

## WASC: Focus on Learning



### *A Self-Study*

Atwater High  
School  
MUHSD  
2010-2011

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**Atwater High School WASC Visiting Committee**

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**Howard Berger, Superintendent**  
Tulare Joint Union High School District

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**John Alba, Principal**  
East Union High School

**Member**

**Maria Elena Becerra, Vice Principal**  
Rio Vista High School

**Member**

**Terri Lee Brandt, Teacher & Yearbook Advisor**  
Sacramento City Unified

**Member**

**Katie Finegan, English Teacher**  
San Ramon Valley High School

**Member**

**Susan Guenette, Modern Language Teacher**  
Ridgeview High School

**Member**

**Walter D. Hubbard, Retired Teacher**  
Berkeley, CA

**AHS WASC Coordinators**

**Amy Pellissier, Sheryl Garman**

**WASC Leadership Team**

**Leader – Alan Peterson – AHS Principal**

**AHS Associate Principals:** Amy Pellissier, Robert Ruiz, Torrin Johnson, Paul Bristow

**AHS Teaching Staff:**

Beth Knapp - Agriculture

Dave Gossman - Agriculture

Aleta Bauer - Art

Darlene Runsten - Business

Anna Dimsey - ELD

Tina Jacobs – English

Diana Alexander – Family & Consumer Science

Paula Noriega – Foreign Language

Kyle Clinton – Mathematics

Troy Williams - Mathematics

Norman Caulkins - Music

Bobby Jones – Physical Education

Jeff Blackwell - Science

George Kajrys - Science

Lori Myers-Jantz – Special Education

Suzanne MacInnes – Special Education

Sheryl Garman – Teacher Librarian

**AHS Counselors:** Gena Lanz (12<sup>th</sup>), Colleen Dougherty (9<sup>th</sup>), Carmen Ildelfonzo (11<sup>th</sup>)

**AHS Classified Staff:** Andria Faust, Patricia Leonardo, Virginia Zamarripa

**MUHSD Board Member:** Sam Spangler

**MUHSD District Staff:** Sandy Schiber

**Parents:** Patricia Leonardo, Laurie Motz, Paul Van Warmerdam

Phil Schiber, Sandy Schiber, Troy Williams

**Merced Union High School District Administration**

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Tammie Calzadillas, **Executive Director Educational Services**

Sandra L. Schiber, **Assistant Superintendent Human Resources**

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**Acronyms Used in the AHS 2010-11 WASC Report**

<b>Abbreviation</b>	<b>Meaning</b>
AMAO	Annual Measurable Achievement Objectives
AP	Advanced Placement
API	Academic Performance Index
ASB	Associated Student Body
AYP	Adequate Yearly Progress
BTSA	Beginning Teacher Support and Assessment
CAC	Citizens Advisory Committee
CAHSEE	California High School Exit Exam
CBEDs	California Basic Educational Data
CELDT	California English Language Development Test
CFU	Checking For Understanding
CST	California Standards Test
EAP	Early Assessment Program
ELA	English Language Arts
ELAC	English Learners Advisory Committee
EL	English Learner
ESLR	Expected School-wide Learning Result
FFA	Future Farmers of America
GATE	Gifted And Talented Education
GPA	Grade Point Average
HOTS	Higher Order Thinking Skills
IEP	Individualized Education Program
INWT	Instructional Norms Walk-Through
LEA	Local Education Agency
MDTP	Mathematics Diagnostics Testing Project
NCLB	No Child Left Behind
RTI	Response To Intervention
ROP	Regional Occupational Program
SAI	Specialized Academic Instructor
SARC	School Accountability Report Card
SAT	Scholastic Aptitude Test
SSC	School Site Council
SST	Student Study Team
STAR	State Testing And Reporting
UC/CSU	University of California/California State University
WASC	Western Association of Schools and Colleges

**CHAPTER I: Student/Community Profile and Supporting Data and Findings**



## Demographic Information – Community, School, District

Atwater High School (AHS) is located in Atwater, California, which is situated within Merced County in the San Joaquin Valley in central California. The central San Joaquin Valley is California's agricultural heartland and grows approximately one-third of the nation's food. Merced County's population of approximately 245,000 is ethnically diverse. Atwater is a small community with a population of 27,500, with a history steeped in tradition dating back to the late 1800s. The city was incorporated in 1922 and is continuously evolving. Atwater is a community heavily influenced by the roots of local agriculture with some growth in industry at the former Castle Air Force Base.

AHS, a school-wide Title I school, was established in 1958 as a comprehensive high school, the first in the city of Atwater. It was built in the northwest part of the city and covers an area of 60 acres. The multitude of ethnicities, backgrounds and cultural heritages represented in the 1,916 students at AHS is a source of strength and learning at the school. There are three feeder school districts for AHS. The largest feeder district is Atwater Elementary School District, comprised of nine schools serving approximately 4,600 students, followed by Winton School District, serving a diverse student population of approximately 1,800, and Saint Anthony's School, a private Catholic school, serving approximately 170 students.

Currently, AHS is in year two of Program Improvement status. As a result, AHS has undergone several changes that have significantly impacted programs and operations. Some of these changes include: A new administrative team (2009), a focus on quarterly benchmark testing, a standardized set of procedures for collaboration,, the development of Course and Unit Organizers, the adoption of Instructional Norms and a lesson planning template, a move from Edusoft to SchoolCity data-mining software, the addition of a Technology Integration Specialist and Instructional Coaches.

AHS is one of two comprehensive high schools in Atwater, CA, and one of five comprehensive high schools in the Merced Union High School District (MUHSD). The MUHSD also has one alternative-education campus devoted to four different programs: Adult Education, Community Day School, Independent Studies and Alternative Education. The MUHSD serves a diverse population across the cities of Atwater, Livingston, and Merced. US Census Bureau data provides the following demographic figures for Merced County: 35.3% Non-Hispanic white, 52.2% Hispanic, 3.3% black, 6.9% Asian/Pacific Islander and 2.3% other races. 49.8% of the county residents are non-native English speakers who speak Hmong, Mien, Lao, Spanish and Punjabi. 82% of the non-native English speakers use Spanish as their primary language. Merced County's per capita income for 2006 was \$16,641, ranking the county 51<sup>st</sup> out of 58 in the state of California. Merced County is known for its high rate of poverty and low educational attainment levels. The economic downturn has resulted in Merced County having the highest unemployment (19.8%) and foreclosure rates in the nation, lowest per capita income, and highest percentage of persons living below the poverty line. Currently, the MUHSD is serving 800+ students who are in housing transitions during the school year.

## **WASC Accreditation History**

AHS and the community are very proud of a consistent history of WASC accreditations. AHS earned a six-year term of accreditation in the last cycle. AHS recognizes the importance of the intensive self-study process that WASC provides, as it helps all stakeholders to review and redefine practices that continuously support student achievement.

## **Mission Statement**

The mission at Atwater High School is to prepare students for college and careers through lessons in academics, accountability, and attitude.

## **Expected School-wide Learning Results (ESLRs)**

All students are **Collaborative Workers** and **Community Participants** who

- Demonstrate marketable skills and a good work ethic
- Contribute to their community responsibly and ethically
- Practice good nutrition, personal fitness, and avoid high-risk behaviors
- Function efficiently in a diverse society

All students are **Effective Communicators** and **Critical Thinkers** who

- Read, write, speak, and listen reflectively and critically
- Analyze, synthesize, and evaluate information to make connections between learning and real-world situations
- Use technological resources to access and communicate information logically and effectively

All students are **Socially Responsible Citizens** who

- Respect individual and cultural differences
- Demonstrate personal integrity and accountability
- Apply problem-solving processes to real-life scenarios

All students are **Self-Directed Learners** who

- See their learning as a gateway to a career path
- Possess effective work habits and self-management skills needed for academic or vocational pursuits
- Demonstrate personal responsibility and initiative toward continued learning by setting, achieving, and evaluating goals

## Enrollment

Enrollment over the past five years had been increasing slightly; however, enrollment is currently on the decline.

Enrollment by Grade Level					
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Grade 9	545	550	558	536	463
Grade 10	515	521	527	515	515
Grade 11	392	447	457	440	494
Grade 12	381	362	415	396	444

AHS serves a wide range of ethnicities, with the Hispanic sub-group comprising approximately 63% of the student body.

Enrollment by Ethnicity					
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
American Indian	6	3	3	4	11
Asian	188	178	175	167	150
Pacific Islander	2	2	3	3	3
Filipino	10	9	6	6	9
Hispanic	1,010	1,079	1,192	1,192	1,231
Afr. American	65	65	47	51	49
White	525	513	512	459	461
Multiple/No Resp.	27	31	19	5	2
Total	1,833	1,880	1,957	1,887	1,916

English Learners comprise approximately 13.7% of the student population. The following table displays the number of English Learner Students by Language.

English Learner Students by Language							
	Spanish	Hmong	Korean	Cantonese	German	Punjabi	Filipino
2005-2006	260	44	4	0	1	3	1
2006-2007	283	39	4	0	1	1	0
2007-2008	264	35	4	1	3	1	0
2008-2009	254	28	1	1	1	0	0
2009-2010	234	21	0	2	1	4	0

**Language Proficiency Numbers**

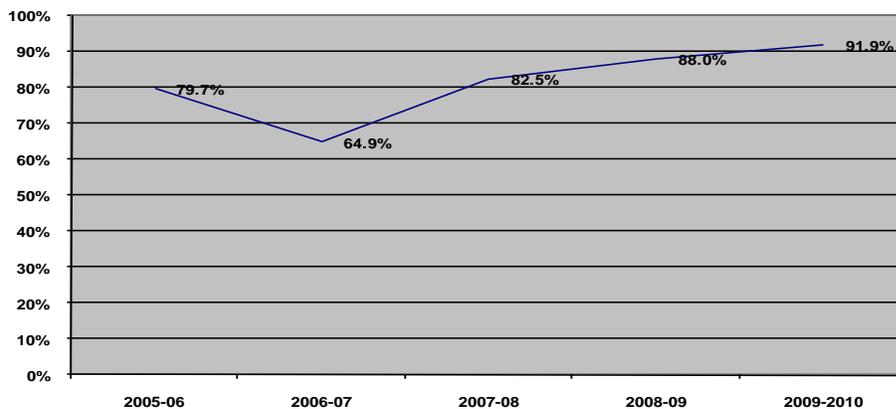
English only (EO) students	726	39% of student population
Fluent English Proficient (FEP)	74	4%
Reclassified Fluent English Proficient (RFEP)	774	42%
English Learner (EL)	264	14%

**California English Language Development Test (CELDT)**

California English Language Development Test (CELDT) Number of Students at Each Overall Performance Level					
	2006	2007	2008	2009	2010
Advanced	10	3	7	13	4
Early Advanced	129	74	112	106	63
Intermediate	104	144	137	130	120
Early Intermediate	20	52	42	34	42
Beginning	6	23	34	28	14
Number Tested	269	296	332	311	243

**Socioeconomic Status: Free and Reduced Lunch**

Merced County boasts one of the highest unemployment rates (over 19%) in the state as well as the highest housing foreclosure rate in the nation leading to a steady increase of students qualifying for the Free and Reduced Lunch program. Currently, over 12% of our student body is also classified as “homeless” according to the McKinney-Vento Act.



## Attendance

AHS operates on a traditional six-period schedule, beginning at 8:00 a.m. and ending at 2:37 p.m. In addition, AHS offers a Homeroom period from 8:00-8:25 a.m. each day with the exception of Wednesday. On Wednesdays, AHS follows a collaboration bell schedule and students do not attend Homeroom. Each regular class period is fifty-three minutes in length with six-minute passing periods. Classroom teachers record student attendance electronically each period, and the attendance office personnel monitor and maintain all attendance records. Seniors are required to maintain a 90% attendance rate during their senior year in order to participate in the graduation ceremony.

In 2007-08, a new code was established for absences that are not verified as truancies. Prior to the new code, all unverified absences were coded as truancies. There has been a focused effort to decrease truancies district-wide. The newly established SART/SARB process has had a positive effect on attendance, overall. Home visits are performed on a regular basis and the Attendance Office makes every effort to address all truancy issues.

<b>Truancy Rates</b>			
School Year	Enrollment	Days of truancy	Truancy Rate %
2004-2005	1,807	1,948	108
2005-2006	1,833	1,818	99
2006-2007	1,880	1,159	62
2007-2008	1,995	674	34
2008-2009	1,887	628	33
2009-2010	1,916	1,480	77

## Suspension and Expulsion Data (Student Discipline)

The expulsion rate has increased significantly during the 2009-2010 school year most attributed to new Board Policy that requires expulsion on a second altercation. AHS takes a proactive approach to discipline, employing five campus liaisons and one full-time School Resource Officer; thus maintaining a steady decrease in days of suspension.

<b>Suspensions and Expulsions by Number</b>		
School Year	No. of Expulsions	Days of Suspensions
2004-2005	10	1,011
2005-2006	5	1093
2006-2007	7	925
2007-2008	5	1034
2008-2009	5	787
2009-2010	18	757

## Additional Student Data

12.1% of AHS students are classified as "homeless" according to the McKinney-Vento Act.

<b>2010-2011 students meeting "Homeless" criterion</b>	
Hotel/Motel	0
Temporary Shelter	2
Double-up	215
Unsheltered	0
Foster Home	15
Lic Children Institute	0
Residential School	0
Health Institute	0
Dev. Center	0
State Hospital	0
<b>TOTAL</b>	<b>232</b>
CBEDS Enrollment	1916
<b>% "Homeless"</b>	<b>12.10%</b>

## School Facilities

AHS, originally established in 1958, is currently comprised of 91 classrooms (including portables), a cafeteria, three staff lounges/workrooms, a library/media center, four computer labs, six science labs, one gymnasium (with construction beginning on a new gymnasium, 2011), the administrative office, the counseling/guidance building, two soccer fields, two baseball diamonds, and two softball diamonds. The most recent renovations to the campus were completed at the end of the 2009-10 school year and included an AG/IT Building, three remodeled shops, and three classrooms. Additionally, more cameras and better lighting have been installed within the past school year for increased security. The school is inspected annually by the fire marshal and monthly by school site administrators. All issues discovered during these inspections are given the utmost priority.

## Cleaning Process

AHS provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The Principal works daily with eight custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

## Maintenance and Repair

A scheduled maintenance program is administered by AHS's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Merced Union High School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

## Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

## Staff

Percentage of Staff by Ethnicity						
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
American Indian	0	0	0	0	0	1.1
Asian	2.5	2.6	1.3	1.2	2.4	2.2
Pacific Islander	0	0	0	0	0	0
Filipino	1.2	0	1.3	2.4	2.4	1.1
Hispanic	7.4	9.0	10.1	9.8	8.5	14
African American	0	0	0	0	0	1.1
White	88.9	87.2	86.1	84.1	82.9	80.4
Multiple/No Response	0	0	1.3	2.4	3.7	0
Total	100	100	100	100	100	100

Teaching Credentials by Number						
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Full Credential	72	75	77	76	76	*
District Intern	0	1	1	2	2	*
University Intern	0	0	0	2	1	*
Emergency	10	7	4	2	0	*
Waiver	2	0	0	0	0	*

<b>AHS Staff Education Level</b>				
Doctorate	Master's Degree +30	Master's Degree	Bachelor's Degree +30	Bachelor's Degree
1	2	18	55	3

<b>2009-2010 Highly Qualified Teacher (HQT) Data</b>	
HQT Percentage for all ESEA Core Academic Subjects	98.15%
Number of General Education Courses 2009-10	255
Total General Education Courses Taught by a HQT	250
Core Classes HQT Percentage	98.04%
Number of Special Education Courses 2009-10	16
Total Special Education Courses Taught by a HQT	16
Percentage of Special Education Courses Taught by a HQT	100.00%

### **Staff Development**

Although the current budget crisis has limited staff development opportunities, there are some that still exist, primarily in the areas of AVID and Advanced Placement. When new programs are implemented, all participating staff members are trained accordingly (Xtreme, Algebra Readiness, College Placement Math, Edge, etc). All staff members participate in Instructional Norms workshops throughout the year. Several technology-based learning opportunities exist during the year, provided on site by the technology Instructional Coach. This year the focus of staff development has been Higher Order Thinking Skills (HOTS) in relation to Instructional Norms. Within the past two years, the district has also contracted with Dr. Kate Kinsella, Sandy Sanford, and the University of Kansas, Center for Learning.

For additional support in their profession, all first- and second-year teachers throughout the district may participate in the Beginning Teacher Support and Assessment (BTSA) program, a state-funded, standards-based program that provides support through mentoring, training, and evaluation.

### **Co-Curricular Activities**

In addition to the focus on student achievement in the classroom, AHS encourages involvement in many extra-curricular and co-curricular activities. Currently, over 400 AHS students participate in athletics and approximately 1300 students are involved in a wide variety of campus clubs and community-oriented organizations including, Band, Auxiliary, Choir, Drama, Future Farmers of America (FFA), Leadership, and the Academic Decathlon program.

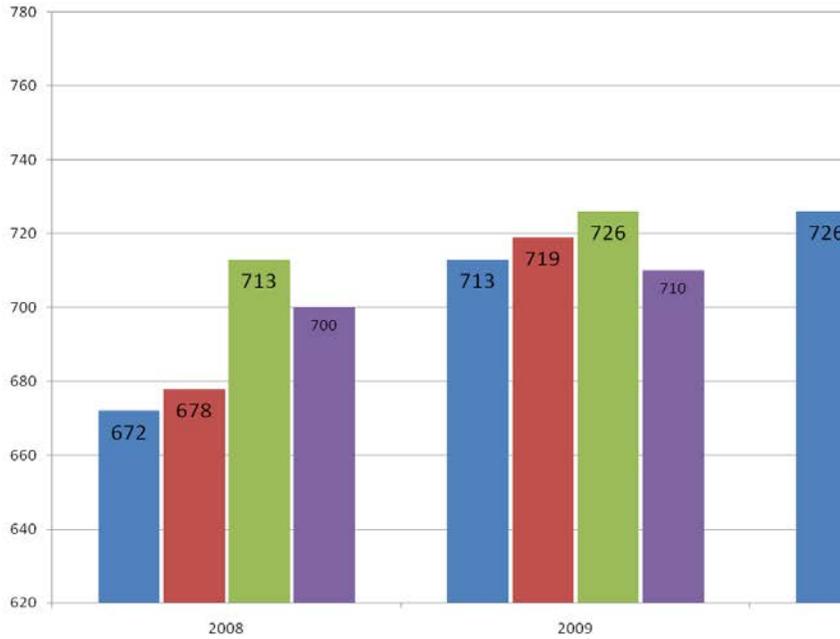
## Parental Involvement

There are many opportunities for parental involvement. AHS parents are invited to participate in several committees including School Site Council (SSC), Citizen’s Advisory Committee (CAC), English Learner Advisory Committee (ELAC), and the Equity Team. They may also join a variety of Booster Clubs that support different student activities in the areas of music and athletics. AHS offers a Parent Involvement program as well, in which monthly sessions are held that offer opportunities for parents to learn about the school and community. This program is available in English and Spanish. The AHS website ([www.ahs.muhsd.k12.ca.us](http://www.ahs.muhsd.k12.ca.us)) also provides a variety of resources for parents, students, staff, and the community. In terms of Parent Education Level, the number of parents reporting “Not HS Grad” has increased while numbers are declining for parents reporting “College Grad” and “Grad School”.

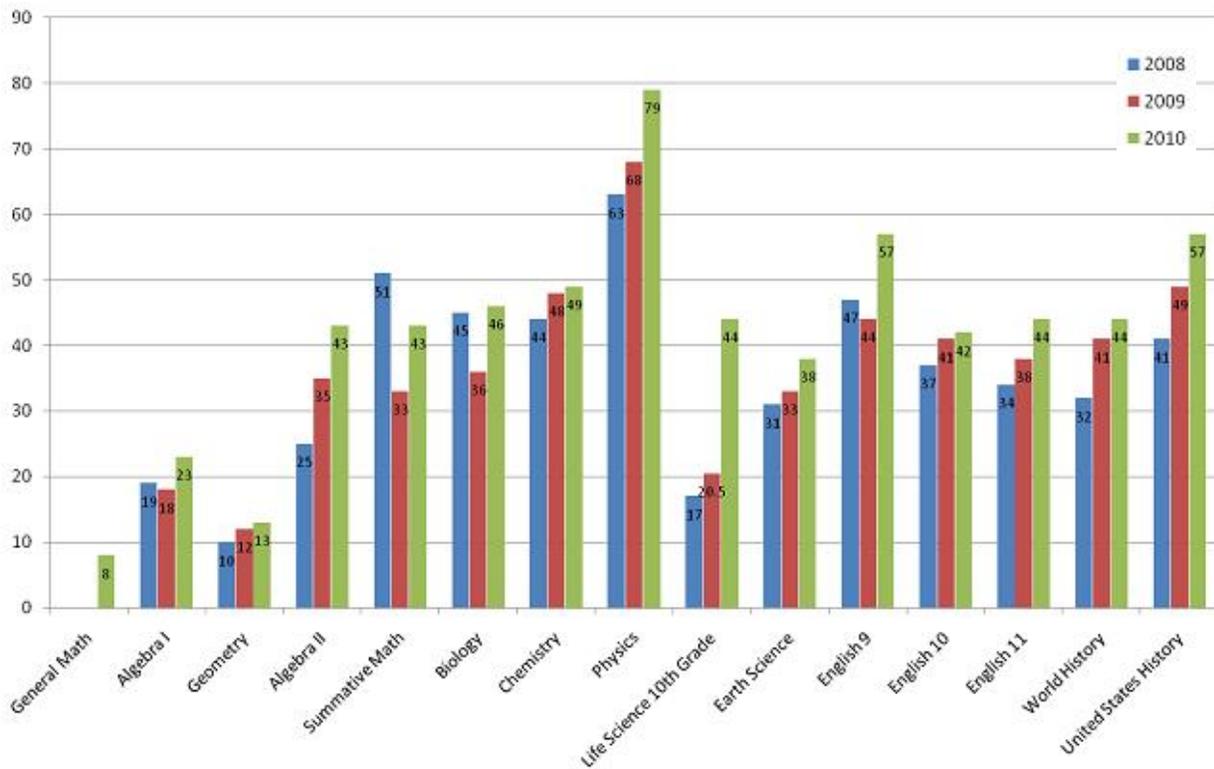
<b>Parent Education Level by Number</b>					
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Not Stated	607	433	371	94	99
Not HS Grad	384	459	487	674	833
HS Grad	275	346	368	444	417
Some College	282	338	323	382	352
College Grad	142	158	177	155	128
Grad School	80	89	69	50	39

**Student Performance Data**

AHS has maintained steady growth in **API** for three years, surpassing its target yearly.

