

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
THE VISITING COMMITTEE'S REPORT
ON THE SELF-STUDY REPORT PREPARED BY



YUBA CITY HIGH SCHOOL

850 B Street, Yuba City, CA 95991
Yuba City Unified School District

April 15 – April 17, 2013

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Chapter I: INTRODUCTION

The School History and Description

Yuba City which is located just 45 miles north of California's Capitol, Sacramento, is the home of Yuba City Unified School District. The city of Yuba City has a population of approximately 65,569. Yuba City Unified School District which serves approximately 13,000 students operates seventeen schools with K-5, K-8, 6-8, and 9-12 configurations along with an alternative high school and independent study programs.

Yuba City is a growing metropolitan city that offers a business climate and unique opportunities for small and medium-sized businesses to thrive serving both the local area and the greater Sacramento Valley. The economy is thriving on the emergence of new technologies and opportunities, particularly at Beale Air Force Base, while embracing new developments in traditional industries including agriculture, manufacturing and building materials.

Yuba City High School was established in 1923 and for 82 years was the only 9-12 comprehensive high school in the district. During the 1990's and 2000's, Yuba City High School became overcrowded with a student population of over 3,000 students. The overcrowding issue was resolved by the opening of River Valley High School in 2005. Since 2005, Yuba City High School's diverse student enrollment has held steady, averaging about 1,700 students.

It is reported that Yuba City High School serves as a "central station" for many students from the neighboring high schools. Over 200 students from various high schools (River Valley High School, Sutter High School, Marysville High School, Live Oak High School, Albert Powell High School, and students from Sutter County Superintendent of Schools programs) take classes at Yuba City High School in several academic, Career and Technical Education (CTE), and Regional Occupational Programs (ROP), such as Early Child Education, and Automotive Technology, which include student-internships at local businesses.

Yuba City High School offers the opportunity for our students to be involved in 44 on campus clubs and organizations, as well as the opportunity to compete athletically on one or more of the 43 CIF teams in various sports in the Tri-County Conference.

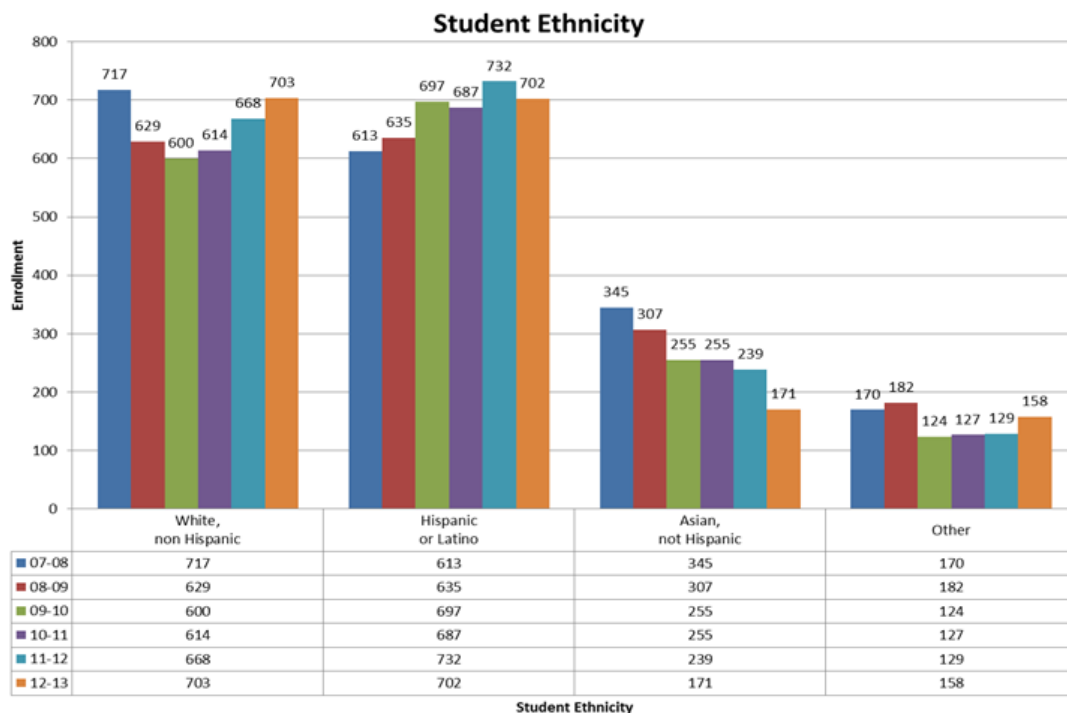
Yuba City High School has several opportunities for parents to stay informed and involved. The Yuba City High School Parent Club meets regularly to discuss school issues and to keep informed about schoolwide issues. The Sports Boosters help support and finance our athletic programs. Band Boosters is another major parent group involved in our school with the purpose of supporting our band program. Counselors conduct a "Freshman Parent Night" and "Junior Parent Night" to provide parents information on graduation and college admission requirements, post-secondary options, financial aid information, and support and intervention services available. Seniors and their parents participate in "College Night," which provides

specific information on the process for admission to UC, CSU and community college systems.

Other opportunities for parent involvement include the School Site Council which meets on the third Thursday of each month. For our non-English speaking parents, we have a monthly ELAC (English Language Advisory Committee) meeting and monthly parent tours that assist them in staying informed and involved.

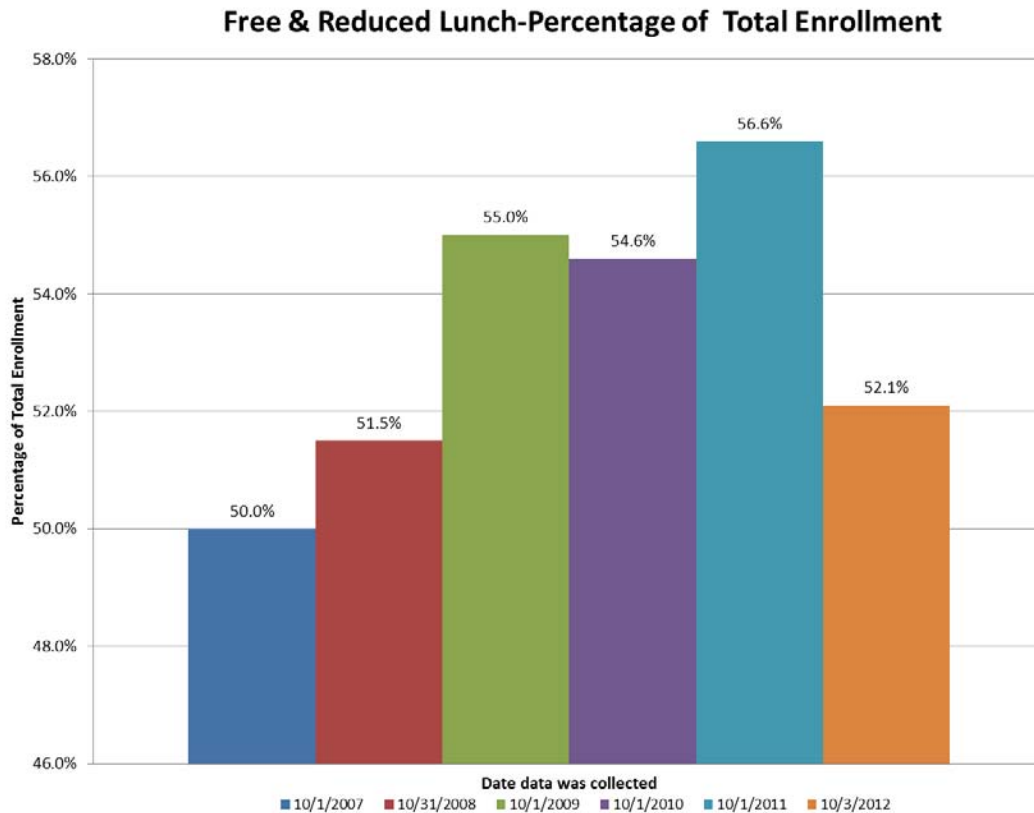
Student Demographic Data

The dynamics of the student demography since the last self- study in October 2007 reflect an overall, total enrollment declined. In 2009-10, YCHS experienced its lowest student enrollment at 1676. Enrollment has surpassed 1700 students the last two school years. The White, non- Hispanic enrollment decreased in real numbers, but has largely stayed the same as a percentage of total enrollment. In 2010-11, this population reached its lowest enrollment point, decreasing by 103 students. By the start of the 2012-13 school year, the White, non- Hispanic population is once again the largest subgroup at the school. The Hispanic student enrollment has increased by 7.3% over the past six years, and now comprises 40.5% of the student body. The Asian population consists largely of East Indian students. Over the past six years, YCHS has seen a steady decrease in the enrollment of this student population. In the 2007-08 school year the Asian population comprised 18.7% of the student body, but is down to 9.9% this school year. The “other” category at Yuba City High School is comprised of students primarily from African American, Filipino, Asian/Pacific Islander, and the American Indian subgroups. As a whole, the “other” category of students comprises 9.1% of the student body.



