

ATWATER HIGH SCHOOL

Self-Study Report

Accrediting Commission for Schools
Western Association of Schools and Colleges



2201 Fruitland Avenue
Atwater, California 95301

“Academics and Athletics with Pride and Perfection”

2022-2023

Self-Study Visit - March 6-8, 2023

2019 ACS WASC EDITION (EDITED FOR 2020-2021/2021-2022 SY Visits)

Atwater High School WASC Visiting Committee

WASC Chair - Mr. Dean Gor, Benicia High School
Mr. John Doolittle, Luther Burbank High School
Mr. Arthur Wahner, Castro Valley High School
Mr. Robbie Searway, Riverbank High School
Dr. Heather Clary-Wheeler, Matilda Torres High School
Mr. Sean Smiley, Calaveras High School

Atwater High School Administrative Team

Alexie Parle - Principal
Jenny Medeiros - Associate Principal of Teaching & Learning
Elizabeth Phonesavanh - Associate Principal of Guidance
Mike Richter - Associate Principal of Student Support
Sean Davis - Associate Principal of Student Support

Merced Union High School District Administration

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Deputy Superintendent of District Operations - Ralph Calderon
Assistant Superintendent of Business & Student Services - Scott Weimer, Ed.D.
Assistant Superintendent of Educational Services - Constantino Aguilar, Ed.D.
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Atwater High School WASC Leadership Team

Alexie Parle - Principal
 Jenny Medeiros - Associate Principal of Teaching & Learning, WASC Coordinator
 Travis Harding - Teacher Librarian, WASC Coordinator
 Halee Branco - Instructional Coach, WASC Coordinator
 Elizabeth Phonesavanh - Associate Principal of Guidance
 Mike Richter - Associate Principal of Student Support
 Sean Davis - Associate Principal of Student Support
 Brenda Terry - Administrative Assistant
 Rebecca Idialu - Student Representative
 Ana Boyenga - Site Council Representative
 Rubicela Hernandez - English Language Advisory Representative
 Jannette McAuley - MUHSD Program Administrator

WASC Focus Groups

Organization	Curriculum	Learning & Teaching	Assessment	Culture & Support
Alexie Parle, Principal Elaine Tam, Group Leader	Sean Davis, Associate Principal Claudia Maravilla, Group Leader	Jenny Medeiros, Associate Principal John Callihan, Group Leader	Mike Richter, Associate Principal Becky Lopez, Group Leader	Elizabeth Phonesavanh, Associate Principal Chad Parreira, Group Leader
Jonathan Boyett Tracy Alexander Nathan Braga Heather Dougherty Hannah Green Jenna Boesch Ron Carter James Brewer Bob Valladao Corri Figueiredo Al Guerrero Laura Eckman Ana Sanchez Maricela Pimentel Kim Mesa Kanoa Smith Robin Thomas Shelby Fishman	Olga Abejuela Allen Armas Art Castro Sandra Duran-Robles Sue MacInnes Aurora Alamillo Julianne Aguilar Dawn Silva Charlotte Hart Travis Harding Michelle Harman Daniel Motz Jarrod Pimentel Alex Schroeder Manhsio Smith Ileana Treyes Troy Williams	Virginia Aguilera Sandy Fairfield-Beard Brittany Button Melina Bond Matthew Blake Capri Abbasi Rebecca Brewer Lily Jones Jordan Bell Natalie Borba Miranda Alvear Adrian Gomez Halee Branco Lindsay Gentry Ryan Machado Stephanie Saetern Jovian Soto Phoua Yang	Chiam Bearsley Val Dai'Re Dan Flatt Dee Gentry Dave Gossman Matthew Granado Taylor Helton Tina Jacobs Bobby Jones Sam Meredith Jared Reyna Ken Rhoades Daniela Rodriguez David Svendsen Jose Vargas Fabian Villa Seneca Ybarra	Ben Avila Jason Boesch Kristine Boyett Mike Flores Dennis Friesen Seth Gentry JR Davis Lori Kale Richard Marmolejo Nelson Medeiros Raj Mehat Andrew Mendoza Myra Mora Lori Myers-Jantz Stefanie Ochoa Nathan Silva Nathan Terry

AHS Home Groups

English/ELD	Mathematics	Science	Social Science
World Language	Physical Education	CTE	Special Education
AHS Leadership	Classified	Community	Students

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Preface



Atwater High School began the WASC Self-Study process in Fall 2021. All stakeholders were a part of this process including teachers, parents, students, administrators, district office personnel, and community members. Both classified and certificated staff participated in focus group and action plan group activities. Staff also completed surveys and interviews. The School Site Council (SSC) was involved in the self-study. The WASC Leadership Committee met on a frequent and ongoing basis to plan, evaluate, and coordinate WASC tasks and timelines. Parent input was gathered through Parent Resource Nights, English Learners Advisory Committee (ELAC), School Site Council, and through surveys. Students participated through surveys, interviews, discussions, School Site Council, and the WASC Leadership Committee.

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The student/community profile data was analyzed by stakeholder representatives in focus groups, classified groups, School Site Council, English Learners Advisory Committee, Parent Resource Nights, and the WASC Leadership Committee. A variety of analysis activities led the stakeholders through the process of identifying trends, anomalies, critical areas of need, and possible action steps to ensure students are living our maxim, *We Are Atwater: Community, Respect, Innovation, and Imagination*.

The majority of the work that involved categories A through E in Chapter III were addressed in focus groups with teachers, counselors, administration, and other specialized certificated staff. Some of the indicators and prompts were excerpted and used in work sessions, and discussions with classified personnel, parents, and students. Moreover, most of the reflection on progress since the last visit and current state of the school included in Chapters I, II, and IV was largely addressed by WASC Coordinators and school leadership.

The Schoolwide Action Plan is an aggregate reflection and reaction to critical needs recognized by all stakeholders through numerous discussions of indicators and prompts amid group meetings. Sections of the Schoolwide Action Plan were created after some time through the self-study process. The Atwater High School staff organized the primary thoughts into composed objectives and chose action steps based on stakeholder input. The new plan distinguishes plan objectives, action steps, and faculty responsible for the tasks. Progress on the objectives will be shared annually to all stakeholders. Stakeholders have worked to adjust the Schoolwide Action Plan, SPSA, and LCAP in a way that spotlights influencing positive results in the most critical areas of need.



Chapter I: **Progress Report**

Significant Changes and Developments Since Last Full Visit

Since the last full self-study report in 2017, Atwater High School has continued with the implementation of Common Core Standards and making progress on the California State Dashboard. Atwater High School site administration has had major changes with an entirely new team since our last self-study in 2017. Many changes have occurred on campus and with our Single Plan for Student Achievement (SPSA) as we continue to align our WASC and SPSA goals to our MUHSD LCAP plan. Our goals are still, and will continue to be, focused on students' academic needs and outcomes. As a result of our Local Control and Accountability Plan (LCAP) meetings at the site and district level, our SPSA has had minor changes to adjust to current needs. Atwater High School has continued to see an increase in enrollment as well as campus-wide growth in programs, pathways, community partnerships, services, and facility improvements to serve our students. Since our last self-study, we no longer have homeroom periods and all students take part in a seven period day. In addition, we have shifted our focus slightly in the last two years to rebuild consistent and uniform systems to engage students into post-pandemic learning here at Atwater High School.

