

# FOCUS ON LEARNING

## MID-CYCLE PROGRESS REPORT

### 2015



## WEST COVINA HIGH SCHOOL

1609 E. Cameron Avenue

West Covina, CA 91791

West Covina Unified School District

Submitted to:  
Accrediting Commission for Schools  
Western Association of Schools and Colleges

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## CONTENTS

I:	Introduction and Basic Student/Community Profile Data	6
II:	Significant School Changes and Developments	10
III:	Follow-up and Progress Report Development Process	12
IV:	Progress on the Critical Areas for Follow-up within the Action Plan	15
V:	Schoolwide Action Plan	27
VI:	Appendix A – School data	
VII:	Appendix B – Professional Development	

## I: Introduction and Basic Student/Community Profile Data

### The Community

The City of West Covina is located in Los Angeles County, California, in the eastern San Gabriel Valley. West Covina sits at the southern end of the Covina Valley which came to prominence through the booming citrus growing industry of the early 20<sup>th</sup> century.

West Covina High School, located on the corner of Cameron and Fernwood, opened its doors in 1957. In 1988, West Covina Unified School District merged **Edgewood High School** and **West Covina High School**, bringing all students to its current campus. Until recently, West Covina High School was the only comprehensive high school in the West Covina Unified School District. However West Covina residents can now choose to enroll at Edgewood High School, which reopened its doors during the 2010 school year. At the start of the 2014 -2015 school year, our high school serves over 2400 students, approximately 400 less students since the 2011 WASC initial visit.

The decline in enrollment does not come as a surprise with the population trends of the feeder schools indicating a lower enrollment, and with Edgewood High School emerging as another option for promoting eighth graders.

West Covina High School is proud of a diverse student population, which is embraced and celebrated on campus: 74.9% Hispanic (slight increase), just under 10% Asian, 5% White, approximately 4% African American, and 4% Filipino/Pacific Islander. A significant percentage of WCHS students can be identified as socio-economically disadvantaged with 52% of the student body identified in this category. WCHS serves 85 English Language learners, who represent 3.6% of our population. This is a considerable decrease from 2010 when we served over 160 EL students. We also serve 172 students with an IEP. Because of the lower socio-economic status of the city of West Covina, 67.2% of our students receive free or reduced priced meals. The numbers are a direct reflection of the city's population.

West Covina High Report 2013

Hispanic or Latino of Any Race	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	African American, Not Hispanic	White, not Hispanic	Two or More Races, Not Hispanic	Not Reported	Total
1,794	11	230	9	123	93	128	2	3	2,393

The approximate 110,000 citizens of West Covina have a lower socio-economic status when compared to that at the county, state and national levels as reflected in the per capita income levels (Appendix A). The amount of the population living below the poverty line, though, is less than the amount at the county, state and national levels. West Covina has a higher percentage of high school graduates than the county and state, but is lower than the national average. According to data from 2013, the number of high school graduates has increased from 78% (as reported in 2011) to over 83%. In addition, the amounts of people aged 25 and up who have completed a Bachelor's Degree or higher remains slightly lower than the county, state, and national averages.

Prior to the 2013-14 school year, West Covina High School has shown tremendous growth with a 37 API point increase over the past five years and achieving an API of 785 for the 2013 reporting cycle. The WCHS statewide rank is a 7 with a similar schools rank of 4. WCHS continues to focus on English learner, Hispanic, students with disabilities, socioeconomically disadvantaged and foster student populations, as there still exists a gap between their performance and overall school performance, as demonstrated by multiple measures (CST, EAP, CELDT, CAHSEE, AP, etc.).

Our CAHSEE first time pass rate is 90% for math and ELA. We have consistently met API target criteria annually in all subgroups, experienced a steady growth in school wide API over the course of the past three years, and met 17 of 18 AYP targets for participation and proficiency in 2012. Our graduation rate for the cohort class of 2012-2013 was 99.2%. This is the highest graduation rate of any local high school. As a result of the support and the hard work of our students and staff, combined with the co-curricular opportunities offered to our students, and community involvement, we are able to offer a high school experience that leaves a lasting impact on the lives of our students.

A major focus for WCHS is increasing college readiness for our graduates. Only 39% of 11th grade students scored either "Ready for College or Ready for College-Conditional". To foster growth in demonstrating proficiency in English, WCHS staff focus on developing literacy through the use of a variety of targeted strategies and initiatives. These strategies include, but are not limited to the following: close reading; text dependent questions; complex text analysis; Thinking Maps; Write for the Future, and My Access. These strategies are employed to develop higher order thinking skills and creativity. The 2013-2014 school year also marked the first year where twelfth grade students, who meet the "conditional" status on the EAP, were able to meet their English IV (B requirement) with the Expository Reading Writing Course (ERWC). This course was designed by professors in the California State University system for students who are college eligible, but who do not quite meet the college readiness requirement with the EAP. As of 2015, ERWC is only offered at the senior level, but teachers are currently receiving training and certification to use the ERWC curriculum for all grade levels.

In Math, 57% of 11th grade students scored either "Ready for College" or "Ready for College-Conditional". During the 2014-15 school year, the goal is for all students to demonstrate proficiency in Mathematics through a focus on processes and understanding. Classroom intervention foci will include: problem solving; reasoning and proof; communication; multiple representations; making connections and identifying relationships; inductive and deductive reasoning; application, and accuracy.

Advanced Placement at West Covina High School continues to grow, and it has become a viable option for students of varying interests, strengths, and academic goals. To date, WCHS offers a total of 21 AP course offerings, including the recent (2014) addition of AP Computer Science, with a total of 43 AP sections and a total enrollment of 54 % of the

student population enrolled in at least one AP course. Approximately 54% of students who took AP exams scored a (3) or higher. Passing scores have gone down in the past three years, but this scoring trend is explained by the exams being more and more accessible to students with fee waivers and AP Test Exam Scholarships provided by generous staff and Renaissance fund raising.

West Covina High School's major areas of focus are: implementation of the Common Core State Standards, Next Generation Science Standards, STEAM, the Bulldog Literacy Initiative (Thinking Maps, MyAccess, Write for the Future, Content Specific Vocabulary, close reading and annotation, AVID strategies), student centered teaching and learning, engaging qualities, differentiated instruction, and the use of technology for instruction and assessment. A total of 6 full days, 12 minimum days, and 5,130 hours in Content Round Tables/Professional Learning Communities have been spent on Professional Development over the past three years (Appendix B).

West Covina Unified School District's Strategic Plan was recently updated through the leadership of the outgoing (retired 2015) superintendent, Debra Kaplan. Kaplan arranged several meetings at different school sites to encourage parents, staff, community members, etc., to take part in the planning of the new Strategic Plan. College and career readiness was of course a major concern and West Covina High School followed the lead of the district and has made A-G completion rates for all seniors a major priority. At West Covina High School, we are proud to say that our percentages of A-G completion improve every year. Bulldog counselors meet with each student at least once a year to revisit their class and college goals and to make sure they are on track.

**Program updates /new student services:** The following include updates on well-established student programs at WCHS. There are also a few new initiatives/programs that have started since the 2011 WASC visit.

The Academic **Literacy Team** is a group of teachers with representatives from every core content area on campus and administrators who meet once a month to discuss current adolescent literacy research and application in the classroom. From 2011 to 2014, the Academic Literacy Team implemented a literacy plan that had a focus on students acquiring academic language. Besides using general high frequency academic words, each content area also developed a set of target words to focus on each week of the year, calling them content specific vocabulary (CSV). At the beginning of the 2014-2015 school year, the Academic Literacy Team developed a three-year school-wide disciplinary literacy plan that aligns with the school's current action plan goals.

**The Bulldog Literacy Initiative** at West Covina High School is a comprehensive reading and writing program purposed with meeting the 21st Century skills and knowledge required to address the Common Core State Standards, WCUSD Local Control



Accountability Plan (LCAP) stakeholder goal of providing a well-rounded and rigorous educational experience to all students. Moreover, the Initiative also targets two major areas of focus within the WCUSD Strategic Plan and WCHS Site Action Plan, those being the further development of Literacy and Writing skills. The Bulldog Literacy Initiative encompasses Thinking Maps; Content Specific Vocabulary, close reading, AVID, and annotation strategies; and two writing programs: Write for the Future and My Access. The goal of the Literacy Initiative is to ultimately ensure that these instructional strategies and learning activities are incorporated into all classrooms by staff members.

### **Link Crew:**

West Covina High School Link Crew continues to ensure the effective transition of freshmen to Bulldog Country by providing both academic and social support. We believe in “Students Helping Students Succeed” and are committed to be role models, team leaders, and peer facilitators. We are dedicated to creating a supportive and positive atmosphere on our campus. We aim to pass on the positive traditions and values of Bulldog Country that promote campus unity and school spirit. Selected juniors and seniors are trained to conduct freshmen and new student orientations; they are encouraged to check in with freshmen periodically throughout the school year; they tutor freshmen twice a week, and they sponsor social events on campus like FreshFest and spirit weeks.

### **NEHS Writing Center**

The National English Honor Society members are holding specialized tutoring to provide essay help. NEHS Writing Center tutors are juniors and seniors and are ranked among the top 10% at WCHS. The tutors help students with essays from all content areas. They first help deconstruct the prompt, and they continue on through the writing process from outlining to the final draft. The Writing Center is available to students twice a week.