Free and Reduced Lunch

Yuba City High School is a Title I school. In October 2007, 50% of the students received Free and Reduced Lunch. While total enrollment decreased between 2007-08 and October 2011, the percentage of students who received Free and Reduced Lunch increased to its highest percentage of 56.6%. As of October 2012, the percentage of students who receive Free and Reduced Lunch was 52.1%.



English Learner (EL) Students

Over the last 6 years, the number of English Learners has declined significantly. In the 2007-08 school year, English Learners comprised 15.4% of the school population. By October 2012, they only made up 9.5% of total enrollment. The Spanish speaking population continues to be the largest English Learner group. As a proportion, the different language groups within the English learner population have remained relatively consistent over the last 6 years.

Special Education

The population of students who receive Special Education services at Yuba City High School has increased over the last six years. As a percentage of school population, in 2007, Students with Disabilities comprised 10 % of the student population. In 2011, this percentage rose to 11%. YCHS serves Students with Disabilities by means of a Learning Center model. Students are either in SDC (Special Day Class) classes, RSP (Resource Service Provider) classes, or mainstreamed into general education. Many of the Special Education teachers and aides “push-in” to our general education classes, and provide services in that environment.

Student Academic Performance Data and Analysis

ACADEMIC PERFORMANCE INDEX

Base Academic Performance Index (API):

Year	2007	2008	2009*	2010	2011	2012
Schoolwide	737	743	731	762	763	745
Asian	747	770	752	779	783	779
Hispanic	662	689	677	722	723	699
White	785	776	773	802	799	776
Socioeconomically Disadvantaged	681	694	681	722	720	702
English Learners	632	662	627	664	657	641
Students w/Disabilities	N/A	540	500	512	524	474

Green = met target set in that year's Growth Report

Yellow = made growth but did not meet target

Red = no growth

* = Growth

API

Between 2007 and 2011, all subgroups achieved a steady increase in API over that five-year span. The White, SED and English Learners achieved their highest API scores in 2010. The Schoolwide, Asian, and Students with Disabilities reached their highest point API in 2011. However, in 2012, every subgroup had a significant decrease in API.

ENGLISH LANGUAGE ARTS

English Language Arts						
AYP Results						
	2007	2008	2009	2010	2011	2012
School-wide	50.0	52.0	50.0	58.4	65.8	57.3
White	64.7	71.3	61.5	77.4	71.1	69.2
Hispanic	28.1	33.1	35.4	46.0	55.1	41.2
Asian	51.5	45.8	52.2	55.7	72.3	58.8
English Learner	14.2	19.7	22.7	22.0	26.0	27.6
Socio-Economically Disadvantaged	34.9	32.6	37.1	49.0	52.2	45.9
Students with Disabilities	21.2	18.2	4.9	14.6	27.8	11.1

AYP (380+) for CAHSEE ELA

From 2007 to 2011, YCHS had growth in AYP percent proficient in English for every sub group. In some groups, this growth was significant. For instance, the Hispanic and EL sub groups almost doubled their percent proficient. In 2011, every sub group, with the exception of the white sub group, demonstrated the highest number of proficient students over this 6 year span. In 2012, every subgroup had a decrease in percent proficient. The EL subgroup is the only population that has seen an increase every subsequent year since 2007.

MATHEMATICS

Math						
AYP Results						
	2007	2008	2009	2010	2011	2012
School-wide	61.4	61.3	57.8	59.7	59.1	60.8
White	69.0	71.5	64.7	75.9	61.7	73.7
Hispanic	48.4	43.6	45.7	46.9	48.5	47.7
Asian	64.1	69.4	66.7	67.2	80.4	66.7
English Learner	42.5	39.7	33.3	30.0	38.2	35.6
Socio-Economically Disadvantaged	53.3	48.4	47.1	49.6	47.8	51.6
Students with Disabilities	33.3	34.4	12.5	21.4	17.1	13.2

AYP (380+) for CAHSEE Math

Over a 6 year period, mathematics has remained relatively flat in the number of students in all sub groups achieving proficiency (380+) on the CAHSEE. In 2012, the school wide number showed a small increase of 1.7%. However, schoolwide AYP over this 6 year period shows a very slight decline in the number of students achieving proficiency. The Hispanic and EL subgroup proficiency lags far behind the numbers from the other subgroups. The number of proficient students in the Students with Disabilities subgroup, while never high, has reached almost its lowest point in the last 6 years.

Current Significant School Data for Yuba City High School

API:	745 (schoolwide)
Co-Curricular Programs:	43 (CIF) teams
Extra Curricular Programs	40+ on campus clubs
ELL Students:	(October 2012 CBEDS) 164
Percentage of Students Meeting A-G Requirements:	(2012 graduates) 41%
Graduation Rate	(2012 AYP Cohort – 2010-11 senior class) 90.49%
Free and Reduced Lunch:	56% (as of 2-28-13)
Average Daily Attendance:	95.95%
Truancy Rate:	34.28%
Dropout Rate	(2010-11 senior class) 3.20%
Suspensions:	86 different students have been suspended in 2012-13
Suspension Rate:	(the total number of incidents divided by the total enrollment) 14.1% for 2011-12 school year
Expulsions:	11 recommendations for expulsion hearing 2012-13 (8 students returned with stayed-expulsions)
# of Students in Advanced Placement Classes	455 students in 20 sections of AP courses
SAT Average Math:	500
SAT Average Verbal:	480
SAT Average Writing:	464
AYP Met All Areas	White (Safe Harbor)

Ethnicity	(2012 AYP) English Language Arts	(2012 AYP) Mathematics
Schoolwide	57.3	60.8
Asian:	58.8	66.7
Hispanic	41.2	47.7
White	69.2	73.7
Socio-Economically Disadvantaged	45.9	51.6
English Learners	27.6	35.6
Students w/Disabilities	11.1	13.2

Chapter II: PROGRESS REPORT

Yuba City High School has made significant progress in addressing all of its Critical Areas of Follow up since the last WASC Visiting Committee. The school's follow-up process has been consistent and focused. School improvement is part of the culture established by the school's leadership team. All required planning for individual programs have been unified into the action plan for pupil achievement. The Leadership Team and the Administration have worked to implement the action plan and respond to the recommendations of the last WASC visit.

The most significant developments since the last WASC visit in 2007 are as follows:

Recommendation #1

Completion and implementation of common benchmark assessments and common curriculum in all core areas

The Self Study reports that the faculty and staff have developed and continue refine systematic common benchmark assessments to improve student achievement in ELA, Algebra Readiness and other core curricular areas.

The English Department

- Developed pre and post common writing assessment (August and May) for all 9th, 10th and 11th graders
- Developed and refined common pacing guides for English 9 (formerly known as English 1) and English 10 (formerly known as English 2)
- Developed and refined benchmark assessments for English 9 and English 10

ELD Program

- Developed common assessments for reading and writing are administered every six weeks; common assessment data is used to place and move students through the ELD levels at six and eighteen week benchmarks

Math Department

- Developed a common pacing guide for Algebra 1A, Algebra 1B, Algebra 1, Applied Algebra, Geometry and Algebra 2
- Developed common chapter assessments and semester final assessments for Algebra 1A, Algebra 1B, Algebra 1, Applied Algebra, Geometry and Algebra 2

Social Science Department

- World History developed and implemented a common pacing guide
- World History developed and implemented common assessments every six weeks
- US History developed and implemented a common pacing guide
- US History developed and implemented common assessments every six weeks

Science Department

- Developed common pacing guides for IPS and Biology
- Developed common assessments in IPS
- Developed common assessments in Biology
- Developed common assessments in Chemistry

Physical Education Department

- Physical Education implemented Course 1 and Course 2. Teachers use common grading, common mile times and common written tests
- Implemented writing assignments; Fitness homework assignments
- Implemented Extra Credit run-days afterschool

Career Technical Education (CTE) Department

- CTE developed a common employment application writing assessment
- Not all CTE teachers use the common employment application writing assessment
- CTE developed a common oral presentation assessment rubric
- Not all CTE teachers use the common oral presentation assessment rubric