Implementation and Monitoring of the Schoolwide Action Plan

Due to many staffing changes since our previous self-study, implementation and monitoring of the schoolwide improvement plan is not as consistent as it could be. One change is the LCAP goals have been adjusted as the district office obtains feedback from stakeholders. These goals guide our SPSA goals. The combination of changes recently has led to the development of a

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plan to implement and monitor our Schoolwide Improvement Plan and SPSA. All of this work is based on the Critical Learner Needs which align with our Student Learner Outcomes.

Accomplishment of the Schoolwide Action Plan and Critical Areas from our WASC Visit in 2017:

Since our full self-study in 2017, Atwater High School has achieved major growth on the school wide action plan and following critical areas:

WASC Action Plan Goal Number 1: Develop a comprehensive mathematics system that has structures in place to help all students achieve grade-level mathematics standards.

While we have not yet seen the increase in data points in our CAASPP results in mathematics, we have a solid plan in place to continue our work to ensure student outcomes are achieved. With the adoption of Carnegie Math curriculum, strategic professional development, and coaching from site, district, county, and Carnegie coaches, we are proud of the shift of our math team and the commitment to continuous improvement. In terms of data analysis, common assessments have been created and aligned to the Carnegie curriculum and Common Core standards. This will ensure consistency in instruction, alignment among the department, and data driven collaborative discussions regarding student progress.

WASC Action Plan Goal Number 2: Improve student achievement of English Learners and Special Education students on standardized tests and in meeting academic standards in all courses.

Since 2017, we have done a great deal of work to improve outcomes for all students, specifically our English Learners and students with IEPs. We are dedicated to professional learning and have had numerous training for all staff regarding accommodations, modifications, and universal design for learning to support all students to meet standards across the curriculum. Our LCAP goal 3 focuses on equitable access and staff is trained in this area. In addition, our special populations take advantage of academic support for EL, learning skills class for SPED, credit recovery courses for remediation, and Saturday Academy for additional support. In addition, we have created new courses: Math A, B, C sequence and Read 180 as interventions to scaffold instruction, work on specific literacy and math skills to ensure students are making progress towards academic goals.

WASC Action Plan Goal Number 3: Design and implement a system that promotes achievement of literacy standards across curricular areas by all students.

Literacy has been a huge area of focus for the MUHSD and AHS. Every Atwater High School student is administered the Reading Inventory assessment. With Lexile scores for each student, we can place students in the appropriate courses, provide appropriate texts, and provide additional interventions as needed. In addition, teachers are more aware of student abilities and can supplement, support, and extend lessons based on student need to ensure

students reach grade level. Reading Inventory is given three times each year to evaluate student growth.

Atwater High School has committed to provide a robust professional development plan for certificated staff with a focus on literacy. The creation and implementation of the [Engage AHS Must Haves](#) has been a consistent way to increase student achievement campus-wide. Creating these instructional norms that are applicable to all students and all content areas allow for collaboration, data collection, and sharing of best practices. In addition, the professional development plan includes all staff Engage AHS training focused on topics such as literacy, UDL, mindful grading, supporting special populations, implementing the 4Cs, and assessment.

WASC Action Plan Goal Number 4: Increase the percentage of students who demonstrate college and career readiness.

Since 2017, our measure of college and career readiness has increased tremendously. Our focus on career technical education, industry certification, college credit achievement, and the 4Cs in all courses has proven successful in our district goal that every student will cross the graduation stage with a diploma in one hand and CTE certification in the other along with college credit on their transcript.

Critical Areas for follow up not in the current plan:

Professional development is not specifically a goal in the current action plan. We will be creating a goal aligned to LCAP goal 4 to ensure our plan for professional development supports not only our certificated staff, but our classified staff as well. Professional development offered at AHS ranges from all staff training, all certificated staff training, and incentivized voluntary training on preparation periods, weekends, or online. Professional development is focused on district/site wide initiatives/goals, classroom management or site procedures, and instructional best practices to name a few. With a large variety of options available, staff can find what they need and get the support desired based on their skill set, experience level, and need based on their content area or student proficiency levels.



Chapter II: **Student/Community Profile and** **Supporting Data and Findings**

School History and Background

Atwater High School (AHS) is located in Atwater, California, situated within Merced County in the San Joaquin Valley in Central California. The central San Joaquin Valley is California's agricultural heartland and grows approximately one-third of the nation's food. Merced County's population of approximately 286,461 is ethnically diverse. Atwater is a small community with a population of 31,978 (2021) with a history steeped in tradition dating back to the late 1800s. The city was incorporated in 1922 and is continuously evolving. Atwater is a community heavily influenced by the roots of local agriculture with some growth in industry at the former Castle Air Force Base.

Program Overview

Atwater High School has robust programs to ensure all students reach their full potential while in high school and beyond. All opportunities and experiences provided to AHS students and community partners are structured within the [Merced Union High School District LCAP](#) Goals which translate to all site plans, goals, and accountability measures. The Atwater High School [Student Learner Outcomes](#) are focused on college, career, and community readiness and exemplify what it means to be a Falcon. *We Are Atwater: Community, Respect, Innovation, Imagination* is our maxim which tells the story of who we are as a school community and what we strive to become. Our programs are evaluated annually by all stakeholders and as a Title 1

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school, our [Single Plan for Student Achievement \(SPSA\)](#) is created, reviewed, and approved by our AHS Site Council to ensure fiscal sustainability and opportunity for all.

AHS Mission Statement

The mission of Atwater High School is to provide students with a diverse educational experience that develops academic, technical, and social skill sets in preparation for college, careers, and life.

AHS Motto

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MUHSD Vision Statement

Every student will walk off the graduation stage with a diploma in one hand and CTE certification/proficiency in the other along with college credit on their transcript.

MUHSD Mission Statement

Every staff member, every day, will support all students to acquire the skills necessary to develop and follow their postsecondary dreams.

School Programs

Atwater High School students are afforded a breadth of opportunities to engage in A-G, Advanced Placement, electives, and CTE/career pathway courses. The regular program at Atwater High School includes a seven period day and one half-hour lunch break. On Monday, Tuesday, Thursday, and Friday, class periods at Atwater High School are 47 minutes. On Wednesdays, staff collaboration takes place from 8:00 AM to 8:35 AM. On these days, students have a modified schedule that begins at 8:45 AM with 45 minute class periods.

Career Technical Education

Atwater High School prides itself on its commitment to college and career readiness. The current CTE Program includes [23 pathways and 9 industry sectors](#) where each AHS student has a declared pathway working towards a capstone course and industry certification in the industry sector of their choice. Our district and site are committed to the fiscal support and sustainability of these pathways, as well as our partnerships with our community partners to ensure students have experiences that go beyond the walls of Atwater High School.