### **ROP**

Improved Vocation Education course offerings and ROP articulation continue to meet the needs of our students with courses such as AFJROTC, Computer Application for all Freshman, Accounting, Business Math, Photography, Multi-Media Graphic Arts, Forensics/Criminal Justice, Sign Language, Athletic Training, Sports Medicine, as well as increased offerings of Visual/Performing Art classes.

### **AVID**

The AVID program continues to provide resources and experiences to students to ensure that students in the program are obtaining a unique and rewarding academic experience here at WCHS. Since the 2011 WASC visit, the AVID program has grown in number of students enrolled in the program, and they now have two AVID trained teachers per grade level.

### **Bulldogs as Top Dogs**

- Named one of the “Best High Schools”, Silver level, by US News (2014)
- California Distinguished School, 2012
- 2014 Solar Boat: First Place Rookie Division
- NEWSWEEK SILVER MEDAL WINNER 2013 - Top 5% high schools nationwide
- 99.3% of the 2014 senior class graduated
- Western Regional FIRST Robotics Champions and Gold Medal Academic Decathlon
- National Champion Dance/Drill Teams (Female and Male)
- National Scholastic Press Association Yearbook Awarded Second Class with Marks of Distinction 2014
- Yearbook: Walsworth Publishing Company Theme Development Award Summer 2014
- 2013, 2014 History Day LA Competition with teams making it to state National History Day, California (placed at state level in 2013).
- Choral Department: Two recording session workshops with Disney (at Disneyland)
- Wescovaires: Sang the National Anthem at the Clippers’ Game (1/26/15 Staples Center)
- Identified as Highly Certified AVID Program 2013-2014
- Band and Colorguard: 7 1st Place tournament titles and 13 top three placements in local placements since 2011.
- Wescovaires performs the world premiere of Trevor Alan Gomes’s, LA based composer, latest choral set, “Songs for Children, Vol. 1”
- 79% of 2014 graduates accepted to a 2 year or 4 year college/university
- 2004, 2011, and 2012 CIF Champions in Football and Wrestling. Multiple League Championships
- National Champion Dance/Drill Teams (Female and Male)

## **II: Significant School Changes and Developments**

The field of education is constantly evolving as successful educators work to keep up with current research and pedagogical trends, while maintaining enthusiasm and vigor for the teaching and learning process. For the state of California, the implementation of the Common Core State Standardized (CCSS) which utilizes the Smarter Balanced Assessment Consortium (SBAC) for assessment, illustrates this evolution as schools throughout the state (and throughout the nation) find themselves at different stages of the implementation process.

West Covina High School is proud to stem from a progressive district that has been one step ahead of the process. West Covina School District’s curriculum team started the process during the 2011-2012 school year by piloting a program with a cohort of leaders to

attend workshops in order to acquaint teachers and administrators with the new standards. Subsequently, participating teachers were asked to develop CCSS appropriate lessons within their perspective disciplines. Those lessons were then shared with grade level teams and departments which provided a resource for teachers to continue with full implementation. The 2014-2015 school year is the first year where Common Core Standards will drive the teaching and learning in the four major disciplines. WCUSD also participated in piloting the SBAC by volunteering all secondary schools in the district. The entire junior class tested in both English and Math content areas. This, in turn, successfully tested our updated network infrastructure, which needed to incorporate the large field of students who took the internet based assessment as required by SBAC.

Currently the science department's focus is the NGSS (Next Generation Science Standards) with an emphasis in engineering and technology. The department has been attending conferences as well as meeting regularly to unpack the standards. For the 2015-2016 school year, the science and math departments will be introducing engineering specific courses into the curriculum by introducing Project Lead the Way (PLTW).

**Staff changes:**

Since the 2011 WASC visit, the leadership team has seen its fair share of changes. Most notable is the retirement of District Superintendent Debra Kaplan, at the end of the 2014 Fall Semester. At the school level, Principal Alejandro Ruvalcaba left WCHS to step in as an assistant superintendent at a neighboring school district. West Covina Unified veteran, Marc Trovatore, stepped in to lead Bulldog Country to start off the 2014-2015 school year. Trovatore originally served WCHS as dean during the 2006-2007 school year and quickly took on more administrative roles within the district and most notably served as a principal for both Edgewood Middle School (2009-2014) and Edgewood High School (2010-2014). Joaquin Martinez remains as assistant principal and is now joined by Devon Rose who also shares the assistant principal duties. Lisa Maggiore remains as dean, and she is now joined by Joe Prestella (formally SPED teacher).

Along with the major changes at the administration level, there were a few teacher changes as well. Several teachers have moved on to administrative roles on other school sites within and outside the school district, including WASC coordinator, Josephina Steinmetz. Maria Garza, English teacher since 2004, took over the WASC duties during the 2013-2014 school year.

Declining enrollment has also resulted in some teacher/staff movement throughout the district. Most teachers who were displaced were able to keep a teaching position, but were reassigned to a school that needed to fill positions.

The College/Career Center now has a full-time specialist to meet with students throughout the day. The College/Career center is located in a corner of the Media Center and students

can go there for career assessments, college exploration, scholarship information, and lots more.

**Program changes:**

West Covina Unified School District made major changes when they stopped outsourcing students with moderate to severe disabilities. WCUSD started taking back students and programs (severely emotionally disturbed, moderate/severe disabilities, etc.) that were previously outsourced through local SELPA. All elementary and secondary schools throughout the district have now implemented new programs and enrolled new students because of this. This has also resulted in hiring new specialists, faculty, staff, and support personnel at the District Office and at school sites. In addition, there have been infrastructural enhancements to support the aforementioned. At WCHS, it is an expansion of services to serve a wider range of SPED students.

**III: Follow-up and Progress Report Development Process**

Every year West Covina High School dedicates time towards accomplishing our WASC goals. Staff input has been vital in keeping up the truth in the description of the schoolwide action plan as a living document. Teacher leaders, administration, and other faculty, have contributed in updating, questioning, and solidifying the school's progress towards answering the areas of growth. Throughout the past several years, staff meetings and in-service hours were utilized to continuously develop the schoolwide Action Plan.

Almost immediately after the Visiting Committee (VC) left in 2011, WCHS staff spent time identifying the VC's recommendations. After the initial reactions, both positive and negative, the staff was able to come together and create an unofficial action plan to address the VC's concerns. Since the report stated that *checking for understanding* was an area for improvement, the WASC chair and principal surveyed the staff on professional development needs. Once the results were analyzed, administration came up with a plan that outlined the steps WCHS would need to take in order to accomplish our WASC goals.

In 2012-2013, WASC was in a transition year with the departure of the coordinator, Josephine Steinmetz. Fortunately, Maria Garza, the new WASC coordinator, was able to meet with Ms. Steinmetz on several occasions to discuss the past and future direction of WASC at WCHS. Ms. Garza dedicated time to familiarize herself with the WASC report and Action Plan goals with the assistance of our supportive principal. Under the lead of Ms. Garza, the staff worked together in groups assigned by content and grade level and updated Action Goals 1-4 to reflect their current status. Resources, technology, and assessments, were all updated according to current practices. Ms. Garza gathered the information and updated the Action Plan based on the input of the entire staff.

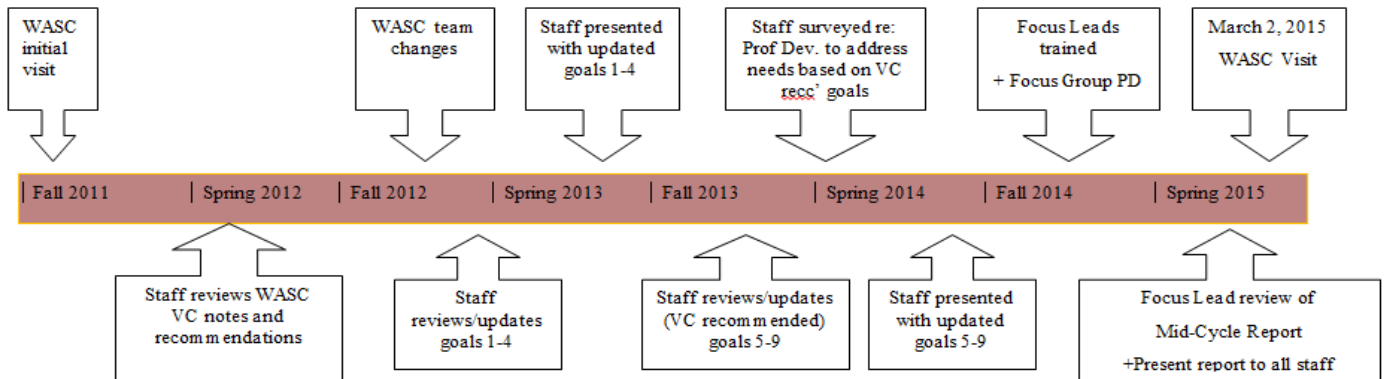
2013-2014 marked a banner year for WASC at WCHS. This was the year where all WASC related meetings and activities were conducted entirely through the use of technology. Google docs were used to update and address Action Plan goals 5-9 and the staff met in homogeneous groups to update the action plan according to current practices. Ms. Garza was then charged to compile all the updated data onto the action plan as it stands today.