Foreign Language Department

- Spanish 1 and Spanish 2 have developed common pacing guides
- Spanish 1 and Spanish 2 have developed common assessments
- French and German have common assessments between the two high school programs (YCHS and River Valley High School)
- Punjabi has developed a pacing guide for Punjabi 3
- Punjabi has developed benchmark assessments in all three levels (Punjabi 1; Punjabi 2 and Punjabi 3)

VAPA Department

- Have common standards but not common benchmark assessments due to different media

Recommendation #2

Staff development and support for the full implementation of EduSoft and AERIES for all staff

- Edusoft is no longer the District's data management vendor. Effective August 2012, Illuminate replaced Edusoft. The leadership team (content area leaders) received training in August 2012. Content leaders have scheduled additional trainings for teachers in their departments. These trainings have taken place on late start Wednesday meetings or after school through District sponsored Passports.
- 100% of the teachers utilize the Aeries Browser Interface (ABI) for attendance reporting and grade reporting every six weeks
- 95% of the teachers utilize the Aeries Browser Interface (ABI) Gradebook
- In the fall of 2009, a Computer Technician III was hired for one day a week to provide one-on-one or small group training on ABI and Edusoft/Illuminate

The school has in place a professional development/staff meeting model which provides about 4 hours of collaboration time per month to allow for more in depth conversations around the data being collected in the six week assessments and changes needed in instruction to improve student achievement. The administration has provided strong leadership for the focus on instructional improvement in order to accelerate student achievement; yet it must be noted that the school is still faced with the challenge of narrowing the achievement gap that persists between subgroups within the student population.

Recommendation #3

Implement best practices in delivering instruction through daily lesson plans containing measurable objectives

- **2007-08 and 2008-09 Instructional Excellence Initiative:**
 - Two cadres of teachers participated in the Instructional Excellence Initiative, facilitated by Gale Elkins. The Year 1 cadre was comprised of 12 teachers. The Year 2 cadre was comprised of 8 teachers. The Year 2 cadre began the two-year program in 2006-07. In year 1, the participants studied the following instructional practices: a) Formulating an Objective b) Teaching to an Objective and c) Active Participation. In year 2, participants studied: a) Anticipatory set b) Closure and 3) Task Analysis.
- **2007-08 and 2008-09 ELD Discreet Skills/ELD Template:**
 - Seven (7) ELD teachers and three English teachers participated in the ELD Discreet Skills/ELD Template training, facilitated by Kevin Clark Consulting. The program was a two year initiative. The participants studied instructional activities designed to target discreet skills in reading, writing, grammar and vocabulary.
- **2009-10 Rigor and Relevance**
 - Thirteen teachers representing Math, English, Science, Counseling, CTE, Social Science, Physical Education, ELD, Special Education and Foreign Language participated in the Rigor and Relevance initiative. The training was facilitated by Dr. Sean Haley out of the International Center for Leadership in Education (ICLE). The participants attended training sessions with Dr. Haley. Participants then trained the teachers in their respective departments.

Recommendation #4

Access to a-g courses for all students, including English Learners

- In December 2007, an A-G Task Force was formed
- A-G Task Force explored barriers in place and made recommendations to school staff in May 2009
- Science – Beginning in 08-09, General Science was eliminated; all 9th Grader students, except English Learners, some Special Education students, and students interested in Ag Career Pathways, were enrolled in IPS
- Science – Beginning in 09-10, 9th grade students in Geometry could enroll in Biology
- In 2010-11, the prerequisite for Advanced Placement courses was changed from a “B” or higher to a “C” or higher in the recommending course
- All courses are open to all students regardless of any prerequisite

Recommendation #5

Expand the use of pacing guides to coordinate instruction and assessment

The replacement of department chairs with department content leaders by the District resulted in the establishment of a professional leadership team that consistently collaborates with the administration. The school subsequently adopted the “*The Trainer of Trainers*” model for its professional development implementation; which means that select staff members who have been trained will provide training within his/her department. Through this process the staff has participated in the *Rigor and Relevance* training, which has provided opportunities and assistance in the establishment of benchmark assessments, common pacing guides that are aligned to the State standards in core classes, and various other curricular changes.

Recommendation #6

Increase articulation between feeder middle schools and YCHS

Meeting with Feeder Schools

- In 2011-12 the Math Department met with the Riverbend Elementary math teachers
- In 2012-13 the Math Department met with math teachers from all of its feeder schools (November 29, 2012; January 24, 2013, March 13, 2013)
- YCHS counselors meet four times per year with Middle School counselors
- Each spring (March) counselors, psychologists and Special Education staff meet with all the middle school Special Education teachers and students to ensure proper placement of all incoming 9th graders on an active IEP

Recommendation #7

Communicate consistently the roles and responsibilities of all stakeholders at YCHS

In order to increase communication, since 2007, YCHS has added the following positions (currently active):

- 10 Content Area Leaders
- ELD PI coordinator
- Writing Task Force Leader
- English 1 Task Force Leader
- Geometry Task Force Leader
- World History Task Force Leader
- Special Education Task Force Leader

Other Task Force Leaders since October 2007 (not currently active)

- Freshman Success Task Force Leader
- A-G Task Force Leader
- Advisory Task Force Leader
- Algebra 1 Task Force Leader

While the school has addressed adequately the recommendations, the AYP graduation data over the last four years has been around 90%. The CST ELA achievement data for the last three years indicates that the performance of the students is relatively stagnant. For example, the students achieving Proficiency or Advanced in their 9th grade year are the same students achieving Proficiency or Advanced in their subsequent years. Yuba City High School has over 50% of all 9th, 10th and 11th graders achieving at Basic or below on the CST ELA.

Yuba City High School faculty and staff have spent some time examining the achievement data in Mathematics, and in particular, Algebra 1. Since the last WASC Self Study 2007, the staff has implemented several initiatives to address the lack of schoolwide improvement in mathematics and the achievement gap between subgroups in Algebra 1. In 2009, the Mathematics Department eliminated Algebra Readiness for all students, except students on an IEP. Students who needed extra support in Algebra 1 took an Algebra 1 Shadow class. This program provided students with an extra period of Algebra 1 for elective credit only. In 2009, students were scheduled by their Algebra 1 teacher. In 2010, students were scheduled heterogeneously. Thus, their Algebra 1 Shadow teacher was not necessarily their Algebra 1 teacher. Still, the CST achievement results were not improved. In 2011, YCHS eliminated the Algebra 1 Shadow program and implemented the two-year Algebra 1 program. Students who were not ready for the one-period Algebra 1 class were enrolled in Algebra 1A for an entire year, and subsequently in Algebra 1B the following year, in order to complete the one year of Algebra 1 curriculum. Still, the achievement results were not improved. In fact, the percent proficient and Advanced for Algebra 1 declined. It is reported that for the 2013-14 school year, YCHS will eliminate the Algebra 1A and Algebra 1B program and return to the Algebra Readiness program. The Math Department has been discussing and researching interventions that could be implemented during the school day.

It seems like the initiatives have been many and the results have remained the same. It is reported that Teachers use lesson plans aligned to state standards to help students meet state standards. The use of lesson objectives, instruction and guided practice, students are expected to construct their understanding of the content. Instructional strategies listed include: direct instruction, guided practice, SDAIE strategies, whole class discussion, small groups, daily warm-ups, pair-share, board work, group reading, vocabulary postings, journal writing, projects, presentations, and labs.

In summary, the challenge is how might the learning community increase the capacity of faculty and staff to analyze disaggregated student performance data in a meaningful way before switching and/or abandoning intervention programs such as shadow algebra, or algebra A-B? To what extent has the faculty prepared itself to fully implement Common Core, its benchmarks and common assessments in all curricular areas?

Chapter III: SELF STUDY PROCESS

The Visiting Committee believes that Yuba City High School has met all of the WASC criteria in developing the Self-Study Report. As part of the WASC process, the leadership team together with the administration established focus groups that included administration, teachers, classified staff, parents, and students. Since the establishment of the focus groups, the school has held monthly meetings to set the vision and direction for the school. Yuba City High School's vision and mission statements were revised in the 2009-10 year and were reviewed by a Focus Group as part of the self study process. The Expected Schoolwide Learning Results (ESLRs) now known as Schoolwide Learner Outcomes (SLOs) were also reviewed in the Spring and Fall of 2012 as part of the Self Study process by the Organization Focus Group and were determined to be still valid and not in need of revision. The Site Council, English Learner Advisory Committee (ELAC) and the Parent Club also reviewed and provided input on the mission, vision and SLOs.