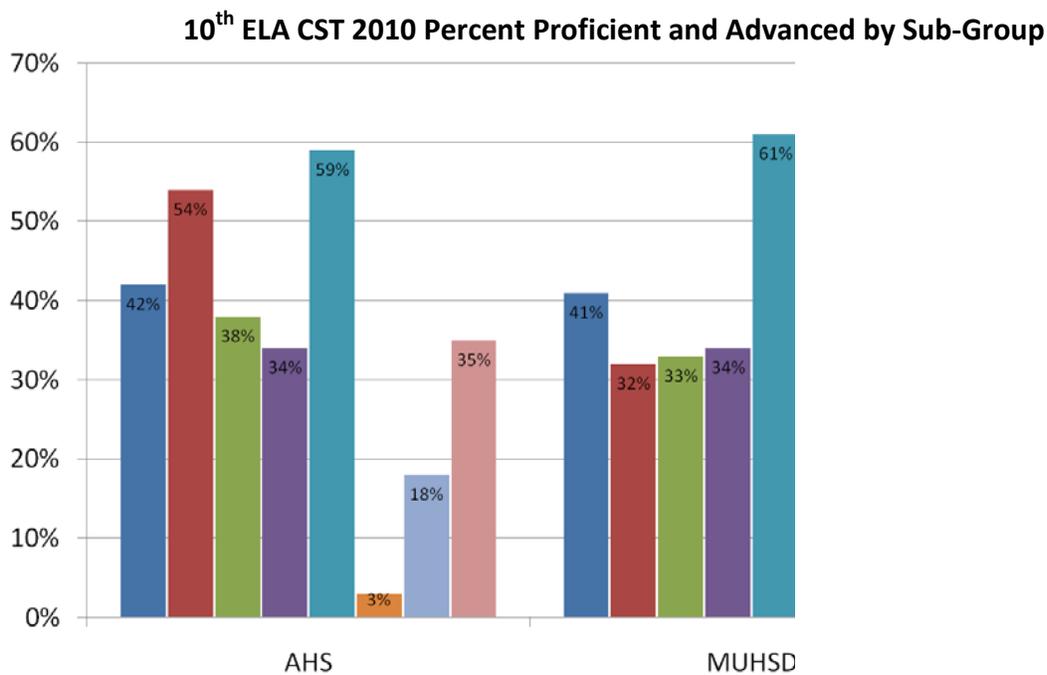
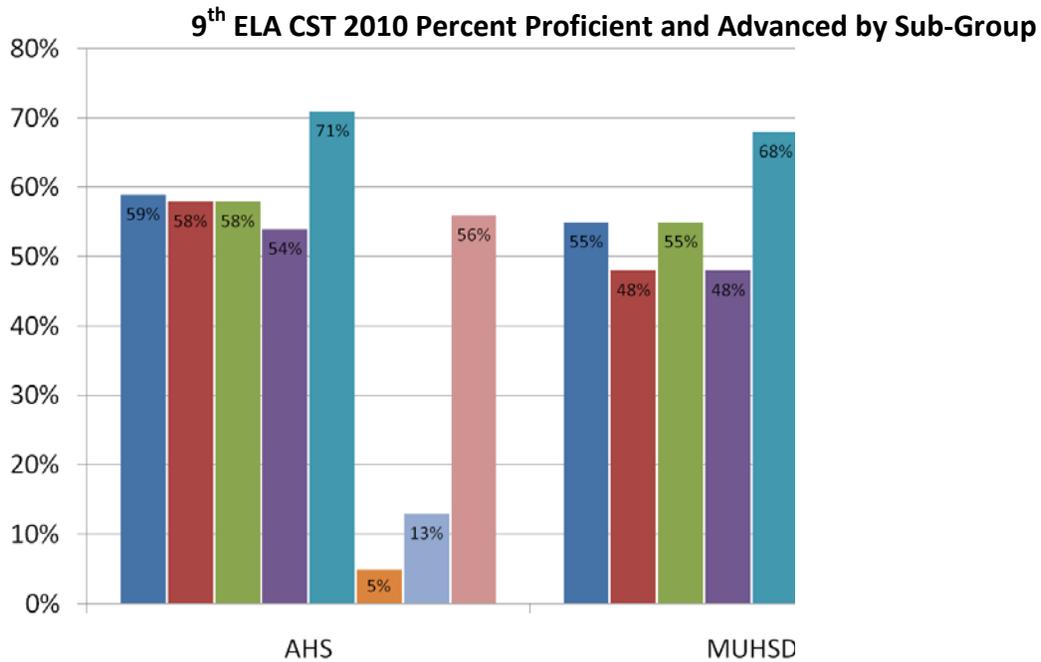


The graph below demonstrates a steady increase in the percentage of students scoring **Proficient and Advanced on the California Standards Tests (CSTs)** across all content areas for the past three years; however algebra and geometry percentages are significantly below other subject areas.

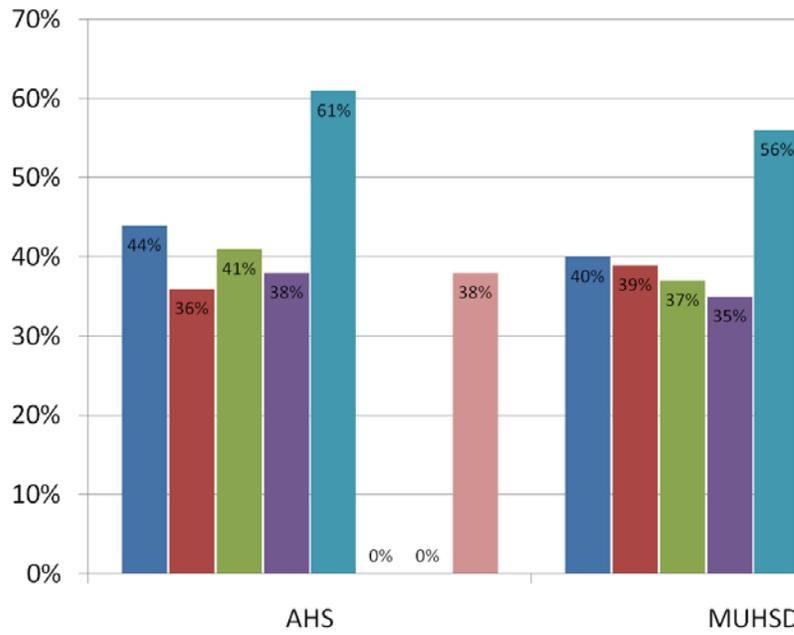


### CST Performance by Sub-Group

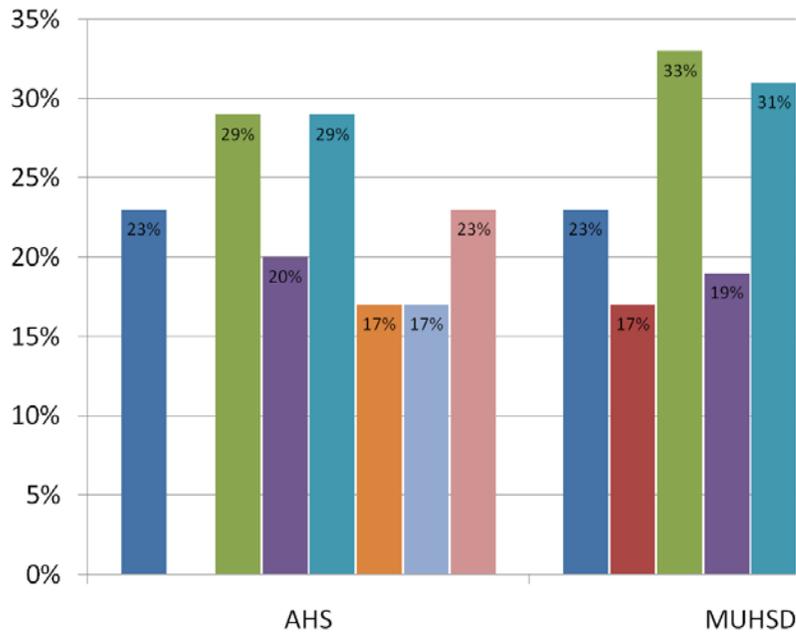
Despite the steady growth in API and an increase in the percentage of students scoring proficient and advanced across most content areas, the percentage of English Learners scoring proficient or advanced is considerably lower than any other sub-group. This “gap” in student achievement levels is an identified Critical Academic Need.



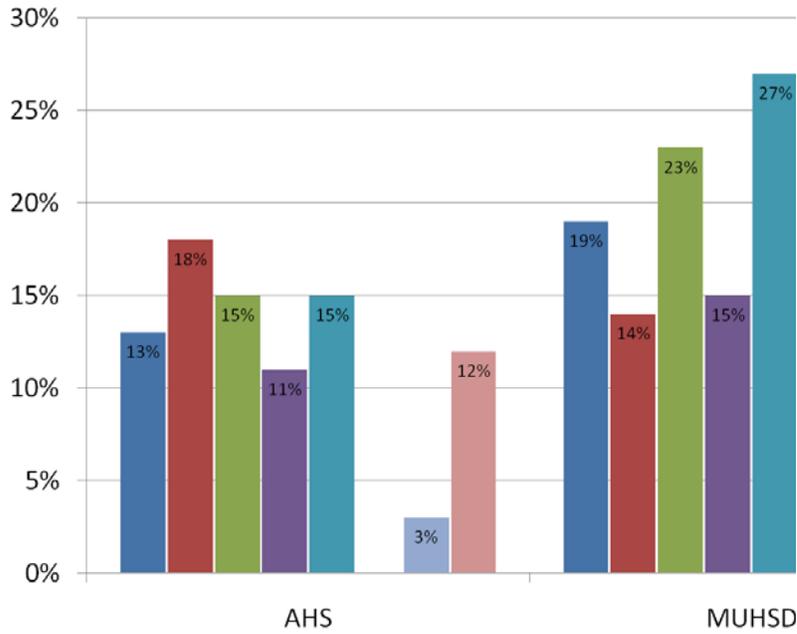
**11<sup>th</sup> ELA CST 2010 Percent Proficient and Advanced by Sub-Group**



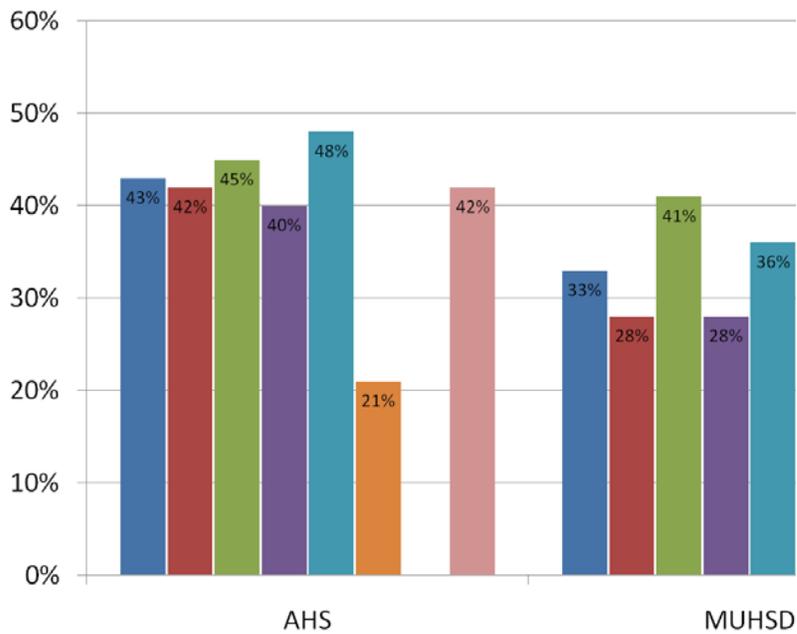
**Algebra 1 CST 2010 Percent Proficient and Advanced by Sub-Group**



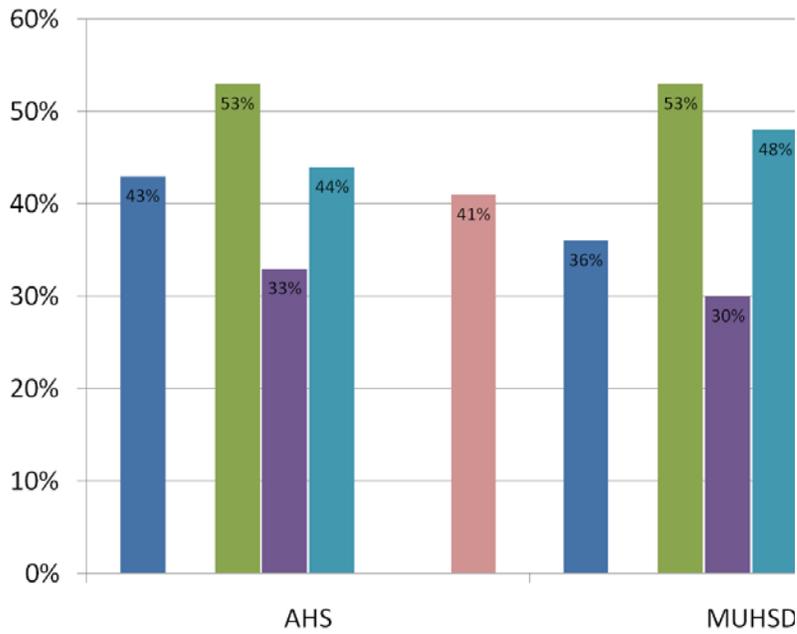
**Geometry CST 2010 Percent Proficient and Advanced by Sub-Group**



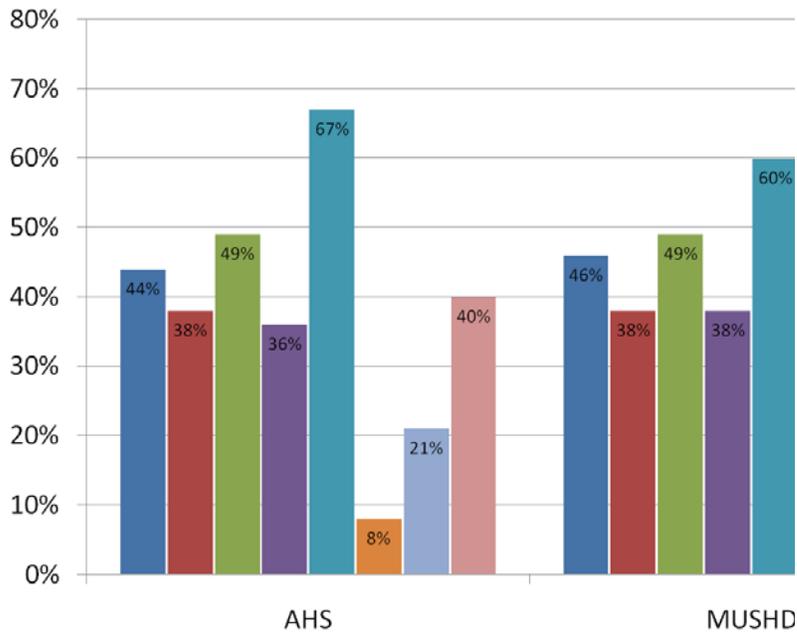
**Algebra II CST 2010 Percent Proficient and Advanced by Sub-Group**



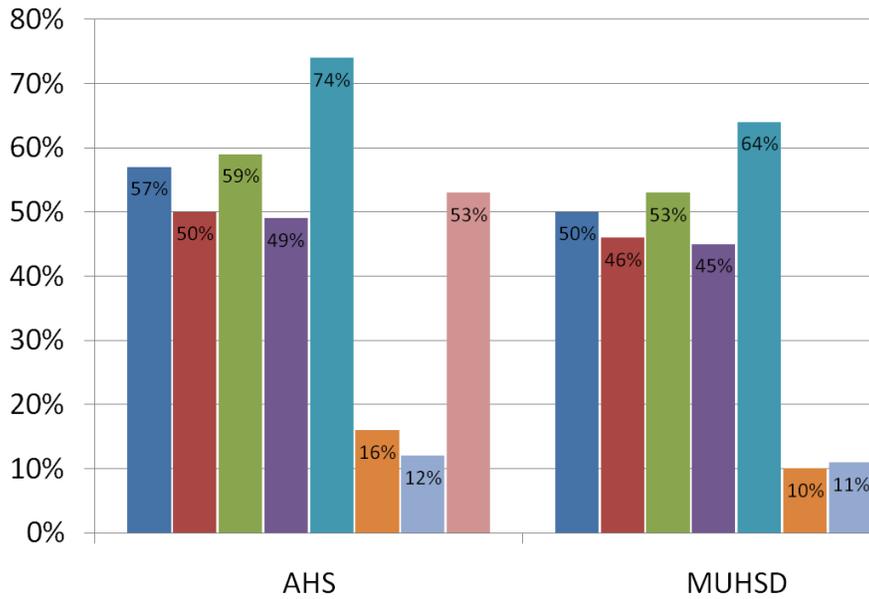
**Summative Mathematics CST 2010 Percent Proficient and Advanced by Sub-Group**



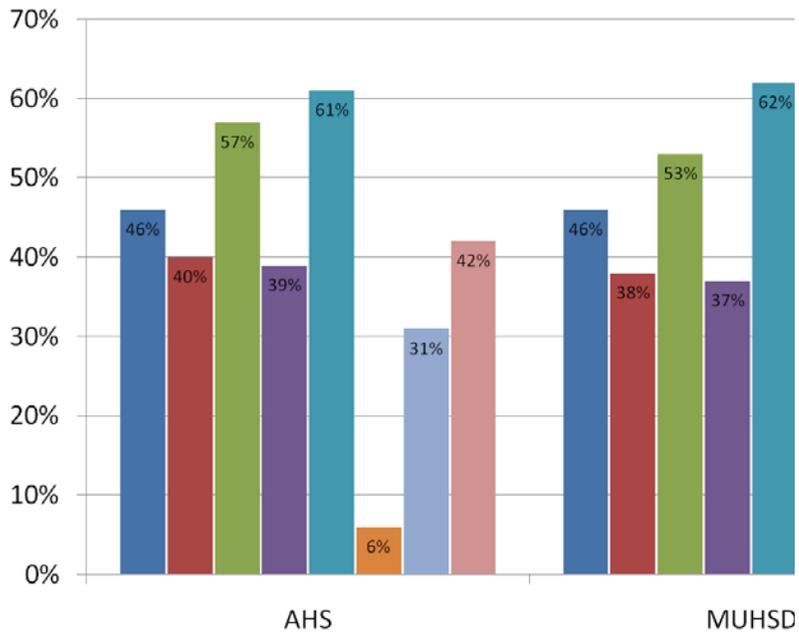
**CST World History 2010 Percent Proficient and Advanced by Sub-Group**



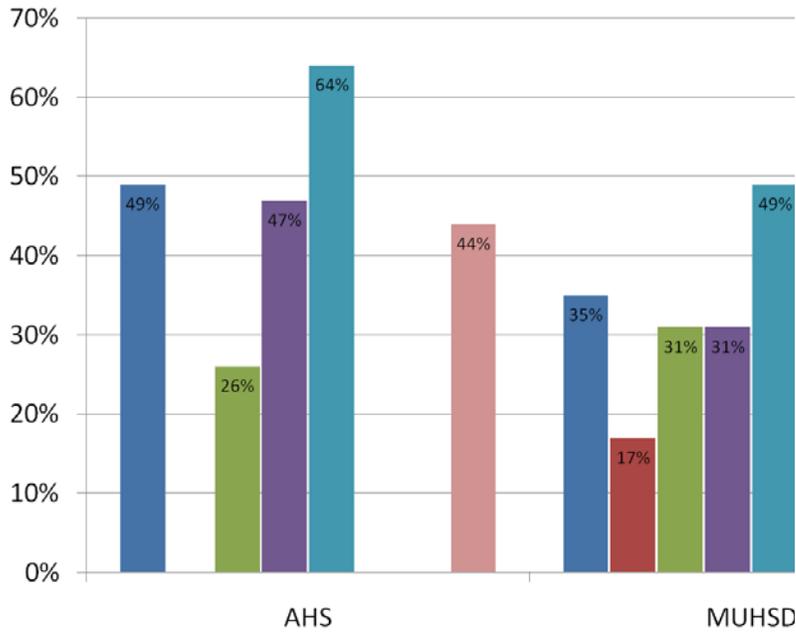
**CST US History 2010 Percent Proficient and Advanced by Sub-Group**



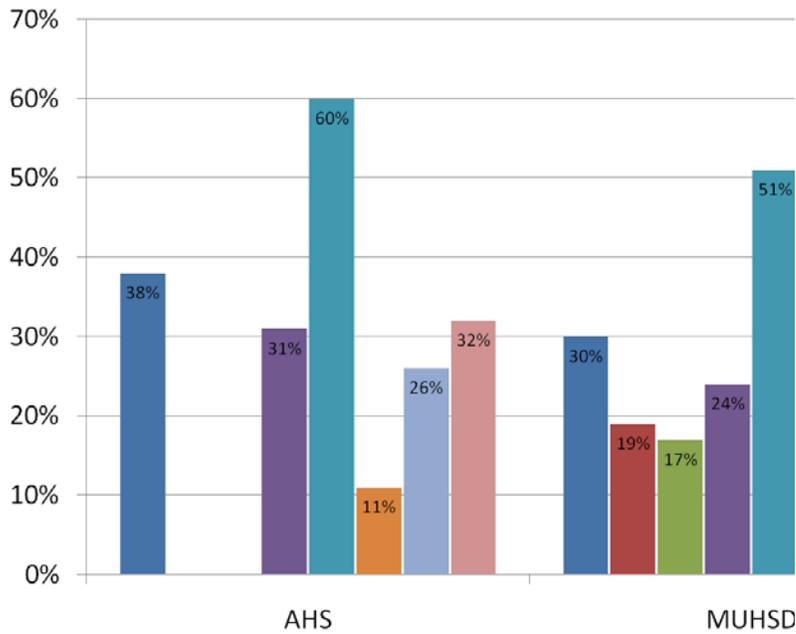
**CST Biology 2010 Percent Proficient and Advanced by Sub-Group**



**CST Chemistry 2010 Percent Proficient and Advanced by Sub-Group**

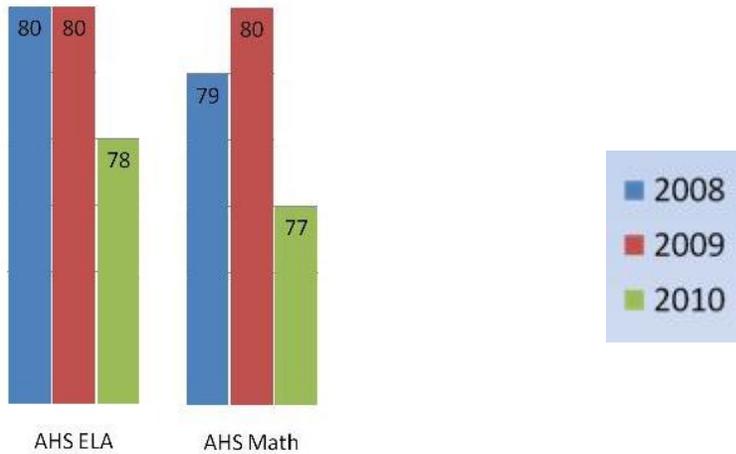


**CST Earth Science 2010 Percent Proficient and Advanced by Sub-Group**



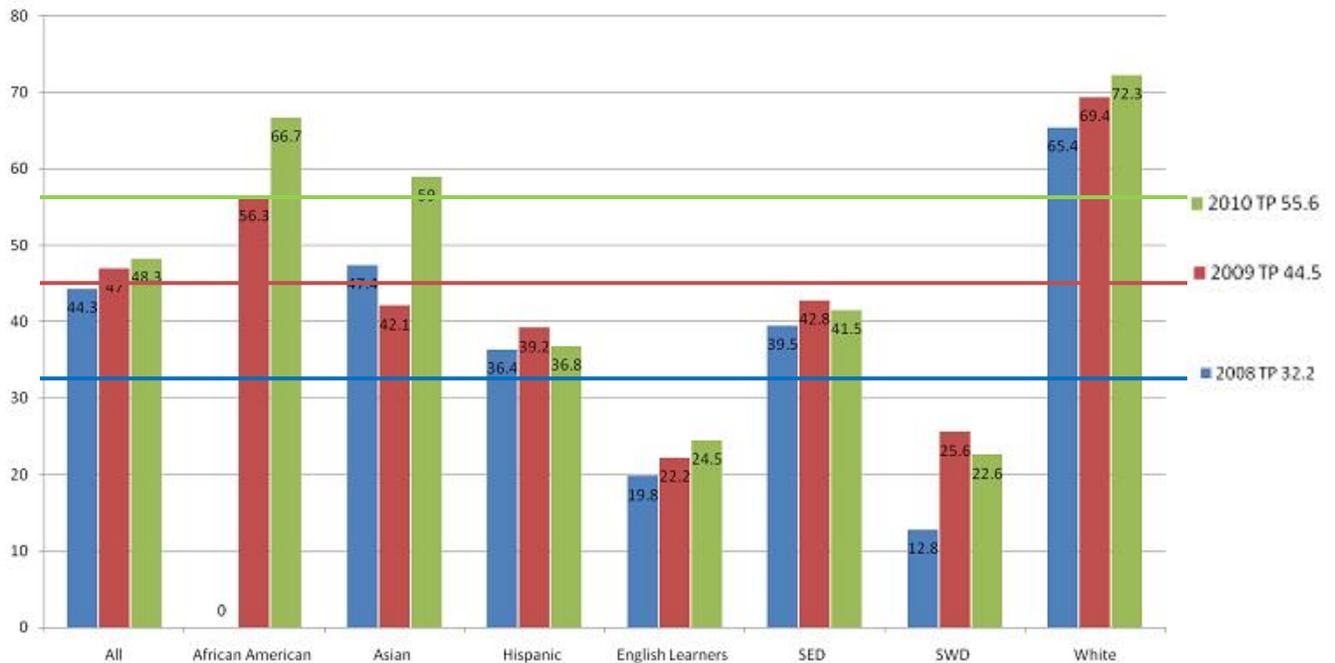
### California High School Exit Exam (CAHSEE) Passing Rates (by percentage) 2008-2010

Passing rates decreased in both English-Language Arts and Math in 2010, overall. The most significant decrease was within the EL subgroup moving from 30% (ELA) and 38% (MATH) in 2009 to 22% (ELA) and 30% (MATH), in 2010. Increasing CAHSEE passing and proficiency rates remains a priority for AHS and is an identified Critical Academic Need.



