pathways to include Sports Medicine, Manufacturing, Project Lead the Way(Engineering), and Education. The new Education Pathway has a partnership with our feeder elementary school, including student internships and an articulation agreement with local Community Colleges for up to 7 units.
- **Visual and Performing Arts:** At the beginning of 2023, we added many VAPA sections thanks to Proposition 28. We hired a full-time photography teacher, added a Theatre Tech class, and added a section to Choir. We also have guitar classes, Orchestra, Band, Color Guard, 2D and 3D Art.
- We are currently working on surveying students and selecting dual enrollment courses for the Fall of 2024. Dual enrollment is relatively new in our district, and we are navigating the district and GEA (teachers' union) Memorandum of Understanding (MOU) to determine the next steps. We have identified one staff member who has a Master's Degree in Theatre and is interested in doing dual enrollment in theatre. We are working with our district's College & Career Readiness department to facilitate this opportunity for our students.
- **Credit Recovery** is available during the school year and the summer. Summer school classes are available in traditional classroom instruction and online through Edge. Credit recovery during the school year is completed through Edge.

Collaboration for Self Study

In the Spring of 2022 the WASC Coordinator and Principal met to outline a plan to continue the WASC process following the Mid Cycle Review in 2021. Focus group leaders were invited to continue their leadership, many

agreed to continue, and new leadership was chosen to fill vacancies. The Leadership team selected dates for after school meetings for the 2022-23 school year, and a plan was established for meetings.

Throughout the 2022-23 School year Focus groups, Home Groups, and the Leadership team reviewed our Mission Statement and Student Learning outcomes and reviewed our progress of our goals. Focus and home groups worked collaboratively on shared Google documents to record their progress and evidence. Parents and students were surveyed regarding communication, learning experiences, and social-emotional support at West Hills in the Fall and Spring.

In the Spring and Summer of 2023, the input of all of our stakeholders was reviewed and consolidated into our WASC draft. The draft report was used as the foundation for the discussion of our School goals and Action plan.

In the Fall of 2023, focus groups met during back-to-school and minimum days. Focus Groups collected information for the indicators. Departments met to review schoolwide data and prioritize areas of growth.

Chapter I: Progress Report (2-5 pages maximum)

Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.

- Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.
- Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated *all growth areas for continuous improvement* from the last full self-study and all intervening visits.
- Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.
- Comment on why any growth areas for continuous improvement are not in the current schoolwide action plan/SPSA.

Through the WASC work during the past two years, the following developments have been identified as having the most significant impact on West Hills High School since our last WASC visit in 2021.

New Administration and Staff change

West Hills had the same principal during the last Self-Study and Mid-Cycle report development and visits. In July of 2022, a new principal was hired when the previous principal moved to the district office. The new principal was previously an assistant principal at West Hills for five years and El Capitan High School for one year. Also, in the summer of 2022, a new assistant principal was added to the team when the current assistant principal transitioned to a principal position at Valhalla High School. At the beginning of the 2023 school year, a fourth assistant principal was added to the team. While a new administration impacts a school site, adding two assistant principals to West Hills, one with AP experience and one with no AP experience, required rebuilding a strong collaborative relationship within the administration team and building new relationships with students and staff. The fourth assistant principal was added to the team as a response from the district to a new requirement that assistant principals are responsible for attending all IEP meetings and a need for the Special Education Departments at each site to receive stronger support from administration. (See the [Assistant Principal: SPECIAL EDUCATION](#) document) This change continues to challenge the site's assistant principals as they try to balance their responsibilities.

District funding allowed for the addition of another campus supervisor, a second school psychologist, and a fifth counselor. In 2022, the district also approved a sixth counselor to support students with Social/Emotional support.

Enrollment Trends

West Hills continues to see a downward trend in enrollment, although at a slower rate than in previous years. Enrollment has impacted our ability to expand our course offerings and how we promote our school to increase our numbers. Our district has a "School Choice Window" from December to February. During this time, families within the GUHSD can register their children and indicate which school they want them to attend. We hold a Freshman Showcase and various middle school tours and visits to attract more students. Five schools are bringing their 8th graders to our campus this year for tours. The principal and an assistant principal also visit those five school sites for programming presentations. We also have one school visiting our campus four times for tours of our CTE programs. These visits require a significant amount of planning hours for the administration team.

Bell Schedule Changes

In the 21-22 school year, West Hills underwent the bell schedule restructuring process to comply with SB 328. Per the district and Grossmont Education Association (GEA) agreement, bell schedule restructuring is the purview of GEA members. Two full restructuring cycles occurred in 21-22, and a seven-period [day](#) was

chosen. Mid-way through the 22-23 school year, many GEA members were not happy with the seven period day. GEA members underwent two more restructuring cycles, and a new six-period [day](#) was selected. There are a set number of minimum days, with seven being predetermined and nine available for WASC and staff meetings per the discretion of the Department Chair Council/Leadership Team. There is no built-in collaboration time. The late start and end times have challenged our athletics extracurricular programs. All after-school programs must end by 9:00 pm, creating a problem with shared facilities. Some programs have resorted to practicing in the morning before school.

Student Support Programs

Student support programs continue to be a school focus. University and Student-Athlete signing days have been added to our recognition events. Scholar Athlete recognition has been revitalized, and the Athletic Director has started a new Athlete of the Week program. The administration team created “Caught doing something Good’ cards where students are rewarded for displaying the “West Hills Way.” Our District-funded Paper tutoring program has had the highest usage at West Hills. In the Fall of 2023, the tutoring program was transitioned to TutorMe, allowing integration into the Schoology Platform. The Mending Matters partnership with our district ended in the summer of 2022, and the district planned on hiring two therapists for each site through SDYS, but they struggled to onboard enough therapists. In Fall 2023, the GUHSD school board declined to renew the SDYS contract and selected a new company called Wellness Together. As of October, Wellness Together was working through the onboarding process to hire enough Mental Health Specialists to staff each site. As of November 14th, two Wellness Together Mental Health Specialists are on campus. All students have access to free breakfast and lunch through our cafeteria services. A section of Math intervention for IM1 was added in 2022 and continued into the 2023 school year. We continue to take advantage of the district-offered intervention programs for verbal altercations, physical altercations, tobacco usage, and drug and alcohol usage. The new SE counselor will also include check-ins with students who have completed these interventions.

Campus Upgrades

Campus site upgrades include a remodel and modernization of the Science building. Air conditioning was added to the gym, and a new marquee was installed in front of the campus. We also received a new sound system for our stadium and gym. In addition, another modernization project is scheduled for the summer of 2024. This will include a refresh of our staff lounge, ASB room, ASB store, and staff and student restrooms. Added to this project is new lighting for our gym. The latest project being developed is a complete upgrade of network systems. This project will impact the MDF and all campus IDF (internet network housing) rooms. This project is in the design/development phase, and we do not know the length of the project or the impact it will have on campus during the installation.

Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated growth areas for continuous improvement from the last full self-study and all intervening visits.

WASC Action Plan Goal #1, 2, 6, 7:

- 1. Explore the expansion of cross-curricular collaboration among staff members and departments.**
- 2. Develop formal processes for data analysis & application through Professional Development to address student learning.**
- 6. The site leadership team should continue to expand efforts at professional development in deep data analysis in an effort to better inform instruction and support student mastery of content.**

7. Site leadership should direct efforts to support further expansion of school-wide, intra-departmental, formative and summative benchmark assessments

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| <p>LCAP GOAL # 1 & 3</p> | <p>#1 GUHSD staff will continue to improve its relevant, equitable, and high-quality educational programs that empower each student to build the best future. #3 To reinforce its culture of innovation, collaboration, and care for student wellness and success, GUHSD staff will provide and participate in continuous professional learning.</p> |
| <p>SPSA GOALS 1 & 3</p> | <p>#1 Increase student academic course offerings for 9th and 10th graders, including interventions and electives, as resources are available and student enrollment allows for. #3 Ensure schools have highly qualified staff and teachers are provided resources for focused collaboration and professional development.</p> |

| <p>PROGRESS</p> <p>Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated growth areas for continuous improvement from the last full self-study and all intervening visits.</p> | <p>IMPACT</p> <p>Evaluate the degree to which major student learner needs, school needs, and areas for growth have been addressed.</p> | <p>EVIDENCE (link)</p> <p>Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.</p> |
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| <p>Professional Development and collaboration:</p> <ul style="list-style-type: none"> Instructional Leadership Team (ILT) developed Fall 2023. The team’s focus is analyzing school data to serve students best, set instructional priorities, and determine areas of need for professional development. New Site Learning Specialist-TOSA- working with school data, ILT and Coaching Cycles. <p>Course development:</p> <ul style="list-style-type: none"> Geography teachers are collaborating with the District to write curriculum for the Ethnic Studies course. | <p>The ILT spent a pullout day and reviewed several sources of data. The data review resulted in three focus areas for the ILT moving forward. The areas include Student Choice, ‘Meaningful, relevant and rich learning experiences’, and Innovative and Growth Mindset of Educators. These areas will allow the ILT to collect further data to better understand the current state of our school, design and implement focused professional development, and provide a clear instructional focus for the school.</p> | <p>Staff Professional Development Participation</p> <p>ILT Areas of Focus</p> <p>9th & 10 pass rates</p> <p>GUHSD Ethnic Studies Overview</p> |

WASC Action Plan Goal #3: Increase student academic course offerings, including interventions and electives as resources are available and student enrollment allows.

WASC Action Plan Goal #8: Explore increasing science staffing options with the district office to support expansion of course availability for students as funding allows.

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| <p>LCAP GOAL #1</p> | <p>GUHSD staff will continue to improve the relevant, equitable, and high-quality educational programs that empower each student to build the best future.</p> |
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| SPSA GOAL #1 | Increase student academic course offerings for 9th and 10th graders, including interventions and electives as resources are available and student enrollment allows for. |
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| PROGRESS Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated growth areas for continuous improvement from the last full self-study and all intervening visits. | IMPACT Evaluate the degree to which major student learner needs, school needs, and areas for growth have been addressed. | EVIDENCE (link) Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students. |
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| <p>Expand sections of credit recovery, including summer school. Expand elective offerings Maintain UC a-g eligibility for 9th and 10th-grade students</p> <p>College Prep course offerings:</p> <ul style="list-style-type: none"> Expand sections of credit recovery, including summer school 2022-23 Increased number of sections of College Prep IM 1 and College Prep Biology. <p>An increase in science expansion of course availability has not been possible due to declining enrollment.</p> | <p>Graduation rate increase from 88% in 2021 to 91% in 2022</p> <p>Students have access to more high-interest elective choices, which provide more connections to their school community</p> <p>Six credit recovery sections onsite allow 9th and 10th-grade students to maintain UC "a-g" eligibility. Offering 6 periods of credit recovery allows for equal access regardless of a student's schedule.</p> <p>Two additional sections of College Prep IM1 and two additional sections of College Prep Biology to allow for greater access to courses for 9th and 10th grade students. These course offerings also have reduced class sizes.</p> <p>Class sizes in science have, for the most part, remained under course maximums. Students have four years to complete the two-year requirement or three-year recommended</p> | <p>D/F Rate College and Career Indicator Graduation Rate</p> <p>Master Schedule: Added a new photography program (5 sections) Added section of Choir Added section of Theater For the 24-25 school year, opened up more CTE Pathways to freshmen</p> <p>Master Schedule D/F rates for Sem 1 2023</p> |

WASC Action Plan Goal #4: Site administration should address perceived inconsistencies in General Education teacher fidelity to IEP accommodations and goals through facilitating increased collaboration between site SPED advocates and General Education teachers, addressing the innate hierarchical structure of service, and supporting advocate communication of concerns with Administrative staff.