Expected Schoolwide Learning Results

now referred to as

Schoolwide Learner Outcomes

Demonstrate Literacy

- Read, comprehend and write at the 10th grade level or above

Meet or exceed academic standards established at Yuba City High School

- Achieve competency for the standards of any course taken
- Achieve proficient or better on the California Standards Test
- Pass the California High School Exit Examination

Establish goals

- Develop a plan to achieve individual short and long term goals, utilizing available school resources

Participate in a school activity and/or community organization

Be involved in school sports, clubs and community volunteerism

Yuba City High School is utilizing a professional assessment process to assess student performance data and they are holding themselves accountable to the parents and stakeholders in the community. The school has added collaboration time since their last WASC self-study in 2007. The staff voted on and passed an initiative to have “late start” Wednesday collaboration meetings. The fact that the staff was willing to increase instructional minutes in order to facilitate time to collaborate in content and/or subject specific teams demonstrates a school wide culture of improvement.

Staff focus on state summative assessments such as CST’s, CAHSEE, and CELDT data during these collaboration times so they can better revise curricular pacing guides and disaggregate assessment scores of their students. Illuminate replaced EduSoft as the student management system in August of 2012. Training on how to best utilize this new student information system is available one day a week as scheduled by content area leaders. Within departments, teachers are collecting, analyzing, and reporting on student performance data. As outlined in the report, some departments are much further along in the process of development and implementation of assessments.

Aeries Browser Interface (ABI) is the Student Information Data Management system. 100% of the teachers use ABI to report daily attendance and report progress grades every six weeks.

Teachers use lesson plans aligned to state standards to help students Meet state standards. The use of lesson objectives, instruction and guided practice, students are expected to construct their understanding of the content. Instructional strategies listed include: direct instruction, guided practice, SDAIE strategies, whole class discussion, small groups, daily warm-ups, pair-share, board work, group reading, vocabulary postings, journal writing, projects, presentations, and labs.

Some staff use walkthrough data to focus the effectiveness of engagement strategies. Assessment of learning is conducted through the use of state assessments, common assessments in some departments, rubrics, oral presentations, student binders and posting of student work. The report indicates that students are required to use proper content, grammar and punctuation across the core curriculum.

In light of the fact that the numerous program initiatives and changes at Yuba City High School continue to yield the same Schoolwide Learner Outcomes, the Visiting Committee wonders whether the faculty and staff have committed to carefully examine their practices regarding standards-based curriculum, instruction, assessment and accountability framework in their attempt to improve student learning!

The Visiting Committee believes that the Leadership Team will continue to increase the capacity of faculty and staff to disaggregate and analyze student performance data in order to make informed instructional decisions in the implementation of

rigorous standards-based curriculum, instruction, assessment and accountability strategies in the classrooms to narrow the achievement gap among subgroups.

Chapter IV: QUALITY OF THE SCHOOL'S PROGRAM

Part A: WHAT CURRENTLY EXISTS

CATEGORY A: ORGANIZATION: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. Organization Criterion

To what extent a) does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels and b) is the school's purpose supported by the governing board and the central administration and further defined by expected school wide learning results and the academic standards?

Yuba City High School's vision and mission statements were revised in the 2009-10 year and were reviewed by a Focus Group as part of the self study process. The Expected Schoolwide Learning Results (ESLRs) were also reviewed in the Spring and Fall of 2012 as part of the Self Study process by the Organization Focus Group and were determined to be still valid and not in need of revision. The Site Council, English Learner Advisory Committee (ELAC) and the Parent Club also reviewed and provided input on the mission, vision and ESLRs. The mission, vision and ESLRs are clearly posted in all classrooms. The ESLRs serve to guide the instructional focus of the school and are consistent with the overall vision of the District as reflected in the strategic plan.

A2) Governance Criterion

To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected school-wide learning results and academic standards based on data-driven instructional decisions for the school; b) delegate implementation of these policies to the professional staff; and c) regularly monitor results and approve the single school-wide action plan and its relationship to the Local Educational Association (LEA) plan?

The governing board has policies and bylaws that are aligned with the school's purpose and support the achievement of the expected school wide learning results based and academic standards based on data driven instructional decisions for the school.

The Yuba City Unified Board of Trustees meets twice per month throughout the year. The Board provides direction and has set clear goals regarding student

success, student support, staff success and community outreach. Yuba City High School Site Council meetings are regularly attended by a Board Member liaison. The school's expectations and goals are based on and aligned with District Local Educational Agency Plan (LEAP).

A3. Leadership and Staff Criterion

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school-wide learning results and academic standards?

To what extent does the school leadership and staff annually monitor and refine the single school-wide action plan based on analysis of data to ensure alignment with student needs?

Traditional Department Chairs have been replaced with Content Area Leaders since 2007. There are also multiple Task Force leaders covering World History, English 1, Geometry, Special Education, and Writing. The school leadership team also includes a AVID Coordinator, an ELD/PI Coordinator, an Athletic Director and an Activities Director. Content Area Leaders attend bi-monthly meetings and they are responsible for disseminating information and facilitating communication between the school's leadership and the members of each department. Other ad-hoc Task Force teams have investigated specific school wide issues over the past six years but are no longer currently functioning. A lack of scheduled time during the school day was stated a reason why these groups are no longer active. The Action Plan is reviewed annually by the Leadership Team for alignment and relevance to the students' needs. The Action Plan was rewritten as part of the self study process in 2012 to better align with the three campus wide goals

A4. Leadership and Staff Criterion

To what extent based on student achievement data, does a qualified staff facilitates achievement of the academic standards and the ELSRs through a system of preparation, induction, and ongoing professional development.

All staff are highly qualified in their subject area assignment. New staff at YCHS participate in a summer orientation facilitated by the administration and classified staff, while first and second year teachers participate in the BTSA program to refine their classroom management strategies, self reflection and assessment skills. The culmination of BTSA is a action research project. Professional development regarding the Common Core State Standards (CCSS) has begun with all Math teachers participating and some of the English department as well. Nurtured Heart training is offered on to all teachers on an ongoing basis.

The entire teaching staff (91) has participated in cross discipline "walk throughs" to observe and chart student engagement in content areas outside of their department. In total, data was collected from 206 classroom observations and has been reviewed

by the leadership team. Observations have continued in the Spring of 2013, with the focus shifting to teachers observing other staff in their own content area. Professional development activities need to be developed based on the data collected in these walk throughs to create a consistent expectation of student engagement and appropriate teaching strategies to enhance student engagement. The staff has worked together with administration to institute "late start" Wednesday this school year to increase collaboration time. Staff meet in content areas and/or instructional teams to review curriculum, instructional strategies and assessments.

All staff are provided an electronic Staff Handbook which clearly communicates expectations for all staff. The daily bulletin is emailed to all staff and the ASB students read morning announcements to the entire school each day. A weekly calendar of events is also emailed to all staff and posted in high traffic areas. Content Area Leaders and Task Force Leaders communicate meeting notes and disseminate information to members of their department/team.

A5. Leadership and Staff Criterion

To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

Staff development needs are determined by each individual department based on specific curricular, instructional and technology needs. The primary focus over the last six years has been on the use of technology for staff. A computer technician is available to provide regular professional development for staff and the current four focus areas for this training are: ABI Gradebook, Illuminate, SMART Board use and Accelerated Reader. Departments can use time available on late start Wednesdays for trainings with the computer technician.

Over the past six years cadres of teacher have participated in a variety of professional development activities including the Instructional Excellence Initiative (focusing on Formulating an Objective, Teaching to an Objective and Active Participation in Year One and Anticipatory Set, Closure and Task Analysis in Year Two), the ELD Discreet Skills/ELD Template training (studying instructional strategies that targeted discreet skills in reading, writing, grammar, speaking and vocabulary), and a Train the Trainer Rigor and Relevance initiative. Thirteen teachers from a variety of departments participated in this training and held follow up session with teachers in their own departments. Teachers from YCHS have visited several other high schools, observed Advisory Periods at four high schools in Ventura County, and participated in multiple WASC visitations. All four of the administrators at YCHS have also participated WASC visits.

A6) Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the

legal intent of the programs to support students in the accomplishing the academic standards and the ESLRs?

Since 2008 a concerted focus has been on the upgrading of technology available to teachers. 96% have laptops and SMART Boards are in 66 classrooms on campus. Aside from the PE department, all teachers have access to an Illuminate document camera.