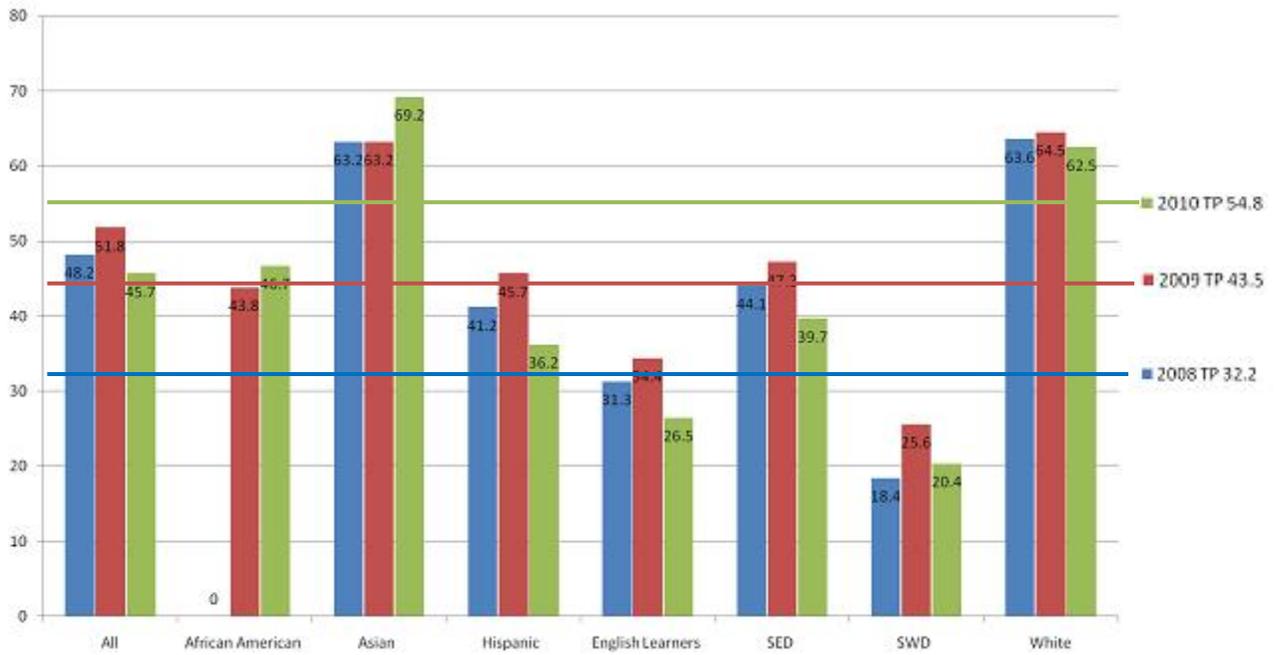
### AYP Target CAHSEE Proficiency Rate—ELA

As demonstrated in the graph below, AHS has increased proficiency in five of eight sub-groups; however, there remains a large discrepancy between English Learners and the other sub-groups. Growth rates have failed to meet the state targets in all but three sub-groups.



**AYP Target CAHSEE Proficiency Rate—Math**

While the Asian and White sub-groups meet the state target in CAHSEE math proficiency, the remaining sub-groups declined in 2010. The inability to sustain significant growth in the area of mathematics on both CAHSEE and CSTs is an identified Critical Academic Need for AHS, particularly in the areas of Algebra I and Geometry.



## Staff Survey Findings

The AHS Staff was surveyed at the end of the 2009-2010 school year. Questions were asked in the areas noted below, and survey results were discussed at the first school wide staff meeting in August 2010. Staff survey results are as follows:

- **Instruction and Collaboration**
  - The majority of staff members confirmed they gave common formative assessments and discussed the results.
  - The majority of staff members confirmed that instructional strategies are shared during collaboration time.
  - The majority of staff members felt use of collaboration time was effective.
- **Use of Collaboration Time**
  - Approximately half the staff members indicated that collaboration does not drive instructional practices.
- **Walk-throughs**
  - Comments indicated that walk-throughs illustrate the willingness of administrators to be informed and involved. Some staff indicated that administrators should stay longer, be fully aware of the lesson content, and continue to give positive feedback. Some staff members confirmed appreciation for honest, direct communication.
- **Classroom Interruptions**
  - Classroom interruptions are occurring at the same rate of frequency as in the past.
- **Tardies**
  - Tardies are occurring at the same rate of frequency as in the past.
- **Student Self-Motivation**
  - Student Self-Motivation seems to be about the same as in the past.
- **Current Culture and Climate of AHS and Areas for Improvement**
  - Several factors were noted that contribute positively to the culture of AHS, including: active, visible, and approachable administration, rallies, activities director, strong athletics program, involved Principal who does daily announcements and student recognition with Triple P Award.
  - Areas for Improvement include: District vs. Teachers perception, refinement of policies concerning gum, cheating, and thefts, teacher buy-in, gang presence, fights, use of profanity, library hours, loss of class time for rallies, sports or band.
- **Instructional Coaches**
  - Approximately half the staff worked with instructional coaches and reported feeling comfortable doing so.
- **Discipline**
  - The majority of the staff reported feeling that discipline issues had been handled effectively and efficiently.
- **Achieving Professional Goals Regarding EL Students**

- The majority of the staff indicated that they consistently encouraged the use of full-sentence responses in class and formed relationships with their EL students.

**Parent Survey Findings**

During the 2010-2011 school year, parents were surveyed in order to help the AHS staff fully examine its existing programs and more accurately assess perceptions about the educational experience for students. Parents were asked to rate their responses on a scale of one to five using the following criteria:

- 1: No-not at all
- 2: Rarely
- 3: Average
- 4: Frequently
- 5: Always

**Survey results (presented as percentage of respondents) were as follows for the 196 parents who participated:**

1. Do you receive enough information about your student’s academic achievement?

No, not at all	Rarely	Average	Frequently	Always
.06%	.08%	30%	30%	23%

2. Do you access your student’s grades/attendance online through ABI (at home or work)?

No, not at all	Rarely	Average	Frequently	Always
14%	14%	27%	22%	21%

3. Do you feel that the school curriculum is challenging and relevant for your student?

No, not at all	Rarely	Average	Frequently	Always
.03%	.06%	27%	38%	25%

4. As parents, do you feel AHS teachers, administrators, and coaches are qualified?

No, not at all	Rarely	Average	Frequently	Always
.02%	.01%	19%	48%	28%

5. How comfortable do you feel participating in school events?

No, not at all	Rarely	Average	Frequently	Always
.03%	.04%	19%	41%	31%

6. Do you have confidence in the safety of your child’s school?

No, not at all	Rarely	Average	Frequently	Always
.02%	.06%	29%	38%	23%

7. Does your child feel respected at school?

No, not at all	Rarely	Average	Frequently	Always
.02%	.03%	15%	48%	29%

8. Is the AHS campus adequately maintained and clean?

No, not at all	Rarely	Average	Frequently	Always
.02%	.02%	13%	41%	40%

9. Do you feel that the AHS Administration acts proactively and answers questions promptly?

No, not at all	Rarely	Average	Frequently	Always
.01%	.04%	16%	52%	26%

**CHAPTER II: Student/Community Profile – Overall Summary from Analysis of Profile Data**



### ***Implications of the Data with Respect to Student Performance***

As the academic data indicates, AHS has experienced success over the years, particularly when it comes to meeting state-mandated growth targets. AHS's API score continues to rise steadily and has exceeded the annual API growth target for the past five years. Fueling this increase in API is the continual growth in the school's CST proficiency rates across all subjects. Moreover, all sub-groups, with the exception of English Learners, outperformed district levels of percent proficient in the area of English-Language Arts.

Within this campus-wide success, AHS has seen marked improvement for Students with Disabilities over the past year, particularly, in the percent passing CAHSEE Math. There has also been a steady increase over the past three years for percent proficient in CAHSEE English-Language Arts for English Learners.

Despite these positive trends, several areas of need are evident. Percent proficient in CAHSEE Math has declined for all students with the exception of the African American and Asian sub-groups. Moreover, the overall passing rate for CAHSEE Math for English Learners has steadily declined for the past three years. Also, a considerable gap exists in the percentage of students proficient and above in the areas of Algebra I and Geometry in comparison to all other content areas. As a result, the areas of Algebra I and Geometry are of concern.

Another area of concern is that the AMAO targets have not been met, and the data demonstrates a significant decline over the past year. Additionally, a sizeable achievement gap exists between English Learners and all other sub-groups in the percentage of students testing proficient and advanced across all content areas.

CAHSEE pass rates and proficiency rates are another area of focus for AHS. There was a 2% drop in percent passing for English-Language Arts and a 3% drop in percent passing for math. Also, AHS did not meet the state expectancy of 55.6% and 54.8%, respectively, in 2010. The proficiency rate is a contributing factor to AHS not meeting its AYP target, thereby remaining in Program Improvement.

In closely examining the average percent correct in CAHSEE English-Language Arts by standard for the past several years, the data clearly points to Writing Strategies as an area of concern. Students are also underperforming in the area of Writing Conventions. EAP results as well as teacher feedback have also noted writing to be an area for improvement among all students.

Therefore, to ensure continued success and provide necessary intervention so that all students achieve at their highest level, AHS stakeholders have identified areas of concern that will

provide the framework and basis for both this Self-Study and the AHS Action Plan. To determine its critical needs, all relevant stakeholders (administrators, teachers, classified personnel, parents, and students) reviewed a copy of the demographic and academic data in a Focus Group setting. Stakeholders were asked to identify any trends, anomalies, or patterns within the data. From their observations, the WASC Leadership Team identified four critical needs that were then subsequently presented to the stakeholders for review, modification, and acceptance.

### ***Atwater High School's Critical Academic Needs***

1. Increase proficiency in mathematics, particularly in the areas of Algebra I and Geometry
  - Math plays a critical role in a number of important testing categories when determining a school's API score and meeting AYP growth targets.
2. Close the achievement gap between English Learners (ELs) and other sub-groups
  - Despite a steady increase in the percent proficient and advanced on the CAHSEE in ELA, English Learners are not performing at the desired level of proficiency across all content areas and in comparison to their English-only peers.
  - Both AMAO Targets have not been met.
3. Increase California High School Exit Exam (CAHSEE) passing and proficiency rates
  - Pass Rates, which affect AHS API, and Proficiency Rates, which affect AHS AYP, are not meeting the targets set forth by the state, and declined in 2010.
4. Improve Writing across all disciplines
  - Research shows that using language and writing is primary to constructing meaning and thinking skills in all realms of the curriculum. Using writing as a mode of thinking, and not just an activity relegated to the English classroom, allows students to infer motivation, understand sequencing, trace cause and effect relationships, define and classify, and compare and contrast elements in any classroom.
  - If students use both formal and informal writing in all areas of the curriculum, they will likely develop insightful, critical, and creative thinking which will result in higher test scores.
  - EAP Results demonstrate that writing is an area of concern.

***Important Questions Raised by the Data***

- What accounts for the achievement gap between English learners and English-only sub-groups within all relevant portions of the data?
- How will we close the noted achievement gap between English learners and English-only sub-groups?
- How will we increase CAHSEE proficiency rates and passing rates in Math and ELA in order to meet AYP growth targets?
- What strategies can be put into place to improve writing across all disciplines?
- What strategies are currently in place to ensure continued academic success for all students?
- What interventions currently exist for low-performing students, and what interventions must be introduced to address these students' needs?

**Chapter III: Progress Report**



***Significant Developments that have had a major impact on the school or specific curricular programs since the previous WASC Visit.***

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***Administrative Team replaced in July 2009***

With the hiring of a new Superintendent for the Merced Union High School District, administrative teams were closely analyzed and subsequently moved throughout the district. Administrators were transferred to new sites, taking on roles that enhanced specific individual strengths and built capacity. An entirely new administrative team was installed at AHS. The staff and students were receptive, and the change brought about many positive initiatives, primarily, a positive campus culture. The staff overwhelmingly feels that there is a greater level of support from administration, as evidenced by the comments made during last year's staff survey.

***Creation of Course Organizers/District-wide Benchmarks***

During the 2009-2010 school year, Course and Unit Organizers were created for all core subject areas that are currently tested through the STAR/CELDT programs. Essential questions were developed as core standards that all students must comprehend. Consequently, teachers have incorporated the use of Course Organizers and Essential Questions into daily instruction. In addition to refining the curriculum through Course and Unit Organizers, district-wide common assessments were created for all core subjects. The question databank, Intel-Assess, was purchased by the District to create quarterly benchmarks designed to mirror the CST and provide teachers with real-time data, which then drives instruction. Teachers also analyze student performance data from formative common assessments during Collaboration Wednesdays. SchoolCity replaced EduSoft in 2009 to build assessments and data analysis and management.

***Creation of Instructional Norms/Instructional Coaches***

As a response to Program Improvement, Instructional Norms, research-based instructional strategies, were introduced during the 2009-10 school year as a means to ensure that teachers were incorporating a common, steadfast pedagogy. Instructional Coaches and BTSA mentors were hired to assist in staff development in Instructional Norms and the use of various educational technology strategies. Regular walk-through observations are conducted by district administration, site administration, and administrators from other campuses. Instructional Coaches and BTSA mentors offer daily support to teachers in classrooms through observations and modeling. This targeted approach to instruction has led to a developed and defined lesson planning approach, which includes varying instructional strategies and addressing all components of the Instructional Norms.

### ***Adoption of New Intensive/Strategic Curriculum***

Several new textbooks have been adopted within the past two years in order to better meet the needs of students performing below grade level. New programs introduced include: EDGE Fundamentals and Level A, Xtreme Reading I and II, Algebra Readiness, College Preparatory Mathematics, Ag Economics, Environmental Science, and Ag Environmental Science. In addition, AHS developed an advisory homeroom where at-risk students receive additional support needed to facilitate success academically, personally, and socially.

### ***RtI—Inclusive model for Special Education and English Language Learners***

Beginning with the 2009-10 school year, AHS began to mainstream all Resource and many English Learner (EL) students into general education courses. This new inclusion model was facilitated by extensive support from Case Managers, acting as collaborative teachers. Also, paraprofessionals were placed in classrooms to assist Resource and EL students. Extended professional development opportunities to refine proven instructional practices were available to teachers.

### ***Addition of Homeroom and Six-Year Plan***

Six years ago, the idea of a Six-Year Plan (ninth grade – two years post graduation) was in its developmental stage. Today, AHS boasts a fully developed Six-Year Plan with instructional time devoted solely for this purpose. In 2008-09, AHS built into its schedule a 25 minute Homeroom four days a week. Through further refinement and input from staff, a plan for each grade level has been developed. Freshman Homeroom activities include transcript review and analysis, study skills, organization, and library/technology introduction. Sophomores focus on career pathways, with interviews and selection of a career pathway as the culminating activity. The ASVAB was given this school year to all sophomores with the intent of utilizing the Career Exploration Program. Juniors focus on Financial Literacy and continue refinement of career pathway knowledge through sessions with guest speakers. Seniors complete a Senior Portfolio that ends with an Exit Interview for all seniors, including a declaration of plans for the two years following high school. Homeroom also allows for the building of relationships between teachers and students, Character Counts lessons, and other grade-specific and Six-Year Plan activities.

### ***Technology Support***

In 2006, the Merced Union High School Board of Trustees pledged to infuse \$1,000,000 each year into technology development across the district. This funding allows for AHS to refresh a total of 90 computers each year, with remaining funds going towards additional instructional technology resources, such as SmartBoards, wireless AirLiners, remote response systems, data

scanners, upgraded teachers' stations, projectors, mobile mini-carts, etc. Along with committed financial resources, AHS hired a Technology Integration Specialist (now referred to as an Instructional Coach) to provide staff development and support to all staff members utilizing such technology. The Instructional Coach (technology-related) meets with teachers regularly to set individual instructional technology goals for the school year, model various approaches to using digital media/technology in the classroom, and provide individual and group technology staff development.

**Description of the school's procedures for the implementation and monitoring of the school-wide action plan on a yearly basis.**

The Single Plan for Student Achievement, which has evolved from the AHS Strategic Plan, is reviewed twice, yearly. It is updated in August each year and Action Plan goals are evaluated in June each year. The Strategic Plan is reviewed regularly in School Site Council meetings, administrative meetings, and departmental meetings. The goals of the Action Plan relate directly to the academic needs of the school, drive school improvements, and guide the allocation of categorical resources for supplemental materials, supplies, staffing, curriculum improvement and staff development.

It is the belief of the current AHS Administrative team that past WASC Action Plans were not reviewed on a regular basis.

**Critical Areas for Follow-up (WASC 2005)**

***The Action Plan needs a target timeline for evaluation and implementation of the goals.***

The Action Plan that is adhered to by AHS is the AHS Strategic Plan. 2009-2010 is the first school year in which the AHS Site Plan has mirrored the Strategic Plan. The AHS Strategic Plan is updated yearly and monitored monthly to adjust for needs identified by the continuous use of data analysis of student performance data. Goals are reviewed at the end of the school year to determine the effectiveness of programs.

***Vary teaching strategies within Instructional Norms to engage all students in a rigorous curriculum***

The development of Instructional Norms and the hiring of Instructional Coaches and BTSA Mentors to provide continued support to teachers have enhanced the use of varied teaching strategies. Mandatory staff development (District Office) in Instructional Norms and utilizing the services of Kate Kinsella has added to the repertoire of instructional strategies that teachers employ. English and math teachers also attended professional development workshops led by Alayne Vaughn and Kathy Condren. The addition of a standardized lesson planning tool further

supports the use of varied approaches by requiring assorted instructional techniques to be identified on the lesson plan.

***Teachers and counselors need to continue to encourage more students to take more rigorous courses.***

Student achievement data is now the primary tool for placing students in core classes. Ninth grade students are initially placed according to reading levels, math readiness, and teacher recommendations. Placement is reviewed again in August when CST scores arrive. CST scores and other assessment data are also used for placement in all other grade levels, as well. AHS no longer utilizes PSAT testing for all students for AP Potential purposes. There have been several additional courses developed that access a rigorous curriculum (meet the A-G requirement) while allowing students to identify specific career pathway interests. Such additional courses include various Agriculture classes, ROP, Family and Consumer Science, Art, and Drama.

***Continue collaboration to assess data to achieve desired results.***

Horizontal collaboration continues to improve yearly. Three Wednesday mornings each month (approximately 40 minutes) are dedicated to horizontal team meetings where data is analyzed, assessments are updated, and teaching strategies are discussed. Beginning in 2009, a district-wide collaboration protocol was developed for teams to use as a guide for discussion. This tool has been revised several times. Teams vary in the level of true collaborative efforts being implemented. Some teams post actual results by team member and discuss success levels of each member and what can be done to continually improve. This type of collaboration has led to teachers participating in peer observations and seeking the assistance of the Instructional Coaches. Many horizontal teams are developing common lessons and sharing lessons among one another. Other teams have not reached this level, but are improving in terms of data-driven discussions and the impact of the data on instruction.

***Assessment of data to improve instruction and course development.***

AHS uses SchoolCity to analyze data on a regular basis. District-developed quarter and semester benchmarks are used in all core areas. Additional common formative assessments have been created in horizontal teams in which the data is used to drive instruction. Course and Unit Organizers, which include Essential Questions, were developed for all core areas throughout 2009 and 2010. These Course and Unit Organizers allow teachers to focus instruction around the curriculum that is most important for students to comprehend. The Guidance Department uses data from CSTs, Mathematics Diagnostics Testing Project (MDTP), Gates-MacGinitie, and other sources, to ensure students are placed in classes appropriately. Assessing this data has led to the creation of new courses to address the needs of all students—

Extreme Reading I and II, Algebra Readiness, Ag Econ, Ag Environmental Science, Environmental Science, ELD III and ELD III Transition classes, Art History Floral Design, etc.

***Continue to improve student, parent, and community communication and involvement.***

Communication continues to be a priority at AHS. AHS offers several means of communication, through outreach nights such as Back to School Night, Open House, and Report Card Night. In addition, automated dialers regarding upcoming events (in Spanish and English) are scheduled several times per quarter. AHS displays current information on the Schoolwires website, the AHS Marquee, and at a number of other meetings that are held regularly, including Parent Resource Night, Citizen's Advisory Committee, and School Site Council. In August of 2010, AHS opened a Parent Resource Center. Parents may come to the school at any time during the school day to check grades, learn about programs, and ask questions regarding the campus.

**Accomplishment of the School-Wide Action Plan**

The following strategies, activities, and/or programs have been implemented within the last six years with the intent of improving AHS for students, staff, and other stakeholders.

***Action Plan Goal #1—Culture and Safety: To promote school pride and provide a safe learning environment for all.***

Continue to improve school safety through:

- Additional lighting and cameras throughout campus
- School-wide security system (to be completed 2011)
- Improved enforcement of dress code
- No-fight incentives
- Increased disciplinary consequences for fighting (second offense, expulsion, all fights have anger management training mandated)

Promote a greater sense of pride in the school culture through:

- Recycling program
- Enhanced leadership program
- Enhanced community service program
- Character Counts
- Increased number of assemblies and lunch activities
- Morning announcements
- Triple P Awards

Continue to work towards class size reduction:

- Per Title II: Intensive and Strategic level courses have lower class sizes.

Continue to increase parental involvement through:

- Parent Resource Nights
- ABI access
- Various Booster clubs for co-curricular activities
- Funding for food and childcare at events
- Deficiency notices
- Use of automated dialers
- Parent outreach nights (Report Card Night, Open House, Back to School Night)
- Monthly parent meetings (CAC, ELAC-PRN, School Site Council)
- Website announcements

Continue to improve relationships and trust among all stakeholders through:

- Character Counts
- Change in administration
- Improved faculty morale
- Continued staff development

***Action Plan Goal #2—Standards-Based Student Learning: To provide standards-based instruction to all students.***

Continue to align grade-level curriculum to state standards and clearly communicate standards-based objectives to students through:

- All core areas aligned to state standards
- Course and Unit Organizers created for all tested areas with Essential Questions outlined
- Daily learning objective posted in 100% of classrooms
- Standards-based common assessments in all core departments
- Standards and Course and Unit Organizers available on website

Promote consistent use of Instructional Norms across the curriculum through:

- Mandatory staff development—Year Two
- Kate Kinsella training
- Sandy Sanford training
- BTSA training

- Development of Instructional Norms
- Implementation of Lesson Planning template

Communicate and increase SDAIE strategies in all classrooms through:

- Ensuring all teachers are CLAD certified
- Ensuring all teachers NCLB certified or compliant through state requirements
- Instructional Norms
- Kate Kinsella training

Continue to increase staff involvement in professional development through:

- Opportunities within the school day and summer (district provided)
- On-sight training from Instructional coaches
- AVID cohorts (sent yearly)
- AP workshops (attended yearly)
- UC/CSU Counselor workshops (offered yearly)

Continue to increase use of technological resources to disaggregate data through:

- Use of SchoolCity for data mining
- Staff development provided by Technology Integration Specialist
- AERIES
- Collaboration protocols

Develop and implement CAHSEE Math remediation program through:

- CAHSEE focus in Sophomore Homeroom
- Automatic enrollment in CAHSEE Math for juniors and seniors who have not met the criteria

Continue to develop standards-based benchmark assessments through:

- Utilizing district-wide quarter and semester Benchmarks
- Developing more frequent formative assessments in all core subject areas

***Action Plan Goal #3—Support for Personal and Academic Growth—To prepare students for higher education and/or the world of work.***

Continue to refine an on-going student individualized learning plan through:

- Well-developed Six-Year Plan
- Student interviews (sophomores/seniors)

- Senior portfolios
- Career Pathways
- ASVAB testing
- Workability
- ROP

Increase enrollment of students in rigorous courses through:

- Continued increase in AP/PreAP/Honors courses
- Use of placement testing for proper course selection
- AVID

Encourage more students to utilize support services through:

- Increased use of ABI
- Increased use of website
- Standard Lunch
- Auto-dialer for deficiencies
- Extreme Tutorial
- Advisory and Intervention classes
- Link Crew

Continue to increase participation in extra- and co-curricular activities through:

- Homeroom and Six-Year Plan activities
- Link Crew
- Ag program (participation has increased from 300+ to 800+ students)
- Activities and Clubs (membership has increased)
- Graduation cord honors

Conduct comprehensive follow-up studies of graduates through:

- ROP/Ag program surveys

**Chapter IV: Self-Study Findings**

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



**A: Organization**

**Leader - Alan Peterson, Principal**

Diana Alexander – Family & Consumer Science

Jordan Bell – Special Education

Jimmy Brewer - Science

Lorraine Boothe – EL Advisor

Kim Buhrmann - English

Janis Edwards - English

Sheryl Garman – Teacher Librarian

Dave Gossman - Agriculture

Carmen Ildefonso - Counselor

Larry Junsay – Special Education

Carden Kalcevich – Social Studies

Beth Knapp - Agriculture

Nelson Medeiros – Social Studies

Jarrold Pimentel – Physical Education

Derek Price – Social Studies

Marcia Marie Rosson – Physical Education

Paul Shirlock - Mathematics

Margaret Tunzi-Brown – Physical Education

Bill Worden – Social Studies

**Criterion A-1: The school has a clearly stated mission based on student needs, current educational research and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school's purpose is defined further by Expected Student Learning Results (ESLRs) and California content standards.**

### **Findings**

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Atwater High School (AHS) offers students the opportunity to experience a quality comprehensive program in which students may develop their maximum intellectual, social-emotional, and physical potential. The AHS faculty and staff believe that education is a shared responsibility between all stakeholders including students, parents, staff, district office personnel, and the community. Communication amongst stakeholders is encouraged through participation on committees, in organizations, and through the regular sharing of information. On a yearly basis, the effectiveness of communication efforts is reevaluated through parent, staff, and student surveys, such as Healthy Kids and family engagement.