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| LCAP GOAL #2 | #2 GUHSD staff will continue to strengthen the safe, supportive learning environments it provides for students and staff, both in person and online. |
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| <p>SPSA GOAL 2</p> | <p>Provide a school culture with an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences by supporting the health of students, improving parent/family communication and engagement, and implementing a personalized multi-tiered support system.</p> |
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| <p>PROGRESS</p> <p>Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated growth areas for continuous improvement from the last full self-study and all intervening visits.</p> | <p>IMPACT</p> <p>Evaluate the degree to which major student learner needs, school needs, and areas for growth have been addressed.</p> | <p>EVIDENCE (link)</p> <p>Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.</p> |
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| <p>We have added an additional Assistant Principal to specialize in Special Education needs. The new requirement that Assistant Principals attend all IEP meetings</p> <p>New district pathways to diploma.</p> <p>Increase collaboration between General Education teachers and SPED Advocates- This year each site received five sections of release time for Education Specialists in core subject areas. These Ed Specialists receive ongoing training from the district, and are working with their core departments to provide modification support for assignments and assessments.</p> <p>Distinguishing between co-taught and paraprofessional support classes.</p> | <p>Having Special Education as a major AP responsibility rather than just a subject area liaison has increased support and communication between SPED teachers, Gen Ed teachers, and administrators.</p> <p>Having site administrators (rather than admin designees) participate in all IEP meetings allows for better oversight of the IEP process. It also connects families, teachers, and administrators so that all parties are on the same page regarding services and FAPE.</p> <p>SPED students now have more options for receiving a high school diploma. This impacts the number of IEP students accessing Gen Ed courses, which may also increase the levels of support required in Gen Ed.</p> <p>Providing collaboration between Gen Ed teachers and SPED advocates has been difficult due to the lack of collaboration time.</p> <p>Our previous model for identifying IEP services was to list support classes as "supported, " allowing for more flexibility to place students in co-taught or aide-supported sections. Moving into the 24-25 school year, services must be identified as</p> | <p>Administration Responsibilities Chart</p> <p>District SPED Admin and AP IEP responsibilities Document</p> <p>Staff Professional Development Participation</p> <p>Pathways Draft Document</p> <p>SPED Core Subject Specialists Information Sheet</p> <p>SPED Delivery Models</p> |

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| <p>Increase in the number of supported course offerings</p> <p>IEP Fidelity- Utilization of Edmodify within Schoology to show Gen Ed Teachers accommodations.</p> <p>Schoology use allows for streamlined testing and assignment modifications.</p> | <p>“co-taught” or “supported.” The district SPED department provided SPED teachers with some training on determining the level of support needed for each student. In addition, SPED teachers who include co-taught and/or supported minutes on the services page must include a goal specific to those needs. This will have a significant impact on how the master schedule is built. We have not yet determined how this will impact student success but will be looking closely at D/F data and assessment performance to evaluate the effectiveness of this new system.</p> <p>Declining enrollment has limited the ability to increase our supported/co-taught course offerings.</p> <p>Gen Ed teachers must review student IEP information provided in Schoology at the beginning of the school year. They have access to this information at all times. Access to student IEP information within Schoology with the EdModify extension makes it much easier for Gen Ed teachers to see what their IEP students need since they don’t have access to the SEIS system that houses all IEPs.</p> | <p>EdModify sample</p> |
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WASC Action Plan Goal #5: The counseling department should continue to explore best practices to expand communications with students and parents to alleviate stakeholder apprehension regarding student access to services and long term educational planning.

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| <p>LCAP GOAL #2</p> | <p>#2 GUHSD staff will continue to strengthen the safe, supportive learning environments it provides for students and staff, both in person and online.</p> |
| <p>SPSA GOAL 2</p> | <p>#2 Provide a school culture with an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences by supporting the health of students, improving parent/family communication and engagement, and implementing a personalized multi-tiered support system.</p> |

| <p>PROGRESS</p> <p>Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated growth areas for continuous improvement from the last full self-study and all intervening visits.</p> | <p>IMPACT</p> <p>Evaluate the degree to which major student learner needs, school needs, and areas for growth have been addressed.</p> | <p>EVIDENCE (link)</p> <p>Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.</p> |
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| <p>The counseling department has continued to add more opportunities for students and</p> | <p>Students and parents have reported through our Fall and Spring surveys</p> | <p>College/Career website</p> |

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| <p>parents to explore post-secondary opportunities.</p> <p>College Visits: 10 scheduled in the 23-24 school year thus far</p> <p>Career Visits: 1 per month throughout the school year</p> <p>College Application Tutorials: available from October - November and the month of April</p> <p>Scholarship Workshops: available all school year</p> <p>College Nights: SDSU/UCSD Night and Community College Night</p> <p>FAFSA Night: 3 in 22-23 and 1 scheduled in 23-24 thus far</p> <p>Counselor Corner: Monthly newsletter sent to students and families.</p> <p>Postsecondary Workshops: 6 different workshops that cover college and school-to-career options</p> <p>Counseling Instagram and Facebook accounts: Daily posts/stories regarding all of the above counseling events</p> <p>Counseling Schoology courses for every grade level</p> <p>Classroom presentations: Post-secondary planning, Financial Aid, Career planning, suicide prevention, internet safety</p> <p>Incoming Freshman Info Sessions: multiple every spring for incoming families</p> <p>Support Groups The new SEL counselor runs weekly support groups on anxiety, depression, grief, and academics.</p> | <p>they are receiving regular contact from the counseling department and can contact student counselors. The counseling department has consistently increased its efforts to communicate with students/parents regarding accessibility, college and career opportunities, and social-emotional support. The counseling office would like to see more students taking advantage of the many opportunities they are presented with.</p> <p>To help track student usage, we plan to use the 5 Star app to help monitor student use of the various opportunities provided by counseling and all other school events.</p> | <p>Application Tutorials</p> <p>Scholarship Workshops</p> <p>College Nights</p> <p>FAFSA Night</p> <p>Counselor Corner Workshops</p> <p>Instagram</p> <p>Facebook</p> <p>Schoology</p> <p>Field Trips</p> <p>Classroom Presentations</p> <p>Incoming 9th grade info sessions</p> <p>Support Groups</p> |
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Chapter 2: School Profile and Supporting Data and Findings (3-5 pages maximum)

Develop a clear profile of your school and students using data and information. Include the following:

- **Provide demographic data about the school including demographics, enrollment, relevant Dataquest information, course enrollment patterns by student groups, teacher assignment monitoring outcomes (AMO), link to SARC and other relevant data. See the [ACS WASC/CDE School Profile Guide](#) for guidance.**
- **Include California School Dashboard Performance Overview and other local measures reflecting student academic progress and social emotional well-being.**
- **Ensure the updated School Profile addresses the following:**
 - **Three years of data, if available.**
 - **Data presented through the use of appropriate charts, tables, and graphs data disaggregated, as appropriate, analyzed and interpreted. I.e., findings.**

- Include links to related profile materials at the end of the report.
- Determine implications of the data, noting trends and patterns
- Identify two to three major preliminary student learner needs based on the data
- Determine 2-4 important questions to consider in focus groups that have been raised by the analysis of student performance, demographic and perception data.

Student Demographics

1. [Enrollment Data](#)

Current Data Trends:

- Decrease in students receiving free/reduced lunch from 39.4% in 2021-22 to 37.6% in 2022-23.
- Slight increase in EL students from 2.8% in 2021-22 to 3.3% in 2022-23.
- 43.9% of EL students were redesignated as Fluent English Proficient 2022-21.
- Continued [decrease in enrollment](#).

Analysis: West Hills High School's enrollment continues to decrease annually. The decrease in students receiving free/reduced lunch has reduced our Title I funding. We are seeing a slight increase in our EL enrollment. We must continue to be creative in our outreach efforts to attract more students and maintain programs with decreased funding.

Student Performance Data

1. [CAASPP ELA](#)

Current Data Trends:

- Declined 35.6 points, 3.9 points below standard on the CA Dashboard
- 53.94% of WHHS students have met or exceeded the standard for ELA
- 85.25% are near or above standard in research and inquiry.
- 86.95% of students are near or above standard in listening.
- 24.25% are below standard in writing.
- 18.75% of students are below standard for reading.
- Students with disabilities are in the red, Hispanic, Socioeconomically disadvantaged, and White are in the orange, according to the [California Dashboard](#)

2. [CAASPP Math](#)

Currents Data Trends:

- Increased 4.2 points and are 46.3 points below standard on the CA Dashboard
- 36.75% of students met or exceeded the standard for Math
- 78.92% of students are near or above standard for problem-solving and modeling & Data analysis
- 79.77% of students are near or above standard for communicating reasoning.
- 38.75% of students are below standard Math concepts and procedures

3. **English Learners** [ELPAC](#) [EL Overview](#)

Current Data Trends:

- 48 students eligible to take ELPAC
- 27.66% Level 4 Proficient
- 36.17% Level 3 Moderately Developed
- 19.15% Level 2 Somewhat developed
- 17.02% Level 1 Beginning Developed.

Analysis:

WHHS students are strong in ELA research, inquiry, and listening. Nearly a quarter of 11th graders struggle in writing, while over 18% are behind in reading. WHHS 11th graders are strong in Math areas of communicating reasoning, problem-solving, and data analysis. Math concepts and procedures

need growth for nearly 40% of 11th graders. Between 2022 and 2023, we had over a 15% decline in students meeting or exceeding ELA standards and a 3% decline in Math. English Learner data has continued to stay consistent. The English and math departments have given common assessments through NWEA since 2018. This year, our English department is piloting the Common Lit 360 assessment to see if its more compact model will meet their data needs. In addition, starting this year, the district requires students to complete CAASPP interim assessments in English, math, and science. The hope is that this will provide a snapshot of their students' strengths and weaknesses and familiarize them with the CAASPP test format. While department and grade level collaboration is happening in various ways, a more structured, consistent approach to effectively analyze data and develop plans for instructional and curriculum changes within departments and with Special Education teachers, EL coordinator, and EL teacher needs to be a priority. The Instructional Leadership Team and the Department Chairs and Leadership Team will need to look for ways to build collaboration opportunities and structure to this work.

Our EL students continue to underperform on CAASPP, and their D/F rate is significantly higher than non-EL students. Continuing to provide UDL resources and professional development to staff must be a priority. In addition, we need to look for ways our EL coordinator and teacher can collaborate with core departments to bring more best practices into classrooms.

College and Career Preparation

1. [Students Meeting A-G Requirements](#)
2. [Career Technical Education Completion Rates](#)
3. [Advanced Placement Data](#)
4. [College and Career Readiness Indicator](#)

Current Data Trends:

- According to the College and Career Readiness Indicator, 52.4% of the Class of 2023 qualified as prepared, 15.7% qualified as approaching, and 31.9% were not prepared.
- 8% increase in A-G completion in graduates between 2022 to 2023
- WHHS has a higher participation rate in Advanced Placement than the district's average
- 95% of CTE pathway students were program completers.

Analysis: West Hills continues to have high A-G completion, AP participation, and CTE program completion rates. Our White, Hispanic, and EL are within a 10% range of the schoolwide rate for A-G completion; however, our African American students and students with Disabilities are significantly lower. While our Students with Disabilities have shown continuous improvement over the last two years, we need to identify and analyze reasons for these completion rates to determine where we can improve, particularly in these last two sub-groups.

Graduation Report

1. [Graduation Rate](#)
2. Post Secondary Status

| Graduating Class | 4yr College/University | 2yr |
|------------------|------------------------|-----|
| 2020 | 108 | 181 |
| 2021 | 79 | 157 |
| 2022 | 91 | 157 |

*[National Clearinghouse](#)

Current Data Trends

- 85.3% graduation rate of 387 student 12th graders in 2023. This is a 6.3% decrease from 2022.
- Increase in graduation rate of students with disabilities- from 66.7% in 2022 to 71.2% in 2023.
- Over the past 2 years, there has been a decrease in students attending 4-year universities, according to Clearinghouse data

Analysis:

Our overall graduation rate has decreased significantly; however, we saw a solid graduation rate with our students with disabilities. As a school site, we need to access and analyze data about non-graduating students to identify causes and develop strategies for improvement.