Due to the age of the YCHS campus, many renovations have been necessary. The technology renovation began in 2007-08 and has proceeded in three phases: 1) a laptop for every teacher, 2) multimedia projector in every appropriate classroom and 3) a SMART Board for every teacher requesting one. Network ports have been added as the SMART Boards have been installed in various classrooms. Other upgrades have included: phone system (Fall 2011), high resolution security cameras (Fall 2012), new computers in three computer labs, new electronic marquees (2011), special education teachers receiving touch screen computers for student use, benches at various points on campus and the general beautification of the school. The custodial and grounds staff does an excellent job keeping the facility clean and landscaped.

Areas of Strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

- Clearly defined Mission and Vision
- ESLRs that are posted in every room
- Implementation of technology to improve and facilitate student engagement
- All staff is highly qualified
- All staff build relationships with students.
- The counseling department is cohesive and focused on doing whatever is necessary to guarantee student success.
- The Principal and administrative team are motivated and collaborative
- The facility is well maintained by the staff and students who take pride in their school

Key Issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

- Administration should seek out more staff input regarding campus issues, professional development and school policies
- Continued technology support and training
- School safety procedures to be reviewed and updated regularly

- Continued refinement of ESLRs to ensure relevance
- Develop professional development plans related to observation and data collection regarding student engagement.
- Computer labs should be increased both in number and capacity

Important evidence from the self-study and visit that supports these strengths and issues include the following:

- Posted Mission, Vision and ESLRs in all rooms
- Minutes and notes from:
 - Site Council
 - ELAC meetings
 - Parent Club
 - Board meetings
 - Leadership meetings
 - Professional Development days/meetings
- School Wide Action Plan
- Wednesday Collaboration Meetings
- Staff Handbook
- Daily Bulletin/Announcements
- Weekly Calendars
- Computers/SMART Boards in classrooms
- Focus group interviews
- Updated security cameras, marquees, phones and network ports

**CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM
B1. To what extent do 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?**

All Yuba City High School students have access to standards-based curriculum. YCHS curriculum is continually monitored by ongoing department assessments. As recommended in YCHS's last WASC visit, teachers voted and approved Late Start

Wednesday to allow time for collaboration, creation of assessments, and focused development of instructional practices based on student assessment data.

All classes use mandated, state-approved textbooks, and all classes follow the state standards. All core classes have developed common pacing guides that are aligned to the state standards. All core subject areas have pacing guides that are in place, and common assessments are given every six weeks. In efforts to start implementing the upcoming Common Core Standards, English teachers recently revamped their curriculum to emphasize expository writing and nonfiction reading. 9th-11th grade English classes use Holt curriculum, while 12th grade English classes use Houghton-Mifflin. 12th grade English teachers have developed a six-week-portfolio-project that assesses critical reading, writing, and the use of dialectical journals. More recently, the Sports Literature course has begun to utilize science curriculum to help complete the 12th grade portfolio. The English department as a whole is using Early Assessment Program and Collage Board writing programs. The English Department has made diligent effort to review writing gaps by assessing students twice a year on lit analysis and expository writing. Moreover, the English department should be commended for their efforts and willingness to implement writing across the curriculum.

The Math Departments uses McDougall-Littell textbooks for Algebra 1, Algebra 2, and Geometry. Prentice Hall textbooks are used for Algebra Readiness, Algebra 2C, and Geometry C. The department uses Houghton-Mifflin for Applied Algebra, Larson-Hostetler for Trigonometry, Glencoe for Pre-Calculus, and Wiley for Calculus. The department has created common pacing guides for Algebra 1, 1A, 1B, Algebra 2, and Geometry. The department is set up on a six week testing calendar. However, there seems to be a misunderstanding on pacing guide norms and guidelines, along with text book adoption.

The Art and Performing Arts departments follow the California and Performing Arts Standards. In Career Technical Education (CTE) each course's curriculum is tied to state standards and career pathways standards. All Foreign Language classes follow national standards and state-approved textbooks. Spanish classes employ common pacing guides. French and German classes have common pacing guides with River Valley High School. ELD Reading courses, levels 1-4, use Hampton Brown *Edge*. All four levels follow and agreed-upon curriculum that is aligned to state ELD and ELA standards. The ELD Grammar courses, levels 1-4, use *Grammar Form and Function* by McGraw-Hill. Science implements State Standards based curriculum in all courses. IPS and Biology have a common curriculum guide. World History and US History are aligned with state standards and have common pacing guides/curriculum calendars. Common assessments are used every six weeks, and these results are used to modify instruction for the students.

The Counseling Department should be commended for the diligence to makes sure all educational needs are met for the students of Yuba City High School Students. Counselor caseloads are developed on student needs first. Counselors meet with

every sophomore and parent to set up their educational plan for the remainder of their high school career.

Through the use of syllabi YCHS staff members inform parents that curriculum is tied to state standards.

In the fall of 2012, all 91 YCHS teachers participated in cross-discipline walkthroughs. In small teams, teachers from each department and one administrator observed student engagement in six to seven classrooms. The teams observed and charted the engagement levels of the classes in content areas other than their own. A two-period block of time was given for all the different content area teams. The data from 206 class observations was reviewed at a leadership meeting, but as of right now the data has not been used to facilitate professional development. During the Spring of 2013, teachers continued these classroom walkthroughs; however, in this round the observations, the teams of teachers observed classes within their specific content areas.

B2: Do 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?

YCHS offers a wide variety of choices for students to pursue their educational and career options. Courses are designed to meet the individual students' needs. YCHS offers classes from intervention to advance placement. YCHS offers a variety of classes for students, especially those meeting A-G requirements. Currently 41% of YCHS students are A-G compliant. The staff has developed additional courses that meet graduation requirements, such as courses in agriculture and art.

YCHS offers an extremely wide variety of classes for their students to help assist with academic, personal, and school-to-career goals. YCHS continues to strive for new and improved classes based on the varied needs of the student population. The master schedule is built around student needs.

Counselors help students understand the process of applying for colleges and universities. Counselors meet with parents to inform them about the application process, along with applying for financial aid. Programs such as AVID and CSF prepare students for college success, especially those who may not otherwise have college opportunities.

Since the last WASC visitation, YCHS has revived the Work-Ready Certification program and initiated the Career Pathway Certificate program. If students want to earn a Work-Ready Certificate, students must attend a series of Work Ready seminars, and complete a portfolio containing a letter of introduction, a resume, and letters of reference. Along with the portfolio, students must participate in mock interviews with a local business and participate in career exploration as seminars.

In efforts for future planning, students have access to the Career Center to help guide them through high school and into college or the workforce. Students are involved to visit the Career Center to utilize "Career Cruising," a software program where they complete a computer-based self-assessment. The program identifies students' interests and strengths and links them to careers and colleges for further exploration.

YCHS continues to examine better procedures and guidelines for appropriate student placement. The current action plan includes for improving student placement.

An IEP/504 team is convened annually for each qualified student. This meeting ensures that IEP goals are being met, that the student is appropriately placed, and the transition plan is reviewed/developed. IEP goals and recommendation are given to each teacher who has a special needs student in their classes.

B3: To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

YCHS graduates receive a comprehensive education based on California State Standards including course work in Math, Science, English, Social Science, Foreign Language, Visual and Performing Arts, and Physical Education. Students are able to supplement those classes with others that interest them and/or meet college entrance requirements. Most classes meet A-G standards for CSU/UC admission.

YCHS offers programs that strive to meet the academic needs for their students. Intervention and strategic classes, as well as ELD courses, are offered to students who need extra help in the areas of reading, decoding and comprehension.

In 2012, the Leadership Team examined graduation data as well as ELA and Math data. As a result, the school leadership team formulated and the following schoolwide goals:

- **Goal 1: Increase graduation rate of 2% every year until 100% is reached.**
- **Goal 2: Students will increase two (2) rubric scores or achieving proficiency (4, 5, or 6) on the YCHS post writing assessment.**
- **Goal 3: 20% of students in Algebra Readiness and Algebra 1 will achieve Proficient or Advanced on the End of Course District Assessment.**

The YCHS staff is continually working on developing action steps for each goal.

Areas of strength for Standards-Based Student Learning: Curriculum:

- Schoolwide Action Plan
- Access to A-G and AP course for all students
- Intervention classes for struggling learners
- Students develop career plans with counselors, teachers, and support personnel.