With the close of the 2013-2014 school year, a new team of focus group leads were recruited and spent an entire day becoming more familiar with our current status of the WASC process. The leads took the time to look at West Covina High School through the lens of their focus area. Then the team reviewed the updated goals 5-9 of the Action Plan and designed a half-day professional development for their focus groups. The WASC in-service day included groups where the staff reviewed the Visiting Committee's recommended areas of growth (Action Plan goals 5-9), however this time they looked at them through the lens of their focus area (Assessment and Accountability, Culture, Instruction, Curriculum, or Organization). Once the findings were compiled and narrated, the report was updated to reflect the staffs' input on the current progress the school is making in regards to the VC's recommendations.

The spring of 2015 will find the report completed and all stakeholders will be presented with the final document as will the Visiting Committee in March.



## WCHS WASC Process



#### **IV: Progress on the Critical Areas for Follow-up within the Action Plan**

The administrative team, consisting of the principal, two assistant principals and two deans, take on the primary responsibility for ensuring that the process for implementation of the action plan is administrated. The plan is then incorporated into our Single Plan for Student Achievement.

The site leadership team consisting of department chairpersons and other selected staff personnel, and the School Site Council made up of all appropriate stakeholders including both certificated and classified staff, and parents and students, take on the task of developing the plan. Each year the administration and leadership team meet to discuss progress towards the action plan goals and continue to plan the year and coming years accordingly. The execution of the action plan pertinent to each department is discussed during Content Round Tables, department meetings, staff meetings, and all staff WASC professional development hours.

##### **Goal #1: West Covina High School students will demonstrate positive growth in mathematics toward proficiency as measured by the CAHSEE, AP test results, and district benchmarks.**

West Covina High School continues to refine and implement standards based instruction and regular interventions to support student access and understanding to mathematics concepts and acceleration for advanced learners. Student Bulldogs are continuing to achieve at a steady rate in regards to performance on the CAHSEE math exam with 90% of testing students passing the Math portion of the exam on the first attempt. However, Special Education students and English learners continue to struggle. In 2011, the concern was with 9th and 10th grade Algebra I students not meeting proficiency. Over the past couple of years interventions have been put into place, and although there are signs of growth, the concern remains with this population. School administration, and the teaching staff, continue to address growth concerns and are in constant review of the interventions in place.

With the implementation of the Common Core Standards came the influx of new curriculum and teaching strategies. Bulldog math teachers have attended meaningful professional development and trainings like SMI (Successful Math Intervention) and the Cal Poly Pomona Math Symposium. The staff is consistently evaluating the effectiveness of the CPM math curriculum, and they continue to calibrate the level of rigor from teacher to teacher to ensure equity throughout the department.

Daily instruction has been impacted a great deal with the implementation of the Common Core Standards. The math team has kept one step ahead with numerous professional

developments and pull-out time to refine their curriculum and pacing guides to allow re-teaching time when necessary. The Bulldog Math department collaborates to identify the best strategies to improve students' basic algebra skills. Pacing guide development is driven by assessment data and continued professional development to best meet the needs of the targeted students. Tenth grade algebra classrooms use additional ancillary materials to focus instruction on improving CAHSEE math scores. Math teachers are in the practice of examining, researching, and implementing effective math interventions for at-risk students. This is an ongoing practice that is constantly being evaluated through CAHSEE scores, district benchmarks, in class exams, and general classroom observations by administrators and lead teachers.

The campus Literacy team has paved the way for all departments to maintain consistency with the vocabulary used throughout the departments. The Content Specific Vocabulary (CSV) developed by the entire department remains a constant at every level of the math content. The CSV is continually being updated and implemented in each classroom.

In effort to improve the transition from middle school to high school, WCHS's math department is working to establish a line of communication and open dialogue with the feeder middle schools. The goal is to create an alignment of the standards and teaching strategies to develop continuity among math levels in the district. This strategy would also include the counseling staff at both levels to ensure proper placement for incoming freshmen - assuring that the students can attain success in the appropriate math class for their level. This endeavor is still in its infancy, but stakeholders on all sides agree that this collaborative effort is imperative in addressing the needs of our students.

The use of technology can be seen more and more in many math classrooms. Graphing calculators have become an integral part of several math classes. Classroom instruction has also benefitted from the use of virtual manipulatives. Several teachers have begun to use iPads and Chrome books to aid in instruction and to improve access the virtual manipulatives. Intervention software like Khan Academy offer online tutorials that can be accessed in the labs and from home computers.

**Goal #2: WCHS students will demonstrate improvement in literacy across the curriculum as measured by state and district designed exams and the California High School Exam-English Language Arts.**

WCHS has maintained many of the interventions that were in place during the 2011 self-study. Content Specific Vocabulary, Thinking Maps, and AVID strategies can still be observed in many classrooms throughout the Bulldog campus and throughout the content areas. The Literacy committee remains one of the most consistent and productive committees on campus. They meet once a month and its members consistently produce instructional guides and helpful materials to aid in all content areas. Their work is shared at staff meetings in professional development and Content Round Tables and the



committee chair has a designated school hour to assist teachers who may need extra help with classroom implementation or lesson design.

WCHS students have maintained consistency with their 90 % passage rate for first time CAHSEE testers, and by senior year, the passage rate for this subset of students reaches to over 99%. The numbers have remained consistent, and WCHS's CAHSEE passage rate is still well above the state average.

The EAP (Early Assessment Program) shows a slight increase of incoming seniors showing readiness for college; however, it remains a current focus to create true improvement. With the transition to CCSS, writing proficiency across the disciplines has become a priority for school leaders – led by the literacy team.

Currently, lead teachers are being trained in Write for the Future (TM) with the intention of providing professional development on embedding Thinking Maps into the writing process and provide tools, prompts, and rubrics that can be used throughout the disciplines. Benchmarks are in place to assess students at all grade levels and teachers at all levels meet together to calibrate example SBAC essays to ensure consistency in assessment. The 2014-2015 school year introduced students to online essay testing through the My Access program. The district benchmarks are currently being evaluated at the holistic level on a four-point scale. However, teachers are also assigning *intellimetric* essays (already calibrated through My Access) to allow the students and teachers immediate feedback on the essays.

Working to close the achievement gap with the English learner population, ELD teachers are also being trained on creative and innovative ways to use Thinking Maps with the new standards and Path to Proficiency ELD standards. The Literacy team, in conjunction with the Write for the Future team, is mapping out a three-year plan to incorporate writing across the curriculum to provide access for all students, including special populations. With the spring 2015 semester, ELD classes will be piloting new curriculum to address the needs of all English learners.

In the hopes of helping students obtain college readiness, WCHS added ERWC (Expository Reading and Writing Course) as an option to fulfill the “B” requirement for English. The school is looking to embed ERWC curriculum into the 9<sup>th</sup> through 11<sup>th</sup> grade curriculum for the 2015-2016 school year. Instead of the district benchmarks, ERWC students are required to take the English Placement essay exam at Mt. San Antonio College to assess their college readiness. Their scores are then measured against their original EAP results.

#### COMMON CORE/LITERACY

A note on Common Core: The English/Language Arts department has been preparing for

Common Core implementation from the very beginning. Cohorts of teachers have been attending professional developments surrounding the new standards and have also participated in curriculum development teams at the district to develop units of study that reflect the new standards and increase overall rigor in all English classrooms.

**Goal #3: West Covina High School English Language Learner Students and Students with Disabilities will demonstrate positive growth towards proficiency as measured by the CELDT, CAHSEE, district benchmarks, and AP test results.**

An achievement gap continues to exist with WCHS's special populations. Now, more than ever, especially with the expansion of Special Education services provided by the campus, special attention is being placed on how we can foster academic growth with our students with special needs. Since 2011, the CAHSEE passage rates for both Special Education and English learner students have remained consistent. For the 2014 testing year, the Special Education students passage rate was 39% (math) and 35% (ELA), and ELL's with 59% (math) and 39% (ELA). Both populations continue to be a main concern for administration and staff and interventions are consistently in place to continue to meet the needs of special populations.



Students who do not meet CAHSEE requirements, after their first attempt, are placed in intervention courses that focus on rudimentary skills within their area of need. They are provided intervention support until CAHSEE requirements are met or exceeded. After successful completion, on subsequent attempts, students are immediately placed in a course that will complement their graduation process.

Special Education students are monitored by the goals of their Individual Education Plan (IEP) by their case carriers and counselor. Some students are placed in collaborative classrooms with the general population where they are supported by special education teachers and/or instructional aides, while others are placed into Special Day Classes (SDC). Students are provided differentiation within the classroom using the Response to Intervention (RTi) model to help support their learning needs in becoming successful in the future. WCHS believes that through this instructional format, they will be able to better support the special needs population in meeting the rising rigor and standards of Common Core, the CAHSEE, and graduation requirements.

Special Education teachers are provided monthly trainings to update case carriers on changes within the program, support in accommodating the Common Core state standards with students with disabilities, and strategies to address different learning styles. In addition, instructional aides are provided supplemental training to better assist them with their scope of practice. This is provided in a monthly meeting, which assists the aides with Thinking Map proficiency, Crisis Prevention Intervention (CPi), and Multiple Learning Styles.