School Climate

1. [Suspension and Expulsion Rates](#)
2. [CA Healthy Kids Mental Health Report](#)
3. [CA Healthy Kids Survey Data](#)
4. [Student Survey Data](#)

Current Data Trends:

- Using 2022 data, WHHS has a Medium Suspension rate of 2.8% of students suspended for at least one day. This suspension rate is similar to the 2.3% in 2019 (the last year of data on the Dashboard).
- The African American subgroup has a “very high” suspension rate, with 14.6% suspended at least one day. Approximately 6 of 41 African American students have been suspended one day or more.
- Mental health indicators from the California Healthy Kids Survey show we have a higher than state average of students who have considered suicide, but it has decreased from 2022 to 2023.
- We continue to see a decrease in School connectedness on the CHKS from 63% in 2019 to 54% in 2023.
- Academic motivation decreased from 59% in 2022 to 56% in 2023.
- Students continue to report high expectations from school staff.
- The promotion of parent involvement is below the state average.

Analysis:

There is a need to build connections between students, parents, and the school community. African American students are being suspended at a higher rate than other subgroups. Students are struggling with mental health. In the 21-22 school year, GUHSD did not renew the mental health services contract with Mending Matters due to significant cost increases. They then signed a new contract with San Diego Youth Services. SDYS struggled to onboard enough staff to support all our schools. West Hills did not have a designated mental health specialist until December 2022. For the 22-23 school year, the board declined to reapprove SDYS services. Wellness Together was selected to provide services, but it was slow to onboard and provide mental health specialists to school sites. Students lack academic motivation while they feel the school staff is holding them to high expectations.

Major Preliminary Student Needs

1. Increase academic support to increase achievements in graduation rates, a-g completion, and SBAC testing.
2. Analyze our mental health and social-emotional supports and develop a plan to focus on the areas with the greatest student needs.
3. Survey data has shown a decline in student and parent connectedness to West Hills. We need to learn more about this and take steps to increase connectedness.

Important Questions Raised by Analysis of Student Performance Data and

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| Demographic Data |
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- How do the SBAC testing scores relate to D/F rates? Where is the disconnect between graduation rates/A-G and SBAC scores?
- What are the potential causes of the drop in SBAC scores?
- Are students aware of the importance of CHKS data?
- How do we help students and families feel more connected to West Hills?

Chapter 3: WASC Criteria and Indicators

Category A: Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources

Criterion A1: Vision and Purpose

Directions

- Evaluate the school’s effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the schoolwide learner goals/Graduate Profile reflects the vision and mission and impacts student learning and well-being.

Criterion A1: Vision and Purpose (1–2 pages maximum)

The school has established a clearly stated vision and purpose reflecting students’ needs and current educational research-based practices, focusing on diversity, equity, inclusion, and a belief that all students can learn and achieve. Supported by the governing board and the district Local Control and Accountability Plan, the school’s purpose is defined further by schoolwide student goals/graduate profile and academic standards, supported by the governing board and the district Local Control and Accountability Plan.

| <p>A1.1 Vision and Schoolwide Learner Goals/Graduate Profile: The school has established a clear, coherent vision and purpose and schoolwide learner goals/graduate profile based upon high-quality standards, congruent with research and school practices, and aligned with district goals for students.</p> <p>A1.2 Equity and Inclusion: The vision and purpose of the school reflects a belief that all students can learn and achieve.</p> <p>A1.3 Development/Refinement of Vision and Purpose: There are effective processes in place to ensure involvement of all stakeholders/educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/graduate profile.</p> <p>A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals: There are effective processes for communicating with all stakeholders/educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile.</p> | |
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| Findings | Supporting Evidence |
| <p>West Hills regularly reviews our Mission Statement and Student Learner Outcomes to ensure they are congruent with school practices. It continues to reflect the belief that all students can learn and achieve. In August 2022, we worked in focus groups to revise our Mission Statement and SLOs. Groups submitted recommendations for change, which were brought to Home groups and reported back to the Leadership Team, where final edits were made. Through this work, we revised the language of the mission to be more inclusive and ensure our SLOs truly reflect our goals for students. The revised mission and goals</p> | <p>Master Schedule Mission Statement and SLO's</p> <p>WASC Focus Groups</p> |

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| <p>were shared with the student senate and School Site Council. Our Mission statement, SLOs Schoolwide goals, and SPSA all align with our LCAP. The SSC meets regularly to guide the allocation of funds and maintain communication and participation with all stakeholders. The Mission Statement is read regularly at the beginning of daily announcements, posted on the school website, and in the student handbook. There are signs in classrooms displaying the SLOs.</p> <p>Course adjustments were also made to better align with the school's mission. Math expanded the A-G course offerings to include financial literacy and eliminated all math courses that did not meet A-G requirements. Additional Career and Technical Education (CTE) courses were added. Four pathways are offered; Manufacturing and Construction, Engineering, Education, and Sports Medicine. Universal Design for Learning Practices have been implemented district-wide on various levels. This year's reboot is designed to refresh teachers' understanding of how to use the UDL profiles, which provide individual student information and strategies that will support all students. Teachers receive UDL profile books for all their sections twice a year.</p> <p>Summary Analysis: West Hills High School's Mission and Vision are clear, updated, and accurately reflect the goals for students. WHHS continues to reflect and refine both the mission and Student Learner outcomes to meet the needs of our students and their futures. The mission is communicated widely and emphasizes the value and importance of learning for all students.</p> | <p>Spring 2022-23 SPSA SSC Agendas</p> <p>Prop 28 language GUHSD new VAPA site</p> <p>Prop 28 Site Plan Report</p> <p>UDL Reboot Overview</p> |
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Criterion A2: Governance

Directions

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the **governing board impacts student learning and well-being**.

Criterion A2: Governance (1 page maximum)

The school's purpose is aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness.

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| <p>A2.1 Relationship Between the Governing Board and the School: The school community has a clear understanding of the role of the governing board and how the governing board's decisions, expectations and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.</p> | |
| <p>Findings</p> | <p>Supporting Evidence</p> |

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| <p>The school follows guidelines set by the governing board and district administration. The policies and processes are communicated through email and professional development. The Principal and APs attend district meetings to ensure clarity of expectations and initiatives. An established District Leadership group meets twice monthly and includes the Superintendent, Assistant Superintendent, all school principals, and Directors. School board meetings are published online via transcript, agendas, and video.</p> <p>We are currently in our second year of the GUHSD Instructional Priorities. The 5 categories outline the district's commitment to inclusive and high-quality instruction for all students, with particular attention to students whom the educational system has historically underserved. The new priorities were reviewed at back-to-school professional development days with focused attention for the 23-24 year on Student Interactions. The instructional priorities guide the school, departments, and individual professional learning. WHHS's Instructional Leadership Team and Site Learning specialist use these priorities to enhance instructional programs around vulnerable student populations and as a whole. Administrator walkthroughs and teacher coaching with digiCOACH are guided by these priorities and the teacher candidates' goals and cycle of inquiry work during the GUHSD Teacher Induction programs. West Hills administration, department chairs, and ILT are all working to provide opportunities and support needed to enhance our focus on the 5 instructional priorities.</p> <p>Summary Analysis: WHHS follows the guidelines and policies of the governing board. Leadership communicates and facilitates decisions, expectations, and initiatives to the school community. West Hills is working closely with the GUHSD to support the newly established GUHSD instructional priorities, adding new programs for students' social-emotional health, building community, and providing more support to our students and teachers as they continue improving students' academic success.</p> | <p>District Parents' Rights</p> <p>Board Agendas/Policies</p> <p>Wolf Call Newsletter</p> <p>Operational Bulletins from district departments</p> <p>GUHSD Instructional Priorities</p> <p>Student Talk</p> <p>ILT Guide</p> <p>Site Learning Specialist Job Description</p> <p>New Teacher Induction</p> <p>DigiCOACH Overview</p> |
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Criterion A3: Leadership for Learning

Directions

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how *leadership actions impact student learning and well-being*.

Criterion A3: Leadership for Learning (1-2 pages maximum)

The school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students' needs and achievement. The result is accountability for implementing practices and programs, including providing services based on the school's purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP.

A3.1 Broad-based and Collaborative: The school's leadership, faculty, staff a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student

learning to support continuous improvement.

A3.2 Leadership Role in Accountability: The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.

A3.3 School Action Plan/SPSA Correlated to Student Learning: The schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.

| Findings | Supporting Evidence |
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| <p>West Hills, working with our District, has formed an Instructional Leadership team and created a TOSA position-Site Learning Specialist and coach. These two additions will allow for a streamlined and focused movement to increase the use of data to drive decisions and assess student needs. The ILT aims to examine various data, coordinate professional development, and implement strategies to impact student learning positively. The ILT comprises the four core subject areas, English, Math, Science, and Social Science Department chairs. Other departments were invited to join, and other teacher leaders were invited to give the team a variety of voices and strengths. The ILT allows for a focus on student learning, allowing the department chair meetings to be more logistical focused and information distribution. The ILT and the Site Learning specialist will monitor the results of strategies and facilitate training and student supports.</p> <p>The newly adopted GUHSD Instructional Priorities: Learning Environment, Student Interactions, Critical Thinking, UDL Supports, and UDL Structures align with our school's mission statement and SLOs. West Hills uses various tools to ensure stakeholder contributions to decision-making and reflection in our efforts to develop and enhance our program offerings to students. The Department Chair team meets each month to review and discuss ongoing issues on campus and evaluate the implementation of our services. Agenda items are further driven by staff input and needed action items placed before the group. School Site Council meetings are held throughout the year to ensure parent, student, and staff voices are part of the SPSA.</p> <p>Within our departments, teachers meet in whole department settings and in grade-level and subject-level teams to review curriculum and assessment practices and data and discuss actionable items from the Department Chair meetings.</p> <p>During our back-to-school staff professional development days and periodically throughout the school year, the entire staff will meet to review and discuss campus-wide initiatives and our ongoing self-assessment process through WASC.</p> <p>Finally, for District initiatives, teachers participate in professional development offerings on topics ranging from Co-Teaching to technology implementation.</p> <p>Math uses NWEA to measure student growth over the school year.</p> | <p>ILT Agendas ILT development overview</p> <p>Leadership Agendas: 22-23, 23-24 (Aug - Oct, Oct - Present)</p> <p>SSC Agendas</p> |

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| <p>English has moved away from NWEA because of the challenge of the reading and language tests. They have piloted the CommonLit ELA assessment (pilot program 23-24). The World Language department collaborates weekly regarding data from common assessments.</p> <p>During the Fall and the end of Spring, the Administration sends out surveys to parents, students, and staff to collect information on our communication, course rigor and support and overall reflection of the school experience. WHHS also utilizes the GUHSDLearns Surveys, sent to staff and students twice a semester to gauge feelings on GUHSD policies and procedures.</p> <p>Summary Analysis: WHHS is working to improve access and understanding of data to better determine and implement strategies and monitor outcomes to best meet the needs of our students. The new Instructional Leadership Team is working diligently to make progress in this area to establish expectations and processes for data review and professional development needs.</p> | <p>Staff “Back to School” PD Agendas: 22-23, 23-24</p> <p>NWEA Prep in Math</p> <ul style="list-style-type: none"> - NWEA Grade Level Team data analysis review (Sept/Oct & April/May) for NWEA/ComLit ELA -CommonLit Mid Year Growth Report - CAASPP Prep in Math and English <p>Site/District Surveys</p> |
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Criterion A4: Qualified Staff and Professional Development

Directions

- Evaluate the school’s effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how *leadership and staff actions impact student learning and well-being*.