Advanced Placement

AHS offers a wide variety of Advanced Placement courses. In 2022 AP courses and tests offered included AP Chemistry, AP Biology, AP Spanish Language and Culture, AP English Language and Composition, AP English Literature and Composition, AP Calculus AB, AP US History, and AP US Government and Politics. Students who take AP courses receive an extra grade point. AP teachers review test data annually. All AP teachers are provided the opportunity to attend AP Summer Institute to hone their teaching skills and to stay current in their field of study.

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AVID

Atwater High School serves our college bound students through the use of the AVID (Advancement Via Individual Determination) program. AVID has been in place at AHS since 2006. AVID meets the needs of first generation college-bound students that maintain a minimum 2.0 GPA throughout high school. Many of these students are enrolled in at least one Advanced Placement or honors course and AVID offers necessary support through its curriculum which focuses on WICOR strategies. WICOR strategies focus on writing, reading, collaboration, organization, and reading instruction and improvement. Atwater High School AVID students learn the research writing process, complete analytical writing responses to SAT type prompts, write personal narratives for college admission and scholarship applications, and use higher-order thinking skills when completing opinion based timed writings on a regular basis. Weekly tutorials are facilitated by college tutors; however the students drive the learning by asking higher level thinking questions which require students to process and apply their knowledge. Our AVID students also build relationships when they attend field trips twice a year to visit college campuses throughout Central and Northern California.

Athletics & Activities

Atwater High School has many extra curricular programs to engage our students in campus life. The AHS Athletics department offers [fourteen different sports](#) that span across three seasons. Regarding clubs and activities, our staff provides a variety of on-campus [clubs and organizations](#) for student participation and members. In addition, our AHS Activities Director and Leadership class create [numerous opportunities and events](#) for students throughout the school year to show their Falcon Pride.

Saturday Academy

Atwater High School Saturday Academy is a comprehensive program designed to provide a broad spectrum of instructional programs for students needing academic support, remediation, and enrichment. It is also a way in which we can recapture lost ADA revenue through a four hour Saturday instructional program. The Saturday Academy program is different from the traditional Saturday discipline program in that the focus is on instruction. The instruction can reflect any type of curriculum that is offered during the regular program. The curriculum can be tutorial, enrichment, test prep, credit recovery, labs, or any type of instruction that the school site or district would like to offer. The scope is broad and unlimited. All Saturday Academy sessions are taught by Atwater High teachers and are supported by AHS classified support staff.

ASSETS

Our after school program offers students academic, physical fitness, and enrichment opportunities and programs. Because we believe that we all can learn, the staff employed at ASSETS are committed to helping students and work in close partnership with the California Teaching Fellows Foundation. Members are trained instructors in K-12 after school programs, serving as mentors and role models for college success. Some of the class offerings include tutoring, weight training, anime, ballet folklorico, and music.

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Academic Support

This course is designed to equip students with the skills necessary to be successful throughout high school. The class focuses on assisting students who have not responded to previous intervention programs as evidenced by their continued low academic performance, behavioral difficulties, and/or attendance issues. Students are identified by counselors or study teams during transition from their 8th grade year and/or analysis of student performance and progress at semester while attending AHS. Support is provided in a variety of areas and is achieved through strong communication between students, parents, and teachers.

Math and English Intervention Courses

AHS is committed to providing intervention opportunities for students to fill in gaps and achieve grade level skills. In math, we have a math sequence of courses for students with low math skills to have additional practice, support, and scaffolding in our Math A, B, and C math courses. In addition, students that demonstrate low literacy skills as 8th graders are placed in our Read 180 course for English 1. This course is designed to increase reading skills to reach grade level mastery. The Read 180 and System 44 curriculum are also taught in our Special Day Class English courses to our students on IEP as additional support to increase literacy skills.

Credit Recovery

Students who are deficient in credits are placed in our Edmentum online courses to remediate. In this program, students are coached and supported through the online curriculum by a teacher qualified in that content area. Credit recovery takes place in several capacities. Students complete courses during academic support class, after school, or during Saturday Academy, or at the end of the school year during summer school.

Workability

The Workability program provides comprehensive pre-employment skills training, employment placement, and follow-up for high school students in special education who are making the transition from school to work, independent living, and postsecondary education or training. Program services are appropriate to individual student needs, abilities, and interests. This program offers students with an Individualized Education Program (IEP) the opportunity to complete their secondary education while also obtaining marketable job skills. The Workability program seeks employers in the business community who will give students with special needs a chance to prove themselves in a competitive integrated employment setting. Local program sites successfully coordinate state and local service providers to offer comprehensive services tailored to local economic, social, and geographic needs and abilities.

English Language Development

Atwater High School has 328 English Learners which make up 15% of our student population. We have two dedicated ELD teachers on staff that teach our newcomer students and courses based on English language proficiency (ELD 1-4). EL student progress is monitored by grade level counselors. In addition to their ELD class, all EL students have access to all CTE

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pathways and courses. ELD 1 and 2 students have EL paraprofessional support pushed into their general education courses as translation/interpretation and support is needed.

Migrant Education Program

AHS has two part-time Migrant Education site coordinators who facilitate a wide variety of services for students who qualify for our Migrant Education Program. Services offered at AHS include the following: Identification and Recruitment, Social and Health Services, Individual and Small Group Tutoring, Academic, Career and Personal Counseling, Parent Involvement and Training, Extended Day Programs both Site and Home Based, and Leadership Trainings.

Intervention Center

The Intervention Center (IC) is located in room 113 and is staffed by a certificated teacher on special assignment. IC is a place where students report when they are removed from the classroom environment. Students are separated into two groups in the IC. One side of the room is dedicated to students who were removed for one period. The other side of the room is reserved for students who have been assigned full days of on-campus suspension. Once students are seated, they are required to work on their homework or the work that they were sent out with while the IC Teacher supports as needed. If a student does not have work, they are assigned a Suite 360 assignment. Students that are removed for the period only stay for their specific period, once the bell rings the student is allowed to move to the next period.

MUHSD DRC and UDA

Students that have violated California Education Code 48900.c can legally be expelled. Merced Union High School District (MUHSD) is providing a program for students which may serve as an alternative to expulsion.

Day Reporting Center (DRC)

DRC is intended to provide time for an associate principal to create the site based intervention Family Engagement Meeting (FEM) for the behavior being exhibited by the student. Family Engagement Meeting should be documented in the Administrative Decision section of AERIES (with the date the meeting was held).

MUHSD Understanding Drugs and Alcohol (UDA)

The UDA program is a comprehensive multi-tiered intervention program which aims to impact student perception and decision-making around substance use in a way that reduces risk and improves student physical, social/emotional, and educational development. The curriculum used in UDA education is grounded in evidence-based theory (Motivational Interviewing, Choice Theory, Impact Therapy) and the lessons are derived from two evidenced based programs: Brief Intervention and Project Towards No Drug Abuse.

Demographics and Achievement Data

Demographics

AHS is a school-wide Title I school and was established in 1958 as the first comprehensive high school in Atwater. It was built in the northwest part of the city and covers an area of 60 acres.