English Language Development teachers continue to address the needs of English learners by providing sheltered instruction in content areas, and appropriate ELD enrichment classes. Sheltered and ELD classes are small to provide more individualized attention to a students' particular needs. In addition, ELD teachers support core content instruction through Content Round Tables (CRTs). During this time, the ELD teachers discuss and share SDAIE strategies, and other interventions, with core teachers. During the 2014-2015 school year, ELD teachers started a three-year training program in Thinking Maps – Path to Proficiency with the goal of becoming TOTs (Trainers of Teachers). The program is geared to assist teachers, already proficient in Thinking Maps usage, in adapting those tools to aide in the instruction of their English Language Learners. In the Spring of 2015, ELD teachers will begin sharing the concepts of Thinking Maps for ELD with content area teachers.

ELD teachers are also auditioning new curriculum for their ELD classes and will begin to pilot various curricula during the Spring of 2015. The new curriculum combined with the various other strategies implemented by ELD and content area teachers, are assisting students in meeting the new standards for reclassification. ELD students are now required to pass both the CELDT and CAHSEE, and receive a C or better in their English class.

Since the 2011 WASC visit, the most notable change for the special populations programs has been the increase in technology available to both teachers and students. iPad and Chrome carts have been available to teachers, campus wide, since 2012. As of 2015, each core discipline department houses two carts of computers for classroom use. This has increased the opportunity for technology use in the classroom exponentially as teachers are able to utilize new software products such as Read 180; System 44; and Revolution Prep.

**Goal #4: The school environment at West Covina High School will be inviting, safe, inclusive and supportive so that all stakeholders are involved in the learning process.**



#### *CAMPUS SAFETY*

Bulldog Country is always active and alive with the spirit of “Scholars and Champions”; high involvement of students, parents and staff is exhibited in the high levels of participation and attendance at events. This would not be possible without the comfort in knowing that one is safe while at West Covina High School. To increase the safety of the students and staff at West Covina High School, in 2012 the school implemented the lanyard system, requiring all students and staff to wear their picture ID while on campus. The overall access to the campus has been limited to two designated entry points; this has allowed students to enter the campus while the Security staff is able to maintain a presence at those entrances, thus deterring those individuals, who should not be on campus, from entering. WCHS is a closed campus and visitors are required to get permission to gain access to the school site. There is a procedure that each visitor must go through before

being granted access. First, an administrator must be notified at least 24 hour before the guest comes onto campus. Second, the approved visitors must check in with our front office secretary and be given a visitor's badge, that they must wear for the entire length of their visit. Security staff members are constantly aware of the campus and are trained to look for everyone's badge. Security staff also require everyone to make accommodations (temporary ids) when their badge is not available. Although this policy was not very popular with students at first, students and staff have come around to seeing the benefits to the policy.

Each classroom on campus has also been supplied with a Classroom Lockdown Kit and a small safety ladder. The kit is to be used in extreme cases where students and teachers are confined to a classroom for an unforeseen amount of time.

### *CAMPUS CULTURE*

Extracurricular activities are abundant on this campus, creating an inclusive and supportive campus environment to ensure all students succeed academically and socially. West Covina High School has created a culture where student leadership and participation extends well beyond the classroom and long after the official school day has ended. Extracurricular activities are student-centered and driven by student leadership. A school-wide student leadership retreat is held at the start of each year to equip and empower students to take ownership of shaping campus culture. Opportunities for student involvement include Fine Arts Department (Choral Department, Band Department, Drama Department, and Visual Arts), AFROTC, AVID, Leadership Programs (ASB, Renaissance, Link Crew, Class Council), Athletics, and over 30 service and special interest clubs and honor societies. Six school wide rallies and spirit weeks are held to foster a spirited, inclusive, and connected campus environment. Parents are highly involved in the support of extracurricular activities through numerous Booster Clubs. Approximately 60% of staff members are involved as an advisor, coach or director of an extracurricular program.



### *STUDENT SUPPORT*

West Covina High School is a vibrant learning community that provides a wide range of support services to students, their parents and the community at large. Students also have new choices when it comes to after school academic help. The National English Honors Society is now hosting a writing center where students can receive peer tutoring from students with strong literary and writing skills. Link Crew continues to provide tutoring help for all freshmen, and the credit recovery classes are now broken up into shorter/daily sessions to allow for all students to have the chance to recover any missing credit. Our staff and faculty are extremely dedicated to the success of the entire student population; this often results in staff and faculty contributing their own time to aid student learning outside of the normal academic day. Additionally, teacher collaboration on school-wide methodologies promotes student access to a rigorous core academic program based on the new Common Core Standards.

*PARENT INVOLVEMENT AND SUPPORT*

Resources for parents include the West Covina High School website, ABI (Online Grade book / Attendance), Teleparent, Back to School Night, Open House, College Night, Financial Aid workshops, numerous newsletters and more. West Covina High School has a new Web site and new teacher web pages that are currently being updated during the month of January 2015. The school site is continually updated to convey current news and information. Here, parents may read about events, test scores, programs, athletics, etc. Parents are also able to use the WCHS website to email any staff member. Teacher websites allow parents to see the teacher's schedule, contact information, and daily agenda/homework assignments. Teleparent continues to be an asset in keeping parents informed about school events, special testing, schedule changes, and attendance. Parent ABI is a website that allows parents online access to view their students' information. Parents and students may log in to Parent ABI (linked from WCHS website) to see their data including: grades, attendance, class schedules, and class assignments in real time.

*SITE REFURBISHMENT*

Since the 2011 VC visit, the school grounds have undergone some updating. The gym and cafeteria are now air conditioned spaces that can provide additional space for the Bulldog Country to use during the hot summer months. In addition, our frequently used gym floor has been resurfaced as a means to maintain the brilliance of our gymnasium.

**Goal #5 Develop a multi-year site technology plan to improve student achievement for the diverse learning needs of WCHS students. Technology plan to include staff development as well as student access to all content areas.**

*DEVELOPMENT OF TECHNOLOGY PLAN*

To meet the demands of the 21st century, West Covina High School has focused on the improving technological resources and equipping teachers with tools for instruction and assessment in order to support student achievement. Since 2011, WCHS's technology committee has explored the campus's basic technological needs through teacher, student, and parent surveys. A technology plan was created and implemented based on the results of the surveys. Through the surveys, administration and the technology committee have been able to determine the professional development needs of the staff and several tutorials have been made available to staff in need of assistance. Furthermore, the technology plan determined the allocation of funds for improvements in equipment and resources.

*TECHNOLOGY EQUIPMENT AND RESOURCES*

A teacher committee was formed to address technology needs and to assess our inventory of technology. Teachers have daily access to an updated classroom computer, LCD projector, and a document camera. Many additional content areas have also implemented the use of technology and applications to assist in student engagement during the learning

process. West Covina High School has purchased new technologies for our site so that teachers can check them out and use them in the classroom. These technologies consist of: responder devices, fourteen class sets of Chrome books and three class sets of iPads. Additional technological resources such as rechargeable graphing calculators have been added to the site for departments, such as the math and science departments, to incorporate into their daily academic processes. Through these purchases and with almost the entire campus blanketed with Wi-Fi, our staff have been able to more easily incorporate technology within their daily practices.

In addition to the technological resources, West Covina High School has also incorporated many new Common Core centered classes that directly relate to technological careers; these classes focus in on studies such as: Digital Music Production, Video Production, AP Computer Science, etc. The site added a brand new state-of-the-art Mac Lab (Apple Computers) for such classes as Graphic Arts, Video Production and Digital Music Studio.

The staff handbook and essential documents have been placed on a shared drive for staff members to have convenient access. In addition, by having important documents electronically, administrators have the ability to update these documents with ease; staff also have access to the most up-to-date version of the document.

Looking towards the future and with an influx of computers and web based learning tools, we hope to provide our teachers with more exposure and training to help them utilize these new technology on campus more effectively.

#### *TECHNOLOGY USE FOR INSTRUCTION AND ASSESSMENT*

Implementation of technology in instruction and assessment has increased and remains a focus of the WCHS technology plan. Throughout the content areas, teachers have been transitioning from utilizing instructional software to web-based resources for instruction and communication with the students. Web-based resources ensure that students can access these resources anywhere they can access the Internet. WCHS teachers utilize web-based programs like Edmodo, Google Docs, Google Classrooms, Socrative and Remind 101, which provide avenues to safely communicate between teacher, student and even parent. These web-based programs allow teachers to remind students of assignments, or to allow students to revisit the lesson, procure missing handouts, and much more.

There have been improvements using technology amongst the different departments. ProQuest has been utilized more frequently by departments that do research such as English and Social Science. Specifically, math teachers are utilizing online resources like Khan Academy and CPM to provide helpful tips and practice for rigorous curriculum. Other programs that have been incorporated to provide web-based learning opportunities include My Access, Read180, N2Y, System 44, Classzone, Google forms,

polleverywhere.com, quizlet.com and quia.com, CalcChat, and Rosetta Stone. The transition to a virtual academy for credit recovery courses will begin as early as Spring 2015, but a full virtual academy still remains a priority for the coming years.

Professional Development has targeted the implementation of technology over the last three years, with workshops on the use of Edmodo, Google Docs, Schoolcity, Aeries, Turnitin, and Write for the Future, Socrative, and Google Classroom. Teachers have received multiple trainings on Google sites in order to create websites to better communicate with students and parents (Appendix B).

**Goal #6: Develop and implement researched based instructional strategies in the areas of formative assessments and frequent and comprehensive use of checking for understanding of all students**



Since the WASC visit in 2011, Bulldog teachers and administrators took a close look at current practices regarding formative assessments and checking for understanding strategies. Together with leadership and literacy teams, administration led a self-study to evaluate WCHS' progress in regards to assessments and checking for understanding practices. From these initial collaborative efforts, departments in conjunction with the literacy team worked to research best practices to share with the rest of the staff.