Criterion A4: Qualified Staff and Professional Development (1–2 pages maximum)

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

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| <p>A4.1 Qualifications, Preparation, and Supervision of Staff: The school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.</p> <p>A4.2 Professional Learning and Impact on Student Learning: The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college and career readiness expectations.</p> <p>A4.3 Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership</p> |
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- Evaluate the school’s effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the *distribution of resources impacts student learning and well-being*.

Criterion A5: Resources (1–2 pages maximum)

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.

| <p>A5.1 Resource Allocation Decisions: School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and the goals of the schoolwide action plan/SPSA and the LCAP.</p> <p>A5.2 Practices and Procedures: Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices.</p> <p>A5.3 Instructional Materials: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.</p> <p>A5.4 Facilities Conducive to Learning: The school’s facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.</p> | |
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| Findings | Supporting Evidence |
| <p>The School Site Council meets at least four times a year to review the SPSA and the allocation of funds for West Hills High School. The members of the SSC are parents, administrators, certificated staff, classified staff, and students. The Manager of School Facilities tracks and audits all purchases through the district's financial services. The Gate coordinator and Department chairs manage gate funds and Department budgets, and all purchases are completed through the Manager of School Facilities (MSF) to maintain orderly and approved spending. Due to an inherited elimination of classified staffing, textbook management responsibilities are shared across multiple staff members: classroom teachers circulate textbooks and communicate needs for instructional materials via department chairs, the MSF coordinates purchases with departments, the Front Receptionist aids in processing acquired textbooks and general textbook management, and the Teacher Librarian helps with reporting and automated Destiny system administration tasks. Reports from the automated textbook management system Destiny are used to inform the purchasing of new and replacement materials.</p> <p>When students do not bring their Chromebooks charged to class, they may lose access to instruction during class time. This common need was raised with GUHSD Instructional Technology Services during the 2021-22 school year. This informed the development of a Digital Classroom Support Package Rollout, allowing the provisioning of “classroom Chromebooks” starting in January 2023 to facilitate more seamless access to technology during instructional time. Students are</p> | <p>SPSA</p> <p>LCAP</p> <p>Site Leadership Agendas</p> <p>Staff Meeting agendas</p> <p>School Site Council Agenda</p> |

encouraged to purchase a [Chromebook Protection Plan](#) insurance. Otherwise, they are responsible for the fines for Chromebook repairs.

West Hills facilities are safe, functional, and well-maintained. The Manufacturing and Woodshop facilities are equipped with industry-standard tools. Through CTEIG, the school continues improving the tools and technology available to stay current with industry standards. The Science building was updated, providing working water and gas lines, enhanced safety measures, and ADA compliance.

Prop 28 funds have been used in various ways to update and enhance the Arts on campus. The Photo room was updated with new computers and cameras, art supplies have been supplemented, and the new GUHSD VAPA Coordinator will be visiting all district theater facilities with the district Safety Coordinator in the Fall of 2023 to assess the needs of those facilities.

While improvements to WiFi have not yet begun, staff has been surveyed to identify areas on campus that require improvement, and this information has been shared with the district's Educational Technology Services department to inform further testing and future improvements.

Summary Analysis:

Several improvements have been made to the WHHS campus to ensure it is conducive to student learning. There are efficient processes for purchasing materials and equipment. The school budget is monitored and in compliance with District policies. VAPA funds have been utilized to increase student access to visual and performing arts in a variety of programs on campus.

[Prop 28 language](#)

[GUHSD new VAPA site](#)

[Prop 28 Site Plan Report](#)

ACS WASC Category A. Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. School vision is regularly revised and is aligned with our student learning outcomes
2. SPSA is aligned with the LCAP
3. Technology is updated and readily accessible for staff and students.

Areas of Growth

1. Professional development to better interpret data available
2. Continue to develop the ILT team in order to establish processes to monitor data.
3. Professional development for teachers that directly correlates with student needs.

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| <p>and engineering practices continue throughout.</p> <p>This year the Essentials Diploma Options & Course Options/Offerings have added new courses to provide students with disabilities more opportunities to earn a diploma.</p> <p>West Hills offers AP courses in nearly every department to give students opportunities to earn college credit while still in high school. (4 social science, 3 science, 2 English, 2 math, 2 world language, 1 Art) In 2023 62% of West Hills graduates met a-g requirements. Opportunities to retake courses are offered in summer school and online.</p> <p>Technology skills are integrated across subject areas, and courses are aligned with district and state standards.</p> <p>West Hills provides various measures connected to the College and Career Readiness indicators. While we have students who take courses at our local community college, we do not currently offer dual-enrollment courses on campus. Four out of our eleven CTE courses have established articulation agreements with colleges. The CTE pathways from the 22-23 school year all have completion rates over 90%.</p> <p>Summary Analysis: West Hills courses are aligned with our established Student Learning Outcomes. All curriculum is up to date, relevant, meets academic standards, and is aligned with graduation goals. College and Career Readiness Indicators are integrated within our students' high school plans. Our English Language (EL) and Special Education (SPED) subgroups have low rates in College and Career Readiness (C&CR), and the overall school-wide percentage of students deemed "prepared" is only 52%. We must carefully examine the criteria used to assess C&CR readiness and pinpoint specific areas of improvement that need attention. We should also look at ways to bring dual enrollment to our campus (within the parameters of the MOU between GUHSD and Grossmont College).</p> | <p>Health Pathway</p> <p>District Science Website</p> <p>Pathways to Diploma</p> <ul style="list-style-type: none"> • Pathways Grid • New Course Descriptions • Service Delivery Grid <p>AP course offerings and test data to guide instruction.</p> <p>College Readiness: AP exams a-g completion SBAC assessments Seal of Biliteracy</p> <p>Career Readiness: CTE pathway completion</p> |
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| <p>B1.5 Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.</p> | |
| <p>Findings</p> | <p>Supporting Evidence</p> |
| <p>West Hills utilizes community resources and articulation in a variety of areas. Special Education holds transition meetings for all incoming 9th</p> | |

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| <p>graders with the 8th-grade middle school team, high school team, students, and families. SPED also offers parent and student tours and classroom visits for incoming students. The administration presents information to incoming 8th graders at all feeder schools on what WH offers and what to expect when they come. 8th-grade students from all feeder schools attend a West Hills tour day in January during the district’s choice window. Parkway Middle School students visit West Hills this year to tour our CTE pathways. We are looking to add CTE-specific visits for our other feeder schools in the future. The local elementary feeder schools regularly attend our special performances of the Performing Arts Department. 8th graders are brought in to showcase the school and courses offered. The Teaching and Learning course of the CTE Education pathway has students intern at Carlton Oaks Elementary. The Sports Medicine Pathways is hosting hands-only CPR training at local middle schools. Beginning in 2022, teachers from the feeder schools met with 9th-grade West Hills teachers to discuss academic alignment, academic standards, and behavior expectations. This meeting was the first time any current staff has met with the feeder school teachers and all reported the meeting to be extremely helpful and look forward to it being an annual meeting. West Hills students can access several community resources through the Counseling Offices, CTE Pathway courses, AVID, and Social Science Courses. Counseling and AVID hosts college visits, presentations at lunch, and a Career Day Event. 12th-grade government students attend a Courthouse field trip in downtown San Diego. The guitar class performed for middle school, and the guitar construction class works with Taylor Guitars. Several of the CTE courses are articulated for college credit to Grossmont and Cuyamaca Colleges. All CTE pathways have community partnerships with industry sectors and local schools, building pre-internship and internship opportunities for CTE students. Counseling provides transcript reviews, post-secondary planning meetings, and College Application and FAFSA nights to help 12th-grade students and families.</p> <p>Summary Analysis: West Hills continues strengthening relationships with our feeder schools, community partners, and post-secondary education options. Students are provided many opportunities to explore post-secondary options through various courses and the counseling department.</p> | <p>Programming Visits</p> <p>8th Grade Visits to WH</p> <p>Parkway Middle CTE Tour</p> <p>Articulation Meeting with Feeder Schools</p> <p>AVID Career Day Interest Form College/Career website Application Tutorials Scholarship Workshops College Nights FAFSA Night Counselor Corner Workshops Field Trips Classroom Presentations Incoming 9th grade info sessions</p> <p>GUHSD CTE Advisory and Industry information</p> <p>CTE Industry Partners</p> |
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Criterion B2. Equity and Access to Curriculum

Directions

- Evaluate the school’s effectiveness in addressing the Curriculum criteria and the supporting indicators
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the equitable and accessible curriculum impacts **student learning and well-being.**

Criterion B2. Equity and Access to Curriculum (2–3 pages maximum)

All students have equal access to the school’s entire program and the school prioritizes opportunity and

| <p>B2.3 Student-Parent-Staff Collaboration: Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student’s personal learning plan, including college and career and/or other educational goals.</p> | |
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| Findings | Supporting Evidence |
| <p>West Hills has established several different traditions and opportunities for parents, students, and staff to experience a sense of belonging within the school community. HOWL and HOWL Parent Night are events that allow for 9th-grade students and parents to be acclimated with West Hills before the start of the year. Back to School night parents meet with their student’s teachers in classrooms to discuss course overviews, grading policies, and students needs. The long-running Spring tradition of PACK Day invites parents to shadow their students during a minimum day at school. Freshmen showcase highlights all West Hills has to offer to potential incoming 8th graders and their families, providing a look at courses offered, extracurricular activities, student clubs, and the facilities.</p> <p>PTSA and SSC regularly allow for parent and staff feedback and collaboration regarding student and site needs. The WH PTSA has the most members of any school in the district. IEP, SST, and 504 meetings allow all stakeholders to have a voice in students’ personal learning plans. In addition, course selection “wishlists” and post-secondary planning meetings with counselors allow parents and students to monitor students’ college and career goals and plans.</p> <p>A new Instructional Leadership Team (ILT) was established in the Fall of 2023. This team made up of teacher representatives of the 4 core content areas and other teacher volunteers, in addition to administration and the Site Learning Specialist, meets monthly to review data, plan PD, and discuss areas of growth in alignment with the GUHSD’s Instructional Priorities. The ILT allows teachers and leaders to focus on the data of students and teachers at our site specifically, allowing for focused collaboration and valuing the knowledge and expertise of staff onsite.</p> <p>Summary Analysis: West Hills has many opportunities for Parents to participate in the school community. PACK day is a family favorite, with 556 parents attending in 2023. Parents enjoy spending a minimum day at school with their children. The SCC and PTSA have parent participation and leadership. We have seen a decline in parents reporting connectedness to the school since COVID. Parent’s approval is required in the course selection process, and are regularly invited to postsecondary planning events hosted by counseling.</p> | <p>PACK day</p> <p>SST/504 meetings</p> <p>Back to School Night</p> <p>College Nights for Parents and Students (2 in Fall for UCSD and SDSU and community college night for Grossmont and Cuyamaca) CALSOAP night for college financial aid</p> <p>SSC Meeting Agendas Counseling hosted a</p> <p>Freshman Showcase</p> <p>HOWL parent night - breakout sessions (Infinite campus, Schoology)</p> |

ACS WASC Category B. Curriculum Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. CTE Programs
2. Developments in the math department to provide equitable access to all students
3. Inclusion of students with disabilities in the general education setting

Areas of Growth

1. Help the special education department feel more included in school wide decisions related to curriculum development.
2. We need to identify new formats for collaboration outside of changing the bell schedule.
3. Evaluate models that work in certain departments to determine if they would work in other settings on campus.

Category C: Learning and Teaching (6 pages maximum for Category C)

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences

Directions

- Evaluate the school’s effectiveness in addressing the Learning and Teaching criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the *equity-centered learning environment impacts student engagement, learning and well-being*.