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The multitude of ethnicities, backgrounds, and cultural heritages represented in the 2,111 students at AHS is a source of strength and learning at the school. There are three feeder school districts with Atwater Elementary School District, as the largest, comprising nine schools, followed by Winton School District, and Saint Anthony's School, a private Catholic school.

Atwater High School is one of two comprehensive high schools in Atwater and one of six comprehensive high schools in the Merced Union High School District (MUHSD). The MUHSD also has one alternative-education campus devoted to four different programs: Adult Education, Community Day School, Independent Studies, and Alternative Education. The MUHSD serves a diverse population across the cities of Atwater, Livingston, and Merced. US Census Bureau data from 2021 provides the following demographic figures for Merced County: 24.8% Non-Hispanic white, 62.5% Hispanic, 4.1% black, 7.9% Asian and 2.7% American Indian and Alaska Native. Merced County's per capita income for 2017-2021 (based on 2021 dollars) was \$24,524. The percentage of people living in poverty is 21.9%. In Merced County 70.4% of the population has attained a high school diploma or higher and 14.1% have attained a bachelor's degree or higher. Merced County has an unemployment rate of 7.2%.

Enrollment

Enrollment over the past five years has steadily increased. AHS continues to be the largest school in the MUHSD and current 2022 numbers show 2111 students enrolled.

Enrollment by Grade Level					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Grade 9	506	478	551	555	545
Grade 10	426	491	469	532	529
Grade 11	502	417	491	467	504
Grade 12	392	474	412	461	434

Ethnicity

AHS serves a wide range of ethnicities, with the Hispanic sub-group comprising approximately 73% of the student body.

Enrollment by Ethnicity					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
American Indian	13	16	17	14	16
Asian	51	56	55	53	55
Pacific Islander	7	7	2	2	4
Filipino	10	10	9	6	4
Hispanic	1371	1405	1478	1591	1581
Afr. American	30	28	33	29	35
White	336	327	309	299	310

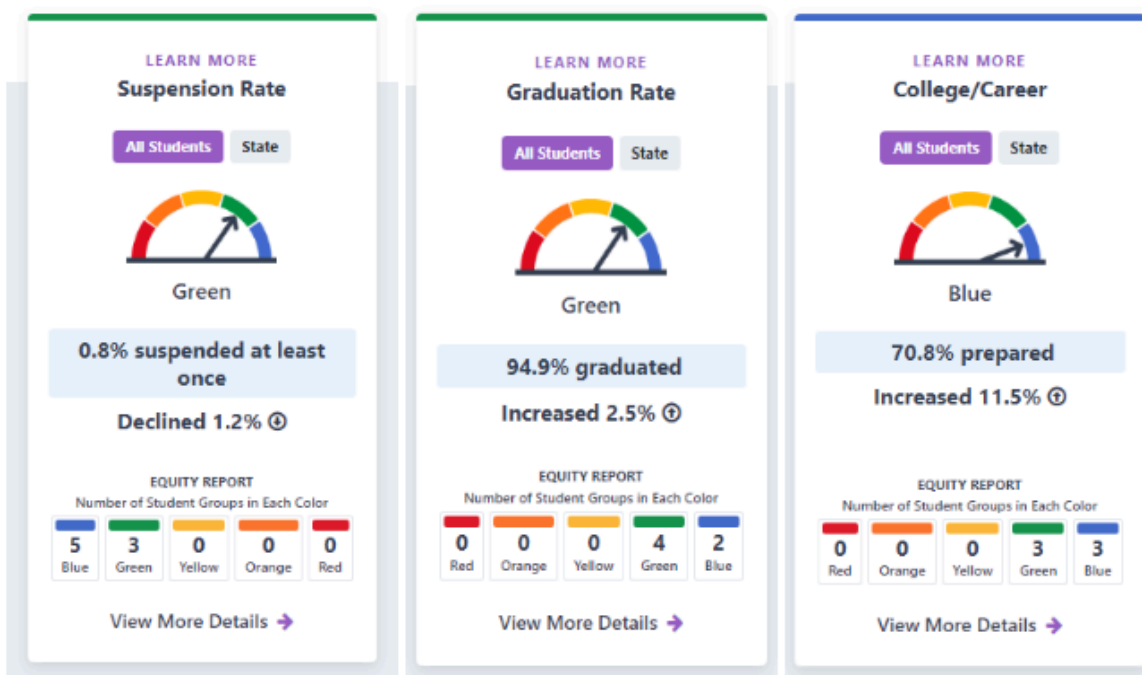
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Multiple/No Resp.	8	11	16	21	7
Total	1826	1860	1923	2015	2012