Professional development has been provided for teachers from all academic content areas to learn about different strategies that can be shared with the faculty of WCHS to implement in their classroom. Some of these professional development opportunities have been about engaging students in a rigorous learning environment. WCHS is taking a research-based instructional approach to teaching and assessing that allows teachers to comprehensively check for student understanding.

Many strategies are used frequently and campus wide such as, KWL charts, think pair share, choral response, exit slips, hand signals, Cornell notes, 3-2-1 strategy, and word of the week. Part of our best practices research has been the experimentation with individual white boards, instant responder clickers, annotation, essential questions, gallery walks, and interactive notebooks. Technology has begun to be implemented with checking for understanding. Teachers are using online surveys; Google classroom; My Access; Turnitin; Chrome books; iPads, and clickers to check for understanding. There is ongoing training for research based instructional strategies such as interactive notebooks, project based learning, the Engagement Cube (Antonetti), AVID strategies, and My Access. Common Core implementation has begun with SBAC previews and curriculum development to address the new standards. Each department has made progress towards moving towards Common Core.

Teachers share best practices in their weekly CRT meetings and the administration share helpful videos on best practices during monthly staff meetings. Administration also provides research based articles with the staff. Consequently, the Bulldog staff reevaluated their definition of what CFU strategies look like, and they have been working to refine their definition these past couple of years. During the 2014-2015 school year, staff professional development opportunities were made available in technology, AVID strategies, and Thinking Maps.

Trainers of Teachers (TOTs) exist to facilitate training of various research-based instructional strategies such as Thinking Maps, Write for the Future, Thinking Maps for ELD, My Access, and AVID strategies. Teachers have also been given an opportunity to participate in John Antonetti's Engagement and Rigor professional development.

**Goal #7: Reflect on and refine both the focus and alignment of teacher pacing for each content area. Pacing guides to include assessments coupled with re-teaching to move students towards mastery of standards in all content areas with all teachers**

With the transition to Common Core, the district created curriculum development teams for each school site to align current curriculum to the Common Core State Standards. The curriculum teams from WCHS consist of teacher leaders per grade level in each of the four content areas. Since the 2012-2013 school year through the summer of 2014, these teams have been reevaluating the curriculum guides and pacing and making necessary adjustments. Assessment evaluation and checking for understanding drives pacing, which now includes a window of time for re-teaching. Therefore, the pacing guides are living documents that will continue to be revisited. Weekly Content Round Table (CRT) time is being used to develop lessons and modify pacing guides as needed. In addition, the district curriculum development teams created common units and summative assessments. The units have been reevaluated and refined to meet the needs of all learners. The unit plans, and assessments are made readily available to all teachers through the shared drive on the school's network.

Implementing research based programs like Write for the Future and ERWC (Expository Reading and Writing Course) have been integral in leading students in making connections with the curriculum and writing across content areas. WCHS has been focusing on annotation, document based questions, and free response questions for the past three years in order to encourage higher level thinking. Exit slips, learning logs, test retakes, projects, and Cornell Notes are some areas in which WCHS excels. Over the last three years there have been improvements in tutoring intervention for the purpose of re-teaching. Students who fall below the proficiency requirement based on in-class assessments are highly encouraged to attend an organized after school tutoring intervention for math, English, and social science.

In an effort to expose staff to Common Core, WCHS continually provides opportunities and



professional development to further understanding and implementation. For the last 15 years, WCHS AVID elective and content teachers have been attending the summer institute training to learn effective inquiry based teaching methods. Other groups of teachers have consistently attended additional professional development opportunities including: Strengthening Math Instruction (SMI), Plus 1, California Mathematics Council Conference (CMC), Curriculum Development, Student Engagement, Write for the Future, iPad Classroom Implementation, and Thinking Maps.



**Goal #8: Implementation of a tiered academic intervention model that is communicated to all stakeholders to address the diverse needs of all students of WCHS**

After taking some time to evaluate the interventions in place, WCHS staff determined the vast array of interventions available to meet the needs of the struggling student population. From basic tutoring to credit recovery classes, the interventions in place are well attended. As a staff, and in departments, teachers have been identifying the effectiveness of the strategies/programs in place and identifying additional interventions that could better address the needs of the students at risk.

An intervention committee was formed during the 2012-2013 school year, and the counseling team was given the task of creating a tiered intervention pyramid to determine how student needs will be met. The chart was completed and shared with the entire staff and the pyramid has helped streamline the intervention process. The dean's office also created and shared a discipline pyramid and that has been in implementation since the 2013-2014 school year. Staff will continue to be debriefed on the intervention models.

**PROGRAMS (ACADEMIC INTERVENTION)**

WCHS has a myriad of interventions currently available to students including, but not limited to, credit recovery, ELD, CAHSEE Prep, AVID, IEPs, 504s, tutoring, and failure notices. WCHS currently provides aides for English Language Learners and Special Education Students as well as a wide variety of additional interventions to help students succeed.

**TUTORING AND CLUBS (PREVENTION)**

Tutoring for all courses and grade levels continues to be offered and students are highly encouraged to attend. WCHS has also taken time to modify and improve their tiered academic intervention model to address the diverse learning needs of students. There are many programs such as CAHSEE prep, AVID, Advanced Placement, Honors that help in meeting the needs of various learners. The Writing Center in the English Department, provided by the

National English Honors Society, is in its first year, however, it can potentially be a huge resource for students. Link Crew helps freshmen acclimate to high school life, both academically and socially, providing incentives for good performance in the classroom, freshman tutoring provided by Link Crew leaders, and continuous reminders for improving grades/behavior such as tardy talks. Similarly, Renaissance rewards students for achieving a passing GPA with Renaissance cards which can be used in the classroom for various academic perks.

## PARENT COMMUNICATION

Teachers, counselors, and other staff members on campus implement the interventions as needed along with parent contact/communication to reinforce a positive educational experience for all students. Current communications entail AERIES grade books, teleparent, counseling registration, Back to School Night, Open House, and Parent Teacher conferences. Collaboration with parents and school-to-home communication is continuing to improve school-wide, and it remains a major focus for improvement.

## DATA

The data available to show effectiveness of these programs are graduation rates, attendance rates, academic performance based on grades and GPAs, assessment and benchmark scores, and CAHSEE pass rate.

Lastly, in an effort to invigorate College and Career readiness for all students and stakeholders, conversations with counselors and college admission representatives various colleges are provided to all students starting freshman year and continue every year thereafter. The recently added College and Career Center is another avenue to help meet various student career goals.



### **Goal #9: Develop an effective common practice of consistently communicating instructional strategies with support staff and instructional assistants to meet the learning needs of all students.**

The effective use of valuable instructional aides and other support staff still remains a hot topic amongst administration and staff. Limited hours of availability hamper a teacher's ability to communicate effectively with the support staff members. Many teachers have initiated their own practices on how to keep the lines of communication open with their support staff.

During the 2012-2013 school year, Bulldog administration developed a professional development calendar for the support staff. Each semester the staff is surveyed, and that calendar is updated based on the needs communicated in the survey. Since that time, aides have been trained in Thinking Maps, Cornell Notes, using Inquiry and Leveled Questioning

techniques in the classroom to check for understanding, and other instructional strategies utilized in many classrooms throughout the campus. The support staff meets once a month where they are presented with updates from staff meetings and CRTs. Instructional aides are also given access to the shared network drive to access pacing guides and lessons. Varying levels of computer literacy prevent full implementation of this strategy. Teachers and staff hope to find more support and collaboration time during the next few years to truly address the obstacles to true collaboration - in turn, further meeting the needs of the at-risk population.

Administration is attempting to place instructional aides into the appropriate content area for their skills. Administration has solicited the expertise of our Thinking Maps coordinator and asked him to guide instructional aides in a training focused on the English content area. The AVID coordinator led half-day training for the aides on enhancing thinking and problem solving through inquiry. During this training, instructional aides were able to explore Costa's and Bloom's taxonomy Levels of Questioning. Both provide questioning skills that can extend across the curriculum.

Instructional aides receive agendas, fast facts, and notes in order to help with teacher-aide communication. Further communication is necessary in order to have a smoother transition between aides and teachers in the classroom. Overall, there have been many improvements over the last three years. However, communication and training with support staff continues to be an area where WCHS has a need for continued growth by allowing more time for communication between teachers and aides, monitoring use of accommodations/modifications, and technology training.

## **V: School wide Action Plan**

The school district created a strategic plan that was developed over the past three years through various stakeholder meetings. The previous superintendent stressed the importance of having representation of all community members. The districts' plan represents the values and needs of the entire community and instead of reinventing the wheel, West Covina High School developed its Schoolwide Action Plan around the schools' WASC goals and the strategic plan of West Covina Unified.

Every year the Schoolwide Action Plan is updated and initially generated by the Action Plan team, and that report is then presented to the leadership team. The leadership team reviews and refines the document that is then presented to the entire staff.



The plan integrates recommendations made by all school governing bodies: Board of Education; the district office; SSC; ELAC; Leadership, and accreditation organizations like WASC.