The AHS mission statement was redrafted in 2010 through the WASC accreditation process. The motivation behind a redrafting effort was to create a mission statement that was concise and easily understood by all stakeholders. Moreover, during the WASC accreditation process, Expected Student Learning Results (ESLRs) were modified to reflect the current changes in educational research. Both the mission statement and ESLRs were approved through a multi-step process including all stakeholders. Meetings were held on a weekly basis in order to reach consensus with regard to educational research and refinement of goals. Ultimately, the AHS Leadership Team made final revisions. The previous AHS mission statement and ESLRs had been posted in some classrooms, but had not been the focal-point with regard to increasing student achievement. Since the past WASC accreditation process, there has not been a regular review process for ESLRs.

While the AHS staff and student body may not currently be able to cite the AHS Mission Statement or ESLRs by memory, it is without exception that every teacher is focused on standards-based curriculum and working toward developing an instructional pedagogy that is consistent across curricular areas. Evidence of this has been consistently collected through administrative walk-throughs, formal evaluations, District Instructional walk-throughs, and feedback from parents and students. Through the 2010-2011 WASC accreditation process, AHS recognized the need to better integrate the Mission Statement and ESLRs into every-day instruction.

The AHS ESLRs directly relate to the Critical Academic Needs identified through this Self-Study. For example, one ESLR discusses producing students who are Effective Communicators and Critical Thinkers who read, write, speak, and listen reflectively and critically and who communicate information logically. The staff at AHS has recognized the need for improvement in students' writing skills. Currently students are underperforming as Effective Communicators; therefore, improvement in writing has been identified as a Critical Academic Need at AHS.

Secondly, one of the AHS ESLRs focuses on creating Self-Directed learners who connect their learning to a career path, possess effective work habits and self-management skills to facilitate success in academic or vocational pursuits, and display initiative toward continued learning. Achievement of this ESLR will happen when CAHSEE passing and proficiency rates in mathematics increase and students are demonstrating the basic mastery of knowledge necessary for success in college or the workplace.

AHS believes that students should function efficiently in a diverse society and contribute to their community responsibly and ethically. There is a significant gap in academic achievement among the English Learner (EL) population as compared to other sub-groups at AHS. Based on this identified gap, EL students will struggle to function efficiently in society as well as contribute to the community responsibly displaying solid, marketable skills. There is an urgency to address this Critical Academic Need.

AHS has a fully implemented Strategic Plan that is the basis and guideline for decision-making. The AHS Strategic Plan is a District-initiated, site-specific document that drives decision making and all areas of school operations. The Strategic Plan also serves as the Single Plan for Student Achievement. It is revised twice, yearly, and adopted by the MUHSD Board of Trustees and the School Site Council. The Board is updated quarterly with regard to student performance and growth as demonstrated by benchmark scores, safety reports, student and school culture discussions, and general academic progress. The AHS API currently stands at 756, which is one of the highest APIs in Merced County. Our similar school rank is currently nine with the expectation of moving to a ten at the culmination of the 2010-2011 school year. However, for the first year since reporting data, AHS did not meet its graduation rate target of 88.18% (87.47%).

Although AHS has a very diverse student population with high poverty, high limited-English, low parent education levels, and a growing number of homeless students, all students are placed in the most rigorous path possible. All students complete a Six-Year Plan culminating with a Senior Exit Interview and portfolio. Also, the Merced Union High School District recently implemented a three-year science requirement.

**Evidence:**

<ul style="list-style-type: none"> <li>• AHS Strategic Plan</li> <li>• AHS Mission Statement</li> <li>• Expected School-wide Learning Results</li> <li>• Critical Academic Needs</li> <li>• Walk-throughs</li> </ul>	<ul style="list-style-type: none"> <li>• CDE website</li> <li>• CAHSEE passing and proficiency rates</li> <li>• Six-Year Plan</li> <li>• Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• MUHSD Board of Trustees</li> <li>• MUHSD Board Policy</li> <li>• Leadership Team</li> <li>• Focus Groups</li> <li>• School Site Council</li> <li>• Survey data</li> </ul>
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**Criterion A-2: The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the ESLRs and California content standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single school-wide action plan.**

### **Findings**

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The Merced Union High School District Board of Trustees developed nine objectives that guide the district. AHS, along with all MUHSD schools, developed a yearly Strategic Plan based on the Board objectives. AHS continually monitors and adjusts the Strategic Plan, modifying policies and procedures to meet the current needs of its diverse student population. There is continual communication between the District Office and AHS with regard to implementation of the Strategic Plan and the effectiveness of information sharing among stakeholders. The nine objectives are communicated to staff through regular staff meetings. Parents are made aware of the nine objectives through School Site Council (SSC), Citizen's Advisory Committee (CAC), the Equity Team, and at a variety of Parent Resource Night meetings.

The MUHSD Board of Trustees meets on a monthly basis and invites all community members and staff to provide input and suggestions regarding the effectiveness of the educational process. School Board members also visit schools on a regular basis with District Administration. Twice each school year, Instructional Norms visits are held at AHS to monitor the implementation of research-based instructional strategies in all classrooms. Feedback from each visit is provided to the entire staff by the Principal. These visits enable AHS to evaluate instructional pedagogy—areas of strength and areas for growth.

Twice each month, the Principal meets with the Assistant Superintendent of Educational Services and other District leadership personnel to discuss student achievement data and review changes to the Board's policies and regulations. This information is then disseminated to the school site through faculty meetings, department meetings, subject-level meetings, and prep-period meetings. Relevant information is also passed on to other stakeholders during CAC, SSC, and Parent Resource Nights.

As needed, the Principal meets with the Principal's Advisory Committee (PAC), which includes union representatives, to discuss school concerns. All teachers are invited to attend. AHS has four District Teachers Association (DTA) representatives. Meetings between DTA representatives and the Superintendent are held on a monthly basis.

The Board of Trustees provides technology refresh funds to AHS in order to maintain classroom technology and provide students and staff with the most current educational technology resources. Due to recent budget cuts, this money has been cut in half. AHS has thus struggled to continue forward progression in terms of acquiring the latest equipment available. In the past, AHS focused its technology funds to develop four fully-operational student computer labs. Due to the availability of the labs, the use of technology in the *classroom* fell below district standard. During the 2009-10 school year, the district infused additional technology funding

into AHS in order to facilitate AHS's progression toward district operating standards with regard to educational technology use in the classroom.

The AHS Strategic Plan, now used as the Single Plan for Student Achievement (SPSA), is presented to the Board of Trustees in January of each school year. The plan targets student achievement. The Board closely evaluates the plan in conjunction with student achievement data. The Board of Trustees regularly reviews CST data, CAHSEE data, and API data. Because AHS saw a decrease in CAHSEE pass rates and proficiency scores, the District Office and Board of Trustees asked for an additional plan to be implemented in order to address this concern. The Board of Trustees also tracks AVID participation rates. Due to AHS demographics, the Board of Trustees puts special emphasis on retaining students in this program. In past years, AVID participation rates have declined due to employee turnover and lack of attention to this area. The current AHS Administration has put additional time, resources, and appropriate staff in place to rectify the situation.

Over the past two years, all core subjects have developed Course and Unit Organizers and formative and summative benchmarks. Benchmarks were developed collaboratively by teachers throughout the MUHSD. Additional formative benchmarks were developed by grade level horizontal teams. The Board also delegated decisions on the placement of students in courses to the District Office and the school sites, themselves.

School Board meetings are held monthly with the meeting location rotating among the five comprehensive high schools. During each meeting, a showcase by the host school is presented to the Board, highlighting special programs. The showcases often include teachers and students describing such programs and their success. All Board meeting agendas and minutes are publicly posted online and at each school site in accordance with bylaws.

Each month, a district-wide "Superintendent's Awards Night" is held celebrating the accomplishments of students, teachers, and classified employees. Each Principal identifies these employees and students with input from staff. The Principal presents each award recipient with a certificate and highlights his or her successes. These monthly award ceremonies culminate with an end-of-the-year celebration identifying outstanding teachers, classified staff, Principals, and District Office staff.

The Board has procedures to investigate and resolve complaints at the local level. The District Office suggests that conflict resolution begin at the school level with an open door policy between the administration and staff. This focus reinforces a professional and positive working environment. Documents outlining the complaint procedure are readily available in all offices and classrooms. During the past two years, AHS has had a minimal number of reported complaints with nearly all concerns addressed at the site level.

**Evidence:**

<ul style="list-style-type: none"> <li>• AHS Strategic Plan</li> <li>• Instructional Norms</li> <li>• Walk-throughs</li> <li>• Course Organizers</li> <li>• Unit Organizers</li> <li>• Benchmark data</li> <li>• Collaboration Wednesdays</li> <li>• Site and District-level Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• CDE Website</li> <li>• SSC</li> <li>• CAC</li> <li>• PAC</li> <li>• DTA</li> <li>• AVID</li> <li>• Equity Team</li> </ul>	<ul style="list-style-type: none"> <li>• MUHSD Strategic Plan</li> <li>• School Board Meetings</li> <li>• MUHSD Board Policy</li> <li>• Superintendent’s Awards Night</li> <li>• Staff nominations</li> <li>• Parent Resource Night</li> </ul>
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**Criterion A-3: Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the ESLRs and content standards. The school leadership and staff annually monitor and refine the AHS Strategic Plan based on analysis of data to ensure alignment with student needs.**

**Findings**

The Principal meets with all stakeholders multiple times each school year to initiate and/or adjust programs and activities that focus on student achievement. The Principal leads the school Leadership Team which consists of department heads and other administrative team members. This team meets monthly to determine academic and instructional focus, and to address issues related to general school operations. Benchmark data is reviewed with this team to ensure each department is able to evaluate its own strengths and areas for growth. For the past two years, the Leadership Team has worked effectively to proactively develop strategic goals and programs to address deficiencies in student achievement. Most recently, department heads have been asked to take a more active role in initiating departmental conversations to address common grading policies, homework policies, and other areas that have been traditionally avoided. Some departments collaborate more effectively than others, and AHS will continue focusing on departments practicing an ineffective collaborative process.

Following monthly Leadership Team meetings, departments meet to discuss outcomes and decisions made by the Leadership Team. A major concern in the last year was the perceived disconnect between the Leadership Team and departments due to scheduling conflicts. To address this issue, Leadership Team meetings are now held within the same week as department meetings.

Each Wednesday, the AHS bell schedule is modified for a 40-minute teacher collaboration period. A typical month allows for a faculty meeting, two horizontal meetings, and a department meeting, which generally is used for additional horizontal meeting time.

With respect to data, each faculty meeting is used to review benchmark data and/or Instructional Norms, which are expected daily in every classroom. The horizontal collaboration time is also data-driven and a collaboration protocol is used to record the meeting notes and the instructional response to student achievement results. Collaboration leaders are paid a stipend and have been extensively trained (Sandy Sanford) this year regarding collaboration. Again, the concern remains that some horizontal teams are progressing rapidly using data to drive instruction while others are progressing at a slower pace.

Bi-weekly, the Principal, Associate Principal overseeing Assessment and Accountability (AA), and District Office staff meet to review academic achievement data. These meetings focus on various assessment data, including disaggregated information in terms of Special Education and EL students. This time is also used to review intervention programs at AHS. AHS has led the district in developing a Response to Intervention (RtI) model to the extent that other campuses are looking at this model for implementation in the near future.

Ninth grade English teachers have developed a pilot program called “Standard Lunch” to address the needs of At-Risk freshman students. They meet regularly to refine this program. Weekly impromptu meetings are held between the Principal, Athletic Director, and Activities Director to develop new programs for Student Leadership and Athletics. This was a major focus in 2009-2010, largely due to survey results and individual interviews with the incoming Principal and stakeholders. At the end of the 2008-09 school year, the majority opinion described School Culture and Staff Morale at an all-time low. Upon the arrival of a new administrative team, special emphasis was placed in these two areas to re-connect students and staff to AHS. At least monthly, the Principal discusses data and student achievement with all stakeholder groups. All stakeholders are invited to openly discuss areas of concern.

This year, the Single Plan for Student Achievement (SPSA) has been aligned with the AHS Strategic Plan. The school Leadership Team, along with the School Site Council (SSC), annually reviews the goals and objectives of the plan and allocates resources based on the agreed upon needs. A major issue of concern during the current WASC accreditation process was that AHS did not review its past WASC plan on a regular basis. Because there is now a process for reviewing the Strategic Plan, which is the adopted WASC action plan, there will no longer be a disconnect between plans and their review.

**Evidence:**

<ul style="list-style-type: none"> <li>● Site Meetings</li> <li>● Department Meetings</li> <li>● Benchmark Data</li> <li>● Collaboration Wednesdays</li> <li>● Collaboration Protocols</li> </ul>	<ul style="list-style-type: none"> <li>● AHS Strategic Plan</li> <li>● Instructional Norms</li> <li>● Leadership Team/Meetings</li> <li>● Pyramid of Interventions</li> <li>● Standard Lunch</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Resource Night</li> <li>● SSC</li> <li>● PAC</li> <li>● CAC</li> <li>● Staff survey data</li> <li>● Collaboration Leaders</li> </ul>
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**Criterion A-4: A qualified staff facilitates achievement of the ESLRs and California content standards through a system of preparation, induction, and ongoing professional development.**

**Findings**

The MUHSD recruits and employs a highly qualified pool of teachers, with no teachers currently misassigned. The Principal and Assistant Superintendent of Human Resources monitor teacher assignments with regard to courses taught, credentialing requirements, and compliance with NCLB. There are currently only two teachers teaching with a compliance plan on file. Athletic coaches are supported and certified through the CIF Coaching Certification process.

New teachers are mentored and directed through the MUHSD BTSA Induction program. Each teacher is given a mentor with whom they meet weekly to evaluate instructional practices. Department Chairs are also asked to mentor new teachers. At the beginning of each school year, all teachers are given information regarding specific duties of the school administrators including teacher evaluation assignments.

The staff evaluation process is collaborative in nature and support programs are in place. Individual teachers discuss and select goals with their assigned administrator in the beginning of the year. There is a clear protocol in place for the evaluation process. AHS administrators visit 100 classrooms each month to provide feedback on instruction. Struggling staff members are assigned an Instructional Coach with whom to work. All Instructional Coaches keep weekly logs of their coaching activities. AHS currently employs one Instructional Coach, one Technology Integration Specialist (TIS), and one BTSA mentor, as well as an EL Advisor/Instructional Coach.

Staff members are expected to support individual students through the AHS intervention model by reporting to and communicating with guidance counselors on a regular basis (at-risk referral system). Teachers are expected to attend SSTs, 504, and IEP meetings weekly. This process has developed dramatically during this school year. In past years, AHS has not had a clearly defined intervention program in place to address the needs of all students.

**Evidence:**

<ul style="list-style-type: none"> <li>• AHS Strategic Plan</li> <li>• CDE Website</li> <li>• District evaluation process</li> <li>• Walk-throughs</li> </ul>	<ul style="list-style-type: none"> <li>• Pyramid of Interventions</li> <li>• Ninth grade At-Risk Student identification</li> <li>• BTSA Prog/Mentor</li> </ul>	<ul style="list-style-type: none"> <li>• TIS</li> <li>• EL Advisor</li> <li>• Instructional Coaches</li> <li>• Department Chairs</li> </ul>
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**Criterion A-5: Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student needs.****Findings**

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The AHS staff has been transitioning to a focus on developing student-centered classrooms as opposed to teacher-centered classrooms. With this in mind, staff professional development is currently devoted to mastering the MUHSD adopted Instructional Norms. During the 2009-10 school year, the main focus for instruction was Checking for Understanding (CFU), for which each teacher attended a day of professional development. The focus for the 2010-11 school year is Higher Order Thinking Skills (HOTS) as well as using Released Test Questions (RTQ) daily as a focus for checking students' understanding.

Technology training has been another focus for staff development. Advancing teachers' knowledge and increasing the use of educational technology in the classroom enables staff to engage students using 21<sup>st</sup> Century instructional applications.

Although funding is limited for out-of-town conferences, AHS has been proactive in setting aside funds for release days to plan and attend local staff development seminars. Teachers are also given time to observe other staff members both onsite and at other MUHSD school sites to further their instructional knowledge.

Categorical funds are used to train AVID teachers and counselors yearly. Six teachers were trained in 2010. An additional six will be trained in the summer of 2011. This trend will continue until nearly all core teachers are AVID trained by 2014. In the past, AHS has not been successful at retaining AVID-trained teachers, primarily due to budget cuts and released teachers.

All site administrators are required to complete training due to Program Improvement status. This is offered through a consortium of counties led by Stanislaus County Office of Education. Three administrators have completed this, with two in the process.

Two outside experts have provided in-service training to the AHS staff regarding effective instructional strategies and data mining. Dr. Kate Kinsella is a leading researcher in the areas of intensive interventions, student engagement, and effective instructional strategies for English Learners. Her affiliation with the MUHSD was terminated after one year due to Dr. Kinsella's need to reduce her work load. The work she started has been continued through Instructional Coaches and the Educational Services Division. Sandy Sanford worked with AHS teachers and administrators on identifying critical data that identify students who will require varying levels of intervention in order to pass the California High School Exit Exam. His work required each department to examine their current collaboration practices. Additional trainings were held for Collaboration Leaders.

**Evidence:**

<ul style="list-style-type: none"> <li>• AHS Strategic Plan</li> <li>• Instructional Norms</li> <li>• Other Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>• SmartBoards</li> <li>• Notebook software</li> <li>• Remote response systems</li> <li>• Projectors</li> <li>• Document cameras</li> <li>• Mobile computer carts</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Schoolwires website</li> <li>• SchoolCity/data mining</li> <li>• SSC Meetings/Minutes</li> <li>• AB 430</li> <li>• Kate Kinsella</li> <li>• Sandy Sanford</li> </ul>
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**Criterion A-6: The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with legal intent of the program(s) to support students in accomplishing the ESLRs and content standards.**

**Findings**

The faculty at AHS is highly qualified, experienced, and appropriately assigned according to credentials and subject matter authorization. The AHS classified staff, including maintenance, food services, campus supervisors and office support staff is also well qualified, based on years of service dedicated to the district. All staff is evaluated on a regular basis according to the timeline and process set up in collective bargaining agreements.

AHS employs walk-on coaches, who go through extensive coaching certification before being hired. They are monitored and evaluated by the Athletics Director and the Associate Principal responsible for athletics. All staff work well together to support student learning and promote a positive, effective learning environment.

AHS includes Department Chairs in the site’s decision-making process. Department Chairs work closely with the AHS Administrative Team and their individual departments on curriculum planning, budgetary issues, professional development and other leadership decisions. Stipends are provided to Department Chairs and other teacher-leader positions such as, Homeroom Coordinator and Character Counts Lead Teacher.

AHS utilizes a variety of funding sources including Title I, Measure M, Title II (District Office), technology refresh funds (District Office), and Safety money. Funds are budgeted to support student safety, consumable supplies, and various instructional materials. Department Chairs submit funding requests and monitor department expenses. Due to the statewide budget crisis, departmental funds have been reduced in recent years. The basic principles of Title I state that schools with large concentrations of low-income students will receive supplemental funds to assist in meeting student’s educational goals. The number of students who qualify for a free or reduced lunch determines low-income students. For an entire school to qualify for Title I funds, at least 40% of students must enroll in the free and reduced lunch program. The

purpose of Title I funding, “is to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessments.” Student Site Council (SSC) oversees the categorical funds that support teachers and student achievement. Further, the MUHSD provides sufficient textbooks, in compliance with The Williams Act.

In 2008, Measure M was passed and has resulted in some much needed repairing, renovating, and improving aging school facilities. Construction is beginning (2011) on a new gymnasium for AHS.

**Evidence:**

<ul style="list-style-type: none"> <li>• CDE Website</li> <li>• AHS Strategic Plan</li> <li>• Department Chairs</li> <li>• Homeroom Coordinators</li> <li>• Character Counts</li> </ul>	<ul style="list-style-type: none"> <li>• SSC meetings/minutes</li> <li>• Character Counts</li> <li>• CAHSEE Support Classes</li> </ul>	<ul style="list-style-type: none"> <li>• Department Budgets</li> <li>• Categorical budget</li> <li>• Local election</li> </ul>
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**Areas of Strength**

1. The AHS educational community supports the mission and high expectations set forth for all students.
2. The MUHSD and AHS have Strategic Plans that reflect the commitment to rigorous academics and support for all students.
3. There is a strong culture of professional collaboration among the staff and school leadership.
4. Teachers are supported with a variety of District and site-based trainings.
5. Professional development opportunities are based on District Instructional Norms.

**Areas for Growth**

1. Improve communication through online teacher handbook.
2. Improve collaboration across all departments.
3. Drill down further with data to get to individual student levels.
4. Leverage resources to support all students academically and socially at-risk.
5. Refinement of interdisciplinary collaboration.

**B: Standards-based Student Learning: Curriculum**

**Leader -Amy Pellissier, Associate Principal, Guidance**

Olga Abejuela - Mathematics

Julianne Aguilar - Drama

Lisa Allison - English

Haydee Arreola – Foreign Language

Aleta Bauer - Art

Norm Caulkins - Music

Heather Dougherty - English

Veronica Enriquez - Mathematics

Sandy Fairfield-Beard - Mathematics

Dan Flatt - Agriculture

Linda Fox - English

Dave Hunsuck - Mathematics

Matt Jennings – Special Education

Suzanne MacInnes – Special Education

Sam Meredith - Agriculture

Paula Noriega – Foreign Language

Cheryl Obayashi - ROP

Darlene Runsten - Business

**Criterion B-1: All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school wide learning results. Through standards-based learning (what is taught and how it is taught), these are accomplished.**

### **Findings**

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AHS teachers are exposed to a wide variety of workshops, conferences, and trainings on a yearly basis. Over 75% of the staff uses computer-aided instruction via SmartBoards, wireless airliners, remote response systems, and document cameras. All teachers who access technology have been trained by District Office personnel or the AHS Technology Instructional Coach, in strategies designed to enhance curriculum and content delivery. Student-centered and interactive, the SmartBoard and Notebook software allow teachers to incorporate Internet resources into daily lessons, and seamlessly check for understanding during the lesson.

Research suggests that students are more engaged when teachers find dynamic ways (i.e. interactive lessons, animations, short videos, graphics and clickers) to communicate complex concepts. Teachers are also trained to use Schoolwires web pages, which facilitate effective communication with students and parents by linking relevant information to the subject matter, specific course expectations, and pacing calendars critical to student success. The AHS website contains all course organizers and essential questions that students must know and understand to be successful.

Across the curriculum, department members attend subject-related conferences and workshops. All Advanced Placement (AP) teachers are trained according to College Board standards, and AHS strives to send at least two new teachers each year to College Board Summer Institutes. AVID conferences are attended each year, with new teachers across curricular areas being trained to support AVID strategies. All teachers are exposed yearly to district-wide staff development in the areas of Instructional Norms and effective use of data for collaboration purposes. AHS teachers worked primarily with Kate Kinsella, a leading researcher in intensive intervention (2009-10) and EL strategies, Xtreme Reading from the Center for Learning at the University of Kansas for strategic instruction in reading (2009-current), and Sandy Sanford (2010-11), for improved collaboration efforts in terms of varying intervention strategies. Teachers within the English department are beginning to undergo training for Expository Reading and Writing as well as Improving Student Analytical Writing (ISAW) to address the need for improved writing across the curriculum.

State standards provide the framework for course curricula. Course and Unit Organizers, created by a collection of teachers district-wide, are the primary guide in teaching core standards and essential questions. These Course and Unit Organizers are refined yearly and revised as necessary, using CST performance data as the driving force for revisions. All core departments and some elective courses use standards-based, state-adopted textbooks to supplement instruction.

The development of Instructional Norms has greatly enhanced the consistency in which lessons are delivered. AHS currently places heavy emphasis on objectives, Checking for Understanding (CFU) and incorporating questions that access students' Higher Order Thinking Skills (HOTS).