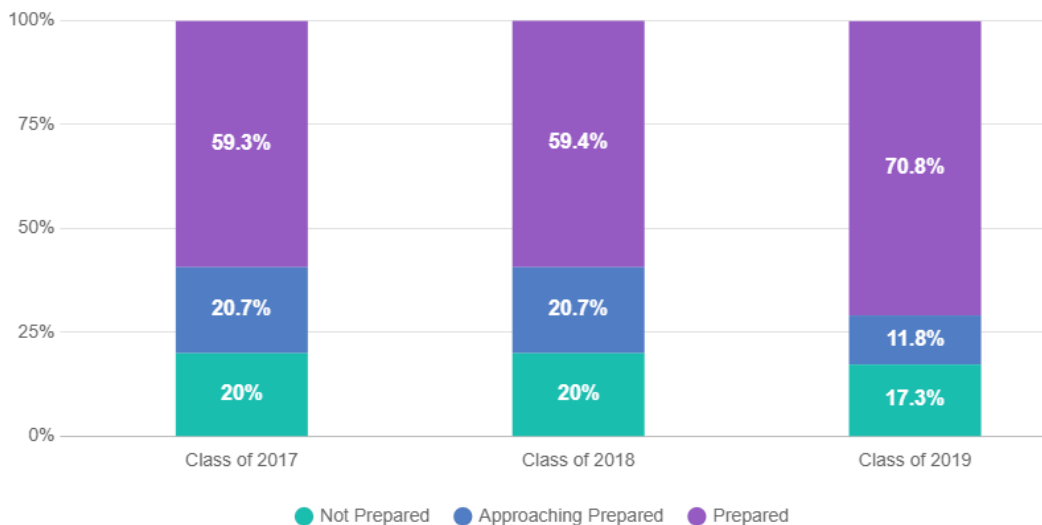
Achievement Data

California Dashboard Performance Overview



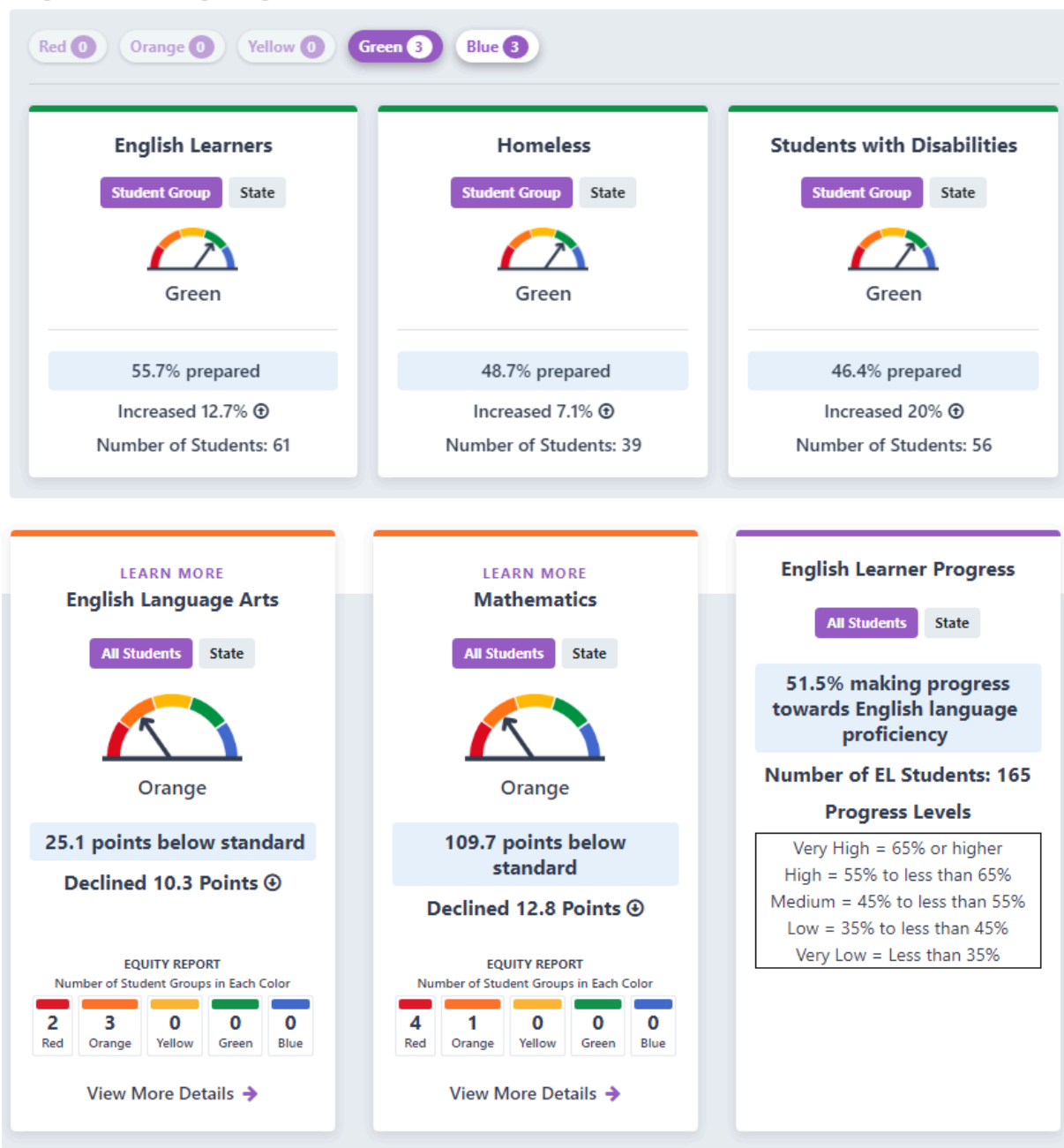
College/Career

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



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Explore Groups By Performance Level



Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



CAASPP Results

English Language Arts					
% of Students at Each Overall Performance Level					
	2018	2019	2020	2021	2022
Level 4 (Standard Exceeded)	15.43%	12.53%	NA	18.53%	16.48%
Level 3 (Standard Met)	31.08%	28.20%	NA	33.76%	23.74%
% Met or Exceeded	46.51%	40.73%	NA	52.29%	40.22%
Level 2 (Standard Nearly Met)	26.85%	30.55%	NA	28.17%	24.62%
Level 1 (Standard Not Met)	26.64%	28.72%	NA	19.54%	35.16%

Mathematics					
% of Students at Each Overall Performance Level					
	2018	2019	2020	2021	2022
Level 4 (Standard Exceeded)	3.40%	4.37%	NA	5.19%	2.86%
Level 3 (Standard Met)	14.01%	11.31%	NA	14.07%	10.99%
% Met or Exceeded	17.41%	15.68%	NA	19.26%	13.85%
Level 2 (Standard Nearly Met)	24.42%	24.16%	NA	30.62%	20.66%
Level 1 (Standard Not Met)	58.17%	60.15%	NA	50.12%	65.49%

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A-G Course Completion

Graduates Completing all Courses for UC and/or CSU Entrance				
	2018-19	2019-20	2020-21	2021-22
AHS	30.1%	34.2%	31.2%	31.5%
District	34.7%	33.7%	32.0%	31.1%
County	32.0%	32.1%	31.5%	31.2%
State	42.7%	42.8%	43.6%	44.7%

Advanced Placement Exam Results

AP Exam School Summary					
	2017-18	2018-19	2019-20	2020-21	2021-22
Total AP Students	213	179	175	92	108
Number of Exams	312	251	247	122	135
Students scoring 3+	60	51	62	43	54
Passing Percentage	28.17%	28.49%	35.43%	46.74%	50%

AP Student Mean Score					
	2017-18	2018-19	2019-20	2020-21	2021-22
English Lang. and Comp.	1.68	1.94	2.3	2.07	2.25
English Lit. and Comp.	1.83	1.82	2.5	1.67	3.17
U.S. Govt. and Politics	1.13	1.47	1.60	2.33	2.0
Music Theory	2.86	2.33	1.8	2.67	1.4
United States History	1.54	1.55	1.45	1.56	1.53
Computer Science Prin.	3.29	2.69	3.0	4.0	2.22
Calculus AB	2.20	2.13	2.3	1.67	2.17
Biology	2.02	2.02	2.47	1.83	2.5
Chemistry	1.29	1.64	2.13	1.88	1.67
Spanish Lang. and Cult.	4.23	4.54	4.44	3.86	4.19

ELPAC Results

Summative English Language Proficiency % of Students at Each Overall Performance Level					
	2018	2019	2020	2021	2022
Level 4 (Proficient)	19.14%	15.87%	NA	9.54%	11.44%
Level 3	33.33%	36.51%	NA	30.92%	36.16%
Level 2	20.37%	22.22%	NA	37.02%	27.31%
Level 1	27.16%	25.40%	NA	22.52%	25.09%

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Findings

[California Dashboard Data Report](#) tells us a great deal about our indicator performance. This data and the most recent report is from 2019 due to the global pandemic. It is evident that our focus on career readiness has been impressive with our 11.5% increase in the College and Career Readiness indicator which shows that the Class of 2019 was much more prepared for the future than those of years previous. In addition, our 2.5% graduation rate increase and our 1.2% decline in suspensions shows that our students, generally speaking, are meeting graduation requirements and are on the right track to demonstrating student learner outcomes.