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences (1-3 pages maximum)

All students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting schoolwide goals, academic standards, and college and career readiness indicators.

| <p>C1.1 Results of Student Observations and Examining Work: All students are involved in challenging and relevant work in an equity-centered learning environment.</p> <p>C1.2 Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.</p> | |
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| Findings | Supporting Evidence |
| <p>West Hills provides all students with a relevant and challenging learning environment that reflects the schoolwide goal, academic standards, and college and career readiness indicators. Our diverse learner needs are evident in our master schedule variety and embedded supports. Many classes are using UDL strategies to support learning. Co-taught and support courses are offered in various subject areas, but the current practice has mixed opinions regarding effectiveness and equity. Students have open access to take classes at accelerated levels, such as Honors and Advanced Placement courses. We have grown our CTE Pathways to include Sports Medicine, Engineering, Manufacturing, and Education, providing students with relevant, work-based learning opportunities and career exploration opportunities. In the Fall 2023 Student Survey, 84% of students said that their class assignments were engaging and challenging.</p> <p>During the annual programming presentations, the counseling department presents students with the graduation and A-G requirements. The presentation also includes the various college and career paths available to them post-graduation. These presentations consider the diverse post-secondary goals of our student body and aim to give each student a clear path to reach their goals. These post-secondary goals include, but are not limited to: 2 and 4-year colleges, school-to-career, and trade/apprenticeship programs. Students are also informed on Financial Aid opportunities, such as FAFSA and Scholarships information. Following these presentations, counselors meet individually with each student in their caseload to review their formal plan for meeting the graduation requirements and</p> | <ul style="list-style-type: none"> - TutorMe - TELL Test by Pearson (EL) - Teachers implementing learning-centered grading strategies - Release period for 5 II Teachers to modify and meet needs in GE classes. - Wish Lists - Annual programming presentations - College/Career website - Social Science teachers attended equity staff development - IM1C and IM1H merged into one classroom - Supported, CP, and AP Statistics students merged into one class - Many teachers offer test retakes to promote academic success - Supported and Co-teaching for various math classes including Integrated Math 1, Integrated |

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| <p>A-G requirements. This process aims to support each student’s individual needs and goals by providing them with the tools and resources they need. The counseling department has developed relationships with community members representing the various trade and apprenticeship programs to offer non-4-year college-bound students an equitable opportunity to graduate high school with a postsecondary plan.</p> <p>All teachers provide students with detailed syllabi at the beginning of the school year. The syllabi explain the various grading practices of the courses. Students and parents are introduced to the course objectives and learning goals through the syllabi, and most teachers require parents and students to sign or complete a form to verify that they have received the information.</p> <p>Summary Analysis: Students are offered a wide variety of courses and various levels at West Hills High School. The Counseling Department spends significant time explaining the various pathways and opportunities available and guides students in the planning of their post-secondary plans. West Hills teachers are using UDL strategies in their courses but they are not universal throughout departments or schoolwide. Students with IEP often take courses that are supported with a Paraeducator or co-taught with a special education teacher but the implementation of both support systems vary by teacher.</p> | <p>Math 2, Statistics and Financial Literacy -Instructional Leadership Team -Syllabus -Schoolology: Rubric builder -Rubrics in many departments (biology example) Orchestra Rubric link from Schoolology guitar rubric schoolology -Next Generation Science Standards Cross cutting concepts (CCC) and science and engineering practices (SEP) posted for reference throughout curriculum -Programming presentations -Counseling Post secondary planning presentations -California College Guidance Initiative (CCGI) presentations -9th grade Global studies assignment that has students evaluate their own A-G progress -A-G Requirements listed in the Student Handbook CCR Standards</p> |
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Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources

Directions

- Evaluate the school’s effectiveness in addressing the Learning and Teaching criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain *how teachers’ use of a variety of strategies and resources impact student learning and well-being.*

Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources (2–3 pages maximum)

All teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engage all students in creative and critical thinking, problem solving and application of learning.

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| <p>C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies to promote student learning and encourage student agency. C2.2 Student Voice and Agency: Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic</p> |
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thinking, and problem solving.

C2.3 Digital Learning and Problem Solving: Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.

C2.4 Career Preparedness and Applied Learning: Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students’ depth of knowledge, and prepare them for college and careers.

| Findings | Supporting Evidence |
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| <p>One element supporting our commitment to student-centered instruction is our FutureForward initiative, which provides Chromebooks to all students, facilitating a 1:1 learning environment. This technological integration empowers students to access various educational resources, collaborate seamlessly, and engage in personalized learning experiences. Additionally, tools like Peardeck and Edpuzzle are widely utilized by our educators. These platforms enable teachers to create interactive and engaging lessons, encouraging active participation and fostering critical thinking among students.</p> <p>West Hills staff received Universal Design for Learning (UDL) training to cater to diverse learning styles and abilities. This training equips teachers with the knowledge and tools to create lessons that accommodate a wide range of learners, ensuring every student can access and engage effectively with the curriculum. After the initial training, optional professional development to support UDL work has not been highly attended.</p> <p>GUHSD provides an induction program for 1st and 2nd year teachers in our district. Part of this program involves writing goals and implementing strategies in the classroom that promote student learning and student agency.</p> <p>In ELD, students take the TELL, an ELPAC-aligned assessment created by Pearson, at various junctures in the school year to track students’ English language proficiency. The assessment also informs the EL teacher’s instruction, supporting language acquisition and reclassification.</p> <p>Students are active participants in the 4-year planning process, as well as developing their post-secondary plans. Students can select from a variety of core courses at varying levels (CP, H, AP) as well as electives each year.</p> <p>Students often have the option to choose their assignment and assessment types in various courses, as encouraged by our district-wide UDL approach. SST, 504, and IEP meetings encourage student advocacy along with parental involvement to enhance students’ learning and involvement in their education. Student voice and choice</p> | <p>Chromebooks 1:1 (FutureForward) -Peardeck -Edpuzzle -All staff UDL trained -Google Read/Write and -OrbitNote -WeVideo -Teachers include a variety of projects and student-centered learning -Example of Project with Student Agency (biology) Building Thinking Classrooms by Paul Liljedahl -Students create performance videos of themselves in Performing Arts classes -Physiology “Your Choice Activities” for each unit Use of NGSS Storylines that incorporate a wide variety of methodologies. (Ex. inquiryHub Biology, CDC NERD Academy Curriculum) -Induction Program Overview -Programming Process/Wish List forms Pack Council -Student Senate -Tutoring -CTE Pathway Tour for all 9th grade students -ASB -UDL -Paths to Success: 9, 10, 11, 12 -Customized Career Day: students opt in to their desired presentations</p> |

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| <p>varies depending on course and teacher. Many teachers offer choice boards and project-based learning opportunities to provide students with choice however, this practice is not school or department-wide.</p> <p>In classrooms, it is commonplace to see teachers using various educational technology and web tools made available. Because GUHSD is a 1-to-1 District where each student has their own Chromebook device, faculty take full advantage of providing students with access to resources that otherwise would not be within the scope and sequence of any given adopted textbook. The Special Education Department educates students to use various technological aids like Google Read & Write and OrbitNote, which provide accessibility options to students with varying learning needs, promoting inclusivity within our classrooms.</p> <p>West Hills teachers incorporate a variety of opportunities, experiences, and applied learning activities that have created an educational environment where students actively engage with authentic tasks and experiences. Through AVID and the counseling department, students engage in various college-readiness activities, such as college/career field trips and career day. All AVID students participate in semi-annual college research projects and career inventories. In guitar and orchestra, students are allowed to showcase/demonstrate their learning outside of WHHS by performing in front of an authentic audience, such as a Carnival Cruise. In science, students can extend their learning by completing an “outside adventure,” which includes science-based community service/field trips. Career and Technical Education (CTE) courses are pivotal in preparing students for their future endeavors. Students can explore a diverse range of career pathways, from health and engineering to sports medicine. All pathways focus on relevant industry sector training, field trips, and internships, with students earning various workplace certifications and articulation credits through community colleges.</p> <p>Summary Analysis: West Hills teachers design rigorous and relevant lessons to meet learning objectives. Students report via CHKS and internal surveys that coursework is engaging and rigorous. GUHSD Learns Survey data show that 50% of students report only sometimes or never “have opportunities to make choices about your learning,” indicating that student voice/choice is not widespread. Many teachers are utilizing UDL strategies to support all learners, however, there has been little professional development to support UDL work following COVID, and the lack of collaboration time has limited the ability for teachers to share best practices.</p> | <ul style="list-style-type: none"> -Club Drive encourages all students to find commonalities with peers and plan events and opportunities with other club members. -Chromebook 1:1 (FutureForward) -Schoology -WeVideo -Google Suite -Desmos Activity Builder -Gizmos digital labs -EdPuzzle - interactive online videos -GeoGebra -PearDeck -Proloquo2Go -Graphical Analysis (Pivot interactives) -Xello -Big Future -Career Education -Upgraded Projection System District Rollout - Newline TV Panel -AP Classroom -CTE Manufacturing Engineering Pathway -AI Tools in Guided Studies to Teach Formal Emailing Skills (ex: GoblinTools) -AI PDs offered from GUHSDTech |
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ACS WASC Category C. Learning and Teaching Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Growing CTE programs
2. AVID provides a variety of relevant learning opportunities for students
3. West Hills was using 1-1 Chromebooks for years before COVID and continues to utilize technology in a variety of ways to support student learning.

Areas of Growth

1. Professional development to support UDL
2. Need for collaboration to continue to develop relevant coursework and prioritize SLOs.
3. Student voice and choice in learning experiences.

Category D: Assessment and Accountability (6 pages maximum for Category D)

Criterion D1: Reporting and Accountability Process

Directions

- Evaluate the school’s effectiveness in addressing the Assessment and Accountability criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the *schoolwide reporting and accountability practices impact student learning and well-being*.

Criterion D1: Reporting and Accountability Process (1–3 pages maximum)

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders/educational partners. The analysis of data guides the school’s programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

| <p>D1.1 Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders/educational partners.</p> <p>D1.2 Basis for Determination of Performance Level: The school leadership and instructional staff have agreed upon the basis for students’ grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.</p> <p>D1.3 Assessment of Program Areas: School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.</p> <p>D1.4 Schoolwide Modifications Based on Assessment Results: School leadership partners with district leadership to periodically assess programs and expectations for students’ academic growth and progress.</p> | |
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| Findings | Supporting Evidence |
| <p>WHHS teachers use a variety of assessment processes to collect and analyze student performance data, including CAASPP, ELPAC, NWEA, CommonLit, CAST, and AP. World Language & Math collect data by using common assessments via a shared Google folder. Many other departments share common assessments between teachers, but the practice is not course subject or department-wide.</p> <p>This District began sharing student data via UDL Class Profiles with teachers in the Spring of 2023. The profiles provide teachers with reading levels, credits, GPA, and absent rates. EL status, IEP qualifications for every student in each class period, and the demographics of each class period, including the percentage of students with low test scores on NWEA Math and English, EL status, D/F Rates, Foster and Homeless youth, Economically disadvantaged, and Race.</p> <p>Teachers were given primary reports during PD days before school started, and updated printed reports were distributed after week 3 of the new school year. This information allows teachers to plan UDL strategies of embracing learning variability, removing barriers to learning, and setting clear goals with flexible means.</p> <p>Teachers establish their own grading policy communicated in course syllabi at the beginning of the year and available year-round on the</p> | <p>-NWEA ELA & Math - 9th & 10th Grade - 2 times per year.</p> <p>-CommonLit Mid Year Growth Report</p> <p>-CAASPP for 11th</p> <p>-ELPAC testing each Spring</p> <p>-TELL Assessment of language learners</p> <p>-Common Assessments in Math at all levels</p> <p>-Advanced Placement Tests</p> <p>-CTE pathways share curriculum</p> |