All students are placed into courses based on their performance on placement tests in eighth grade, as well as on state standardized tests and benchmarks at AHS. Incoming eighth grade students take the Gates-MacGinitie Reading Test to determine reading levels for English and science placement. The Mathematic Diagnostic Testing Project (MDTP) is used to determine a students' readiness for Algebra or Geometry at the freshman level. Students identified as "intensive" or "strategic" are placed into appropriate courses. Course descriptions, which outline the course content, level of difficulty and prerequisites, and a department flow chart that shows the sequencing of courses are available on line and in the counseling department for students to reference when selecting courses. Students are encouraged to sign up for the most rigorous schedule possible, including honors and advanced placement classes, during spring registration.

The ninth grade counselor collects grades, attendance, and discipline from feeder schools to assess the academic and social needs of eighth grade students to ensure a smooth transition into AHS. This data allows the freshman counselor an initial assessment of the number of potential at-risk students that will require an Academic Support class or specialized Homeroom placement. A brief orientation by counselors is given at feeder schools so that incoming freshmen are aware of elective offerings at AHS. After additional academic placement data is gathered, student schedules are created and given to eighth grade students during the AHS Spring Open House. Here they are provided a second, more in-depth orientation by academic counselors and administrators, and students have the opportunity to visit with teachers, club advisors, coaches and school counselors. Parents are encouraged to attend the same orientation and speak with counselors. The Special Education department also participates in transition IEPs for eighth graders, completing spring scheduling for ninth grade and setting high school goals and expectations. In addressing the social needs of incoming freshmen, the AHS Link Crew provides a special Freshman Roundup the week prior to school starting. AHS Link Crew members act as positive role models by sharing information and answering questions during meetings, phone calls, and specially-planned freshman activities.

Departments work as a team to review and confirm that curriculum is coherent, relevant and at a level that prepares students for college. Support services are offered during Academic Homeroom, Academic Support Classes, AVID, Learning Skills classes, and Extreme Tutorial. Teachers' use of staff web pages allow students to access lectures and homework assignments from home when they are unable to attend class, however, only some staff members (approximately 30% with even fewer updating regularly) currently utilize this resource. Students with special needs are accommodated through an IEP in order to support their success in an inclusive setting. Accommodations include Specialized Academic Instructors collaborating in core classes, para-educators' support, study skills classes and counselor-facilitated 504 and SST meetings with teachers, parents and students to develop effective learning strategies for students who are challenged. If the curriculum needs to be changed, the case manager and the

teacher work collaboratively to alter the curriculum in a way that is appropriate for specific students with special needs.

Using state and national curricular standards as well as Course and Unit Organizers as a foundation, departments collaborate to review and evaluate the breadth, depth and appropriateness of course curricula. If warranted, revisions to existing courses or adoptions of new courses are made to increase the effectiveness of the curriculum and graduation requirements as well as UC/CSU requirements. Examples include the introduction of new science and math courses, additional UC/CSU courses, and core classes tied to career pathways (Ag Econ/Govt, Ag Earth Science, Integrated Ag Biology, ROP Vet Science, Business English, Reading and Writing for Spanish Speakers, Reading and Writing for Hmong Speakers, AP Spanish Language and Literature).

**Evidence:**

<ul style="list-style-type: none"> <li>• Technology-enhanced instruction</li> <li>• Professional Development from TIS</li> <li>• Subject-related conferences and workshops</li> <li>• Course and Unit Organizers</li> <li>• State-adopted textbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative instructional model</li> <li>• Number one Agriculture (FFA) program in the state of California</li> <li>• Instructional Norms</li> <li>• Eighth grade performance data and placement tests</li> <li>• Support Classes (Xtreme Reading, Algebra Readiness)</li> </ul>	<ul style="list-style-type: none"> <li>• AHS Link Crew</li> <li>• Course descriptions/Course Fair</li> <li>• Support services: Academic Homeroom, Advisory Classes, Learning Skills classes, Extreme Tutorial.</li> <li>• Schoolwires</li> </ul>
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**Criterion B-2: All students have equal access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals.**

**Findings**

All students have a wide selection of courses that prepare them for career or postsecondary education. Various Ag/shop classes, business classes, computer classes, family and consumer science classes, and ROP course offerings also allow students to prepare for work directly out of high school. Each department offers a wide range of Honors and AP classes for the college bound student. ROP and work experience classes are also offered to upperclassmen both as an opportunity to explore different career options as well as specific training for postsecondary employment. Students are made aware of these offerings through our course selection guide as

well as a Course Fair held during Homeroom in the spring. All students participate in a Self-Directed Search during ninth grade, and beginning with the 2010-2011 school year, all sophomores will participate in the ASVAB/Career Exploration Program to assess student strengths. After completing career research, hearing various guest speakers, and attending a Course Fair, all sophomores choose a Career Pathway at the conclusion of the sophomore year and participate in sophomore interviews. Once a Career Pathway is chosen, students have the opportunity to earn a Career Pathway Cord (graduation regalia) by completing several components prior to the Senior Exit Interviews. According to one parent survey, parents feel that the school does a good job preparing students for their postsecondary goals. However, in the same survey, parents felt that their student was not exposed to enough real world experiences.

Students have various opportunities to gain real world applications throughout many disciplines and extracurricular activities at AHS. All Government students participate in mock trials. Drama students participate in all aspects of theater by producing, directing, and acting in various productions. Students in Child Development are able to gain real parental experience by participating in Reality Baby—Real Care Baby Program. Culinary Arts and Foods/Nutrition students have to opportunity to prepare full course meals for the community, staff members, and compete in various showcases throughout the state. Agriculture students operate two greenhouses in which a large variety of plants are cultivated for sale to the public twice each year. Ag students also have an opportunity to raise animals for auction and build metal and wood projects to sell to the general public.

The Career Center at AHS provides a full time Career Technician who collects information regarding colleges/universities, and trade schools. The Career Technician assists students in researching career opportunities. The Career Center also houses a Scholarship Advisor.

All students and parents have access to AERIES Browser Interface (ABI) to monitor progress in classes and graduation. According to a parent survey, while 73% of parents have used ABI, only 45% use it on a frequent basis. Students are encouraged to monitor grades and attendance regularly through Homeroom sessions that focus on transcript evaluation, organization, and study skills.

**Evidence:**

<ul style="list-style-type: none"> <li>• Varied course offerings</li> <li>• ROP/Work Experience</li> <li>• Honors/AP courses</li> <li>• Course Fair</li> </ul>	<ul style="list-style-type: none"> <li>• IEP/Transition Plans</li> <li>• AERIES</li> <li>• Homeroom</li> <li>• AHS Career Center</li> </ul>	<ul style="list-style-type: none"> <li>• Scholarship Advisor</li> <li>• Self-Directed Search</li> <li>• ASVAB/Career Exploration Program</li> <li>• Career Pathway selection/placement</li> </ul>
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**Criterion B-3: Upon completion of the high school program, students have met all the requirements of graduation.**

**Findings**

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AHS makes every effort to ensure that students meet the basic graduation requirements and pass the CAHSEE.

For English Language Arts, there are currently four levels of English classes into which a student may be placed. Freshman students identified at the 2<sup>nd</sup> – 4<sup>th</sup> grade reading level are placed into a two-period block of intensive reading/English, which utilizes the EDGE curriculum. Students identified as strategic, reading at the 4<sup>th</sup> – 6<sup>th</sup> grade level, are placed in a core English class along with a second period of support, which utilizes the Extreme Reading curriculum. All other students are placed into a single block of grade-level English or advanced English (Pre-AP English or AP English).

In the area of mathematics and science, students identified at the intensive level are placed into Algebra Readiness for skill-development. Students are placed into one of two levels of science, also based on reading levels. Students may enter ninth grade enrolling in Life Science/Ag Life Science (intensive/strategic) or Biology (grade-level and above).

Support is offered to English Learner (EL) students in the form of ELD classes for all level I, II, and III students. While ELD IV and V students are currently placed in strategic English support, beginning in the Fall of 2011, ELD IV and V students will be placed in an ELD transition support class.

Any student not passing the math or English portion of the CAHSEE is placed in a CAHSEE class in that area, utilizing categorical funding to reduce class sizes, until the requirements are met. On average, 99% of all seniors successfully meet the CAHSEE requirement either on the first attempt or after a support class has been completed.

Tutorial is offered each morning before school in the library, and after school with teachers in the area of math, science, and English. Learning Skills classes are offered for regular education and special education students who need additional support. Standard Lunch, a homework intervention program, was implemented during the 2010-2011 school year in the area of English Language Arts for ninth grade students. Students who fail to turn in assignments are assigned lunch tutorial based on parental permission. Students remain in lunch tutorial until they have completed assignments that were missed. This program will expand to include other subject levels and grades as success is measured.

AHS has implemented an “At-Risk Student” identification process beginning with placement into Academic Homeroom or Academic Support class based on grades, attendance, and discipline in 8<sup>th</sup> grade (2010-11). Every three to four weeks teachers are asked to identify any student exhibiting poor academic performance or behavior that may put them in danger of failing a course (missing assignments, poor attendance, social-emotional issues, etc). Through

this process, parent conferences are held, SSTs scheduled, and class schedules adjusted to offer additional support (See Intervention Pyramid). This program has been highly successful and has allowed several students the opportunity to remain at AHS rather than be transferred to alternative education for credit recovery. It has also increased the communication between staff, parents, and students in terms of academic progress.

**Evidence:**

<ul style="list-style-type: none"> <li>• Real-world activities</li> <li>• ELD I, II, and III classes are offered</li> <li>• CAHSEE classes</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Skills</li> <li>• Tutorial</li> <li>• Study Island</li> <li>• Standard Lunch</li> <li>• “At-Risk Student” identification program</li> </ul>	<ul style="list-style-type: none"> <li>• Parent conferences</li> <li>• Student Study Teams</li> <li>• Class schedules</li> </ul>
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**Areas of Strength**

1. The Guidance Department has implemented a proactive approach to transition from middle school to high school, and focuses on “At-Risk Student” identification throughout the school year which has enabled students to remain at AHS rather than transition to alternative education.
2. Each department has a fully defined Course/Unit Organizer which defines key academic standards and essential questions that all students must know.
3. AHS has a strong elective/CTE program that provides students with opportunities to experience relevant, career related experiences.
4. AHS has a fully-implemented Six-Year Plan in which all students build a portfolio as a culminating project through homeroom activities and additional activities in core classes, and in the community.
5. Parents have access to student grades and attendance online through ABI (Parent Survey).

**Areas for Growth**

1. Expand areas where content and skill development is integrated among disciplines.
2. Expand options for students to pursue elective courses within their schedules when remedial courses are also necessary (traditional six-period day).
3. Implement a credit-recovery system within the school day.
4. Increase teacher use of Schoolwires to develop meaningful websites that will enable students to access curriculum and monitor self-progress adequately.
5. Increase the number of parents who access ABI on a regular basis.

6. Continue to improve efforts in building community relationships to increase student opportunities for job-shadowing, community service, and real-world experiences.
7. Expand the Pyramid of Interventions (identifying At-Risk students—RtI model) to include tenth grade.
8. Define an effective model to identify students who have not been properly identified for additional supports through the SST/IEP process.
9. Continue to refine instructional delivery to ensure students are able to perform at a higher level on the cognitive process continuum as well as the knowledge dimension (see lesson planning calibration tool).

**C: Standards-based Student Learning: Instruction**

**Leader -Paul Bristow, Associate Principal, Student Services**

Jason Boesch – Physical Education

Brian Boyd - Mathematics

Erica Cardey – Instructional Coach

Laura Eckman - Art

Charlotte Hart – Social Studies

Tina Jacobs – English

Craig Johnson – Social Studies

Natalie Kirschner – Agriculture

Becky Lopez – English

Steven Menezes – Social Studies

Andy Miller – Mathematics

Lori Myers-Jantz – Special Education

Tiffany Pickle – Technology Integration Specialist

Ken Rhoades – English

Phil Schiber – BTSA Mentor

Dawn Silva – English

Matt Thomas - English

**Criterion C-1: All students are involved in challenging learning experiences to facilitate achievement of the academic standards and the expected school-wide learning results (ESLRs)**

**Findings**

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AHS classrooms are observed with a minimum of twenty walk-throughs each month by all members of the Administrative Team to monitor student engagement. Walk-through feedback is provided to all teachers based on the California Standards for the Teaching Profession and adopted Instructional Norms criteria. In addition to regularly scheduled walk-throughs, members of the Administrative Team also participated in an English Learner (EL) student shadowing program in the spring of 2010, where student to student and teacher to student interaction (both academic and social) was analyzed. EL student shadowing is a technique for examining specific areas of an EL's school experience and gaining insight into the student's perspective about school. Shadowing involves the selection of a student (often at random) and following him/her from two to three hours, noting classroom and campus activities. The purpose of student shadowing is to gather information about the daily life of an EL student in order to participate in a larger conversation on improving the educational experiences of students. Research suggests that EL students spend less than 10% of their school day engaged in speaking activities and less than 1% of that time is spent on academic discussions. The results from the EL student shadowing exercise at AHS were closely aligned with the cited research findings.

State Academic Content Standards and researched-based best teaching practices drive the instructional focus in all core classes as well as most non-core classes at AHS. Teachers further use District-adopted pacing calendars, District Course and Unit Organizers, and Benchmark exams in all core areas.

In 2009, AHS moved to full integration of Special Education (resource) students and English Learners into regular education classes. Resource teachers were trained to be Specialized Academic Instructors and provide collaborative support to the regular education teachers within the classroom setting, in addition to para-educators supporting learning. As referenced in the data, students with disabilities have made substantial growth in recent years, although last year this subgroup declined slightly in CAHSEE proficiency rates. All AHS courses offer differentiated assignments and assessments for students possessing a 504 plan or an IEP, while maintaining high expectations for all students.

In 2010, the MUHSD adopted a lesson plan template for all teachers to utilize when planning lesson delivery. By October of 2010, all teachers implemented the use of the template. The template focuses on adopted Instructional Norms and encourages thoughtful planning of essential questions eliciting Higher Order Thinking Skills (HOTS). AHS, in conjunction with the District Office, is currently developing a calibration tool to assist teachers and administrators in addressing meaningful lesson planning and deficiencies that may exist. The calibration tool ranks what the student is expected to know and understand (classifying a question) against the

revised Bloom's Taxonomy of Educational Objectives as well as the Knowledge Dimension (see calibration tool). In the first analysis of lesson plans collected in January of 2011, it appears that the majority of questions being asked in class require students to remember factual knowledge that has been taught, read or presented by the teacher. This is the lowest level of cognitive process and has the least likelihood of retention.

Curriculum and course offerings are differentiated across most departments to ensure access to the content and success for all students both in the classroom and on state and district-mandated assessments.

The math department has adapted its instruction and curriculum to meet the needs of all levels of students. Course offerings now range from basic skill development in Algebra Readiness to AP Calculus, the most advanced math class offered at AHS. There are various Honors and advanced classes as well as concept-based course offerings. In 2009, AHS also implemented a College Placement math class offered to students planning to pursue higher education in preparation of college placement testing. In this course, specialized test-taking strategies in relation to placement tests are incorporated.

The English Department at AHS currently offers courses ranging from Intensive and Strategic reading development to Pre-AP and AP course offerings. An Expository Reading and Writing course (ERWC) is also being considered to address writing deficiencies in analytical reading and writing, in which current EAP scores indicate AHS students are deficient. Two teachers are also participating in ISAW (Improving Students Academic Writing), an extension of the California Writing Project.

The Business Department regularly prepares students for industry by offering computer applications, programming, and digital design using industry-standard programs. Beginning in 2011-12 school year, students enrolled in computer applications will have access to Microsoft Office User exams in which they can earn Microsoft Certification in a variety of applications.

The Agriculture Department at AHS has adapted curriculum and instruction to include core content areas (science and social science) as well as technical classes, in order to maintain a high level of participation in the corresponding Future Farmers of America (FFA) program. EL students, students with disabilities and regular education students are able to access these classes.

Visual and Performing Arts also serve all students by offering performance-related skills in the areas of acting, set design, make-up, costume design, and production of various performances. The music department also offers a variety of instruction in choir, orchestra, jazz ensemble, marching band and guitar. Photography offers students the opportunity to study both traditional and digitally-produced works. Art assigns projects in utilizing various techniques such as pencil, charcoal and paint.

AHS believes that students have a more defined understanding of what is expected in terms of academic standards. During informal walk-throughs, students often relay the objective to administrators. It is imperative that AHS conduct a student survey on a yearly basis to fully understand the relationship between the perceived academic expectations versus the actual academic expectations.

**Evidence:**

<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Administrative Team walkthrough feedback forms</li> <li>• Teacher lesson plans</li> <li>• Summary data</li> </ul>	<ul style="list-style-type: none"> <li>• California state standards</li> <li>• District Pacing Calendars</li> <li>• District Course Organizers</li> <li>• District Unit Organizers</li> <li>• Quarter Benchmark Exams</li> </ul>	<ul style="list-style-type: none"> <li>• IEPs</li> <li>• District Course Catalog and School Master Schedule</li> <li>• 504 Plans and IEPs on file</li> <li>• Paras and SAIs assigned to selected mainstream classes</li> </ul>
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**Criterion C-2: All teachers use a variety of strategies and resources, including technology, which actively engages students, emphasizes higher order thinking skills, and helps students succeed at high levels.**

**Findings**

With the adoption of Instructional Norms that are in the second year of implementation, Instructional Norms Walk-Through (INWT) visits were implemented twice yearly. INWT is an organized visit through a school’s learning areas. Participants move in and out of classrooms observing student learning, by using an Instructional Norm Walk-Through form that focuses on the implementation of Instructional Norms, which are research-based, best practices of instruction. Between classroom visits, participants gather to discuss what they observed by making factual statements and suggestions based on the data collected. The discussion in between classroom visits allows the participants to calibrate the data collected to ensure accurate information is reported back to the site. An INWT is **NOT** an evaluative process of an individual teacher. A true INWT is not a stand-alone event. It is embedded into the culture of a true learning community. The focus of an INWT is to ensure student learning is occurring at an optimal level and to enhance instruction. Participants include District Office personnel and administrators from other sites.

During the Fall INWT visit at AHS, the following was observed on a scale from 1 (Low) to 5 (Fidelity):

- Focus on Reading: Low (1)
- Focus on Writing: Low (1)

Focus on Speaking:	Low (1)
Academic Vocabulary:	Commendable (4)
Learning Objective:	Commendable (4)
Checking for Understanding:	Emerging (2)
HOTS:	Low (1)
Writing integrated-all disciplines:	Low (1)

Since the Fall visit, the walk-through protocol tool has been revised to more accurately rate the level in which instructional practices are being implemented to fidelity. The Spring visit is scheduled at AHS on January 31, 2011 at which point, new findings will be shared.

From this data, AHS changed its instructional focus to Checking for Understanding during the Fall semester. Although data collected from walk-throughs is qualitative and not quantitative in nature, all administrators believe that AHS has moved from “Low” to at least “Acceptable” (3) in this area. During the current semester (Spring 2011), the instructional focus also includes the use of H.O.T.S. within the lesson. Professional development is continuing in this area.

All AHS teachers are continually trained in the practice of Instructional Norms, learning how to incorporate proven methods and effective strategies for increasing student to student and student to teacher interactions. Instructional Norms professional development in 2009-2010 had a heavy emphasis on student engagement and the use of precision partnering to increase student to student interactions and elicit additional opportunities for students to speak in class. This was a direct result of the need to improve achievement levels of EL students.

AHS teachers collaborate by grade level and department in order to discuss strategies, ideas, and effective lesson planning. Furthermore, Benchmark Exam scores are analyzed, and adjustments to instructional practice are subsequently made.

In addition to Instructional Norms training, AHS teachers participate in various trainings to gain new strategies for students reading below grade level, techniques for promoting the practice of academic vocabulary, and learning research-based instructional strategies. Several new programs have been implemented at AHS over the course of two years: Xtreme, EDGE, Algebra Readiness, and College Placement Mathematics. All teachers of these programs have been trained for proper delivery of instruction. Dr. Kinsella provided training to all teachers regarding intensive intervention and EL strategies (2009-2010). Likewise, Sandy Sanford delivered professional development in terms of data and collaboration efforts to all teachers (2010).

AHS teachers regularly deliver technology-enhanced lessons while utilizing various online capabilities for enhanced student learning. All classroom but 3 utilize projectors to provide instructional material in a visual format. In addition, SmartBoards can be found in 41 classrooms and wireless airliners are used by 15 teachers. In addition, all ninth graders complete a cyber safety unit facilitated by the AHS teacher librarian. The AHS library also has iPods, digital cameras, and eReaders for student checkout. Effective 2010-2011 school year, all

seniors are required to complete a technology component as part of the Senior Portfolio. Seniors choose two of the following six projects: create a BLOG, create a public service announcement video with accompanying flyer, critique five websites, develop a website, create a photo essay, or create a book trailer.

The California Beginning Teacher Support and Assessment (BTSA) Induction Program provides formative assessment, individualized support and advanced content for newly-credentialed, beginning teachers, and is the preferred pathway to a California Clear Teaching Credential. The BTSA Induction program is co-administered by the California Department of Education (CDE) and the Commission on Teacher Credentialing (CTC). The BTSA Program was established in 1997, but at that time the program was administered by the Merced County Office of Education (MCOE). The Merced Union High School District became a certified Beginning Teacher Support and Assessment (BTSA) induction program provider in 2005 in an effort to serve the instructional needs of the beginning high school teacher and address specific instructional components unique to the student population the MUHSD serves. A BTSA mentor has been assigned to AHS for the past four years to guide participating teachers in planning, teaching and reflecting upon instructional practices that meet the needs of our diverse student population.

The Nine Essential Program Components identifies the need for Implementation of ongoing instructional assistance and support for English, English Language Development and mathematics teachers through the use of content experts, specialists, and Instructional Coaches. In response to the Nine Essential Program Components and district-wide Program Improvement (PI) status, instructional assistance and ongoing support to all teachers was provided through the hiring of Instructional Coaches in 2009-2010. The Instructional Coaching team is comprised of specialists who are knowledgeable about curriculum, pedagogical practices and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction. Teachers in need of instructional support can be assigned an Instructional Coach for support or can seek the assistance of an Instructional Coach on their own.

**Evidence:**

<ul style="list-style-type: none"> <li>• AHS Strategic Plan</li> <li>• California state standards</li> <li>• Released test questions</li> <li>• District Pacing Calendars</li> <li>• Course and Unit Organizers</li> <li>• School calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration meeting minutes</li> <li>• Teacher lesson plans</li> <li>• Professional development</li> <li>• Three stationary computer labs, a mobile laptop cart, and library computers</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-created websites</li> <li>• Students submit assignments online and participate in online classes.</li> <li>• Internet-based resources</li> <li>• information literacy lessons in Cyber Safety</li> </ul>
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### **Areas of Strength**

1. Classroom walk-throughs provide numerous opportunities for constructive feedback designed to improve teaching strategies and student engagement.
2. A wide array of course offerings allow for all students of varying academic abilities to access the curriculum and experience success.
3. District support for continued technology improvements.
4. AHS Administration is open and supportive in terms of instructional practices.
5. Instructional coaches are utilized to support new teachers and provide all staff members with instructional strategies and tools that enhance the learning experience.
6. Specialized Academic Instructors provide additional support to resource students in accessing standards-based curriculum.

### **Areas for Growth**

1. Increase communication to students and parents about Course and Unit Organizers.
2. Continue to pursue academic supports within the school day.
3. Conduct yearly student surveys to assess students' knowledge and perceived knowledge of what is being taught and learned.
4. Increase the quality of standards-based lessons and Instructional Norms used in the classroom.
5. Continue to update technology to current standards in computer labs and pursue new technology that further engages students in 21<sup>st</sup> Century learning.
6. Provide additional opportunities for teachers to attend professional development that focus on content-specific critical thinking, differentiated instruction, and supporting At-Risk students.
7. Elective classes need established District Pacing Calendars as well as Course and Unit Organizers to ensure that all classes are uniformly accountable and all teachers are providing standards-based lessons and implementing Instructional Norms.

**D: Standards-based Student Learning: Assessment and Accountability**

**Leader -Torrin Johnson, Associate Principal, Assessment & Accountability**

Kyle Clinton – Mathematics

Joel Dickson – Counselor

Anna Dimsey – ELD

Cori Figueiredo – Science

Toni Garcia – English

Maureen Hurley – English

Lily Lee-Jones – Mathematics

George Kajrys – Science

Seth Medefind – Social Studies

Marcus Metcalf – Science

Alexie Parle – Social Studies

Tara Ramirez – English

Elaine Tam – Science

Carol Thibodeaux – Business

Troy Williams – Mathematics

Seneca Ybarra – Social Studies

**Criterion D-1: AHS uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to parents and other stakeholders of the community.**

**Criterion D-2: Teachers employ a variety of assessment strategies to monitor and evaluate student learning. AHS teachers and students use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student.**

## **Findings**

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The assessment process at AHS encompasses many different types of evaluations throughout all content areas. The two primary types of assessment are summative and formative. Summative and formative assessments are used to examine and calculate students' academic knowledge and level of achievement. In addition, the data gleaned from both formatives and summatives is used to modify the teaching and learning process to facilitate academic growth.