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**School Site Action Plan  
Literacy  
2014-2015**

**School: West Covina High School**

**Administrator: Marc Trovatore**

**Strategic Focus #1: Provide comprehensive, well-rounded and rigorous educational experiences to all students, aligned to the CCSS.**

**District Objectives:**

1.2 Students will engage in rigorous learning activities through complexity of thinking, application, and creativity.

1.3 Teachers will increase content and pedagogical knowledge through collaboration and professional development.

**LCAP Objective: Increase the achievement level in ELA of all subgroups annually while decreasing the achievement gap in ELA for targeted groups (i.e., EL, SED, Foster Youth, SPED, etc.).**

**School Site Objective: WCHS 1.2 WCHS students will engage in Common Core State Standards and Next Generation Science Standards performance tasks across the curriculum.**

Activity	Person(s) Responsible	Evidence of Attainment
<p>Teachers explicitly model complex thinking and literacy strategies (i.e. close reading strategies, text dependent questions, vocabulary acquisition, Thinking Maps) through rigorous learning activities and guide students to mastery of the CCSS and NGSS. Performance tasks are aligned to SBAC.</p>	<p>Teachers</p>	<p>Performance tasks                      District Curriculum Developed Pacing Guides                      Classroom observation                      Pacing guides                      Curriculum Map</p>
<p>Special population students will have equal access to CCSS and NGSS Curriculum through appropriate intervention and enrichment programs and strategies (i.e. Thinking maps, SDAIE, AVID)</p>	<p>General Ed Teachers                      Special Ed Teachers                      EL Teachers                      Case Carriers                      Honors and AP Teachers                      Instructional Aides</p>	<p>Assessments                      Core Class Benchmarks                      Performance Tasks                      Compliance with IEP/504/EL                      Accommodations                      AP Test Pass Rates                      EAP Pass Rates</p>
<p>Teachers review assessment data from the performance tasks and reflect on student progress toward the standards and discuss appropriate adjustments needed for future mastery of the performance tasks.</p>	<p>Teachers</p>	<p>Assessment data                      Agendas                      Minutes                      Actions Items from meetings                      Meeting Audits</p>

<p>WCHS Math, Science, ELA, and HSS students will complete performance tasks showing proficiency in disciplinary literacy.</p>	<p>Students</p>	<p>Performance tasks Student work</p>
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**School Site Objective: WCHS 1.3 All WCHS teaching staff will engage in structured collaboration time to increase pedagogical knowledge, curriculum, instruction, and assessment, knowledge as it relates to the Common Core State Standards, Next Generation Science Standards, and Smarter Balanced Assessment Performance Tasks.**

<p>Activity</p>	<p>Person(s) Responsible</p>	<p>Evidence of Attainment</p>
<p>All teachers will engage in structured collaboration time during scheduled Friday CRT times to review and discuss implementation of District Curriculum Pacing Guide and rigor of lesson complexity</p>	<p>Teaching Staff</p>	<p>Agendas Minutes Actions Items from meetings Meeting Audits</p>
<p>School-wide staff meetings and collaboration time will include professional development opportunities for teachers to research, review, and discuss pedagogy that supports school-wide mastery of Common Core State Standards and Smarter Balanced Assessment Modules.</p>	<p>Administrative Staff Teaching Staff</p>	<p>Agendas Minutes Actions Items from meetings Meeting Audits</p>

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Teachers will be provided opportunities to attend professional development workshops that increase their pedagogical awareness as it relates to CCSS, NGSS, and SBAC.	Administrative Staff Appropriate Teaching Staff	PD attendance and evaluation forms Teacher feedback to departments
Teachers who have attended professional development related to CCSS and NGSS will be provided opportunities to share lessons learned with their respective departments and whole staff (as appropriate).	Administrative Staff Appropriate Teaching Staff	Agendas Minutes Actions Items from meetings Meeting Audits

**Writing  
2014-2015**

**Strategic Focus 2: All students will be proficient writers in all content areas or across disciplines.**

**District Objectives:**

2.1 Teachers will integrate writing throughout all content areas.

**LCAP Objective: Increase the achievement level in ELA of all subgroups annually while decreasing the achievement gap for targeted groups( i.e., EL, SED, Foster Youth, SPED, etc.)**

**School Site Objective: WCHS 2.1 WCHS teachers will develop a literacy plan that focuses on content writing through the use of Write For The Future, Thinking Maps, My Access, AVID writing, close reading strategies, annotation, vocabulary acquisition, and sentence frames.**

Activity	Person(s) Responsible	Evidence of Attainment
Teacher trainers for Write for the Future training will collaborate to provide professional development on embedding Thinking Maps as a writing process and incorporate the writing process within content areas,	Administrator Teacher Trainers Teachers	Training agenda CRT Minutes Student samples Observations



<p>Teachers will continue to utilize Thinking Maps as a tool for students to achieve writing proficiency.</p>	<p>Administrator Teacher Trainers Teachers</p>	<p>CRT audits CRT minutes Lesson plans Student samples Observations</p>
<p>Students will write across the curriculum using different genres such as expository, narrative, and argumentative, etc.</p>	<p>Teacher trainers Teachers</p>	<p>Debrief Lesson plans Student samples Observations</p>
<p>The Literacy Team will provide opportunities during professional development for content area teachers to create writing prompts and adopt rubrics.</p>	<p>Administrators Literacy Team Teachers Teacher Trainers</p>	<p>CRT audits CRT minutes Prompts Lesson plans Student samples Observations</p>
<p>Teachers will continue to implement writing across the curriculum with the use of My Access, Write For The Future, Thinking Maps, EL Thinking Maps, AVID Writing, close reading strategies, annotation, vocabulary acquisition, and sentence frames.</p>	<p>Administrators Literacy Team Write for the Future Team Teachers</p>	<p>Agendas Minutes Actions items from meetings Literacy team Meeting audits</p>

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<p>The Literacy Team, Write for the Future team, and staff will create a three year literacy plan which will incorporate writing across the curriculum to provide access for all students including special populations.</p>	<p>Administrators Literacy team Write for the Future Team Teachers</p>	<p>Literacy plan Agendas Minutes Action items from meetings Meeting audits</p>
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## **Technology 2014-2015**

**Strategic Focus 3: Strengthen the ability of staff and students to effectively and creatively use all available technologies to enhance teaching and learning across all curricular areas.**

**District Objectives:**

3.1 All teachers will demonstrate effective use of digital tools to support student learning.

3.2 All students will use digital tools to acquire skills and knowledge in order to demonstrate learning.

**LCAP Objective: To strengthen the ability of staff and students to effectively and creatively use all available technologies to enhance teaching and learning across all curricular areas.**

**School Site Objective: WCHS 3.1 Teachers will self-assess personal technology skills, seek out opportunities to develop and/or conduct professional development opportunities with an emphasis on creating authentic activities, projects in content areas that are support of CCSS and CCR.**

Activity	Person(s) Responsible	Evidence of Attainment
Teachers involved in district committee will aid in the development of expectations for teachers that align with the student expectations as outlined in the CCSS	District Tech rep Site based tech committee Administration	Agenda/Minutes/Actions from meetings Document of expectations pacing guide reflecting technology implementation/activities
Teachers will complete a self-assessment of current skills to assess our professional development needs in order to support the various needs to teachers.	District Tech Committee Rep Teachers Administration	Agenda/Minutes/Actions from meetings Provide tiered professional development for teachers Google form and spreadsheet.

<p>Teachers will implement cross-curricular and content activities, projects, performance tasks that model use of technological devices and resources (eg. Edmodo, Google Drive, blogs, Movie Maker software, interactive websites, Office Suite, higher level presentations)</p>	<p>Teachers Grade level as well as cross curricular Administration CCSS module members</p>	<p>Agenda/Minutes/Actions from meetings Embedded technology activities, projects in pacing guides. Rubrics incorporating descriptors for effective, creative, enhanced use of technology. Technology presentations during Open house</p>
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**School Site Objective: WCHS 3.2 Students will be given opportunities throughout all content areas to develop technology skills that would support CCSS and CCR skills necessary to produce authentic project based, collaborative, problem solving, and communication/multimedia products.**

Activity	Person(s) Responsible	Evidence of Attainment
<p>Teachers involved in district and site based committee will identify instructional needs (by content/subject?) for technology skills aligned to CCSS and CCR.</p>	<p>District Tech rep Site based tech committee Administration</p>	<p>Agenda/Minutes/Actions from meetings Rubric of (by grade level) needed technology skills</p>
<p>Teachers will design and implement a lesson and/or performance tasks that requires students to use existing technology tools (e.g. edmodo, google docs, digital device)</p>	<p>Teachers Grade level as well as cross curricular Administration CCSS module members</p>	<p>Agenda/Minutes/Actions from meetings Lesson plans, pacing guides, rubrics with a technology component. Edmodo, google documents Student work samples</p>

<p>Content areas will align pacing guides that allow for students to develop the necessary technology skills that support CCSS and CCR</p>	<p>Teachers Grade level as well as cross curricular Administration CCSS module members</p>	<p>Agenda/Minutes/Actions from meetings Pacing guides Student work samples</p>
<p>Teachers involved on the site based technology committee will actively seek out and identify quality instructional apps, programs, and internet based software that supports development of technology skills that aid in the SBAC and acquisition of CCSS, NGSS, and CCR expectations</p>	<p>Site based tech committee District based tech committee Administration</p>	<p>Agenda/Minutes/Actions from meetings Implementation of new software and hardware (if needed)</p>
<p>Teachers develop formative and common summative assessments that require use of technology and rubrics that are aligned to CCSS and NGSS</p>	<p>Teachers Grade level as well as cross curricular Administration CCSS module members</p>	<p>Agenda/Minutes/Actions from meetings Formative and Summative assessments Module/Project based learning projects</p>
<p>Applied Arts Department will work with content area teachers to improve digital literacy skills and alignment with content area concepts and to meet the demands of CCSS, NGSS, and SBAC.</p>	<p>Computer Applications Teachers Core Content Teachers Leadership Team Administration</p>	<p>Agenda/Minutes/Actions from meetings Curriculum guides/scope and sequence Formative and summative assessments Module/project based learning projects</p>

**Active Citizenship  
2014-2015**

**Strategic Focus 4: Provide all students with skills, knowledge and understanding necessary for responsible and active citizenship.**

**District Objectives:**

4.3 Students will learn from and about different perspectives and how to approach problems with a creative mindset (21st Century skills -- creativity, communication, critical thinking & collaboration) in local and global contexts.