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| <p>school website.</p> <p>In current practice, many departments have used assessment results to drive change in curriculum, courses offered, and support provided. The Special Education department relies heavily on assessment data to allocate resources to provide the proper course support to students. English teachers piloting the CommonLit Assessment tool collaborate to align curriculum and analyze data. AP Literature and Language teachers are also working to align grading practices. Social Science teams utilize UDL data for each teacher to determine skills and curriculum that will be the primary focus for grade level improvement. This includes shared resources at varying Lexile levels to make the material more accessible for all students. Additionally, many departments utilize pull-out time for curriculum and assessment design, often including SPED-designated teachers to assist with modifications.</p> <p>The counseling department collaborates in identifying at-risk students, classified by an academic grade of D or below, and assisting in facilitating summer school.</p> <p>Using NWEA data, the math department added a statistics component to IM1 to better support students. Math and World Language Departments are aligned with grading and performance levels. Many teachers of the same courses work collaboratively in the design of the curriculum, but there are no schoolwide performance levels established for grading.</p> <p>The Leadership Team (department chair) reviews data from standardized tests, graduation rates, and a-g completion annually to determine needed program changes. This can include the allocation of sections, tutorial money, and supplemental funding.</p> <p>The professional development on-site is limited to three days at the start of the year. During this time, trainings focus on District-directed areas such as UDL. For the 2024 school year, the site-selected focus is student talk, and staff received training on how to facilitate conversations between students and an overview of the walk-through process that the admin would be using to evaluate efficacy.</p> <p>To establish instructional priorities district-wide new programs and funding have been given to sites to support the instructional priorities at the site level. West Hills, following the leadership of the Office of Learning and Innovation at the District, has selected a partial-day TOSA to be a Site Learning Specialist. This new position is responsible for analyzing satellite, local, and street-level data, facilitating coaching cycles with teachers, supporting professional development planning to meet the needs indicated in the data analysis, and leading an Instructional Leadership Team (ILT) with the principal. The goal of these new systems and processes is to reinforce key instructional priorities from the district and identify areas of growth at the site to better meet the needs of our students. The ILT will provide professional development opportunities to ensure all students have equal access to high-quality education that positively impacts their lives. The ILT and the Site Learning Specialist are in the preliminary stages of work. The ILT has completed a Three Horizons activity to get a clear understanding of the current state of WHHS through data exploration</p> | <p>& assessments district wide.</p> <p>UDL Profile</p> <p>English 9/10 Curriculum Guide</p> <p>-Staff syllabi</p> <p>-English Advanced Placement courses (Lang and Lit) are working to align grading categories and weights</p> <p>-Integrated Math 1 Interventions class</p> <p>-Science will be reviewing CAST data taken by Juniors testing in Science classes</p> <p>-Math 3rd year offering additions- Financial Literacy & Statistics</p> <p>-Biology curriculum aligns with health pathway.</p> <p>-ENS curriculum aligned with state standards</p> <p>-CTE Pathway courses align and offer articulation credit at community colleges.</p> <p>-UDL Data Profile</p> <p>-EdModified provides strategies to modify curriculum for students (UDL).</p> <p>-Department Chair minutes- 22-23, 23-24</p> <p>-Staff PD Agenda 23-24, 22-23, 21-22</p> <p>Site Learning Specialist</p> |
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| <p>and is looking forward to continuing the work to improve instruction at WHHS.</p> <p>New Alternative Pathway to Diploma is the new state-tiered graduation program that has broadened the opportunities for students with IEPs to meet graduation requirements. In response to this change, more students are enrolled in general education in co-taught classes. School and district leadership have revised Instructional Priorities to access programs and gather data through classroom observations. This data will help establish areas of need for site-specific professional development.</p> <p>Review of class sizes and students' needs leads to additional sections (teachers taking on 6/5th assignments), class size reduction, and student choice of moving in and out of AP or Honors programs within the first three weeks of school. This includes administrative observation of specific areas of need in classrooms to ensure classes are balanced to meet the needs of all students.</p> <p>Summary Analysis: Teachers are regularly using data to modify and adjust instruction and curriculum to best meet the needs of WHHS students. Historically teachers at WHHS have valued being the sole arbiter of grades; therefore, a standardized grading policy is unlikely to be achieved. Some teachers use competency-based grading, while others use points and weighted categories. Some departments have standard grading policies, and others do not. Regardless of the policy, all students and parents are made aware of each policy through the course syllabus at the beginning of the school year. The new Instructional Leadership Team, in addition to the Site Learning Specialist (SLS), has started the process of creating systems to use data better to drive school-wide decisions. One responsibility of the SLS is to keep data the center point of discussion and decision-making. The team has begun using data to evaluate the current state of the school and determine what additional data is needed to best move forward.</p> | <p>Pathways Draft Document</p> <p>Master Schedule</p> |
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Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

Directions

- Evaluate the school’s effectiveness in addressing the Assessment and Accountability criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the teachers’ use of assessment strategies to monitor and modify instruction impact student learning and well-being.

Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress (1–3 pages maximum)

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and

teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments.

| <p>D2.1 Monitoring Student Growth: Teachers determine and monitor all students' growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.</p> <p>D2.2 Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.</p> <p>D2.3 Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.</p> | |
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| Findings | Supporting Evidence |
| <p>Teachers monitor all students' progress through optional 9 and 15-week D/F reporting. Official progress is posted every 6 weeks in all courses. Teachers use various assessment tools to formally and informally monitor students' progress. Several digital platforms informally monitor student progress, including Quizlet, Kahoot, and Peardeck. West Hills uses Schoology as our academic LMS system; many teachers use the built-in assessment tool.</p> <p>The counselors monitor students' progress in A-G and high school graduation requirements. At least twice a year, every student's transcript is evaluated.</p> <p>English learners are assessed annually through the ELPAC, showing their progress in reading, writing, listening, and speaking. Students with IEPs demonstrate their progress on their individual IEP goals through teacher reports and are tested with the WJIV every 3 years or at annual IEP meetings. Related service providers (SLPs, ERMHS therapists, Physical Therapists, etc.) report progress from informal/formal assessments and student and/or teacher interviews. Baselines are established at the beginning of the school year, and examination of students' work compared to the baseline to track progress. Guided Studies programs are known to practice College and Career readiness by practicing writing a resume, applying to jobs, and (for seniors) applying to colleges and/or picking out classes.</p> <p>Students with 504 accommodations are provided with specialized support to ensure students with disabilities have equal access to education by addressing their specific needs without fundamentally altering the curriculum. Accommodations might include extended time for tests, preferential seating, note-taking assistance, or modified assignments. These measures aim to level the playing field for students with disabilities and promote inclusivity.</p> | <ul style="list-style-type: none"> -Reading/Writing/Speaking benchmark assessments to prepare them for CAASPP & academic standards/college & career readiness -Using Schoology assessment data in individual classes/subjects to monitor student progress. -Different UDL strategies for assessing students, such as infographics, and practicals in CTE -Reporting progress grades every 6 weeks -Optional d/f reporting (9 & 15 week) -A-G monitoring by the counseling department -Weekly Application workshops for college applications. -Field trips to local community colleges and career pathways. -CTE required to have work based learning to include guest speakers, industry partner field trips, and career exploration with the fields with project based learning. -CTE Certifications- completion level, articulation AVID career day - |

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| <p>Students in ENS are assessed using the California Fitness gram required for graduation. Schoolwide use of Schoology to allow access to the curriculum. Teachers can customize their classrooms, post assignments, notifications, calendars, etc. Teachers create rubrics and give feedback directly on digitally submitted assignments. This same immediate access to feedback is available through GAFE (Google Accounts for Education) accounts: all students have Drive and the associated apps, which allow real-time collaboration and feedback.</p> <p>Teachers provide timely feedback on assignments. Feedback is often guided through various methods, including written notes, verbal feedback, peer responses, and self-reflection. Schoology, CommonLit, Edpuzzle, Turnitin, Peardeck, and Kahoot provide feedback and allow for progress monitoring. Departments review tests and quizzes during class time, and per department; some will allow retakes. Math provides feedback from the Team tests to prepare for individual tests, which allow for retakes, if necessary. Paper.com tutoring program, which has now been transitioned to the TutorMe tutoring program, gave students 24-hour access to live tutoring and support to provide instant feedback to assist struggling students.</p> <p>Teachers continuously use data from formative and summative assessments to guide, modify, and adjust curricular and instructional approaches. Many teachers use third-party apps as formative assessments before the summative assessments to reteach and modify the curriculum.</p> <p>English and Special Education will be collaborating in using data collected from CommonLit aligning with standards to help identify goal areas, areas needing reteaching, and modify curriculum.</p> <p>The math department actively works to identify learning gaps by analyzing formative assessments to help pinpoint areas where students struggle and follow up in designing skill-building lessons to scaffold learning. CTE programs have a strong focus on college and career readiness. CTE students earn a variety of professional certifications to promote career readiness. Because of the natural alignment between CCSS and CCRS, English routinely evaluates both simultaneously.</p> <p>Teachers use data from the UDL Profile to align curriculum and instruction approaches to meet the needs of the students currently enrolled in courses because it gives teachers real-time data about the students in their courses. UDL Profiles also give teachers students' cumulative GPA, credits earned, and other data points that allow teachers to quickly gauge the class and students' current status towards graduation.</p> <p>Summary Analysis: Teachers use various tools for formative and summative assessments to help gauge student learning and performance. The various technology tools have allowed teachers to give a variety of feedback to students via</p> | <ul style="list-style-type: none"> -Students required to participate in Xello -Program for college & career readiness. -Triennial testing of special education students in academic, psychological, and speech areas. -Geography 9th grade A-G coloring books -Schoology- feedback discussions. -live grades in Schoology and IC -Weekly District surveys provide anonymous student feedback about the current semester using rating scales which teachers can then access -Teachers look at test data and decide what they need to re-teach (Schoology, Illuminate) -Co-teachers work together to make modifications/adjustments for both individual students and as a whole class. -Math Intervention classes -Lexia used in SAI English classes to review reading comprehension. -Classes using third-party apps to improve understanding, such as CommonLit, No Red Ink, Khan Academy, Kahoot, Delta Math, Blooket, all of which offer data |
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| <p>rubrics and annotations in a timely manner. The UDL Profile is the most universal tool available at WHHS to provide teachers with current student data in an easily accessible format. There are several data points available for staff to access via Infinite Campus and Schoology however, they are accessed in a variety of capacities school-wide. The ILT (Instructional Leadership Team), with the support of the district, is working to fill the gap in data and provide data and professional development to better support teachers' use of data in the classroom and to make schoolwide decisions.</p> | <p>collection.</p> |
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ACS WASC Category D. Assessment and Accountability Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Teachers regularly use assessment data to modify curriculum and monitor student progress.
2. Departments and teams use subject area data to monitor student progress.
3. The Instructional Leadership Team is a major step in driving a schoolwide instructional focus to best meet the needs of all students.

Areas of Growth

1. Schoolwide data discussions with purpose.
2. Professional development regarding expectations for student growth and progress.
3. Enhanced focus on street level data collection and utilization to make data more relevant for staff and students.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (6 pages maximum for Category E)

Criterion E1: Family and Community Involvement

Directions

- Evaluate the school’s effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the family and community involvement impacts student learning and well-being.