A formative assessment includes any occasion a teacher requires some category of response from a student. Checking for understanding is a sub-category of formative assessment and includes but is not limited to: quizzes, projects, labs, essays, white board responses, remote responders, portfolios, homework, Powerpoints, class work, projects, presentations, entrance and exit slips, unit tests, quarter tests and reading logs. Formatives should be the catalyst for remediation. AHS is in the emerging stages of taking common formatives school-wide and making it the primary method of discovering student needs and implementing Instructional Norms.

The majority of core area teachers create formative assessments using either Released Test Questions (RTQs) from CAHSEE, CST, AP Exams, CELDT, Exam View (District-purchased bank of questions), or the test generator that is provided with the textbook. Employing the use of a reviewed question bank ensures that the questions on the formatives are at grade-level. An answer sheet is then created in the school data platform (SchoolCity). Once the assessment is given, the answer documents are then scored by a scanner. The data can then yield authentic focused information on student achievement by sub-groups and as a result is actionable. The next steps include assessment goal setting, common formatives, and individual instructional responses across the curriculum.

Summative assessments at AHS include measurements that determine student academic progress on a quarterly basis. These Benchmark Exams are created by content area representatives from the MUHSD, for the purpose of measuring academic progress towards mastery of content standards and to some degree towards the AHS ESLRs. The Assessment and Accountability Administrator (AA) distributes, collects and scores the summatives. The AA then pulls reports that include the significant sub-groups and provides the Collaboration Leaders (CL) with the protocol and topics for their horizontal team meetings. During collaboration meetings, teachers analyze the data being vigilant to notice trends that require an instructional response. Other assessments used to create action plans include: the CST, CAHSEE, AP Exams, Explore Test, and the SAT. The data from these assessments are used as starting points in that they

provide teachers with areas of focus for celebration and growth. The data drilling prior to beginning instruction is integral to lesson planning.

The information from the summatives and student progress are shared with students (grades, CST scores sent home and discussed at school), parent groups (ELAC, SSC, Equity Team, CAC), District Office personnel, and the Board of Trustees.

AHS has implemented many changes and interventions as a direct result of assessment data analysis. Some of the changes implemented are as follows:

- English II staffing from seven teachers (with hybrid schedules) to three teachers (with only sophomore classes) makes collaboration easier.
- Algebra Intervention: Results of formative assessments are used to generate a list of students who are Far Below Basic and Below Basic and students are required to attend remediation classes.
- CAHSEE Academy: The entire sophomore class at AHS will begin CAHSEE prep in November (2010-11), receiving 100 minutes per week of CAHSEE prep in both ELA and Math from November through March.
- Extreme Tutorial: The EL population at AHS is still underperforming in comparison to other sub-groups. As a result, Extreme Tutorial was created so that EL students who need extra help can receive it after school with the support of a tutor who is fluent in Spanish. Transportation home is provided.

**Evidence:**

<ul style="list-style-type: none"> <li>• SchoolCity</li> <li>• STAR</li> <li>• CAHSEE</li> <li>• CELDT</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Tests</li> <li>• Benchmarks</li> <li>• Collaboration Protocols</li> <li>• Student work samples</li> </ul>	<ul style="list-style-type: none"> <li>• Agendas</li> <li>• Minutes from SSC, ELAC</li> <li>• Progress Reports</li> <li>• Report Cards</li> </ul>
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**Criterion D-3: To what extent does the school with the support of the District and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected school wide learning results?**

**Criterion D-4: To what extent does the assessment of student achievement in relation to the academic standards and the expected school wide learning results drive the school's program, its regular evaluation and improvement and usage of resources?**

**Findings**

AHS’s methods for monitoring student progress towards academic achievement include but is not limited to: Quarterly grades (deficiency notices, grade chats, parent/student access to ABI) and test scores (CST, CASHEE, AP Exams, CELDT, SAT and District Benchmarks). The District, MUHSD Board of Trustees, staff, students and parents are involved and support the monitoring program regarding student progress at AHS. The District and the Board get regular updates through PowerPoint presentations from the office of Testing and Accountability. Students, parents and the community at large are privy to the summative data through the local media. These processes are very effective for the delivery of information to all stakeholders.

One of the main methods by which student achievement is conveyed is through grades. While the number of Ds and Fs has decreased at AHS, the topic of what a grade means is rapidly becoming a question with which AHS must begin to focus. In analyzing the data, there has been a noted discrepancy between Benchmark Exam scores and report card grades.

The on-going progress towards achievement with regard to ESLRs is rendered through qualitative means. While most of the ELSRs can be measured through normal classroom coursework, Socially Responsible citizens may be harder to pinpoint. The staff is in the early stages of constructing a protocol that will produce real data on what progress and ultimately success looks like.

Student achievement is the driving force at AHS. The goal is for all students to be college or career ready. In order to reach this goal, standard-level instruction must be at the forefront. Students come to AHS on different levels academically and in terms of ESLR achievement. The support that some students need to access grade-level standards and ESLRs must also be present. This process is monitored through analyzing testing data, grade trends, disciplinary data trends, and survey results from staff, students, and parents.

**Evidence:**

<ul style="list-style-type: none"> <li>• Student work samples</li> <li>• Homeroom calendar</li> <li>• SSC meetings/minutes</li> </ul>	<ul style="list-style-type: none"> <li>• CAHSEE, Benchmark, CST data presentations</li> <li>• News Media</li> <li>• Algebra formative assessments</li> </ul>	<ul style="list-style-type: none"> <li>• ELA formative assessments</li> <li>• Tutorial attendance and flyers</li> <li>• Parent, student and staff surveys</li> </ul>
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### **Areas of Strength**

1. CAHSEE Homeroom Academy, Algebra Intervention, and Extreme Tutorial are beneficial support services available for struggling students.
2. Access to ABI is available and utilized by AHS parents and students.
3. Learning Skills is utilized properly at AHS (98 students).
4. Data is analyzed during collaboration among department members.
5. Plethora of methods available for students to demonstrate their knowledge.
6. Summative Assessments are used to facilitate instructional responses to students' varying levels of academic achievement.
7. Immediate access to teachers through e-mail facilitates communication among the AHS staff and with students and parents.

### **Areas for Growth**

1. Summatives do not match Unit Organizers (in some core areas).
2. Semester tests do not match CST Blueprints (in some core areas).
3. Facilitate better communication with students and get feedback regarding their education.
4. 100% formative assessment implementation.
5. ESLRs need to manifest in learning objectives, lesson plans, student goals.
6. AHS teachers need to design more technology-enhanced lessons that promote student interaction.
7. Summatives need to have a common weight per content area.
8. Create a spirited atmosphere for testing.

**E: School Culture and Support for Student Personal and Academic Growth**

**Leader - Robert Ruiz, Associate Principal, Student Services**

Mandy Ballenger – English

Jeff Blackwell – Science

Nathan Braga – Leadership/Activities Director

Leonard Davis – Responsibility Center

Colleen Dougherty – Counselor

Karen Frank – Physical Education

Moises Gutierrez – Foreign Language

Jackie Ioimo – Agriculture

Bobby Jones – Physical Education

Gena Lanz – Counselor

Jennifer Medeiros – English

Bill Novetzke – Campus Resource Officer

Brett Nickelson – Special Education

Robert Nunes – Special Education

Mayra Sanchez-Garcia – School Psychologist

Roddy Svendsen – Athletic Director

Bob Valladao – Business

Ter Yang – School Nurse

**Criterion E-1: The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process.**

**Findings**

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AHS uses a variety of strategies and school organizations that encourage parental and community involvement, especially with the teaching and learning process. The current administrative team recognized the need to prioritize parental involvement and use of community resources. Each month parents are invited to AHS for information on programs, as well as achievements and community events. A parental involvement incentive program has been implemented.

A Parent Resource Center was opened during the 2010-2011 school year which provides many opportunities for parents to access their students' academic information and learn about curricular changes. It is in this center that parents may also receive information on local community agencies. The Parent Resource Center is fully staffed with qualified personnel who speak both Spanish and Hmong. A Parent Resource Night was scheduled to introduce our EL population to the EL program and staff. Translators are provided in both Spanish and Hmong. Guest speakers at Parent Resource Night include Local Law Enforcement (gangs and drugs), County Programs, UC Merced, Federal Immigration Services, tax filing professionals, and the Castle Family Clinic. A parent survey is also given during Parent Resource Night to assess the program's effectiveness and determine parent needs.

The Special Education department also reaches out to parents and students with special needs. Parents are a required part of the IEP process. They are encouraged to take an active role in the planning and creating of an appropriate plan. An intake IEP occurs at feeder schools in which the Special Education teachers and school psychologist meet with parents and students during the Spring prior to starting ninth grade. Students and parents also receive important information regarding the transition from middle to high school, post-high school career options, and work experience.

Parents and community organizations are encouraged to volunteer as guest speakers, panel members, or parent outreach participants. Speakers within the history department are invited to share their experience and knowledge of key historical events such as Pearl Harbor, internment camps, immigrant experiences, and Holocaust experts.

AHS effectively utilizes community resources, such as business partnerships and guest speakers, to support students across the curriculum. Community members are encouraged to participate as panel members for senior interviews and local businesses provide job sites for ROP students interested in related career pathways. AHS has integrated community resources to support students in various departments.

In the Agriculture (Ag) department, the Ag Advisory Board, local farmers, and Ag business owners provide Ag-related field work demonstrations, opportunities to work with agricultural

equipment, and locations for students to complete projects. Areas of study for project competitions include farming, Ag business, Ag mechanics, dairy work, and Ag science. The AHS music program also volunteers at the Christmas Choir Concert. The jazz band marches in the Christmas Parade, in addition to working with Cops for Kids and the Women’s Club. The Central California Band Review Field Show is hosted by the music department at AHS. The Band Booster Club and parents volunteer their time to help organize the event, and local business organizations are also invited to attend and support AHS Music, which includes local radio, newspaper, and fast food organizations.

Communication with parents takes place through a variety of venues. AHS uses the ALERTNOW dialer program to communicate to parents and community businesses. Also, deficiency letters are sent to parents informing them that their student is in danger of failing one or more classes. Email is also used to communicate with parents, and the AHS staff email addresses are made available on the AHS website. Information is also provided to students and parents at the AHS Senior Parent Night, Open House, Report Card Night, and Back to School Night. All major school events are advertised in the local newspaper.

Students at AHS are provided with many student led activities that help facilitate a trusting and safe learning environment. The Link Crew program trains and utilizes students as mentors to Freshman students. At Freshman Round-Up, Link Crew mentors provide and participate in activities that familiarize new students with the rules, policies, and expectations at AHS. Students are again introduced to their grade-level counselor and administration.

The Associated Study Body (ASB) also promotes student involvement in various committees, as well as getting involved in the community. Students are a required part of School Site Council as well as the Equity Committee. Students can voice their opinion with regard to equity in participation of clubs and rallies, as well as the ASB. Students also contribute ideas for improving the campus culture and school safety. Many students participate in AHS events that directly affect the community, such as the AHS Blood Drive, the canned food drive, Hoops for Kids, and the Prom Dress Drive.

A parent survey indicated that while 93% of parents felt at least marginally comfortable in participating in school events, only 65% felt very comfortable or better. Another Parent Resource Night survey yielded the following results:

<b>32 parents attending Parent Resource Night responded to the following survey questions:</b>	<b>YES</b>
AHS provides you the opportunity to voice your concerns	98%
AHS provides interpreters or bilingual staff to assist parents.	100%
AHS sends materials home in different languages.	84%

AHS presents information you want and/or need.	96%
AHS provides adequate communication to keep parents informed of its activities.	96%
AHS presents interesting information from the community.	94%
AHS has an administrative team that supports parents and their needs.	88%
AHS provides adequate educational guidance services to students and parents.	96%
AHS has teachers who are interested and cooperative when parents discuss their child's academic progress.	92%

**Evidence:**

<ul style="list-style-type: none"> <li>• Parent and staff surveys</li> <li>• Parent Resource Night (monthly)</li> <li>• Parent Resource Center</li> <li>• Speak-up Survey</li> <li>• Guest speakers</li> <li>• ABI tutorial/computers</li> <li>• Spanish/Hmong translators</li> <li>• Access to curriculum</li> <li>• Community Agency contact information</li> <li>• Parents involvement in IEP</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Special Education staff</li> <li>• Workability Program</li> <li>• ELAC</li> <li>• Inclusion/mainstream of EL students</li> <li>• EL classes for EL1 and EL2</li> <li>• Business partnerships</li> <li>• Athletic sponsors</li> <li>• Academic sponsors</li> <li>• Big Creek Lumber</li> <li>• ROP for AHS students</li> <li>• Music/Community member involvement</li> <li>• Open house</li> <li>• Senior parent night</li> <li>• Back to School night</li> <li>• Report card night</li> <li>• ALERTNOW dialers</li> <li>• Schoolwires website</li> </ul>	<ul style="list-style-type: none"> <li>• E-mail Collaboration</li> <li>• Deficiency Letters</li> <li>• Link Crew</li> <li>• Freshman Round-Up</li> <li>• Peer Mentoring/Tutoring</li> <li>• SSC</li> <li>• CAC</li> <li>• AHS Equity Committee</li> <li>• School Safety Committee</li> <li>• Blood Drive</li> <li>• Food Drive</li> <li>• Hoops for Coats</li> </ul>
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**Criterion E-2: The school is a) a safe, clean and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.**

## Findings

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AHS has established policies for a safe, clean, and orderly environment, which promotes respect, fosters student learning, and supports a collaborative school culture. All policies are communicated through the student agenda and are part of the AHS Safety Plan located on the school website. Administration reviews the policies with staff and students at the beginning of the school year. Classroom teachers, campus liaisons, and the administration enforce these policies. Students receive disciplinary action if the policies are violated. The AHS Safety Committee reviews policies regularly with modifications made, as needed. AHS administration also oversees the implementation of the Safe and Civil Schools program in an effort to reduce the number of students removed from class each period, thereby increasing instructional time. According to a parent survey, 93% of parents were confident that their student was safe on campus, 97% felt that their student was respected at school, and 97% agreed that the school was clean and well maintained.

Each classroom is provided with a portable toilet, emergency supplies, an evacuation map, emergency plans, a fire extinguisher, and fire alarm. The School Safety Committee has established a plan to update and replenish emergency supplies on a scheduled rotation. All safety equipment is checked and maintained by the MUHSD and AHS custodians. As part of the AHS Safety Plan, AHS has scheduled two fire drills and two emergency lock down drills. The local Fire Department and Police Department are notified of the drills. They have also agreed to assess and provide feedback regarding emergency drills. An Incident Command System has also been established by the School Safety Committee and roles and procedures are reviewed with staff.

AHS is committed to a clean campus. The AHS custodians and MUHSD grounds crew provide maintenance of buildings, grounds, and equipment to ensure a safe and clean campus environment. During the winter and summer breaks, custodians complete a thorough cleaning of the campus. Carpets are shampooed, floors are stripped and waxed, and whiteboards and desks are cleaned. AHS buildings are maintained per the William's Act requirements.

AHS has a full-time School Resource Officer that responds to major disruptions and flagrant criminal offenses at school, such as disorderly conduct by trespassers, the possession and use of weapons on campus, the illegal sales and/or distribution of controlled substances, and riots. AHS also has two full-time campus liaisons and four part-time liaisons that work 3.75 hours each day in overlapping rotations. AHS liaisons are an important part of keeping the campus safe and orderly. Their duties include, monitoring students during passing periods, before and after school, and during lunch, parking lot safety, and enforcement of school policies. AHS liaisons are approachable and are encouraged to interact with the students to help create a positive atmosphere on campus.

AHS utilizes K.I.D.S. canine services on a limited basis to check student parking lots, school grounds, and random classrooms. In the event that canines alert to a student, the School Resource Officer and administrator are notified. The student is then searched, and a report is made by the handler. Parents are contacted and the student is referred to the School Resource

Officer if needed. K.I.D.S Canine Services have also assisted with the inspection of student property before taking band and senior students to Hawaii and the Senior Grad Night trip.

AHS shop classes, science classes, culinary arts, and floral/veterinarian classes have safety units and require students to pass safety tests. In some classes, students are asked to sign a safety contract.

AHS is in year two of implementing Character Counts to improve campus culture and increase student success. The Character Counts lead teacher has created an action plan on how to fully implement Character Counts at AHS. Monthly Character Counts lessons are now a part of the homeroom curriculum and are tied to the pillar of the month. A rewards system was created to recognize students that are “Caught with Character” on a weekly basis. A monthly Character Counts newsletter is also distributed to staff at AHS. Character Counts has also become a part of the Link Crew, Associated Student Body, and Ag Leadership.

AHS has implemented a variety of interventions as shown on the AHS Pyramid of Interventions. Freshman students who do not complete two of their class assignments are referred to Standard Lunch. Freshman students are required to attend Standard Lunch until missing assignments have been completed. Parents are notified via the ALERTNOW dialer and a list of referred students is generated every week. Freshman students may be placed in an Intervention Homeroom or Academic Support Class based on information collected from feeder schools. Any student may also be placed in a Learning Skills class to provide additional academic support. Extreme Tutorial is offered after school four days a week to provide academic help to students after school.

**Evidence:**

<ul style="list-style-type: none"> <li>• Student handbook</li> <li>• Administrative presentations</li> <li>• Campus Supervisors</li> <li>• Safety committee</li> <li>• Fire drills</li> <li>• Lockdown drills</li> <li>• Emergency supplies in all classrooms</li> <li>• Custodians and grounds crew</li> <li>• Custodians check bells, alarms, and lighting</li> <li>• Thorough cleaning of classrooms during the summer</li> </ul>	<ul style="list-style-type: none"> <li>• Buildings are maintained per The William’s Act requirement</li> <li>• Close monitoring of students</li> <li>• Morning supervision</li> <li>• Passing period supervision</li> <li>• Lunch supervision</li> <li>• After school supervision</li> <li>• K.I.D.S Canine Services (limited)</li> <li>• Woodshop</li> <li>• Metal shop</li> <li>• Science Classes</li> </ul>	<ul style="list-style-type: none"> <li>• Culinary Arts</li> <li>• Floral / Veterinarian Classes Promotion of six pillars of character</li> <li>• “Caught with Character” rewards</li> <li>• Interventions</li> <li>• Standard lunch</li> <li>• Extreme tutorial</li> <li>• Online classes</li> <li>• Advisory Classes</li> <li>• Intervention Homeroom</li> <li>• Character Counts coordinator</li> </ul>
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**Criterion E-3: All students receive appropriate support along with an individualized learning plan to help ensure academic success.**

**Criterion E-4: Students have access to a system of personal support services, activities and opportunities at the school and within the community.**

### **Findings**

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AHS offers a variety of resources and interventions to help support students both academically and socially.

AHS works collectively with parents to help monitor student progress in attendance, discipline, class assignments, and grades. ABI access is provided to all parents and students of AHS. Parents can log on from home and monitor their student's progress. The Parent Resource Center is also open to parents and there are computers available for parent use.

AHS Special Education case managers and the English Learner (EL) Instructional Coach, in conjunction with counselors, support students that have IEPs and/or need assistance with English proficiency by ensuring that students are placed in the proper support classes. Special Education case managers collaborate with core teachers to provide support for Special Education students that have been mainstreamed. Case managers are also responsible for helping to create and follow individualized plans. The EL Instructional Coach oversees the CELDT testing and progress towards English proficiency for EL students.

AHS counselors present registration information to students and reevaluate student learning plans yearly. Counselors meet with students individually and in group settings to better assist students and provide support to the AHS staff. SST and SART meetings are also regularly scheduled to ensure that the academic needs of all students are addressed. Participants in SST and SART meetings include parents, students, counselors, teachers, administrators, the school psychologist and school nurse. Counselors are also available during Back to School Night, Report Card Night, and Open House. A Course Fair is also organized by the Homeroom Coordinator along with AHS counselors to provide information on elective classes before registration for the upcoming year. Parents, students, and the counselor often collaborate when placing the students in courses.

AHS counselors identify At-Risk students on a regular basis so that interventions and support may be implemented to facilitate student success. A newly developed process includes requesting teacher information every three to four weeks in order to address needs more quickly. Intervention methods for each student are communicated with staff members as well as parents. At-Risk students are seen by their academic counselor on a more frequent basis than previously.

Although the Preliminary Scholastic Aptitude Test (PSAT) is no longer given to all sophomores to identify Advanced Placement potential, data for those who do test, as well as CST data and grades, are evaluated so that students who can meet the academic rigor of advanced placement and pre-advanced placement classes are identified.

AHS teachers utilize various strategies to facilitate improved student organizational skills and academic success. Academic Support Class and Learning Skills teach organization, goal-setting, and include individual monitoring. Many AHS teachers also use the calendar portion of the student agendas to help keep students organized. Common strategies include writing down lesson objectives, key terms, and utilizing AVID strategies including Cornell note-taking.

At AHS there are many opportunities for students to participate in co-curricular activities such as sports, drama and clubs, as well as other school programs such as Hispanic Youth Leadership Club (HYLC) and Link Crew. All of these activities are supported by staff and led by students. The personal relationships that develop among club members reinforce the sense of community within the student body. AHS clubs and co-curricular programs help to build a positive school climate. Results from the Healthy Kids Survey show that 61% of students at AHS are actively involved in music, art, or other extra-curricular activities.

**Evidence:**

<ul style="list-style-type: none"> <li>• Social/academic counseling</li> <li>• Extreme tutorial</li> <li>• Advisory classes for at-risk students</li> <li>• Standard Lunch</li> <li>• Intervention Homeroom</li> <li>• Online courses</li> <li>• Seventh-period courses</li> <li>• Summer school</li> <li>• AVID and Homeroom Classes</li> <li>• Student agendas</li> <li>• Daily Learning Objectives posted</li> </ul>	<ul style="list-style-type: none"> <li>• AERIES/ABI</li> <li>• SST Meetings</li> <li>• SART Meetings</li> <li>• One-on-one meetings between counselor and student</li> <li>• Elective class “Course Fair”</li> <li>• Deficiency list of D/F students</li> <li>• ALERTNOW dialer sent to parents</li> <li>• Parent-teacher conferences scheduled</li> </ul>	<ul style="list-style-type: none"> <li>• Homeroom teachers conduct grade checks using AERIES/ABI</li> <li>• Collaboration between AHS Freshman counselor and feeder middle schools</li> <li>• Use of AVID strategies across curriculum</li> <li>• 504, SST, and IEP meetings</li> <li>• Peer tutors for at-risk students</li> <li>• Intervention Homeroom</li> <li>• Academic Support Class</li> </ul>
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**Areas of Strength**

1. An increase in interventions and resources for students (Pyramid of Interventions).
2. Increased communication at the ninth grade level between teachers, parents, counselors, and administrators (Intervention model).

3. An experienced, caring staff that goes out of its way to make students feel like a part of the school, increasing school spirit and student achievement (Parent Survey results).
4. Increased effort to welcome and encourage parent involvement on site.
5. The creation of the Parent Resource Center.
6. Communication and signs in multiple languages.
7. Communication via ALERTNOW dialers in English, Spanish, and Hmong.
8. Increased efforts to improve policies and programs to ensure a safe and orderly environment.
9. Incentives help to promote and reward positive character and school spirit.
10. Establishment of a Hispanic Youth Leadership Club.
11. Establishment of an Equity Committee represented by students, parents, staff and community members.

### **Areas for Growth**

1. Improve communication to parents, students, and staff, of available school site and community resources.
2. Expand At-Risk intervention model to include all grade levels, beginning with the addition of tenth grade.
3. Ensure that students and parents understand student achievement of academic standards/ESLRs.
4. Increase the number of classrooms that use community resources to support student learning, such as parent volunteers and guest speakers.
5. Expand AVID program.
6. Increase student, staff, and parent awareness of school demographics, equity, and cultural differences.
7. Improve communication of clubs and committees and increase participation rates.
8. Increase on-campus options for credit recovery.

**CHAPTER V: Atwater High School Strategic Plan**



## **AHS Strategic Plan**

Based on the findings in the preceding self-study, the stakeholders of AHS have synthesized the needs expressed by all parties into the following statements of Critical Academic Needs (CANs). These four areas will be the focus of school improvement over the next six years and will guide the allocation of resources with regard to curriculum improvement and staff development. The AHS Strategic Plan outlines what steps will be taken in order to embed changes into the school culture and standard operating procedures. It is also understood that the Strategic Plan is a work in progress, which will need adjustments based on student performance data and staff needs. The Strategic Plan is reviewed in June with a summary report of findings, and new targets and goals are established in August. This plan also serves as the Single Plan for Student Achievement, as required by the California Department of Education when utilizing State funding sources.