Overall, our focus on career development is impressive however an increase is needed in A-G course completion and Advanced Placement course work. The issues of concern are regarding our mathematics and English performance which demonstrate a large decline in recent years based on CAASPP data. 51.5% of our English language learners are making progress toward English proficiency, although our EL students and students with disabilities are struggling increasingly in the core areas. Since the pandemic, our ELPAC scores have dropped significantly and are now steadily increasing again. More work must be done for our special populations and all students in the areas of mathematics and English language arts.

Examination of Perceptual Data

Stakeholder Surveys

There are many instances where stakeholders are surveyed in regards to programs, progress, opinions, core beliefs, and experiences here at Atwater High School. Students take part in the Healthy Kids Survey, surveys on their academic progress, and providing input regarding life at Atwater High School. The same can be said for staff and parents. It is the goal of Atwater High School that all stakeholders have the opportunity to voice their concerns and needs and take ownership of site wide goals, needs, and initiatives.

Findings

Each year, students take part in a variety of surveys. In the recent [Healthy Kids Survey \(2021-22\)](#), students shared their opinions anonymously regarding their high school experience, health, and safety among other things. A few takeaways here are that according to students, many are struggling with their academics, but 89% of students mention they do not attend the after school program for support. The data shows that most students at AHS feel connected to at least one staff member and have positive adult relationships on campus, while 87% of students reported that they feel safe at school.

In an anonymous survey given to [staff](#) in February of 2022, 79% of staff felt that the AHS Student Learner Outcomes accurately reflected the needs of our students and 84% of staff were familiar with them. However, only 24.1% of them agreed that students are familiar with the learner outcomes for students. In the same survey, teachers overwhelmingly agreed that they

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use the SLOs to guide their instruction or program. In regards to action plan goal #1, it was agreed that this is the most difficult subject for most students and while the new (Carnegie) math curriculum has been difficult to implement, most staff are on-board that the new student-centered approach will increase student outcomes. In response to progress towards goal #2, many staff commented that EL students and special education students are working hard and are happy to be back on campus. The struggle is evident for staff and students alike; however, structures are in place to support and encourage success. Staff agreed that literacy is a focus of the school and that students are encouraged to read in all courses; however, a systematic approach is needed and wanted to ensure strong literacy outcomes for students. Regarding goal #4 on college and career readiness, it is important to note that Atwater High School has made significant progress in this area for career, but more focus should be placed on college, A-G completion, and pushing students to meet academic standards. At the end of the survey, 67.2% of staff believe that the action plan goals do not need to be altered, but continue to be improved upon. Another survey provided to staff often is regarding professional development. The results from a [Fall 2022](#) survey can be found here as well as the [California School Staff Survey](#).

Atwater High School has very involved families and works hard to bridge the gap between school and home. One way to do this is to survey families to make their voices heard. In a late 2022 parent survey, families were asked about communication with the school and 70% of parents mentioned they love having Parent Square as the primary source of communication with the campus. In addition, 90% of the parents who responded to the survey shared that they feel connected to the school with comments regarding positive communication, parent involvement opportunities and being treated with kindness and respect when they are on phone or in person. AHS surveys parents informally very often and once a year formally with the [California School Parent Survey](#). Parents overwhelmingly appreciate the connectedness they feel from Atwater High School staff, activities, and the school community at large. In the section regarding learning environment it was noted that the area of weakness according to the parents was having high learning expectations for their children.

Summary

Implications of data

After looking at data as a staff and then discussing current trends, concerns, LCAP/SPSA goals, the staff had some engaging and constructive conversations regarding where to go from here as a site. It is evident that we have a supportive community and fantastic school culture, but we must work to increase the focus on academic outcomes for our students, so they can prove their college AND career readiness. The discussion shifted to what training we can have as a staff, what motivation we can provide to students, and how we can increase outcomes across the board for all students. It was clear that we have the tools in place to make this happen, but

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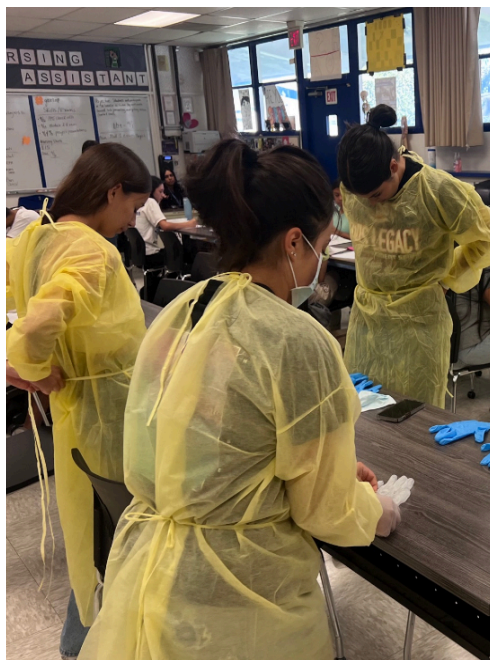
need to be very strategic regarding our plan moving into this new self-study cycle and beyond to ensure we see the growth we desire for our students and school.

Preliminary major student learner needs:

- Need for increase in student A-G completion.
- Need for increase in student outcomes on CAASPP in math and ELA.
- Need for increase in data analysis during collaboration.
- Need for increase in support provided to special populations (specifically English Learners and Special Education students).
- Need for increase in focus on Student Learner Outcomes.
- Need for increase in social emotional, behavioral, and academic support for all.

Questions/Comments for focus group work:

- Current SLOs: Are revisions needed?
- How are we living our Maxim and SLOs?
- How do we increase academic outcomes for our students?
- What do we need as a staff to accomplish this?
- How can we increase instructional expectations for all?
- What are some ways we can ensure to make data informed decisions?



Chapter III: **Self-Study Findings**

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

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

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile:

The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes:

There are effective processes in place to ensure involvement of all stakeholders in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP:

Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and

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the district LCAP.

A1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Atwater High School has a clearly stated mission, and purpose based on its student needs, current education research and the belief that all students can achieve high levels. The school's purpose is supported by the governing board and the central administration and is further defined by the Atwater High School's Graduate Profile which contains the mission, student learner outcomes, and what it means to be an Atwater Falcon.	<ul style="list-style-type: none"> • Atwater High School



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AHS Schoolwide Learner Outcomes

All AHS students will understand the importance of community, respect, innovation, and imagination and apply these ideas to college, careers, and life.

WE ARE ATWATER

- **Community** - We make our community better by working together.
- **Respect** - We respect diverse cultures and different perspectives.
- **Innovation** - We create change by sharing innovative solutions.
- **Imagination** - We use our imaginations to pursue our own paths.

- [AHS Graduate Profile](#)

AHS Mission Statement

The mission of Atwater High School is to provide students with a diverse educational experience that develops academic, technical and social skill sets in preparation for college, careers and life.

AHS Motto

“Academic and Athletics with Pride and Perfection.”

The vision of Atwater High School mirrors that of the Merced Union High School District. This vision aligns our district LCAP goals to our annual SPSA and AHS Graduate Profile to ensure all students are successful and prepared for life beyond Atwater High School.

MUHSD Vision Statement

Every student will walk off the graduation stage with a diploma in one hand and CTE certification/proficiency in the other along with college credit on their transcript.