**LCAP Objective: All students will graduate ready for college and career, and life in a globally competitive economy.**

**School Site Objective: WCHS 4.3 Administrators, teachers, and staff will work in concert with students, parents, and community members to ensure that all pupils have the skills needed to positively participate and contribute to an increasingly diversified society.**

Activity	Person(s) Responsible	Evidence of Attainment
1.Students will have the opportunity to serve the school community in varying capacities, with the goal of one day serving the greater community through participation in clubs, activities, student government, ASB elections, and school site council.	Associated Student Body Teachers Club Advisors Club Officers	School elections, results, and service terms carried out by ASB members. Rosters, agendas, and meeting minutes.

<p>2. Teachers will design, implement and monitor curricula aligned with state adopted standards to foster increased civic awareness and participation, and to grasp the role of public education and political participation in modern democracies. When possible, teachers will incorporate lessons and units that coincide with local, state, and federal civic events, such as elections</p>	<p>Teachers Administrators</p>	<p>Observations Pacing Guides Lesson Plans Benchmark Data</p>
<p>3. Students who need additional guidance on the importance of active citizenship as it relates to social and moral responsibility will be offered character education through Saturday School and/or an optional citizenship course.</p>	<p>Administration Teachers Guest Speakers</p>	<p>Roll sheets Student work samples</p>
<p>4. History-Social Science instructors will develop units of study that teach historical thinking (examining multiple perspectives, sourcing, corroboration, contextualizing) and identify civic themes that create opportunities for students to demonstrate knowledge of, and participate in civic activities.</p>	<p>Social Science Teachers Curriculum Leads</p>	<p>Participation in Common Core planning professional development Pacing guides CRT minutes Lesson plans</p>
<p>5. WCHS will support articulation between grade levels 1 which will foster active citizenship, tutoring, and mentor opportunities through on-campus community service clubs t, AVID, and Link Crew as well as outreach events such as 8th grade recruitment, Leadership Symposium, and Science Camp.</p>	<p>Site Administrators Teachers Parents  Club Advisors</p>	<p>Club Charters ASB minutes Club Minutes School Calendar Open House Schedule</p>



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<p>6. WCHS will increase the number of students who are college ready through increased enrollment in and successful completion of a-g coursework, support for special populations, and rigorous, engaging coursework across the curriculum.</p>	<p>Administration counselors teachers ELD SPED GATE AVID</p>	<p>course offerings and enrollment lesson plans professional development special populations minutes and agendas</p>
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**STEM  
2014-2015**

**Strategic Focus 5: Develop Science, Technology, Engineering, and Math (STEM) programs and practices to facilitate greater preparation for postsecondary achievement**

**District Objectives:**

5.1 Teachers will provide a rigorous high quality instructional program aligned to the Common Core State Standards in math and the Next Generation Science Standards.

5.2 Students will demonstrate their knowledge by applying 21<sup>st</sup> Century Skills (Creativity, problem solving, communication, and collaboration) in math, science, technology, and engineering.

**LCAP Objective: Develop Science, Technology, Engineering, and math (STEM) programs and practices to facilitate greater preparation for post-secondary achievement.**

**School Site Objective: WCHS 5.1 Teachers will provide students with opportunities to practice, refine knowledge and skills of the CCSS in math. Teachers will align pacing and instruction with NGSS.**

Activity	Person(s) Responsible	Evidence of Attainment
Science and math teachers will collaborate to determine how to support each other’s respective discipline in regards to the CCSS in math	Teachers	CRT Minutes Lesson plans Student work samples and/or portfolios Formal and informal observations
Science teachers, by discipline and as a whole, will collaborate to ensure that instruction is aligned with the NGSS	Teachers Administration	CRT Minutes Lesson Plans Student work samples Informal observations
Science teachers will begin implementing the NGSS in their instruction	Teachers	Lesson Plans Student work samples Formal and informal observations
The school will support teacher pedagogical content knowledge in STEM through workshops, conferences, and professional development opportunities.	District Office Administrators Department Chairs	Professional development calendar Sign-in sheets List of workshops

**School Site Objective: WCHS 5.2 Students will experience STEM project-based lessons and modules, including learning experiences that promote connection of the STEM disciplines, that support the development of 21st Century Skills (creativity, problem solving, communication, and collaboration).**

Activity	Person(s) Responsible	Evidence of Attainment
Teachers will collaborate to develop, facilitate, and evaluate STEM based lessons and modules.	Teachers	Lesson plans Student work samples and/or portfolios Formal and informal observations CRT minutes
Students will be provided opportunities to participate in extracurricular STEM related activities/clubs/events.	Administrators Teachers Club Advisors Parents	Club rosters Photo and/or video of events/activities Club minutes Participation logs/sign-in sheets
Students will be provided with modules and tasks that promote proficiency in the higher-order thinking involved in the CCSS Mathematical Practices and Next Generation Science Standards.	Teachers	Module/Task lesson plans Student work samples Rubrics

### Enrollment by grade

School	year	Grade 9	Grade 10	Grade 11	Grade 12	Ungr Sec	Total Enroll
West Covina High	2013-2014	606	640	610	537	0	2,393
West Covina High	2012-2013	627	659	600	719	0	2,606
West Covina High	2011-2012	648	643	755	658	0	2,706
West Covina High	2010-2011	669	822	712	689	0	2,892

### ELD Enrollment

School	Year	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
<a href="#">West Covina High</a>	2013-2014	85 ( 3.6 %)	721 ( 30.1 %)	30 ( 27.8 %)
<a href="#">West Covina High</a>	2012-2013	92 ( 3.5 %)	826 ( 31.7 %)	31 ( 26.5 %)
<a href="#">West Covina High</a>	2011-2012	117 ( 4.3 %)	895 ( 33.1 %)	26 ( 20.6 %)
<a href="#">West Covina High</a>	2010-2011	126 ( 4.4 %)	933 ( 32.3 %)	19 ( 14.1 %)

### Graduation Rates

CDS	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate	Cohort GED Completer
2012-2013	710	704	99.2	*	0	*	0	*	0.8	*
2011-2012	658	644	97.9	*	0.2	*	0	13	2	*
2010-2011	674	671	99.6	*	0	*	0.1	*	0.3	*

## Advanced Placement enrollment

Course	Course Code	Number of Classes	Number of Classes Meeting UC/CSU Entrance Requirements	Female Enrollment	Male Enrollment	Total Course Enrollment	Number of FTE Teachers	Filtered Average Class Size	Average Class Size
Multi-topic class		1	1	21	18	39	0.2	71	39
<b>Subject total for Art</b>		1	1	21	18	39	0.2	71	39
AP English Language	2170	4	4	73	30	103	0.8	25	25.8
AP English Literature	2171	4	4	85	48	133	0.8	33	33.3
Multi-topic class		3	0	4	21	25	1.3	8	8.3
<b>Subject total for English</b>		11	8	162	99	261	2.9	23	23.7
AP Chinese Language and Culture	2278	1	1	11	9	20	0.2	20	20
AP Spanish language	2275	1	1	31	14	45	0.3	45	45
AP Spanish literature	2276	1	1	11	8	19	0.2	19	19
Multi-topic class		3	3	27	35	62	0.6	20	20.7
<b>Subject total for Foreign Language</b>		6	6	80	66	146	1.3	24	24.3
AP Calculus AB	2480	3	3	56	45	101	0.8	33	33.7
AP Calculus BC	2481	2	2	36	25	61	0.5	30	30.5
AP Statistics	2483	2	2	33	19	52	0.4	26	26
Multi-topic class		3	1	20	40	60	0.9	20	20
<b>Subject total for Mathematics</b>		10	8	145	129	274	2.6	27	27.4
AP Music theory	2370	1	1	6	13	19	0.2	19	19
Multi-topic class		1	1	19	10	29	0.2	29	29
<b>Subject total for Music</b>		2	2	25	23	48	0.4	24	24
AP Biology	2670	1	1	13	13	26	0.2	26	26
AP Chemistry	2671	2	2	31	26	57	0.4	28	28.5
AP Environmental science	2674	7	7	128	93	221	1.4	31	31.6
AP Physics B	2672	1	1	6	12	18	0.2	18	18
Multi-topic class		1	0	3	12	15	0.3	15	15
<b>Subject total for Science</b>		12	11	181	156	337	2.5	28	28.1
AP Comparative govt & politics	2772	2	2	34	29	63	0.4	31	31.5
AP Macroeconomics	2770	1	1	16	13	29	0.2	29	29
AP Psychology	2776	6	6	123	57	180	1.2	30	30
AP United States history	2775	2	2	37	30	67	0.4	33	33.5
AP World History	2778	3	3	54	41	95	0.6	31	31.7
Multi-topic class		2	2	43	47	90	0.3	45	45
<b>Subject total for Social Science</b>		16	16						