The Strategic Plan includes nine objectives. Six of the nine objectives are particularly relevant to addressing the identified CANs, and those six are highlighted, in blue, throughout the AHS Strategic Plan.

### ***AHS's Critical Academic Needs***

1. *AHS will increase proficiency levels in Mathematics, particularly in the areas of Algebra I and Geometry.*
  - a. Math plays a critical role in a number of important testing categories when determining a school's API score and meeting AYP growth targets.
  - b. The largest CST proficiency gap after analyzing all content areas exists in Algebra I and Geometry.
2. *AHS will close the achievement gap between English Learners (ELs) and other sub-groups.*
  - a. Despite a steady increase in the percent proficient and advanced in CAHSEE ELA, English Learners decreased in 2009 and are not performing at the desired level of proficiency across all content areas.
  - b. AMAO Targets have not been met.
3. *AHS will improve California High School Exit Exam (CAHSEE) passing and proficiency rates.*
  - a. Pass Rates, which affects AHS API, and Proficiency Rates, which affect AHS AYP, are not satisfactory and have actually declined.
4. *AHS students will improve in writing across all disciplines.*
  - a. Using writing as a mode of thinking, and not just an activity relegated to the English classroom, allows students to infer motivation, understand sequencing, trace cause and effect relationships, define and classify, and compare and contrast elements in any classroom.

- b. If students use both formal and informal writing in all areas of the curriculum, they will likely develop insightful, critical, and creative thinking which will result in higher levels of academic achievement.
- c. Early Assessment Program (EAP) results demonstrate that writing is an area of concern.

**Relevant Objectives from 2010-2011 AHS Strategic Plan to Address Identified Critical Academic Needs**

**Establish Safe and Orderly Schools**

Provide a safe, clean environment that promotes respect, fosters student learning, and supports a collaborative school culture.

<p><b>1.0 OBJECTIVE from AHS Strategic Plan 2010-2011: Establish Safe and Orderly Schools</b> Design, develop, implement, and evaluate a plan to ensure a secure learning environment and collaborative school culture.</p>
<p><b>Rationale as related to CAN:</b> Maintaining a safe and secure learning environment will facilitate a collaborative culture where students will actively engage in their own learning and consequently perform at higher levels.</p>
<p><b>Relevant AHS ESLR:</b> All students are <b>Collaborative Workers</b> and <b>Community Participants</b> who</p> <ul style="list-style-type: none"> <li>▪ Demonstrate marketable skills and a good work ethic</li> <li>▪ Contribute to their community responsibly and ethically</li> <li>▪ Practice good nutrition and personal fitness, and avoid high-risk behaviors</li> <li>▪ Function efficiently in a diverse society</li> </ul>

**Curriculum and Instruction**

Guarantee that all students (ninth grade through adult) learn at high levels in academics.

<p><b>2.0 OBJECTIVE from AHS Strategic Plan 2010-2011: Curriculum and Instruction</b> Design, develop, implement, evaluate, and improve the standards-based course curricula.</p>
<p><b>Rationale as related to CAN:</b> Implementing appropriate curriculum based on students' needs and delivering lessons with a variety of instructional strategies to make the content accessible for all students is essential for increased academic achievement.</p>
<p><b>Relevant AHS ESLR:</b> All students are <b>Self-Directed Learners</b> who</p> <ul style="list-style-type: none"> <li>▪ See their learning as a gateway to a career path</li> <li>▪ Possess effective work habits and self-management skills needed for academic or vocational pursuits</li> <li>▪ Demonstrate personal responsibility and initiative toward continued learning by setting, achieving, and evaluating goals</li> </ul>

**Student Services**

Create multiple pathways to student success.

<p><b>3.0 OBJECTIVE from AHS Strategic Plan 2010-2011: Student Services</b> Design, develop, implement, and evaluate and improve course offerings, career pathway programs, and student support services.</p>
<p><b>Rationale as related to CAN:</b> Improving course offerings, programs, and services for students will increase student motivation to perform at higher levels, as they understand the real-world connections offered through various courses and activities at AHS.</p>
<p><b>Relevant ESLR:</b> All students are <b>Self-Directed Learners</b> who</p> <ul style="list-style-type: none"> <li>▪ See their learning as a gateway to a career path</li> <li>▪ Possess effective work habits and self-management skills needed for academic or vocational pursuits</li> <li>▪ Demonstrate personal responsibility and initiative toward continued learning by setting, achieving, and evaluating goals</li> </ul> <p>-and-</p> <p>All students are <b>Socially Responsible Citizens</b> who</p> <ul style="list-style-type: none"> <li>▪ Respect individual and cultural differences</li> <li>▪ Demonstrate personal integrity and accountability</li> <li>▪ Apply problem-solving processes to real-life scenarios</li> </ul>

**Student Services**

Create/Provide comprehensive Guidance Plan and Services.

<p><b>4.0 OBJECTIVE from AHS Strategic Plan 2010-2011: Student Services</b> Design, develop, implement, and evaluate and improve a plan to create/provide comprehensive Guidance Plan and services to foster student success.</p>
<p><b>Rationale as related to CAN:</b> Proper class placement as well as support services and interventions offered will enhance student academic achievement.</p>
<p><b>Relevant ESLR:</b> All students are <b>Self-Directed Learners</b> who</p> <ul style="list-style-type: none"> <li>▪ See their learning as a gateway to a career path</li> <li>▪ Possess effective work habits and self-management skills needed for academic or vocational pursuits</li> <li>▪ Demonstrate personal responsibility and initiative toward continued learning by setting, achieving, and evaluating goals</li> </ul>

**Technology**

Equip, educate, and support students and staff with appropriate technology.

<p><b>6.0 OBJECTIVE from AHS Strategic Plan 2010-2011: Instruction Utilizing Technology</b> Maximize the use of technology to engage student learning and increase student achievement.</p>
<p><b>Rationale as related to CAN:</b> Enhancing instruction through educational technology will engage students and</p>

make course content more relevant and accessible, thereby improving academic achievement.

**Relevant ESLR:** All students are **Collaborative Workers** and **Community Participants** who

- Demonstrate marketable skills and a good work ethic
- Contribute to their community responsibly and ethically
- Practice good nutrition and personal fitness, and avoid high-risk behaviors
- Function efficiently in a diverse society

-and-

All students are **Effective Communicators** and **Critical Thinkers** who

- Read, write, speak, and listen reflectively and critically
- Analyze, synthesize, and evaluate information to make connections between learning and real-world situations
- Use technological resources to access and communicate information logically and effectively

**Student Services**

Design, implement, evaluate, and improve instructional programs and services to support the success of all students.

**9.0 OBJECTIVE from AHS Strategic Plan 2010-2011: Engaging All Families**

Implement process to engage families in the academic and extra-curricular lives of their students by qualitative and quantitative data.

**Rationale as related to CAN:** Continuing to engage families and garner parental support and partnerships will facilitate student academic success.

**Relevant ESLR:** All students are **Socially Responsible Citizens** who

- Respect individual and cultural differences
- Demonstrate personal integrity and accountability
- Apply problem-solving processes to real-life scenarios

The following pages include AHS’s Strategic Plan, in its entirety.

## Merced Union High School District Mission, Goals, and Priorities

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### Merced Union High School District STRATEGIC PLAN 2010-2011

#### STRATEGIC DISTRICT AND BOARD GOAL: Establish Safe and Orderly Schools

Provide a safe, clean environment that promotes respect, fosters student learning, and supports a collaborative school culture.

#### 1.0 OBJECTIVE 2010-2011: Establish Safe and Orderly Schools

Design, develop, implement, and evaluate a plan to ensure a secure learning environment and collaborative school culture.

EVALUATION CRITERIA FOR 2010-2011:	
1.1	Enhanced implementation of Character Counts district-wide
1.2	Improve instructional classroom management skills through implementation of Positive Behavior Interventions & Support
1.3	Improve and standardize disciplinary referral system district-wide
1.4	Continue implementation of Anger Management interventions at all campuses
1.5	Continue inter-agency collaboration with Merced County Mental Health Services to provide mental health, drug & alcohol prevention, education, treatment programs & services for our students
1.6	Establish school and community task force to study cell phone usage and safety concerns and develop policies and administrative regulations
1.7	Implement Clean & Safe Campus initiatives at all school sites
1.8	Improve Emergency Readiness for all campuses and all district office sites through implementation of Alert Lockdown Inform Counter Evacuate (ALICE)
1.9	Increase staff, student and parent gang-awareness/interventions
1.10	Continue to refine and improve implementation of School Attendance Review Teams
1.11	Continue and more fully implement "Every Student/Every Day" initiatives at all campuses and in the community, starting before the school year begins
1.12	Continue to standardize and improve attendance and drop-out accounting systems (CALPADS Implementation) throughout the district, especially at classroom level
1.13	Continue to pilot drop-out prevention (Positive Deviance) program at Merced High School and expand to other campuses if effective
1.14	Explore establishment of Day Reporting Center for Home Suspensions (especially drug & alcohol offenses)
1.15	Increase student participation in community service and school activities
1.16	Coordinate attendance staff, health clerks, campus liaisons, nurses, counselors and SWAS in an effort to identify and support students who have excessive absences due to illness and medical reasons
1.17	Work with Maintenance Department, site custodial staff, Health Supervisor and campus supervisors to ensure classrooms and restrooms are consistently clean and have adequate supplies to ensure cleanliness
1.18	Increase ADA by increasing the number of Saturday School sessions and the number of students assigned to each
1.19	Sites will strengthen existing Wellness Committees and establish two goals to be implemented within the 2010-11 school year

<b>ASSESSMENT/EVALUATION</b>																																								
1.1-6	<p>AERIES student incident data for: At least 5% reduction from previous year in all areas:</p> <table border="1"> <thead> <tr> <th>OFFENSES</th> <th>2009-10</th> <th>2010-11</th> </tr> </thead> <tbody> <tr> <td>Dangerous student infractions</td> <td>187</td> <td></td> </tr> <tr> <td>Weapons</td> <td>5</td> <td></td> </tr> <tr> <td>Fighting/assault/battery</td> <td>73</td> <td></td> </tr> <tr> <td>Drug and alcohol offenses</td> <td>22</td> <td></td> </tr> <tr> <td>Gang-related behaviors</td> <td>65</td> <td></td> </tr> <tr> <td>Bullying/threats</td> <td>43</td> <td></td> </tr> <tr> <td>Vandalism</td> <td>12</td> <td></td> </tr> <tr> <td>Classroom defiance/Minor Disrupt.</td> <td>1842</td> <td></td> </tr> <tr> <td>Number of truancy days</td> <td>611</td> <td></td> </tr> <tr> <td>Number of suspension days</td> <td>757</td> <td></td> </tr> <tr> <td>Number of expulsions</td> <td>18</td> <td></td> </tr> <tr> <td>Number of dress code violations</td> <td>369</td> <td></td> </tr> </tbody> </table>	OFFENSES	2009-10	2010-11	Dangerous student infractions	187		Weapons	5		Fighting/assault/battery	73		Drug and alcohol offenses	22		Gang-related behaviors	65		Bullying/threats	43		Vandalism	12		Classroom defiance/Minor Disrupt.	1842		Number of truancy days	611		Number of suspension days	757		Number of expulsions	18		Number of dress code violations	369	
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1.7	Pre/post inspections of campuses: higher score on inspection instrument																																							
1.8	Pre/post feedback from Fire and Police Departments. 5% improvement in response time and an increase in the number of personnel who complete. ALICE and Incident Command System Training																																							
1.9	All sites provide a minimum of two gang-presentations to increases Gang activity awareness.																																							
1.10-14	<p>Access AERIES attendance data for the following:</p> <ul style="list-style-type: none"> <li>Days of absence by reason</li> <li>Number of at-risk students who drop out</li> <li>ADA % attendance report prepared by business office</li> </ul> <p>TARGET:</p> <ul style="list-style-type: none"> <li>1% increase in the number of days of attendance</li> <li>5% decrease in the number of identified at-risk students who drop-out</li> <li>1% increase in cumulative ADA</li> <li>95% or higher attendance</li> </ul>																																							
1.15	Number of community service hours and number of students participating in school activities will increase by 5%																																							
1.16	Decrease the number of absences due to illness and medical by 5% and increase number of home visits by 20% over baseline data																																							
1.17	Decrease number of incidents of vandalism in restrooms by 5%																																							
1.18	Increase the number of days recouped from Saturday school attendance by 10%																																							
1.19	Report goals to CWAS by October 2010 and submit evaluation of goals by the conclusion of the year.																																							

<b>SITE/DIVISION PROJECT PLAN (P=Project)</b>		<b>Person Responsible</b>	<b>Completion Date</b>	<b>Resource</b>	<b>Funding</b>
1.1	Character Counts Lead Teachers and administrators developed an action plan for site specific implementation which includes the following objective measures to assess implementation: Complete certification of key staff members, homeroom calendar of C.C. lessons, monthly C.C. newsletter sent out to certificated and classified personnel, implementation of C.C. in discipline, and a reduction in the number of classroom disruptions as verified by AERIES and classroom walkthroughs. Character Counts incentives and	Ruiz, CC/CAHSEE Co.	Each Month	3010	\$13000

	awards will be provided to students.				
1.2	Site administration will continue to share classroom Disruption/Defiance data with staff on a monthly basis and more clearly identify primary reasons teachers are sending students out of class for defiance/disruption. AHS staff will collaboratively work to establish alternative consequences for some behaviors so students will be able to receive instruction rather than receive period suspension. Site administration will provide prep time for Positive Behavior Intervention & Support (PBIS) teams to train staff.	Ruiz, Bristow	Each Month		
1.3	Site administration will develop a site team that will include BTSA mentors and PBIS instructional coaches to review the 09-10 disciplinary referral process and present the Safe and Civil Schools 3-tiered Response to Intervention model. The site team will review current disciplinary referral process and suggest tiered Response to Intervention model. Include BTSA mentors and/or PBIS and instructional coaches on team. Make recommendation for district-wide plan.	Ruiz, Bristow	Each Quarter		
1.4	Site Administrators, CWAS Administration, and Anger Management Counselors will meet on a monthly basis to track students that have been referred and have successfully completed the Anger Management Classes. Administration and Anger Management Counselors will also assess the effectiveness of the program and improve mechanisms for delivery of services and administrative follow up. Counselors will make additional family contacts as needed and assess need for other support services.	Ruiz, Bristow, Lanz, Dougherty, Ildefonso, Boothe, Dickson	Each Month		
1.5	Student Support Administrator will collaborate with County Mental Health Personnel and use a common CWAS Excel spreadsheet to track the number of students referred to RAFT and the number of students that have successfully completed the program, as well as discipline referrals, attendance, and grades, pre and post RAFT intervention.	Ruiz	Each Month		
1.6	Select site representatives to serve on district task-force to study cell phone usage and safety concerns. District task-force to establish mechanism to gather information from site and a means of reporting back.	Ruiz, Bristow	Each Quarter		
1.7	Site Administration will work with Activities Directors and students fulfilling leadership role on campus to engage the entire school community's support for maintaining a clean campus. Incentives for a clean campus will be developed by site administrators and the Character Counts Lead Teacher will incorporate maintaining a clean campus into the Character Counts Action Plan.	Ruiz, Ballenger, Peterson	Each Quarter		
1.8	Site administration will work collaboratively with Atwater Fire Department and Atwater Police Department as part of the AHS School Safety Committee to develop feedback forms for drills and exercises. Forms will have common elements and aspects specific to Atwater High School in terms of evacuation and lockdown drills.	Ruiz, Bristow, Novetzke	Each Year		

1.9	Site Administration will make arrangements for gang-awareness presentations and provide formal evaluative information to CWAS. At least one presentation for parents will be scheduled through a Parent Resource Night and one presentation for staff members through a general staff meeting. Resources will be identified to provide child care, refreshments, speakers, and materials for outreach programs.	Ruiz, Bristow, Novetzke	Each Semester		
1.10	Daily absence reports generated by AERIES will be used by the Attendance Liaison to verify absences and refer students to the SART and SARB Panels. Site administration, the Attendance Liaison, counselors, and student support staff will coordinate efforts to inform students and parents of truancy consequences, provide timely parent notification, and establish ongoing support to change student behavior. Excessive absence letters are sent to parents of students that have received 5, 10 and 15 day absences. SRO and Attendance Liaison also make daily home visits for truant students and to deliver parent notification for SART and SARB panels.	Ruiz, Boyd, Rogers	Each Month		
1.11	Atwater High School and CWAS Administration will work with the Activities Director, counselors, attendance staff, student leaders and local community organizations to develop ideas for promotion and rewards for the "Every Student Every Day" campaign: <ul style="list-style-type: none"> <li>• Quarterly assemblies to recognize students with positive attendance</li> <li>• Homeroom recognition for positive attendance</li> <li>• Quarterly assemblies to reward students with incentives for positive attendance including but not limited to SBO prizes</li> <li>• Communicating the importance of positive attendance with staff, community organizations, and parents and students <ul style="list-style-type: none"> <li>○ Alert-Now Dialer</li> <li>○ Staff and Student Presentations at CAC and PRN meetings</li> </ul> </li> </ul> Meet with attendance staff and track attendance on a monthly basis to meet the district goal of a 1% increase and sharing info with staff and students.	Ruiz	Each Month		
1.12	CWAS Administration and AERIES Technology Specialist continue to work with Data Management Team and data entry staff on developing standards for each AERIES code. Codes will be revised to support the gathering of necessary data. Team will provide training for administrative and classified users of the system.	Ruiz	Each Month		
1.13	CWAS Administration to work with MHS Administration and Positive Deviance Coordinator to determine if current efforts have been effective. Effective strategies will be shared with other sites and support will be provided for implementation.	Ruiz	Each Year		

1.14	Site Administration will investigate the possibility of establishing Day Reporting Center for students who have been issued a home suspension	Ruiz	Each Year		
1.15	Site to work with CWAS to standardize documentation of community service hours and activity participation. Site administrators will report current procedures of documenting community service hours and activity participation.	Ruiz, Runsten	Each Semester		
1.16	Site, CWAS and Health division to develop a plan to increase the number of contacts with family and student who has large number of absences due to illness and medical. AHS Staff will provide services or direct them to services which will improve their health and decrease the number of absences due to illness and medical reasons.	Ruiz, Pellissier	Each Quarter		
1.17	CWAS will work with site administration to develop a schedule to ensure restrooms are checked frequently for supplies and vandalism in order to maintain a facility where students feel safe and clean. Will also ensure classrooms have the necessary supplies to keep desks clean.	Bristow	Each Month		
1.18	Student Support Administrator and Saturday School supervisor will schedule more sessions of Saturday school and will increase the use of Saturday School as a consequence for truancy, 90% attendance violations and other disciplinary incidents as determined appropriate. A calendar for both fall and spring semesters will be developed and posted on the AHS website.	Ruiz, Davis	Each Month		
1.19	Student Support Administrator will review current Wellness Committee membership and expand if necessary to include all stakeholders (District nurse, AHS staff, parents, students, and local health agencies). The Wellness Committee will develop a written action plan to meet established goals.	Ruiz	Each Semester		

**STRATEGIC DISTRICT AND BOARD GOAL: Curriculum and Instruction**

Guarantee that all students (ninth grade through adult) learn at high levels in academics.

**2.0 OBJECTIVE 2010-2011: Curriculum and Instruction**

Design, develop, implement, evaluate, and improve the standards-based course curricula.

**EVALUATION CRITERIA FOR 2010-2011:**

2.1	All students will improve their performance in core content areas.
2.2	Increase the academic achievement levels of Special Education students.
2.3	Integrate writing daily into all disciplines. <ul style="list-style-type: none"> <li>• Practice all writing genres.</li> <li>• Emphasize expository and persuasive writing.</li> </ul>
2.4	Assess writing every nine weeks with the District’s writing benchmark exam.
2.5	Implement research-based literacy strategies across content areas.
2.6	Increase the number of students who graduate from high school prepared for college-level math.
2.7	Implement consistent strategic interventions (CAHSEE support) and intensive interventions (Edge, Xtreme Reading, REACH) following the RtI framework.
2.8	Increase the percentage of students passing the CAHSEE on the first administration.

2.9	Progress monitor CAHSEE outcomes using District benchmarks.
2.10	Complete course and unit organizers.
2.11	Provide systematic professional development in Explicit Direct Instruction (EDI).
2.12	Reinforce, enhance and extend professional development through site based Instructional Coaches.
2.13	Develop a common planning tool template.
2.14	Examine data from common assessments using the major tenants of Professional Learning Communities.
2.15	Increase the percentage of English Learner students progressing toward and meeting proficiency in the English Language.
2.16	Implement strategic interventions that close the achievement gap affecting African American and Latino students.

ASSESSMENT/EVALUATION	
2.1	<p><b>Target:</b> 5% increase in students who reach PRO/ADV on the 2010 CST</p> <p>General Math – 8%                      ELA 9 – 52%</p> <p>Algebra I – 24%                            ELA 10 – 44%</p> <p>Geometry – 21%                           ELA 11 – 40%</p> <p>Algebra 2 – 29%</p> <p>Summative Math – 33%</p> <p>Earth Science – 33%                      World History – 42%</p> <p>Biology – 38%                              U.S. History – 50%</p> <p>Chemistry – 33%</p> <p>Physics – 48%</p>
2.2	<p><b>Target:</b> 10% increase in Special Education students reaching proficiency in ELA and Math</p> <p>AYP Target                      ELA 26%                                      Math 22%</p> <p>3% increase in the pass rate for Special Education students on the CAHSEE</p> <p>CAHSEE Target                      ELA 43%                                      Math 39%</p>
2.3-4	<b>Target:</b> 60% of students will score a 3 or higher on the benchmark.
2.5	<b>Target:</b> Geography, World History, Life Science and Environmental Science teachers will implement strategies during the 2010-2011 school year.
2.6	<b>Target:</b> 10% of MUHSD graduates will access college credit at Merced College.
2.7	<b>Target:</b> All sites will offer strategic and intensive intervention programs and schedule students into these programs using identified criteria.
2.8	<b>Target:</b> 90% of students will pass the CAHSEE on the first administration.
2.9	<b>Target:</b> Create (3) benchmark exams to assess student progress towards meeting the standards tested on the CAHSEE.
2.10	<b>Target:</b> Course and unit organizers will be completed for English 4, Economics/Government, Spanish 1 & 2, Geography/Health, Pre-Calculus, Calculus and CAHSEE.
2.11	<b>Target:</b> 90 remaining teachers will be trained in EDI. Begin the EDI II training cycle.
2.12	<b>Target:</b> Implement the use of Coaching Logs to track how district and site sponsored professional development is being expanded at each school site.
2.13	<b>Target:</b> Evidence of planning in classrooms as demonstrated through fidelity to instructional norms and ultimately student outcomes.
2.14	<b>Target:</b> 100% of staff will work collaboratively to analyze data.
2.15	<b>Target:</b> AMAO 1: 54.6%                                      AMAO 2: 33.9%
2.16	<p><b>Target:</b> African American and Latino students will increase the percentage of students reaching proficiency in ELA and Math by 3%.</p> <p>African American                      2010-2011 Targets AYP ELA 41.2%                      Math 41.3%</p> <p>Latino                                      2010-2011 Targets AYP ELA 40.1%                      Math 42.4%</p>

SITE/DIVISION PROJECT PLAN (P=Project)		Person Responsible	Completion Date	Resource	Funding
2.1	In an effort to improve student achievement, staff at large will continue to be trained in Instructional Norms through the District's professional development department. At Atwater High School teachers will use CST results to create lessons that will serve the needs of students who have traditionally struggled on certain standards. Staff will also conduct test chats with students. Staff development and supplies will be provided to support these efforts.	Johnson, Pellissier, Teachers, Instructional Coaches	May 2011	3010	\$5000
2.2	Teachers will meet with both the Technology Integration Specialist (TIS) and the Instructional Coach (IC) to determine their pedagogical needs as it pertains to not only regular education students but to Special Populations. The IC and TIS will then meet with the teachers and help close the gap between need and implementation. Teachers will attend professional development seminars during prep periods to learn strategies that will help them provide universal access for all students. As a resource for the classroom teacher, a Special Education paraprofessional will be used in classrooms where the Special Education students are in mass. Additional materials for professional development and resources will be provided as needed.	Johnson SPED. Para	May 2011	3010 7091	\$3000 \$47,000
2.3	Content literacy will be addressed during formal observations and through informal walk-throughs. In addition content literacy will be discussed during collaboration team meetings and department meetings. Each site principal is in charge of their own perspective departments. The Instructional Coach will play an integral role in helping teachers with content literacy strategies in their particular content areas.	Johnson Inst. Coach	May 2011	7090	\$80,000
2.4	The Accountability and Assessment Administrator will be responsible for ensuring that the writing scores are entered into School City and that the data is disaggregated.	Johnson	June 2011		
2.5	Site principals, along with collaboration leaders and department heads will continue to encourage teachers to view and teach their content areas as distinct language domains. This will require teachers to pre-teach vocabulary, teach syntax and grammar, and cognitive reading strategies per their content areas. Staff development and resources will be provided as needed	Johnson Collab. Leaders	May 2011	3010	\$12000
2.6	The Guidance Department aggressively promotes College Prep Math for all seniors and for those students who have expressed post-secondary plans, and also those students that are possible candidates for junior college but have not yet expressed interest. AHS firmly believes that all students should continue to pursue math courses beyond the district requirement and will investigate additional math courses that are applicable to CTE.	Johnson	June 2011		