Key issues for Standards-Based Student Learning: Curriculum

- Continue to explore course offerings
- Align curriculum (from the core classes to PE and CTE) to Common Core Standards
- Continue to increase graduation rate
- Clarify and follow placement procedures
- Obtain instructional materials that are aligned with Common Core Standards to increase instructional strategies in the classroom
- Replacement of damaged and aging materials with relevant materials that will help support the CCSS
- Professional development needed across the curriculum to support CCSS implementation
- Program consistency is needed to be able to measure student growth.
- Lack of congruent direction from the district office.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Late Start Wednesday for the purpose of collaboration and date review
- Textbooks for each course, albeit outdated, all students have access to textbooks
- Course pacing guides, and common assessment for the core curriculums
- Senior Portfolio Project that exhibits the real-world strengths of graduating seniors.
- Common Curriculum Calendars
- Pre and Post writing assessment data
- Early stages of writing across the curriculum
- Course Syllabi
- Walkthrough data; however, the data needs to be used to drive professional development and classroom instruction
- Leadership meeting summaries
- CTE: Farm Day
- FFA activities
- Counselor meetings and conferences with students and parents
- AP classes in English, science, social science, math, art, and foreign language
- Intervention classes available for English and math
- EL level courses
- Sports Literature, Career English, Floral Design, Earth Science, Agriculture, Animal Science
- AVID Classes
- CSF Club
- Graduation cords for AVID, CSF, and A-G completion
- Career Pathway brochures and handouts
- Career Cruising software

- Graduation cords in recognition of completion of Work Ready of Career Pathways programs.
- Career Center
- Sophomore conference
- Schoolwide Action Plan
- IEPs
- SSTs
- 504s
- WIAT III
- CST/CAHSEE/CELDT
- Course Catalog
- ESLRs are visible in most classrooms
- ELD/Strategies syllabi
- Saturday CAHSEE prep
- Schoolwide Action Plan

CATEGORY C. STANDARD-BASED STUDENT LEARNING: INSTRUCTION

C1: To what extent are all students involved in challenging learning experiences to achieve the academic standards and expected school-wide learning results?

Teachers use lesson plans aligned to state standards to help students meet state standards. Some teachers demonstrate the use of lesson objectives, and through instruction and guided practice, students are expected to construct their understanding of the content. Instructional strategies listed include: direct instruction, guided practice, SDAIE strategies, whole class discussion, small groups, daily warm-ups, pair-share, board work, group reading, vocabulary postings, journal writing, projects, presentations, and labs.

Some staff utilize walkthrough data to focus the effectiveness of engagement strategies. Assessment of learning is conducted through the use of state assessments, common assessments in some departments, rubrics, oral presentations, student binders and posting of student work. The report indicates that students are required to use proper content, grammar and punctuation across the core curriculum.

The self-study indicates that members of the staff have participated in professional development activities including Instructional Excellence Initiative and Train the Trainer Rigor and Relevance initiative. The staff and administration report that there are three ongoing focus areas from the professional activities. These include lesson objectives, student engagement, and closure activities. During the visit some

teachers demonstrated the use of objectives, specific student engagement activities, and lesson closure activities.

The school has begun the process of walkthroughs to acquire data on the level of student engagement in the classroom. The report does not indicate how the data will be used to drive instruction other than that it was reviewed at a Leadership meeting, used to plan additional professional development, and promote collaboration and awareness among staff. The study reports a strength of recent data shows that most students are engaged.

The school has developed Pre- and post-writing assessments to acquire data on the writing skills of students in grades 9-12. However there is no specific indication in the report on how the data has driven instructional practice for all students.

It appears that the Special Education Department provides differentiated instruction. Students in the ELD program receive additional intervention to aid in understanding of the curriculum.

C2. To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

The self-study reports that teachers use a variety of strategies and resources to expand learning in the classroom. There is little indication in the self-study as to what strategies are used to move beyond the text book and the classroom.

Students participate in the Work Ready Certificate program. Students complete training, a work portfolio, participate in mock employer interviews and career exploration seminars. Some students are placed in internships programs through the ROP program. The study indicates that students have the opportunity to take college courses through Yuba College, but does not indicate how many students use this option.

The schools focus has been to acquire more modern technology both in the classroom and on campus. With the increase of the technology, one of the main focuses of staff development is the use of the SMART boards and other technology resources. The study indicates that the addition of technology has led to drastically improved student engagement and curriculum delivery.

Areas of strength for Standards-Based Student Learning: Instruction:

- Common assessments in most of the core concepts
- Transition to Illuminate
- Pre- and Post- writing assessments

- Addition of technology available in the classrooms(SMART boards, laptops)
- Ongoing professional development in the use of technology
- Intervention thru AP course offerings
- Late Start Wednesdays for the purpose of collaboration
- Course syllabi

Key issues for Standards-Based Student Learning: Instruction:

- There is no evidence that students participate in feedback-surveys/interviews
- There is no indication of the level of implementation of noted professional development and the impact on the level of learning for all students.
- There are indications that “most” staff use identified instructional strategies and information from professional development activities.
- Current data indicates current instruction is not meeting expected outcomes and professional development activities may not be leading to change practice.
- The study does not indicate the ongoing use of past professional development activities and their effectiveness.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

CATEGORY D. STANDARD-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILIT

D1: To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?

Yuba City High School has adopted Illuminate as their data collection software since their last WASC visit in 2007. Departments collect, disaggregate, and analyze data including but not limited to: CST’s, CELDT, and CAHSEE. This data is used to revise curricular pacing guides and assessments, and for student placement in classes. The school has made this a priority and has adjusted their schedule to provide weekly department meeting time so they can focus on assessment scores and adjust curriculum delivery. The Math and English departments are further along with the development and implementation of assessments than other departments within the school. Most teachers utilize ABI Gradebook to communicate academic progress with students and parents.

D2: To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancements of the educational progress of every student?

Assessments vary from informal to a formal unit assessment. Teachers are using data from prior test results and creating common assessments to match the state standards. In many areas, the analysis of the assessment data has led to changes in course offerings, instructional techniques, and pacing. Yuba City High School is striving for student mastery of their ESLR's and of the state content standards. They are aware of the assessment data and are focusing on what they need to do to improve their percentages of students who are proficient or advanced as measured by the state assessment tool. All departments are utilizing assessment to focus their instruction on the learning. The school and staff are using Illuminate to help analyze the data, they have provided collaboration time to do the analysis and to adjust instruction and they are using various methods of assessment. They need to continue to utilize professional development time to improve instruction and to use assessment data to drive changes as they move towards the Common Core. They need to continue to develop and refine common assessments as they are currently doing with both English and Math.

D3: 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?

Yuba City High School has implemented common assessment in their English, Math, ELD, Social science, and Foreign Language Departments. They are utilizing authentic assessment in their VAPA courses and the state Physical Fitness test in their Physical Education Department. In addition, their Special Education Department focuses on student progress through the IEP process. Teachers use a variety of assessments: criterion reference multiple choice tests, essay examinations, research projects, portfolios, short answer tests, oral and visual presentations, and research projects to monitor student progress relative to the school's ESLR's. Students must pass assessments in order to complete a course.

D4: 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?

Yuba City High School is being driven by assessment as they continue to transition to the Common Core. Assessments vary from informal to a formal unit assessment. Teachers are using data from prior test results and creating common assessments to match the state standards. In many areas, the analysis of the assessment data has led to changes in course offerings, instructional techniques, and pacing. Yuba City High School is striving for student mastery of their ESLR's and of the state content standards. They are aware of the assessment data and are focusing on what they need to do to improve their percentages of students who are proficient or advanced as measured by the state assessment tool. All departments are utilizing assessment to focus their instruction on the learning. The school and staff are using

Illuminate to help analyze the data, they have provided collaboration time to do the analysis and to adjust instruction and they are using various methods of assessment. They need to continue to utilize professional development time to improve instruction and to use assessment data to drive changes as they move towards the Common Core. They need to continue to develop and refine common assessments as they are currently doing with both English and Math.