- [MUHSD LCAP Goals](#)

Included in every meeting and event held at Atwater High School is the branding, *We Are Atwater*. Discussions occur annually with a variety of stakeholders during staff meetings, school site council meetings, and in community LCAP meetings regarding the student learner outcomes and our vision of what a graduate from Atwater High School looks like. These discussions lead to small edits and adjustments made

- [MUHSD Website](#)

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to ensure positive outcomes for AHS students.

As part of the WASC process, the mission and SLOs were recently reviewed based on student needs, global, national and local needs, and community conditions. After review, it was decided that the mission is still aligned to all needs and outcomes, so no changes were made. As for the student learner outcomes, they were adjusted slightly to directly relate to the 4Cs as well as to seamlessly integrate our maxim: community, respect, innovation, and imagination to become a true graduate profile. Prior to this recent revision, it had been several years since a school-wide formal review and revision had occurred.

- [Meeting Agendas](#)

Everything we do at Atwater High School applies to our maxim, *We Are Atwater*. Our school community is focused on being community ready, respectful, innovative, and imaginative, and this focus is reiterated every day in all meetings, during announcements, in imaging on documents/letterheads/notices, and represented visually in each office and classroom on campus.

- Maxim posters, visuals, presentations, announcements

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the*

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above indicators; include supporting evidence.

Findings	Supporting Evidence
<p>The role of Merced Union High School governing board is an effective tool which provides guidance and focus on funding, as well as educational changes and implementations. There is understanding among the community regarding the role of the governing board and how parents can participate in school governance. All meetings are posted prior to the date with agenda items and the opportunity is given for community input. The community learns of meetings via school/district communication tools such as Parent Square, social media accounts, and a robust YouTube channel that live streams all district board meetings as well as frequent Coffee with the Superintendent live streams, weekly MUHSD Minutes which showcase that week across the district, and other ways for families to engage.</p>	<ul style="list-style-type: none"> • MUHSD BoardDocs • MUHSD YouTube • MUHSD Facebook • MUHSD Instagram • MUHSD Twitter
<p>The relationship between the governing board, district administration, and all stakeholders is one that is well developed and systematic. Site administration works weekly in district collaborations and meetings to ensure district initiatives are shared effectively and expectations are not only understood, but executed. In addition, public district meetings, for example, LCAP and DELAC are held at the site level and the district administration works hand-in-hand with site administration to ensure cohesion and consistency of information that is shared with stakeholders.</p>	<ul style="list-style-type: none"> • Meeting Agendas and Presentations
<p>The governing board and district's complaint and conflict resolution procedures are effective. District teacher association and classified school employees association procedures include grievances regarding potential unfair labor practices. Students and parents are provided complaint and conflict procedures through their site administration and online options via the district website.</p>	<ul style="list-style-type: none"> • MUHSD Reporting Options

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

A3.1. Broad-Based and Collaborative: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs,

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b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

A3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
The school's planning process is broad-based, collaborative, and has the commitment of all stakeholders. The SPSA is annually revised based on student achievement data and approved by the school site council consisting of staff, parents, and students. Staff, department, and subject-level collaboration occur weekly where district and school data, initiatives, and foci are shared and discussed regarding progress and implementation. All collaboration is student focused to ensure all students have their needs met and are achieving academically. These collaboration meetings allow teachers to be informed and provide opportunities to compare student achievement results, make informed instructional plans/changes based on the data, and share best practices.	<ul style="list-style-type: none"> • Collaboration Schedule
The school's Single Plan for Student Achievement is annually revised by the school site council consisting of all stakeholders. The SPSA is aligned with the district LCAP and the WASC action plan. All items are implemented into the single plan to ensure consistency. Student achievement data is monitored regularly by the school site council to drive instructional and fiscal decisions. Results of the collaborative process include the implementation of many intervention programs we have now including AVID, Academic Support, and credit recovery courses as well as enrichment options that are offered during Saturday Academy and through the ASSETS program after school each day.	<ul style="list-style-type: none"> • SPSA
There is a shared responsibility and accountability to support student learning. Student data results are shared individually, departmentally, school-wide, and district-wide and discussions are had at each level regarding best practices, methods, and strategies to increase student learning. In collaboration, subject level teams	<ul style="list-style-type: none"> • Daily Must Haves

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monitor student progress and data driven decisions are made to improve instruction. Atwater High School has an instructional coach who provides training and assists teachers with instructional strategies and supports to increase positive student outcomes. Special education teachers collaborate with core teachers within the regular education classroom to support special education student learning. There is a school-wide commitment to the Daily Must Haves, which are instructional norms and expectations that ensure consistency and structure to student learning.

The school has effective structures for internal communication, planning, and resolving differences. AHS has monthly staff meetings, department chair meetings, department meetings, subject level meetings, and Engage AHS professional development meetings. Information at department chair meetings is given to chairs to communicate to department members. Email is utilized often and effectively for communicating information and notifications. Each staff member also has an individual mailbox utilized for communication distribution. Administrators complete formal teacher evaluations based on the DTA contract, and informal walk-throughs where teachers are given feedback to assist them in their planning and instruction. Weekly instructional updates are sent to certificated staff with information regarding the week and the previous week's walk through data. Classified employees are evaluated appropriately based on their CSEA contract. A formal grievance policy exists for resolving differences, if needed.

- [Engage AHS Instructional Update](#)

A4. Staff: Qualified and Professional Development Criterion

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

Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

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A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Atwater High School has a qualified staff dedicated to the achievement of the academic standards and the expected schoolwide learning results. All staff have completed appropriate preparation prior to being hired. The Merced Union High School District has a very successful Induction program for its beginning teachers which partners with each site's Instructional Coach to provide high quality training and support for each classroom teacher. The site instructional support team which consists of the Associate Principal of Teaching and Learning, Instructional Coach, and Teacher Librarian, has been very proactive in providing ongoing professional development for all teachers to assist in the achievement of academic standards.	<ul style="list-style-type: none"> • AHS PD Plan
AHS and the MUHSD effectively support professional development to facilitate all students achieving the academic standards and student learner outcomes. Time, personnel, materials and fiscal resources are dedicated to this professional development. District and site instructional coaches work collaboratively to determine needs of the district based on teacher feedback as well as student data points. Classroom substitute teachers are provided in depth training as well to carry out lessons in a teacher's absence. Title 1 funding is provided to support off-site training, conferences, and other opportunities when available.	<ul style="list-style-type: none"> • Staff PD Survey
Results and effectiveness of professional development is formally measured by teacher evaluations and student performance data; however, it is measured daily via administrative classroom walk throughs.	<ul style="list-style-type: none"> • Administrative feedback • Evaluation notes • Walkthrough Data
All administrators are responsible for performing formal evaluations on designated staff members in accordance with the negotiated contract. In addition, walk-throughs are conducted throughout the campus in all subject areas by administrators. Feedback information is then provided to support the implementation of the Daily Must Haves and the current district/site instructional initiatives. Walk-throughs are always focused on student learning and productivity.	