Criterion E1: Family and Community Involvement (1-2 pages maximum)

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

| <p>E1.1 Strategies and Processes: School implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students. E1.2 Inclusive Cultural Understanding: School leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding. E1.3 Rapport and Trust: School leadership develops rapport and trust with students, staff, families, and the community, valuing the identities of all individuals.</p> | |
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| Findings | Supporting Evidence |
| <p>West Hills leadership and staff work hard to develop and maintain rapport and trust with students, family, and the community. We host various parent and community events on campus to provide opportunities for families and the community to feel connected: Career Day, HOWL Night, Frosh Showcase, PACK Day, Back to School Night, Frosh Counseling Info Sessions, Girls in the Shop evenings, sports and performing art events, Special Olympics, Youth Night at football, summer camps and clinics.</p> <p>HOWL is our link program for new 9th graders, including 80 student leaders and close to 400 9th-grade students. The program connects new students to campus leaders to help them transition to high school. Many student recognition programs connect students, families, and the community. AVID Career Day invited all juniors, seniors, and AVID students to sign up and learn about a career from someone local in the community. Theater invited 8th graders from our feeder school, Carlton Oaks, to a special showing of the Fall and Spring Shows. Athletics Awards Night recognized over 100 student-athletes and was attended by over 300 people. Student art is displayed in the foyer in the spring and year-round in the office to highlight student artists.</p> <p>West Hills leadership values the culture of students and adults by expanding outreach to our growing EL population, utilizing District Language support services, having translated versions of the curriculum, and using and introducing students and families to translate tools on provided Chromebooks.</p> <p>To strengthen relationships and build trust between staff and students</p> | <p>Pack Day</p> <p>HOWL Orientation & Parent Night</p> <p>Wolf Call</p> <p>Back To School Night</p> <p>Counselor Corner</p> <p>Senior Awards</p> <p>Extracurricular banquets</p> <p>Extracurricular programs/productions</p> <p>School Site Council</p> <p>PTSA</p> <p>Extracurricular Boosters</p> <p>Teaching Pathway feeder school connection</p> <p>Articulation</p> <p>Sister school</p> <p>outreach/performances (ex. music)</p> <p>Vertical alignment planning with feeder schools</p> <p>Foyer Art Show</p> <p>Hosting Special Olympics</p> |

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| <p>several events are held annually including lunch on the lawn, cornhole tournament, staff/student volleyball game, staff/student tennis tournament, athletic/performing art staff appreciation nights. West Hills also has strengthened our student recognition programs to include “you got Caught Cards’ and raffle, Full Paw Science Society Awards, Senior Awards, Staff Scholarship, Alpha Plus, and National Signing Day.</p> <p>Summary Analysis: West Hills High School values the diversity of our students and staff and continues to implement policies and create events to meet all our students' needs. Several annual events are planned to encourage parent involvement in the school community. Many of the events are heavily attended and enjoyed by the school community.</p> | <p>AVID Career Day Counseling Freshman Info Sessions Student-led inclusive clubs GUHSD Language Support Services Celebrating student visual/performance arts ENS-History of Tinikling HOWL Orientation & Parent Night Wolf Call Back To School Night Counselor Corner Senior Award Form Extracurricular banquets Extracurricular programs/productions School Site Council PTSA Extracurricular Boosters (e.g. football boosters, band and colorguard TEMPO) Teaching Pathway feeder school connection Articulation Sister school outreach/performances (ex. music) Vertical alignment planning with feeder schools Foyer Art showcase LGBTQ+ ally/Safe Space Club advisors Campus-wide activities promoting rapport (Kindness Week, Club Drive, assemblies, etc.) Student Senate Hosting Special Olympics</p> |
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Criterion E2: School Culture and Environment

Directions

1. Evaluate the school’s effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
2. Explain or reference evidence that supports your succinct, narrative response.

3. Explain how the school culture and environment impact student learning and well-being.

Criterion E2: School Culture and Environment Criterion (1–2 pages maximum)

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

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| <p>E2.1 Policies and Resources: The policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety.</p> <p>E2.2 Trust, Respect, and Equity: The school culture demonstrates caring, concern and high expectations for all students in an environment that honors individual differences, social emotional needs and is conducive to learning.</p> <p>E2.3 School Culture: The entire school community has an atmosphere of trust, respect, equity, and professionalism.</p> | |
| <p>Findings</p> | <p>Supporting Evidence</p> |
| <p>West Hills follows policies and regulations to ensure the school is safe and orderly. Resources are used to maintain a clean and safe campus for our students to learn. We have made several campus updates to be ADA-compliant. New updates in the science building have provided a safe and updated learning environment for lab projects. The gym floors have been resurfaced, and air conditioning has been added. Students must have parking passes to park on campus that require completing the StartSmart driving program facilitated by the Highway Patrol. With the change in our bell schedule and the anticipation of traffic congestion, school leadership collaborated with the City of Santee to complete a traffic study that resulted in traffic light adjustments. WHHS follows regulations with fire, earthquake, and lockdown drills and procedures. Staff use Remind to communicate important information quickly, along with 707, a direct phone line that alerts all phones in the office of an emergency in a classroom. Students complete a digital citizenship unit in their 9th-grade Geography course, and parents and students sign a Responsible Use Policy contract before being given access to Chromebooks. The culture of WHHS provides students and staff with a caring and safe environment for all. Mental health services have changed from the district level, and we are beginning a contract with Wellness Together and an additional counselor specifically focusing on Social/Emotional Health. In bi-annual student surveys, over 85% of students report feeling at least one staff member cares about them. The District administered surveys show most students feel connected to the campus community, and staff feel connected. West Hills has over 50 student clubs on campus that meet at lunch, each having a staff advisor. In addition to student clubs, the Student Senate meets monthly to review student events and provide a direct line of communication from the ASB and Admin to 4th-period classes through their representatives. To strengthen student voice, WHHS is in the 3rd year of the Pack Council, which provides students with the opportunity to share with Admin</p> | <p>Start Smart</p> <p>Traffic Flow Map</p> <p>Wellness Together</p> <p>District surveys</p> |

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| <p>feedback and insight on events, policies, procedures, and issues on campus.</p> <p>The West Hills Way provides the guiding principles of our school culture. The slogan “We are One, We are the PACK” is used frequently to reinforce the value of our school community, and a sense of responsibility and pride in our school. West Hills staff and students treat each other respectfully and maintain high expectations for behavior and academics. Alpha Plus is a student recognition program reinforcing the West Hills Way. 264 students were recognized in the first semester of the 2022-2023 school year. Pride of the Pack is another recognition awarded to students with perfect attendance, a 3.5 GPA or higher, or an Alpha Plus award. 788 students were recognized in the 2022-23 school year. Caught You Cards are another opportunity for staff to give positive recognition “shout outs” to students making a positive impact at WHHS and let students and families know we appreciate them exhibiting the “West Hills Way.”</p> <p>Summary Analysis: West Hills High School has established a positive and inclusive school culture prioritizing safety, respect, equity, and community engagement. The proactive approach to policies, resources, and communication reflects a commitment to providing a supportive and enriching learning environment for students and staff.</p> | <p>Student Club list</p> <p>West Hills Way</p> <p>Alpha Plus</p> <p>Pride of the Pack</p> |
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Criterion E3: Academic, Social-Emotional, and Multi-tiered Supports

Directions

- Evaluate the school’s effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the multi-tiered support systems impact student learning and well-being.

Criterion E3: Multi-tiered Personal, Social-Emotional, and Academic Supports (1-2 pages maximum)

All students receive appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at school and in the community.

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| <p>E3.1 Multi-tiered Support: School leadership implements personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.</p> <p>E3.2 Multi-tiered Support Effectiveness: School leadership assesses the effectiveness of multi-tiered support for students’ social-emotional learning needs.</p> | |
| <p>Findings</p> | <p>Supporting Evidence</p> |
| <p>West Hills implements a variety of course levels to provide students with appropriate academic support to ensure student learning and college and career readiness. Students can take College Prep, Honors, and Advanced Placement courses. Intervention courses are available for</p> | <p>WHHS MTSS Interventions classes Credit Recovery SAI classes</p> |

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| <p>Integrated Math 1 and Integrated Math 2. Twenty-seven courses are co-taught with a Special Education teacher, while nineteen are supported by a paraprofessional.</p> <p>A new streamlined process for 504 meetings has been established to allow for consistent teacher participation. Parents, teachers, counselors, and administrators can request Student Support Team (SST) meetings for students who are struggling academically. These meetings bring together all stakeholders to develop a plan to help support the student both academically and socially/emotionally as needed. Tutoring is available before and after school for a variety of subjects. Live tutoring through TutorMe is available for students twenty-four hours a day. Teachers have made significant changes since COVID to late work and absence policies giving students more opportunities to be successful. The District changed mental health therapist contracts this year, and we are beginning to utilize the new company, Wellness Together, to provide students with additional support beyond our school counseling department.</p> <p>West Hills offers two online programs for credit recovery. Long-term independent study is available for students with significant credit deficiencies. These students take online classes through EDGE courses and attend school for one hour a day in our Learning Center. The rest of the time, they work independently from home. The ADA for these students is based solely on their course progress. WH currently has 27 students in long-term independent study.</p> <p>Students not in long-term credit recovery can also take online classes through EDGE courses. They are assigned to a period of Learning Center and take regular classes the rest of the day.</p> <p>West Hills has four permanent counselors and one A-G counselor who have student caseloads. There is also one SEL counselor. The counselor caseload is approximately 300 students. In addition to their caseloads, one counselor supports student mental health initiatives, one focuses on providing students with trade school options, and one supports admin with building the master schedule.</p> <p>Summary Analysis: While West Hills provides various student supports, there is currently no formalized system to track the effectiveness of these supports. It's crucial to identify the site-based data accessible from different departments/programs (such as SSTs, Counseling, and Credit Recovery) and establish procedures for analyzing and acting on that data. Additionally, there's a potential initiative within the Learning and Innovation department to introduce a data tool. This tool could enable us to cohort students, enhancing our ability to monitor their progress more effectively.</p> | <p>Supported classes</p> <p>Honors/AP classes</p> <p>Pathways</p> <p>Peer tutoring</p> <p>Tutoring</p> <p>Tutor Me tutoring</p> <p>IEP/504 (update sharing)</p> <p>Accommodations/shift in philosophy by staff regarding absences/late work/grading policies, etc.</p> <p>Conduct Grade Updates and Recommendations</p> |
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E3.3 Student Involvement: The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college and career readiness.

| <p>E3.4 Student Self Advocacy: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.</p> | |
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| Findings | Supporting Evidence |
| <p>West Hills High School is dedicated to fostering high student involvement in curricular and co-curricular activities, aligning these opportunities with the school's student learning outcomes, graduate profile, academic standards, and college and career readiness. WHHS boasts over 50 student clubs that cater to a diverse range of interests. These clubs allow students to explore their passions, develop leadership skills, and contribute to the school community.</p> <p>The Alpha Plus recognition program acknowledges students who excel academically and embody the values of "The West Hills Way." By linking academic achievement to positive behavior, the school reinforces the idea that success is measured in grades and contributing positively to the school community. The Pride of the Pack awards celebrate students with perfect attendance, a 3.5 GPA or higher, or those who have received an Alpha Plus award. This recognition program promotes academic excellence and emphasizes the importance of regular attendance and consistent effort.</p> <p>Through college visits, Career Day, guest speakers, and field trips, students gain exposure to diverse career paths and educational opportunities, fostering a deeper understanding of their interests and aspirations. Counselor presentations for each grade level and course selection meetings between students and their counselors allow students to have choices and ownership in their academic pathways. These experiences empower them to advocate for their academic and career needs.</p> <p>Meanwhile, the Student Senate and Pack Council serve as essential forums for students to actively engage in decision-making, allowing them to voice concerns and contribute to shaping the school environment. West Hills is working to incorporate more programs to reach more students on campus. Aligning with the District initiatives, we are currently in the planning stages of a Peer Listener program, a Safe School Ambassador Program, Student Summit, and a Unified Sports Program. We will also begin piloting the 5Star App to track 9th grader participation in school activities. The goal is to monitor check-ins of clubs, sporting events, tutorials, dances, athletics, choir, and yearbook to identify students not connected to the school community. This data will also help us improve school connectedness which has declined since COVID on the CHKS.</p> <p>Summary Analysis: West Hills High School actively integrates curricular and co-curricular activities into its educational framework, ensuring student involvement aligns with overarching school goals, academic standards, and college and career readiness. Through a diverse array of programs and initiatives, WHHS creates an engaging environment that empowers</p> | <p>Athletic/performing arts eligibility standards Alpha + College Visits/Guest Speakers Career Visits/Guest Speakers Field trips AVID honor roll recognition Workshops International Thespian Honor Society Biliteracy Seal Academic League CTE completers Scholar-Athlete Hunter's Heroes Career Day ASVAB PSAT (sharing settings) AP tests District College Fair Backstage Exam - test to get union level grip work Articulated courses Pathways Pride of the PACK CHKS</p> |

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| <p>students to excel academically, develop essential skills, and contribute positively to the school community. Although there are many opportunities for student involvement, students are still reporting not feeling connected to school and academic interventions are limited.</p> | |
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ACS WASC Category E. School Culture and Support for Student, Personal, Social-Emotional, and Academic Growth Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. West Hills High School offers students a variety of activities, courses, clubs and pathways to support their academic, personal and social-emotional development.
2. West Hills is adding more programs to encourage more students to be involved.
3. West Hills celebrates students' achievement in a variety of categories not limited to academic performance.