2.7	Instructional and strategic intervention strategies will continue to be implemented at AHS. A technology based reading program will be utilized by ELA teachers. This will hasten student reading development and will improve their academic achievement. In addition Algebra teachers will develop lessons using new software that aids in universal access for all students. These interventions including Xtreme Reading will require supplies and materials and will be provided as needed.	Johnson Acc. Reader Prg./Kuta Software	June 2011	3010	\$16300
2.8	With the addition of Study Island, teachers will now have access to specific CAHSEE materials with which to aid students in their endeavors to pass the CAHSEE. Results from formative and summative assessments will be used by teachers to determine student specific needs. Study Island will be utilized by both English II and CAHSEE Math teachers to better inform instruction. In addition from January through March, Atwater High School will begin CAHSEE review in the CAHSEE Academy. This will be twenty-five minutes a day, four days a week. As a result of students involvement with all of the aspects of the academy CAHSEE pass rates will be enhanced. Supplies will be provided for the focus lessons that will be taught during this time.	Johnson Study Island CAHSEE Academy	March 2011  March 2011	7090  3010	\$10000  \$58000
2.9	District Benchmark results will be analyzed during collaboration. Data will be viewed through the lens of predicting achievement on the CAHSEE examination. Data gleaned from the Benchmarks will also be used to drive re-teaching efforts.	Johnson	June 2011		
2.10	All core departments are utilizing district-developed Pacing Calendars focusing on essential standards that were identified during the creation of the Course and Unit Organizers. All teachers are involved in weekly collaboration in which discussions revolve around teachers' progress on the calendar and the formative assessments that are given to monitor student progress. Strategy implementation will be strengthened by attendance at conferences and symposiums.	Johnson	June 2011	3010	\$10000
2.11	All staff will be trained in Instructional Norms components. There will be a special emphasis on Checking for Understanding (a shift from teaching to learning). Instructional Norms components will be reviewed and addressed during collaboration via the collaboration leaders (CL). Instructional Norms will be monitored through the evaluations and walk-through process. Resources for staff development and materials will be identified and provided as needed.	Johnson	On-going	3010	\$3000
2.12	Site principals, instructional coaches and collaboration leaders will follow up with those teachers who were recently trained in Instructional Norms. The list of attendees will be circulated at the regular administrator and coaching meeting. In that meeting it will be determined who is responsible for following up with the	Johnson	On-going		

	teacher regarding the implementation of strategies taught in the training.				
2.13	Site principals, instructional coaches and collaboration leaders will monitor the implementation of the lesson planning template. Lesson planning will be a regular aspect of the administration/instructional coaches meeting	Johnson	On-going		
2.14	The Accountability and Assessment Administrator (AA) will oversee the district-wide common processes for analyzing data. The AA will train collaboration leaders on the process. The AA will also provide collaboration leaders with all necessary materials and a timeline for collaboration.	Johnson	June 2011		
2.15	The Administration and Instructional Coaches will provide support to teachers in the area of strategies used to create and persist with English Language Development as a result the amount of English Learners meeting proficiency will be enhanced. In the area of professional development to aid in reaching these goals representatives (staff, parents) may be sent to CABE conference.	Johnson	May 2011	3010	\$3000
2.16	Atwater High School will focus on researched based strategies proven to aide in increasing African American and Latino CAHSEE passage rates. Each administrator will oversee the implementation of these strategies in his/her own department and reinforce the use and need for these approaches in walk-throughs and during follow up conversations regarding the lesson viewed. Areas proven to close the achievement gap include: lesson planning, proper objective writing, frequent formative assessment, frequent CFU and a comprehensive literacy program. Site administration, department heads and collaboration leaders will continue to encourage teachers to use these best practice strategies. The implementation of these strategies will be supported through conference training (ex. CAAASA Symposium) and other materials will be identified and provided as needed.	Johnson	May 2011	3010	\$3000

**STRATEGIC DISTRICT AND BOARD GOAL: Student Services**

Create multiple pathways to student success.

**3.0 OBJECTIVE 2010-2011: Student Services**

Design, develop, implement, and evaluate and improve course offerings, career pathway programs, and student support services.

**EVALUATION CRITERIA FOR 2010-2011:**

3.1	Career Technical Education: Articulate a plan for career pathways that leads to current and future jobs that are in demand: Incorporate 21 <sup>st</sup> century skills and articulate with community colleges and COE
3.2	Provide increased access to online courses for credit recovery

3.3	Develop the structure for implementation of an online high school
3.4	Identify a list of current course offerings at MUHSD and Merced College that qualify for dual enrollment/credit: guidance staff will begin active recruitment of juniors and students to participate in dual enrollment courses
3.5	Continue with resolution of identified implementation issues as schools transitions to dedicated pathway (magnet) model
3.6	Work with Merced College Allied Health staff to develop dual-credit technical courses to include in health pathway
3.7	Increase student enrollment/retention in Advanced Placement/Honors courses reflective of the demographic profile of the student population <ul style="list-style-type: none"> <li>Utilize AP Potential data and give first priority to recruiting underrepresented students in AP courses</li> <li>Improve alignment between grades and AP scores</li> <li>Provide at-risk AP students with support (i.e., AVID, tutoring, study groups, etc.).</li> </ul>

ASSESSMENT/EVALUATION	
3.1	CTE Plan. <b>Target:</b> CTE Plan completed <ul style="list-style-type: none"> <li>Enrollment figures from AERIES. <b>Target:</b> Increase enrollment in all four departments: Agriculture, Arts &amp; Communication, Business, Family and Consumer Science, and Industrial Technology by 5%</li> </ul>
3.2	Online District Course Plan. <b>Target:</b> Increase number of students successfully completing an online course for credit recovery by 10% over May 2010 numbers
3.3	Structure of online high school will be defined; principal will be assigned
3.4	Enrollment figures from AERIES. <b>Target:</b> Minimum of 5% of the junior and senior classes at each comprehensive high school will successfully complete one or more dual-credit courses; minimum of 2% of junior and senior classes at Yosemite High School will successfully complete one or more dual-credit courses
3.5	<b>Target:</b> Each comprehensive school will be prepared to implement one defined CTE pathway (in addition to agriculture) in the 2011-2012 school year. Both CTE and core academic teachers will be assigned pathway courses, and an adequate number of students will be enrolled in the courses as part of the spring registration process
3.6	<b>Target:</b> A minimum of two courses will be identified by MUHSD and Merced College Allied Health staff as meeting requirements for dual credit; the courses will be included in the 2011-2012 master schedules of schools implementing a health pathway
3.7	Enrollment figures from AERIES <b>Target:</b> Increase enrollment of underrepresented students in Advanced Placement courses by 4% Targets: Latino Students – 40% 44% African American Students – 8% 12% Asian Students – 25% 29% <ul style="list-style-type: none"> <li>AP Scores. <b>Target:</b> 24% of AP exams administered will receive a score of 4 or 5</li> <li>Correlation study of AP scores to grades. <b>Target:</b> Correlation between grades and AP scores will be 0.55</li> <li>Enrollment from AERIES. <b>Target:</b> Increase the number of students enrolled in AVID. <b>Target:</b> 475 students enrolled district wide</li> <li><b>Target:</b> Implement all phases of the site AVID four-year plan identified for the 2010-2011 school year</li> </ul>

SITE/DIVISION PROJECT PLAN (P=Project)		Person Responsible	Completion Date	Resource	Funding
3.1	<ul style="list-style-type: none"> <li>AHS monitors its CTE program through enrollment numbers and continues to offer additional courses that meet the definition of Career Technical Education. Enrollment</li> </ul>	Pellissier	On-Going		





	<p>additional teachers and a counselor were trained during the summer of 2010. Newly trained AVID core teachers are implementing AVID strategies in current classes. An additional cohort of teachers will be trained during the summer of 2011. In continuing to strengthen the program AHS will adhere to the mandates of being a certified AVID school (training tutors, offering summer classes, providing supplies, attending summer institute, PSAT and Explore testing, attending workshops, providing college trips for students).</p>	AVID		7090	\$4000
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**STRATEGIC DISTRICT AND BOARD GOAL: Student Services**

Create/Provide comprehensive Guidance Plan and Services

<p><b>4.0 OBJECTIVE 2010-2011: Student Services</b>                  Design, develop, implement, and evaluate and improve a plan to create/provide comprehensive Guidance Plan and services to foster student success.</p>
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EVALUATION CRITERIA FOR 2010-2011:	
4.1	Increase the number of students completing A-G requirements
4.2	All students will develop 6-Year Plans
4.3	All students will complete placement assessments and will be placed in math, English, and science according to placement score
4.4	All students qualifying by Board policy will receive a supplemental parent conference
4.5	Students receiving a D or F will decrease
4.6	Student achievement gap will decrease
4.7	Students will have access to numerous group counseling sessions that address identified needs and concerns that may contribute to low student achievement
4.8	The counseling department implements an effective and accurate referral process
4.9	The counseling department implements and guides an effective four-year school-to-career program

ASSESSMENT/EVALUATION	
4.1	Previous year's CBED report <b>Target:</b> 3% increase in students completing A-G requirements overall and in each subgroup
4.2	Report from sites: <b>Target:</b> 100% of students with a 6-Year Plan
4.3	9 <sup>th</sup> and 10 <sup>th</sup> grade core English and Math will have a .8% correlation with the placement criteria
4.4	Counselors will hold parent conferences for 90% of their students who meet the seven at-risk criteria
4.5	Students receiving a D or F will decrease by 5% in all core subjects
4.6	The counseling department will use data to establish goals and activities to close the achievement gap
4.7	Counseling departments will develop and implement various group counseling sessions throughout the year with at least five students enrolled in each session

4.8	<ul style="list-style-type: none"> <li>• Student placement in alternative education, community agencies, and department group counseling sessions</li> <li>• Weekly data-driven protocols developed and action plans are developed from data-driven collaboration sessions</li> </ul>
4.9	All students 9-12 will be exposed to curriculum and instruction in the area of career exploration

SITE/DIVISION PROJECT PLAN (P=Project)		Person Responsible	Completion Date	Resource	Funding
4.1	<ul style="list-style-type: none"> <li>• Atwater High School is working collaboratively with District personnel to investigate opportunities for academic acceleration. Programs including dual enrollment in courses at Merced College and online courses.</li> <li>• Student transcripts are evaluated on a semester basis at all levels to determine the percentage of students on track to complete A-G requirements</li> <li>• Resources for staff development and materials will be identified and provided as needed</li> </ul>	Pellissier	On-going		
4.2	<p>Guidance AP runs counseling query on a monthly basis and shares data with guidance department to ensure that all at-risk student needs are being met. In a coordinated effort with staff, students with attendance, discipline, grade, or social issues are now identified every 3 weeks and referred to grade-level counselors. Regular meetings with students are held to monitor progress. Lunch tutorial was implemented with the 9<sup>th</sup> grade class and with positive results will expand to include the 10<sup>th</sup> grade level during the 2011-12 school year. With the permission of parents, identified at-risk students are placed in targeted homeroom and advisory periods, as needed. The SST process is regularly used when prior interventions have failed. Assessment data is continually evaluated during this process.</p> <p>Resources for staff development and materials will be identified and provided as needed</p>	Pellissier	On-going		
4.3	All feeder schools participated in placement testing and data was compiled district wide and sent to all high schools accordingly. In addition, the Guidance Department will administer the GATES/MDTP to all students entering AHS from other districts	Pellissier	June 2011		
4.4	See 4.2	Pellissier			
4.5	See 4.2	Pellissier			
4.6	Counselors will analyze data to determine the achievement gap and make decisions in scheduling and counseling sessions, in the best interest of closing the gap. Counselors will also encourage, (in some cases mandate) that students attend before, during or after school tutorial. Transportation home (District or City Bus) will be provided after tutorial. This is in effort to aid in	<p>Pellissier</p> <p>Tutorial Bus</p> <p>Tutorial Coordinator,</p>	On-going	<p>3010</p> <p>3010</p>	<p>\$6000</p> <p>\$31000</p>

	closing the achievement gap. Supplies and materials will be provided as needed	Staffing, Materials			
4.7	Each grade-level counselor has determined several areas to address in group counseling sessions. They currently visit classrooms giving presentations on various subjects from transcript evaluation, college admissions, financial aid, and study skills/success in high school. Students struggling with academics will also be placed in a targeted homeroom for additional counseling. Guidance techs are being utilized in addressing groups of students as well and take an active role in recruiting for college outreach programs.	Pellissier	On-going		
4.8	Students will be identified as "At-Risk" every 3 weeks in order to address counseling needs on a regular basis. Interventions will begin with tutorial, SSTs, targeted homeroom, Academic Support Class, and Learning Skills. By means of the AHS intervention model, after all site interventions have been utilized with no improvement, students will be placed at Alternative Ed, as needed. Resources and materials will be provided as needed.	Peterson, Pellissier  Intervention Coordinator  Intervention Materials	On-going	3010  3010	\$9000  \$4000
4.9	<ul style="list-style-type: none"> <li>The 6-Year Plan is carried out in homeroom at Atwater High School. A teacher is compensated for planning and preparing materials for the components involved. Additional staff members are compensated to monitor the progress of the 6-Year Plan at each grade level. Grade-level counselors work with the coordinator to offer needed information and present topics as scheduled.</li> <li>A 12<sup>th</sup> grade Exit Interview is currently held with all seniors at Atwater High School at the culmination of their senior year. The interview focuses on the portfolio that is created during the four years of activities in homeroom. There is a heavy emphasis on career planning and technology and programs addressing both areas were implemented in 2009-10. In 2010-2011 a new facet of the portfolio will include a technology requirement. Projects options include: creating a blog, designing a website, producing a public service announcement, making a book trailer, creating a photo essay or completing five website evaluations with critical analysis.</li> </ul>	Johnson  Six Year Plan Coordinator		3010	\$18000

**STRATEGIC DISTRICT AND BOARD GOAL: Personnel**

Recruit, select, educate, and retain the highest quality staff.

<b>5.0 OBJECTIVE 2010-2011: Personnel</b>
Recruit, develop the capacity of and retain a highly qualified staff that is reflective of diverse student populations.

<b>EVALUATION CRITERIA FOR 2010-2011:</b>	
5.1	Career Technical Education: Articulate a plan for career pathways that leads to current and future jobs that are in demand: Incorporate 21 <sup>st</sup> century skills and articulate with community colleges and COE
5.2	Implement a coordinated Professional Development system that supports Professional Learning Communities and provides collaborative time with a focus on instruction <ul style="list-style-type: none"> <li>• Implement and evaluate instruction improvement through seminars</li> <li>• Utilize the semester exams for collaboration for discussion and to inform instruction</li> <li>• Bi-monthly administrator and co-administrator training on instructional improvement, evaluation and supervision</li> </ul>
5.3	Meet NCLB requirements for highly qualified teachers
5.4	Identify and mentor lead teachers and Associate Principals who can advance on the career ladder in administration
5.5	Continue to explore incentives for employee performance <ul style="list-style-type: none"> <li>• Develop a partnership with a non-profit organization to develop and implement a performance based teacher and principal compensation system</li> </ul>
5.6	Recruit and retain staff that reflects the demographics of the student population

<b>ASSESSMENT/EVALUATION</b>	
5.1	<b>Target:</b> 100% EL authorizations
5.2	<b>Target:</b> Instructional Norms training sessions I and II
5.3	<b>Target:</b> 95% NCLB compliant
5.4	<b>Target:</b> Identify and build capacity for leadership in 5 current employees
5.5	<b>Target:</b> Explore other performance-based models
5.6	<b>Target:</b> 3% increase in non-white certificated staff

<b>SITE/DIVISION PROJECT PLAN: (P=Project)</b>		<b>Person Responsible</b>	<b>Completion Date</b>	<b>Resource</b>	<b>Funding</b>
5.1	All teachers have appropriate EL Authorization	Peterson	On-going		
5.2	This occurs both formally and informally at AHS. Continued trainings will be held per District Office. All administrators will attend District Office trainings and further professional development off site. Resources for staff development and materials will be identified and provided as needed	Peterson	On-going		
5.3	Any teachers that do not meet NCLB requirements will take additional steps in meeting those requirements as needed	Peterson	On-going		
5.4	Teacher leaders have been identified and capacity will continued to be developed as collaboration leaders, department heads, and WASC facilitators. Resources for staff development and materials will be identified and	Peterson	On-going		

	provided as needed.				
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**STRATEGIC DISTRICT AND BOARD GOAL: Technology**

Equip, educate, and support students and staff with appropriate technology.

**6.0 OBJECTIVE 2010-2011: Instruction Utilizing Technology**  
 Maximize the use of technology to engage student learning and increase student achievement.

EVALUATION CRITERIA FOR 2010-2011:	
6.1	Create and maintain an infrastructure that supports student achievement
6.2	Establish and achieve minimum expectations on the Student Technology Standards in order for students to compete in the emerging global economy
6.3	Provide training and support for teachers and administrators to achieve technology standards/skills needed for increased productivity and as facilitators of learning

ASSESSMENT/EVALUATION	
6.1	<b>Infrastructure Target:</b> <ul style="list-style-type: none"> <li>• Increase number of mini notebook carts at each campus</li> <li>• Continue with plan for network upgrade to implement Voice Over Internet Protocol (VOIP) and wireless access in the classrooms with next E-Rate application</li> <li>• Begin planning for 1:1 implementation</li> <li>• Establish an Online High School within the District</li> </ul>
6.2	<b>Student Related Target:</b> <ul style="list-style-type: none"> <li>• Work towards student minimum proficiency levels</li> <li>• Implement Student Technology Assessment with all 9<sup>th</sup> grade students</li> <li>• Increase use of Distance Learning</li> </ul>
6.3	<b>Staff Related Target:</b> <ul style="list-style-type: none"> <li>• Prepare formalized online instruction plan for the District</li> <li>• Continue participation of all Teachers and Administrators in the Ed Tech Profile Survey</li> <li>• Teachers will utilize a web page in their instruction to give their classroom an online presence</li> <li>• Student Benchmark activities and lessons that support Student Technology Standards</li> <li>• Increase use of online textbooks and resources</li> <li>• Increase use of California Streaming and other online video resources</li> </ul>

SITE/DIVISION PROJECT PLAN: (P=Project)		Person Responsible	Completion Date	Resource	Funding
6.1	AHS currently utilizes 3 mobile laptop carts and will add an additional 2 during the 2010-11 school year. In addition, teachers will require a variety of technological devices to enhance instruction: remote response systems, airliners, smart boards, etc.	Pellissier Johnson	On-going	3010	80,000
6.2	AHS implements all tech surveys and technology requirements as adopted by the Board. Resources for staff development and materials will be identified and provided as needed	Pellissier	On-going		

6.3	The Technology Integration Specialist meets with each teacher to develop goals related to technology in the classroom. In addition, the TIS provides ongoing support in terms of software, implementation of new instructional objectives, developing technology-related lessons, and integrating technology standards into core subject areas. Resources for staff development and materials will be identified and provided as needed	Pellissier	On-going		
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**STRATEGIC DISTRICT AND BOARD GOAL: Finances**

Maintain the long-term fiscal integrity and solvency of the district and improve the effectiveness of resource allocation.

<p><b>7.0 OBJECTIVE 2010-2011: Finances</b>                  Maintain the long-term fiscal integrity and solvency of the district and improve the effectiveness of resource Allocation.</p>
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<b>EVALUATION CRITERIA FOR 2010-2011:</b>	
7.1	Keep a positive report to state
7.2	Create a long range plan for rebuilding reserves
7.3	Develop strategies at all sites and departments for effective recycling practices

<b>ASSESSMENT/EVALUATION</b>	
7.1	<b>Target:</b> Unaudited actual from previous year, current and projections demonstrate % rate increase ADA district/school
7.2	<p><b>Targets:</b></p> <ul style="list-style-type: none"> <li>• Strive to maintain an ending balance in Fund 01 that is at least 10% of the total yearly expenditures</li> <li>• Maintain reserves in Fund 17 that continue to support OPEB (Other Post Employment Benefits) actuarial liability funding</li> </ul>
7.3	<p><b>Targets:</b></p> <ul style="list-style-type: none"> <li>• Implement a recycling program at all sites</li> </ul>

**STRATEGIC DISTRICT AND BOARD GOAL: Facilities**

Provide a safe, clean environment that promotes respect, fosters student learning, and supports a collaborative school culture.

<p><b>8.0 OBJECTIVE 2010-2011: Facilities</b>                  Design, develop, and implement a plan to maintain existing facilities and provide new facilities to accommodate growth and to improve the appearance and conditions of present facilities.</p>
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<b>EVALUATION CRITERIA FOR 2010-2011:</b>	
8.1	Partner with cities and the County for shared-use facility construction and maintenance use <ul style="list-style-type: none"> <li>• Increase number of joint use agreements for community usage with partnering cities</li> <li>• Maintenance expenditures</li> </ul>
8.2	Open a new high school

8.3	Maximize state and local funding to provide new facilities to accommodate growth and facility renovation needs
8.4	Ensure that all timelines for the completion of new construction and modernization projects are met
8.5	Ensure that all new buildings and modernization projects are built at Collaborative for High Performance Schools (CHPS) or Leadership in Energy and Environmental Design (LEED) certification standards

ASSESSMENT/EVALUATION	
8.1-5	100% certification on CHPS or LEED

**STRATEGIC DISTRICT AND BOARD GOAL: Student Services**

Design, implement, evaluate, and improve instructional programs and services to support the success of all students.

**9.0 OBJECTIVE 2010-2011: Engaging All Families**  
 Implement process to engage families in the academic and extra-curricular lives of their students by qualitative and quantitative data.

EVALUATION CRITERIA FOR 2010-2011:	
9.1	Engage all families in understanding and supporting district curriculum. Provide access to district Course and Unit Organizers
9.2	Increase, for all families, access to specific information regarding their student’s education, educational programs, and extra-curricular activities
9.3	Increase parent and family attendance and participation in Equity Teams, School Site Council and English Learner Advisory Committees to increase engagement with school decision making and governance
9.4	Improve two-way communication between schools and families

ASSESSMENT/EVALUATION	
9.1	Provide a list of specific strategies utilized to the Board
9.2	Provide a list of specific strategies to the Board
9.3	Increase by 10% the number of parent participants
9.4	Provide to the Board evidence of communication that is both received and understood by all families

SITE/DIVISION PROJECT PLAN: (P=Project)		Person Responsible	Completion Date	Resource	Funding
9.1	Site administrators are working with ELAC, CAC, and SSE to provide parents with information regarding individual student achievement and programs offered that address student needs. Course organizers and Unit organizers are made available on the AHS website and the parent resource center will be made available to access district curriculum. Resources for parents and students including light refreshment for meetings which require parent and student attendance (SSC, Parent Resource Night, Equity Team).	Ruiz	May 2011	3010	\$8,000
		EL Advisor		7091	\$94,847

9.2	Site Administration will provide a list of method(s) utilized to provide parents and family members access to specific information regarding their student's education, instructional programs, and extracurricular activities (Parent Resource Center, AERIES, ABI, AHS website...). In addition when required, newsletters and state mandated notices will be mailed home to parent(s).	Ruiz	On-going	7090	\$2000
9.3	Site administrators and program coordinators will use a document check list, sign in sheets, minutes, and attendance spreadsheets to keep accurate records of the numbers of parents and family members who volunteer, attend and participate in PTSA, SSC, and ELAC meetings.	Ruiz	On-going	3010	\$700
9.4	Site Administrators will use the results of the Family Engagement Surveys and collaborate with the AHS Equity Committee to develop a plan to address parents and staff concerns regarding the environment of the school site and engagement of family and students. Community liaisons will aid in the two way communication between non-English speaking parents and staff.	Ruiz	On-going		
		Co. Liaison (Spanish)		4203,7090 7091	\$50,857
		Co. Liaison (Hmong)		4203,7090 7091	\$51,104
9.5	Site Administrators will increase the signs and processes to develop a welcoming environment for parents and the community to the schools. Signs will be posted in front of the guidance and attendance offices, as well as outside of the Parent Resource Center. Signs will welcome visitors in English, Spanish, and Hmong, and provide a site map.	Ruiz	On-going	3010	See 9.3