## EAP Results

2014

<b>Early Assessment of Readiness for College English</b>		<b>EAP</b>	
Students Tested		572	
Ready for College		147	26%
Ready for College - Conditional		77	13%
Did Not Demonstrate College Readiness on This Assessment		348	61%
<b>Early Assessment of Readiness for College Mathematics (Total)</b>		<b>EAP</b>	
Students Tested		381	
Ready for College		37	10%
Ready for College - Conditional		180	47%
Did Not Demonstrate College Readiness on This Assessment		164	43%

2013

<b>Early Assessment of Readiness for College English</b>		<b>EAP</b>	<b>CST</b>	<b>Participation</b>
Students Tested		528	530	100%
Ready for College		122		23%
Ready for College - Conditional		98		19%
Did Not Demonstrate College Readiness on This Assessment		308		58%
<b>Early Assessment of Readiness for College Mathematics (Total)</b>		<b>EAP</b>	<b>CST</b>	<b>Participation</b>
Students Tested		355	355	100%
Ready for College		29		8%
Ready for College - Conditional		198		56%
Did Not Demonstrate College Readiness on This Assessment		128		36%

2012

<b>Early Assessment of Readiness for College English</b>		<b>EAP</b>	<b>CST</b>	<b>Participation</b>
Students Tested		694	696	100%
Ready for College		163		23%
Ready for College - Conditional		144		21%
Did Not Demonstrate College Readiness on This Assessment		387		56%
<b>Early Assessment of Readiness for College Mathematics (Total)</b>		<b>EAP</b>	<b>CST</b>	<b>Participation</b>
Students Tested		444	448	99%
Ready for College		55		12%
Ready for College - Conditional		222		50%
Did Not Demonstrate College Readiness on This Assessment		167		38%

School	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
West Covina High	# Tested	Math	610	36	31	91	394	201
West Covina High	Passing	Math	547 (90%)	14 (39%)	16 (52%)	82 (90%)	348 (88%)	185 (92%)
West Covina High	# Tested	ELA	610	34	31	92	392	202
West Covina High	Passing	ELA	549 (90%)	12 (35%)	12 (39%)	85 (92%)	348 (89%)	185 (92%)

2013

School	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
West Covina High	# Tested	Math	651	16	34	125	453	181
West Covina High	Passing	Math	591 (91%)	1 (6%)	19 (56%)	122 (98%)	401 (89%)	174 (96%)
West Covina High	# Tested	ELA	651	15	36	124	450	184
West Covina High	Passing	ELA	592 (91%)	1 (7%)	20 (56%)	120 (97%)	399 (89%)	177 (96%)

2012

School	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
West Covina High	# Tested	Math	640	40	27	133	412	195
West Covina High	Passing	Math	587 (92%)	18 (45%)	17 (63%)	125 (94%)	372 (90%)	183 (94%)
West Covina High	# Tested	ELA	636	39	28	131	408	196
West Covina High	Passing	ELA	584 (92%)	17 (44%)	17 (61%)	123 (94%)	369 (90%)	183 (93%)



**Note:** A total of 6 full days, 12 minimum days, and 5,130 hours in Content Round Tables/Professional Learning Communities have been spent on Professional Development over the past three years. Following is a sampling of titles and topics covered.

## Summary of Professional Development

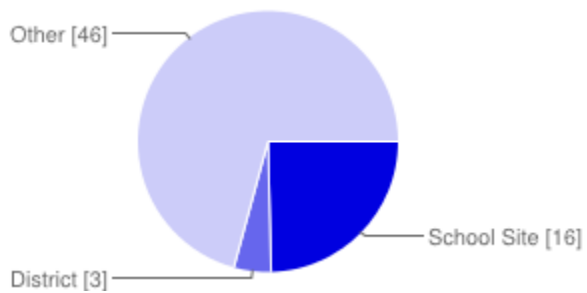
### Titles

Blood Borne Pathogens	CC: Smarter Balanced Testing
Step Up, Speak Out and Move...into CCSS	Thinking Maps for ELD
Supporting Access to CCSS	Teachscape
High School Educators Conf	CATESOL Annual Conf.
Renaissance PLC	AVID Summer Institute
Teacher Website Development	Eagle Software Conf.
Back to School training	Smarter Balanced Assessments
Kagen Cooperative Learning	District Alignment and Pacing
Kagen Higher Thinking Skills	School Safety Procedures
Common Core Implementation	Culinary Arts: Achieving Excellence
Lesson Study 101	ACDA National Conference
So Cal School Band and Orchestra Conf	WASC PD
UC Counselor Conference	2014 STEM Symposium
iPad Summit San Diego 2015	Dynamic World Language Teaching
AP Summer Institute	WACAC Inland Empire
CMCPalm Springs Conf.	CADA Annual Conf.
Helping Students to Meet and Exceed the CCSS	AP By the Sea
NSTA Conventions	Avid Strategies
It Takes More Than Understanding CCSS for SWD	RTI/Classroom Management
Thinking Maps/AVID Strategies	AP Chemistry Workshop
Clear the Clearinghouse	ERWC
College board AP Conf.	Recertification Section 504 in California
Literacy Leaders	Schoolwide AVID and CCSS
Collaborative Literacy in the History Classroom	Engagement Conference
Behavior	Southern CSU High School Counselor
Close Reading	Reading, Thinking, and Writing about History
	UC Articulation Conf

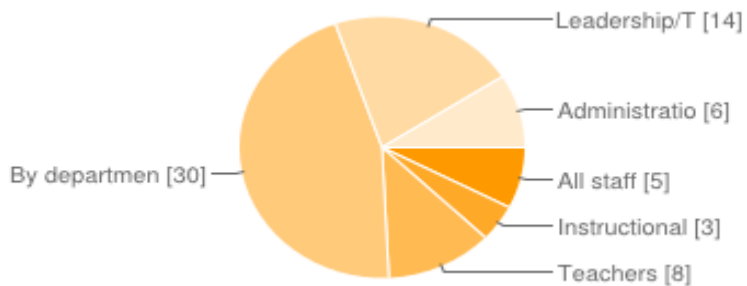
## Summary of Training Focus

AP Instruction	STEM
Spanish CCSS Pacing	ERWC teacher training
Software training	Retraining on ERWC Curriculum
Special Education	Choral
Math	Using TM for ELD student
CCSS teaching strategies	CATESOL
campus safety	Technology
Literacy	Counselors/teachers
Cooperative Learning	Common Core Standards
Student Leadership	AVID Strategies
School Safety	RTI
Testing demonstration	Articulation
NCAA Workshop	AP Environmental Science
Action Plan progress	Using high yield strategies to support
Higher Order Thinking skills	Lesson Study
NSTA Standards	Areas of Growth (Update)
Counselor Conf.	Foods classroom instruction
CMC Depth of Knowledge	Areas of Growth (VC Recommendations)
Curriculum	Band
Engagement strategies	World Language Instruction
Thinking Maps/AVID	Instructional Initiatives and Support for
School Climate	ALL learners; Thinking Maps, Literacy
Cornell Notes and Thinking and Learning	Core
CCSS	Academic Vocabulary, AVID Strategies
Action Plan Goals (5-9)	across All Content Areas
Classroom Behavior	504: Counseling AP Instruction
Physical Education	Leadership

**Facilitator**



**Targeted Group**



All staff	<b>5</b>	8%
Instructional aides	<b>3</b>	5%
Teachers	<b>8</b>	12%
By department	<b>30</b>	45%
Leadership/TOTs	<b>14</b>	21%
Administration	<b>6</b>	9%

**Date of Training**

<b>Mar 14</b>	12
<b>Aug 14</b>	14
<b>Aug 2011</b>	18
<b>Sep 2011</b>	13
<b>Jan 2012</b>	23
<b>Apr 2012</b>	17
<b>Nov 2012</b>	13
<b>Jan 2013</b>	12
<b>Feb 2013</b>	12
<b>Mar 2013</b>	12
<b>Jul 2013</b>	15 31
<b>Aug 2013</b>	8 (2)
<b>Sep 2013</b>	18 19 20 26 28
<b>Oct 2013</b>	7 14 24
<b>Nov 2013</b>	1 22
<b>Dec 2013</b>	12
<b>Jan 2014</b>	14 31
<b>Mar 2014</b>	1 (2) 5 7
<b>Apr 2014</b>	21 22
<b>Jun 2014</b>	10 11 30
<b>Jul 2014</b>	6 11
<b>Sep 2014</b>	19 21 29
<b>Oct 2014</b>	6 7 8 14 (4) 15 24 28
<b>Dec 2014</b>	5 (2) 18
<b>Jan 2015</b>	16 22 23 26 31
<b>Feb 2015</b>	4 10 23 25 (2)
<b>Mar 2015</b>	5 15

**Duration of Training**

1 hour (CRT)	<b>1</b>	2%
1 hour (Staff Meeting)	<b>8</b>	12%
Half Day (Student Free Day)	<b>5</b>	8%
Full Day (School Business)	<b>32</b>	48%
Other	<b>20</b>	30%