Areas of Growth

1. West Hills students have reported a decrease in school connectedness. More data needs to be gathered through empathy interviews and panels to better understand this information.
2. Interventions are limited and not actively monitored for effectiveness.
3. Communication of opportunities for student voice and outcomes are not widely received and need a stronger presence online and in announcements.

Chapter 4: Summary from Analysis of Identified Major Student Learner Needs

- Insert the table with prioritized strengths and growth areas.
- Provide a summary confirming the major student learner needs based on the School Profile and the Focus Group findings. Cite data/evidence that supports the identification of the major student learner needs.

| | Category A | Category B | Category C | Category D | Category E |
|-----------|--|--|--|---|---|
| Strengths | School vision is clear, updated, and aligned with SPSA and LCAP. | A variety of courses are offered with equitable access for students. | Teachers provide rigorous and relevant lessons. Counseling provides a wide variety of supports for graduation requirements and college and career options | Teachers utilize a variety of tools to monitor student learning and modify curriculum as needed regularly. | West Hills High School offers students a variety of activities, courses, clubs, and pathways to support their academic, personal, and social-emotional development. |
| Growth | Continue developing the ILT team to analyze data and plan professional development that correlates with student needs. | Identify new formats of collaboration outside of changing the bell schedule. | Provide Professional development to support teachers in the use of UDL strategies to provide students with more voice and choice in their learning experience. | Collect and utilize a variety of relevant student data in schoolwide discussions to monitor and assess the progress of newly established instructional focus. | Strengthen and communicate student opportunities for academic, and mental health services and extracurricular activities and monitor student involvement to build school connectedness. |

Our analysis of our programs confirms our identified student learner needs identified below:

1. Students need more academic supports to increase achievements in graduation rates, a-g completion, and SBAC testing.
2. Analyze our mental health and social-emotional supports and develop a plan to focus on the areas with the greatest student needs.
3. Survey data has shown a decline in student and parent connectedness to West Hills. We need to learn more about this and take steps to increase connectedness.
4. Professional development is needed to support staff in UDL strategies to better meet students' academic needs.

Our [Dashboard data](#) shows a decline in graduation rates and SBAC scores specifically in ELA. We must build more school-wide supports to strengthen student achievement in our Dashboard areas. While data analysis regarding students' areas of strength and growth occur in departments, along with evaluation of instruction and assessments, opportunities to collaborate are not structured. There is little opportunity to share the results of this analysis and evaluation school-wide. Adding the Instructional Leadership Team will focus and drive schoolwide data analysis resulting in focused and structured collaboration. The goal of the ILT is to look at all levels of data and create professional development to address areas needing improvement, including a focus on UDL strategies to better support students.

The data from the [California Healthy Kids Survey\(CHKS\)](#) and student and parent surveys show a lack of connectedness to school. We need to invest time in gathering more information through [empathy interviews](#), panel discussions and focused surveys to better understand the decline in connectedness to develop a plan to build a stronger connection to all of our stakeholders. West Hills has a lot of opportunities for students and parents to connect with our campus. However, a review of these opportunities based on feedback from students and parents is needed to ensure these options are the most effective.

Due to District contract changes, we had gaps and changes in our mental health services. These changes were unplanned, and the communication of the changes was limited. At the same time, our [CHKS data](#) showed a higher than state average of students who have considered suicide. In addition, how students communicate their mental health concerns varies. While our teachers, administrators, and counselors are all accessible to students, we need to increase our communication with students and parents about the mental health services on our campus. Looking for more proactive ways to support our students while on campus is also important.

As a result of our self-study findings the following schoolwide growth areas for continuous improvement are our priorities.

1. Expand academic resources and course options for students, striving to elevate graduation rates, meet A-G requirements, and enhance college and career readiness goals within the constraints of available funding.
2. Conduct an assessment of our social-emotional and mental health support systems, and formulate a strategic plan that prioritizes resources towards addressing the most significant student needs in these areas.
3. Develop and implement a targeted plan to address the decline in school connectedness, focusing on strengthening interpersonal relationships, fostering a sense of belonging, and enhancing overall student engagement.
4. Increase participation in professional development and collaborative opportunities focusing on [GUHSD instructional priorities](#) and best practices to support student achievement on dashboard criteria through a lens of innovation and a growth-oriented mindset.

Chapter 5: Schoolwide Action Plan/SPSA

- **State any additional specific strategies to close achievement gaps of student groups in the schoolwide action plan/SPSA.**
- **Revise the schoolwide action plan/SPSA and ensure the plan is aligned with the LCAP goals. (Provide link.)**
- **Describe the process to monitor student learning based on the major student learner needs, the schoolwide learner goals, academic standards, and the progress for each area in the schoolwide action plan/SPSA.**

Our [current SPSA](#) aligned with LCAP goals will be revised in Spring 2024. Through our self-study, we will be making the following changes:

Goal #1: Increase student academic course offerings for 9th and 10th graders, including interventions and electives, as resources are available and student enrollment allows for.

Revision of Goal #1: Improve graduation rates, increase completion of A-G requirements, and raise the number of students attaining prepared status on the Career & College Readiness Indicator.

WASC growth area #1 Expand academic resources and course options for students, striving to elevate graduation rates, meet A-G requirements, and enhance college and career readiness goals within the constraints of available funding.

Identified Need (Student Learner Need):

Based on our dashboard data, our students need more academic supports

ADDED to Strategy/ Activity:

We can expand more CTE courses to include 9th and 10 grades

Goal #2: Provide a school culture with an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences by supporting students' health, improving parent/family communication and engagement, and implementing a personalized multi-tiered support system.

WASC growth area #2- Conduct an assessment of our social-emotional and mental health support systems, and formulate a strategic plan that prioritizes resources towards addressing the most significant student needs in these areas.

WASC growth area #3- Develop and implement a targeted plan to address the decline in school connectedness, focusing on strengthening interpersonal relationships, fostering a sense of belonging, and enhancing overall student engagement.

Identified Need (Student Learner Need):

CHKS indicates a need to build school connectedness for all stakeholders

CHKS shows a need for more mental health support for students

ADDED to Strategy/ Activity:

Utilize empathy interviews and surveys to better understand stakeholder needs regarding connectedness. Communicate survey results to staff and students monthly to continue to drive conversation and growth toward connectedness and student voice and engagement.

Implement new district initiatives-School Summits, Peer Listening, Safe School Ambassadors

Collect and analyze data from 5 Star to monitor student involvement

Goal #3: Ensure schools have highly qualified staff and teachers are provided resources for focused collaboration and professional development.

Revised Goal #3: Ensure schools have highly qualified staff and teachers are provided with resources, professional development, and focused collaboration.

WASC growth area #4 Increase participation in professional development and collaborative opportunities focusing on [GUHSD instructional priorities](#) and best practices to support student achievement on dashboard criteria through a lens of innovation and a growth-oriented mindset.

Identified Need (Student Learner Need):

GUHSD Learns Survey data indicating the need for student voice and choice

Graduation Rate has decreased

Decline in CAASPP scores in ELA

ADDED to Strategy/ Activity:

Instructional Leadership Team will keep the focus on data and implementation of action plan

GUHSD Instructional Priorities to guide professional development

DigiCoach to monitor usage of Instructional Priorities

Focused Professional development to target needs based on data. This will be a primary focus of the ILT

Focused Collaboration on Dashboard data, including CAASPP data

Ongoing Follow-up Process:

At West Hills High School, implementing the Schoolwide Action Plan was primarily assigned to the principal, the leadership team, and the SSC administrator. Moving forward, the Instructional Leadership Team (ILT) and the site learning specialist (SLS) will be included in the implementation process. To keep data relevant and timely, the ILT will utilize weekly student surveys regarding instructional priorities, school connectedness, and student voice. ILT will review data weekly and report findings to all stakeholders. Staff will review personalized Teacher UDL reports to better understand the students in each course and better support their learner needs. Schoolwide, we continue to review SPSA and WASC goals with all staff and stakeholders to evaluate the progress and effectiveness of these goals. Because West Hills only receives targeted assistance from Title I, any goals that use Title I funds will be specific to 9th and 10th-grade students. While we will continue to use our limited Title I resources to fund additional FTEs to support these grade levels, the ILT team and SSC administrator will need to review and assess progress in this area to ensure the funds are being used effectively. Our SPSA and WASC reports are available to all stakeholders online and at our school. Our staff professional development days at the beginning of each year and the four staff meetings during the year will include analysis and discussion about the progress and effectiveness of the goals in both reports.

Since the establishment of an ongoing improvement process, departments function under the following guidelines and timelines:

Fall: Meet schoolwide and as departments to review the goals and objectives of our WASC and SPSA goals and to get any new staff members up to date. The WASC coordinator and SSC administrator will meet to monitor progress. Fall Stakeholder surveys will be administered to monitor progress toward goals. The SSC, site department chair and leadership group (DC & L), and the ILT will monitor progress and disseminate information and updates to staff.

Winter: Progress evaluation will continue throughout the year and will include staff discussion and recommendations during staff meetings. Grade reports will be distributed to teachers to monitor D & F rates.

The SSC administrator will provide updates on the work done by the School Site Council to the administration, DC & L, and ILT teams.

Spring: The Action Plan will be evaluated, and the WASC coordinator and SSC administrator will compile and report the findings to the DC & L and ILT teams. The SPSA revision will continue based on the analysis of these findings. Spring Stakeholder surveys will be administered to monitor progress toward goals.

Summer: The administration will evaluate the data from the school year and analyze the progress on the WASC and SPSA goals. This analysis will guide the planning for the next school year. The SSC administrator will develop a presentation to report progress to the SSC. Administration and ILT will build the staff professional development days for August to ensure the focus is on the site goals.

Appendices

- A. [Local Control and Accountability Plan \(LCAP\): This includes an annual update at the beginning of the LCAP.](#)
- B. [California School Dashboard Summary performance indicators](#)
- C. [Results of student questionnaire/interviews](#)
- D. [Results of parent/community questionnaire/interviews](#)
- E. [The most recent California Healthy Kids Survey Summary Results](#)
- F. [Master schedule](#)
- G. Approved AP course list: <https://apcourseaudit.epiconline.org/ledger/>
- H. UC A–G approved course list: <https://doorways.ucop.edu/list/app/home/>
- I. [West Hills High School Website](#)
- J. [School accountability report card \(SARC\)](#)
- K. [Graduation requirements](#)
- L. [Summary of School Budget](#)