Areas of Strength for Standards-based Student Learning: Assessment and Accountability:

- All departments use assessment to focus instruction and plan remediation
- Teachers use various methods of assessment
- Six week common assessments and chapter test are input and analyzed using Illuminate
- Collaboration time devoted to data analysis and intervention planning
- Math Department working to articulate common assessments with feeder schools
- Use of common assessments in ELA for 9th, 10th, and 11th grades.
- Common pacing guides for 9th and 10th grades in ELA
- The English Department has well developed pre and post writing assessment
- The English Department has implemented pre and post reading assessment utilizing Accelerated Reader
- The Science Department has common pacing guides for IPS, Biology, and Chemistry
- Science has developed common assessments with benchmarks for IPS and Biology
- The Math Department has common pacing guides in place for Algebra 1A, 1B, 1, Applied Algebra, Geometry, and Algebra 2
- The Math Department has common assessments for Algebra 1, 1A, 1B, Applied Algebra, geometry, and Algebra 2
- Student performance on CST's in 11th grade ELA has increased
- Student performance on CST's in Earth Science have increased dramatically
- The Physical Education Department has implemented writing assignments and are utilizing common grading

Key issues for Standards-Based Student learning: Assessment and Accountability

- Only 95% of teachers are using the Aeries Browser Interface (ABI) Gradebook
- The school needs to increase achievement scores on EAP assessments
- The school needs to increase achievement scores on state assessments

- Not all CTE teachers are utilizing the common oral presentation rubric or the common employment application writing assessment
- All teachers need to input data into Illuminate and the district needs to provide the resources and support to fully implement the use of Illuminate (test bank)
- The core departments need to evaluate for implementation a consistent incentive program to recognize improved student performance on state assessments and Advanced Placement examinations

Important evidence from the self-study and the visit that supports these strengths and key issues including the following:

- Collaboration is occurring in all departments during Wednesday morning “late start meetings”
- Staff have developed or are developing benchmark assessments based on the state standards
- The English Department is utilizing Accelerated Reader to pre and post test all students reading ability
- The staff believes there is a lack of buy in by the students on CST tests and this is why their performance levels are low
- YCHS is adding two Math Task Force leaders next year to work with the entire staff, not just math teachers
- YCHS plans to add an additional Writing Task Force Leader next year to improve staff ability to incorporate writing across the curriculum
- Content Area Leads need to fully utilize the Illuminate trainer available so teachers can fully utilize Illuminate
- The Mathematics and English Language Arts departments need to continue to focus on strategies to improve student achievement on state assessments and EAP scores

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with teaching/learning process?

Yuba City High School shows a myriad of strategies as well as resources to involve the entire school community in supporting and engaging to ensure the successful education of their students. Using many differing mediums the entire school community can easily access the many academic as well as extra-curricular

interests the school has in place showing a clear focus for true student success for all.

Parents are able to view students' attendance and grades online at any time (ABI), Parent Connect. Liaisons are used for students with particular needs such as hearing loss as well as those who are not fluent in the English language. *Honker Headlines* and the school website are available for the entire school community access as to the daily activities school wide. Back to School Night and Open House are other avenues with which teachers can connect in person with parents, there is also email, as well as phone calls home.

Beyond on the initial findings for parent connection, there is also the seemingly close involvement of the counseling department to not only ensure parental involvement but a clear line of communication with every student focusing strictly on student success. Starting with Freshman Parent Night, continuing throughout the high school years of each student including individual meetings to discuss the A-G requirements, student standings with regard to graduation, options for education beyond the high school years as well as finding avenues to help fund the expenses college will bring; the parents are provided the information in their native tongue throughout the process.

The Career Center regularly involves the business community hosting speakers from area businesses as well as differing vocational advocates. A partnership has been formed with Yuba College and CSU, Chico in an effort to reach the at-risk or disconnected students. Offering Regional Occupation Programs (ROP) students are able to get hands on, real world experience with careers that seem to interest them from local businesses. The relationship built between Yuba College and CSU, Chico allows the opportunity for students an early start to college for a minimal cost.

A large computer lab within the career center as well as another computer lab for class use gives students ample opportunity to access any information they might need at any point during the school day.

Expectations are set from the onset of a student attending Yuba City High School with transition meeting for all students. Those with Special Needs are assessed and transitioned into the proper level coursework and all other students are made aware of what is expected through the same process. Special Needs students are mainstreamed into the regular or college prep classroom with the support of another teacher or aid to ensure the IEP is met.

Tutoring is available in the forms of an after school program, an intervention during the school day as well as reaching those students with 68/9% in their math class. Teachers are also available for any assistance before and after school as well as lunch.

To foster the idea that success for all is the mission and goal, students are honored and celebrated in numerous ways. Involving various service organizations and businesses who provide varying incentives for those who excel in attendance, grades, behavior coupled with many other categories. There are other venues with which Yuba City High School notices the accomplishments of their students such as growth on the CST, Academic Awards night, Student of the Month, AVID Wall of Fame plus many more acknowledgements at graduation. Not to be forgotten the athletes are also celebrated with awards during Sports Awards Night.

E2: School Culture and Students Support Criterion

Is the school a safe, clean, and orderly place that nurtures learning?

Yuba City High School (YCHS) has an ongoing focus on creating a complete campus which nurtures routines, procedures and cleanliness in an effort to maintain a higher learning, orderly and caring school. Using signs alerting visitors as to the mandatory procedures with warnings for those not wishing to comply, it is clear what must occur for any person outside the normal daily school population.

Through structured warnings such as clean up bells, one minute bells along with tardy bells and dismissal bells routine is established for everyone on campus. A dress code that clearly states the expectations for each individual, compiled by committee incorporating the entire school community; A discipline policy that is strictly enforced by staff and followed by students further shows the focus of maintaining an orderly, routine driven campus.

Safety of the students is clear with the staffing of a campus resource officer, campus supervisors and a dial 88 for any emergency in place. Security cameras have been upgraded to ensure coverage of activities on campus as complete as possible. Custodians make certain the school is clean throughout the entire school day into the evening hours.

The school, through the discipline policy, dress code, bell system ensures the campus is orderly at all times. Procedures such as earthquake, intruder and fire drills are in place, made clear to all school personnel, and are practiced with the clear expectation for proper behavior. This is also further shown with portable toilets being placed in each classroom in case of a true emergency/lockdown.

Staff expectations are made clear through the handbook given each teacher, it is clear of the performance demands placed not only on the teacher but, for students performance on all academic endeavors including the CAHSEE and CST's. Posters placed in each room with the message of being proficient is made clear to all. A dress code that ties directly into the mission and vision statements assists making the expectations. Teachers are lauded for their efforts in the classroom through either the Superintendent's Award or the Rotary Teacher of the Year Award.

E3 & 4: School Culture and Support Criterion

Do all students receive appropriate support to help ensure academic success?

Do students have access to a system of personnel support services, activities and opportunities at the school and within the community?

YCHS employs a number of strategies, systems as well as staffing in an effort to reach each and every student ensuring their needs are met across the spectrum of academic, physical development and social development. The staffing of a school resource officer, probation officer, psychologist's, nurse and nurses' aid, safety and well-being of the students is clear and evident.

The counseling department, with multi-lingual abilities begins to set the expectations with the transition meetings for incoming students, continued one on one meetings with students set a plan of action, keep them abreast of the A-G requirements, graduation and college entrance requirements. College and career readiness assessments are available for any student as well. Working closely with teachers to reach any struggling student, interventions are in place to identify those with difficulties.

Classes that have the ability to reach and teach students of all levels are in place with the mainstreaming or push-in of Special Needs students along with adult support in the form of another teacher or aid. This is significant as it lends to small group learning and more one on one instructional time as well as securing the goals of the IEP, accommodations and modifications are met.

The library and career center staff is a great benefit to the student body as they are available for assistance with technology, research materials, and career pathways, along with college and scholarship information along with a combined 58 computers for student use.

Tutoring is a big part of the YCHS focus to assist in student success offering an after school program, lunchtime interventions for those with 68/9% in their math class. Other tutoring available is early morning or as teachers' provides assistance in class, before or after school and at lunch. English Language Learners are properly placed with teachers specializing in language acquisition coupled with Math intervention specifically for language learners and Saturday morning CAHSEE preparation classes.

Areas of Strength for Quality Support for Student Personnel and Academic Growth

- Communication with the entire school community using multiple mediums
- Extra-Curricular activities including clubs and athletic programs give students ample opportunities to connect with the school
- Career Center is beneficial in helping students plan their future, by partnering with local colleges, providing real world experienced speakers, and being equipped with 35 computers

- Tutoring is abundantly available to students, particularly in the area of Mathematics. The C Club is currently in its pilot year, and serves a limited number of students until further data is collected to examine the effectiveness of the program and avenue(s) for expansion can be put in place.
- Expectations of students is made clear from the initial transition meetings beginning in the 8th grade year continuing throughout high school
- Expectations of both students and staff are made clear in the area of academic affairs
- Support systems are in place to reach the at-risk, disconnected or struggling students

Key Issues for Quality Student Support for Student Personnel and Academic Grow

- Tutoring for those struggling in English seems to be only before school or a needs basis as students seek it, are the 68/9% students given the equal opportunity math students have?
- Resources and support from both district and school site administration should be provided to boost teacher morale, improving relationships amongst the school community.
- Tutoring includes weekend sessions for ELL/ELD students as well as math what about those who are performing at basic or below on CST's that are English speakers?

Chapter IV Part B: Synthesis of Schoolwide Areas of Strength and Critical Areas for Follow-up

Yuba City High School has made significant progress toward meeting the critical areas for follow-up noted in the last Full WASC Visiting Committee report of 2007. The school has taken several initiatives since the last WASC visit, in order to address student achievement. The Leadership team is comprised of 10 Content Area Leaders, eight Task Force Leaders (WASC, Writing, EL's, Special Ed., World History, AVID, English 1, Geometry) and three assistant principals. The leadership team meets on the first and third Tuesday of each month. The leadership team did not exist in October 2007; no Department chairs/leadership team existed from July 1, 2006 through November 30, 2007.

The administration and leadership team are to be commended for paying attention to student achievement based on data. They, the Math and English Departments, and the counseling department should also be commended for their ongoing work to meet with feeder schools, students, and parents to facilitate the smooth transition of students from middle school to high school and post-secondary experiences. The leadership team and faculty are turning their attention to the collection of data, and have begun use that data to analyze the implementation of standards-based instruction in Yuba City High School's classrooms. The district office, administration, and staff plan to use student achievement information in formulating their improvement strategies and practices.

The focus on student engagement by the entire school should be commended, and current data indicates that most students are engaged in lessons. The data was collected by the entire staff participating in whole school teacher walkthroughs. This increase in student engagement seems attributable to schoolwide efforts on improving technology implementation, as well as some teachers deliberately employing engagement strategies as a result of walkthrough findings. The administration and leadership team are to be further commended for voting on and passing an initiative to rearrange instructional minutes to give staff the time to collaborate in content and/or subject specific teams for 31 Wednesdays from 8:01 to 8:54 a.m. (during contractual time). This change created Late Start Wednesday Collaboration meetings and provided the opportunity for departments to organize in subject-specific teams with an overall content area leader.

School-wide Areas of Strength

- Strong, well organized school leadership that includes the principal, assistant principals, and school leadership team as reflected in the development of the Schoolwide Action Plan.
- Given the current climate between the teachers and district office, the leadership should be commended on their efforts to mediate and communicate between the two parties in order to continue to accomplish what is best for the students.
- The counseling department should be commended for their work to provide students with academic plans, as well as social and academic supports.

Furthermore, the counselors should be also be commended for their philosophy of continual improvement based on data, which leads to deliberate choices that contribute to a students' success in high school and beyond. Students and parents speak highly of the work and effort of the counseling department.

- The use of subject specific task forces to provide a core curriculum program aligned to the State Standards that prepares students to meet post secondary educational goals.
- Establishment of Late Start Wednesday to work collaboratively within teams regarding student achievement data, developing and refining common assessments, and sharing best practice strategies.
- A very well mannered, enthusiastic school community and student body, which takes great pride in their school.
- A variety of strong arts, vocational education, and co-curricular programs that not only expand student growth and opportunities, but serve as a source of great pride for the school.
- Administrators, counselors, teachers and staff who are passionate and care about students and their learning.
- The Career Center is crucial in helping students plan their future by partnering with local colleges, providing hard copy and online scholarship information, providing speakers and guests who provide real-world insight, and being equipped with 35 computers that are available to students and their parents after school hours.
- The use of communication with the entire school community using multiple mediums in various languages.
- Extra-Curricular activities, including a wide variety of clubs and athletic programs, which give students ample opportunities to connect with the school.
- Meeting with feeder schools to discuss which prerequisite skills and knowledge students are expected to have before entering high school.
- Many initiatives and support systems are in place to reach the at-risk, disconnected or struggling students.
- Access to A-G and AP courses for all students

- The development of common assessments and the development of pre- and post-writing assessments.
- The attempt by the English Department to include cross-curricular opportunities for collaboration regarding the pre- and post- writing assessments.

School-wide Critical Areas for Follow-up

- Administration and leadership team should focus on fully implementing common core, benchmarks, and common assessments in all core curricular areas to improve student academic achievement and to meet all API growth targets, including schoolwide subgroups like Latino, ELL, Sp. Ed. and socioeconomically disadvantaged students in order to eliminate the achievement gaps among subgroups.
- District and administration provide applicable professional development for faculty and staff to increase their capacity to collect, analyze and disaggregate school-wide data to discern the effectiveness of the instructional programs and practices, in terms of successful student achievement of Content and Performance Standards.
- Administration and leadership team continue to provide professional development to achieve the alignment of lesson plans to standards-based curriculum, common core, common assessments, instructional practices and School-wide Learner Outcomes in order to eliminate the achievement gap among sub-groups.
- Continue staff development to implement strategies to increase standard based curriculum and instruction to improve academic achievement of all students in mathematics as measured by the California State Standards and CAHSEE
- Continue staff development to implement strategies to increase standard based curriculum and instruction to improve academic achievement of all students in English language art as measured by the California State Standards and CAHSEE
- School data indicate current instruction is not meeting expected outcomes and professional development activities may not be leading to desired change practices. Leadership and administration should develop mechanism to assess the effectiveness of the impact of the implementation of noted professional development on the level of learning for all students.

Chapter V: ONGOING SCHOOL IMPROVEMENT

Brief Summary of Schoolwide Action Plans

The visiting committee believes that the action plans developed in the self-study address the needs of the school. The committee commends the school for the progress already made in transforming the school into a learning community in which Yuba City High School prepares and empowers the whole student with 21st century skills and competencies for success in high school and beyond. The committee also commends the school for its commitment to provide every student with the knowledge, skills and competencies needed for success in postsecondary education and high-skilled careers. It must be noted that the school's Career Center is beneficial in helping students plan their future, by partnering with local colleges, providing real world experienced speakers, and being equipped with 35 computers.

The focus on rigorous curricular programs, excellent co-curricular programs and the quality of leadership at the school has culminated in an impressively continuous improvement focus for student achievement. Yet the school data indicate that current instruction is not meeting expected outcomes and professional development activities may not be leading to desired change practices. The achievement gap between Latino, ELL, Sp. Ed. and socioeconomically disadvantaged students and other sub groups continues to linger at Yuba City High School. Overall the data show that students performance have been relatively stagnant.

Based on what has already been accomplished, Yuba City High School has the desire and the will to implement its action plans. This feeling is supported by the regular use of data that drives decisions and acts as a call to action for staff. A less measurable, but significant factor, is the feeling of school pride that permeates the entire school community. Everyone believes that Yuba City High School is a special place and they work hard to maintain and improve this perception. The visiting committee hopes that faculty and staff will use part of their Wednesday collaborative time to reflect on their instructional strategies and to further examine **“What’s working? And for whom is it working?”** The committee did not identify any improvement areas that were not addressed by the school since the last full WASC visit. This committee believes that the self study addresses the needs at Yuba City High School. However, in the face of the continuous improvement process, the Visiting Committee hopes that the school will make concerted efforts to address each of the **six** following recommendations:

Recommendations

1. Administration and leadership team should focus on **fully implementing common core, benchmarks, and common assessments in all core curricular areas** to improve student academic achievement and to meet all API growth targets, including schoolwide subgroups like Latino, ELL, Sp. Ed. and socioeconomically disadvantaged students in order to eliminate the achievement gaps among subgroups.
2. District and administration **provide applicable professional development for faculty and staff to increase their capacity to collect, analyze and disaggregate school-wide data** to discern the effectiveness of the instructional programs and practices, in terms of successful student achievement of Content and Performance Standards.
3. Administration and leadership team continue to **provide professional development to achieve the alignment of lesson plans to standards-based curriculum, common core, common assessments, instructional practices** and School-wide Learner Outcomes in order to eliminate the achievement gap among sub-groups.
4. Continue **staff development to implement strategies to increase standard based curriculum and instruction** to improve academic achievement of all students in **mathematics** as measured by the California State Standards and CAHSEE
5. Continue **staff development to implement strategies to increase standard based curriculum and instruction** to improve academic achievement of all students in **English Language Arts** as measured by the California State Standards and CAHSEE
6. School data indicate current instruction is not meeting expected outcomes and professional development activities may not be leading to desired change practices. Leadership and administration should **develop mechanism to assess the effectiveness of the impact of the implementation** of noted **professional development** on the level of learning for all students.