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Each August at our welcome back days prior to student start date, the AHS administration puts together a program with an overview of the year. The instructional focus is presented as well as an introduction of the year's outline from each department. At this time, policies and procedures are reviewed, relevant and necessary all-staff training occurs, and reminders are provided to ensure the school year is a successful one for all. In addition, new staff attend AHS Instructional Bootcamp in the weeks following and have detailed orientation and extensive training to ensure campus wide policies are implemented.

- [Start Up Meeting Agenda](#)
- [AHS Instructional Bootcamp Agendas and Presentations](#)

A5. Resources Criterion

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

Indicators

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Atwater High School has aligned its mission and vision with the mission and vision of the Merced Union High School District. All money allocated through the school is directly aligned to the AHS SPSA in order to promote student learning, positive school climate, equitable access, and college and career readiness. The SPSA is overseen by administration with input from the School Site Council, ELAC, and the Instructional Leadership Team. All funding is directly linked to student needs and student learner outcomes.	<ul style="list-style-type: none"> • SPSA
There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times engaging in high-quality business and accounting practices. MUHSD works directly with site administration, site administrative assistants, and school secretaries in order to ensure that money being spent is directly correlated to site SPSA goals. Budget funding is allocated within the fall of each year to administrators.	<ul style="list-style-type: none"> • District Budget Guidelines
AHS facilities are regularly monitored by administration and MUHSD throughout the year. At the beginning of each school year, administration walks the campus and surveys the needs of the campus for repair. Maintenance work orders are submitted through the site administrative assistant and repairs are made within a timely manner through the district to ensure no disruption to the learning environment. The annual FIT report is completed by the Associate Principal of Student Support that oversees facilities and maintenance and is then included in the SARC completed by the Associate Principal of Teaching and Learning at the end of January each year.	<ul style="list-style-type: none"> • FIT Report • SARC
Policies and procedures for acquiring and maintaining adequate instructional materials and equipment are in place. Each department, including the library, has a budget of allocated funds. Purchase requests are made by the department lead to site administration. CTE Pathway teachers submit annual plans as a request for site allocated Perkins or CTIEG funds. Title 1 purchases can be requested by department heads or individual teachers to the Associate Principal of Teaching and Learning. All Title 1 purchases must align with the SPSA goals to be approved. Printed materials, instructional technology, manipulatives, and other supplemental materials fit into this category making the purchasing and maintenance of materials simple for teachers in need.	<ul style="list-style-type: none"> • Perkins plans • CTEIG plans • Title 1 Quarterly Update
Merced Union High School District in partnership with Merced County Office of Education offers many trainings to support the nurturing and ongoing professional development of teachers. In addition, teachers can request to attend off-site conferences and workshops using Title 1 funds to discover new instructional practices to share with site staff. Most professional learning takes place in-	<ul style="list-style-type: none"> • AHS Travel/Conference Request

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house at Atwater High School in our Professional Development Center by our Associate Principal of Teaching and Learning, Instructional Coach, Teacher Librarian, and teacher-led Instructional Leadership Team (ILT). The Professional Development Center and the resources needed to facilitate these opportunities is also funded by the SPSA and Title 1 funding under goal four which relates to professional development and recruiting and retaining Atwater High School staff.

Category A Summary of Strengths and Growth Needs

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary of Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.

Areas of Strength

1. Stakeholder resources and opportunities for involvement are abundant and effective.
2. Professional development programs are diverse and comprehensive.
3. LCAP and SPSA goals are aligned and centered on student achievement.

Areas of Growth

1. More analysis of assessment data to have meaningful discussions that inform instruction.
2. Professional development should be created to include non-instructional faculty and staff.



Category B: Standards-Based Student Learning: **Curriculum**

Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Indicators

B1.1. Current Educational Research and Thinking

The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Academic and College- and Career-Readiness Standards

The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. Congruence with Student Learner Outcomes and Standards

There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards

B1.4. Integration Among Disciplines

There is integration and alignment among academic and career technical disciplines at the school.

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B1.5. Community Resources and Articulation and Follow-up Studies

The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; including supporting evidence.

Findings	Supporting Evidence
<p>The effective use of current educational research related to the curricular areas is very evident in all staff/teacher collaboration, professional workshops, continuing education, and utilizing effective teaching strategies with ongoing assessment and reflection. In each department, class pacing guides and course outlines are updated throughout the year and annually by each department. Atwater High School has used the aforementioned research as well as the Common Core State Standards and CTE Standards in order to shape these pacing guides and course outlines. AHS's monthly subject/grade level meetings are vital in the coordination of teacher efforts to ensure that district and/or campus-adopted programs are consistent. The AHS Counseling Department works with each department to provide class choices that ensure students meet graduation requirements, satisfy college entrance requirements, gain English proficiency, provide a foundation for 21st century skills, and give access to students to gain knowledge in career technical education through a wide variety of CTE pathways.</p>	<ul style="list-style-type: none"> • Lesson Plans • Walkthrough Data • Collaboration Notes
<p>The curriculum in the core subject areas of English, math, and social studies is based upon the district-wide adoption and implementation of the Common Core State Standards. Science has adopted the NGSS standards through Discovery Education Science online tech. English is in the process of adopting a new curriculum which will be purchased this spring with ongoing training and support for implementation in the 2023-24 school year. This school year, the Merced Union High School District is piloting and implementing the Carnegie Learning curriculum in Math. Several elective courses have been restructured to include CTE standards to meet CTE course validation requirements. In addition, the administration annually examines and approves Advanced Placement courses to maintain course status in the online AP course audit through College Board as well as evaluate courses to ensure they meet A-G requirements via UC Doorways validation. All online Edmentum credit recovery courses are standards- based, so that when students remediate courses, they are demonstrating achievement of academic standards.</p>	<ul style="list-style-type: none"> • Master Schedule • Pacing Guides • Curriculum Guide • CTE Pathway Course List • AP Course List • English Adoption Process • Carnegie Math Implementation • A-G UC Doorways approved list • Edmentum Data
<p>Congruence exists between concepts and skills, common core standards, CTE standards, and the student learner outcomes of our Graduate Profile due to our school-wide focus on our maxim, <i>We Are Atwater</i>. MUHSD and</p>	<ul style="list-style-type: none"> • Graduate Profile • Daily Must Haves

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AHS have continued to provide opportunities for departments to align curriculum to standards and work to create opportunities for students to demonstrate how they are COMMUNITY ready, RESPECTFUL, INNOVATIVE, and IMAGINATIVE. Standards aligned pacing guides have been developed at the district level and are being used at Atwater High School by teachers as they plan learning experiences, collaborate in subject/grade level teams, and implement curriculum to students. Atwater High School provides opportunities for all teachers to be trained and collaborate on a wide variety of topics with our Daily Must Haves at the center. These topics include: standards, universal design for learning, student engagement, rigor, supporting special populations, social emotional learning, and checking for understanding to ensure our students are demonstrating 21st century skills.

Integration among disciplines at Atwater High School occurs in a variety of forms. Our *BLUEprint for Life* six-year plan incorporates an interdisciplinary approach that requires students to develop portfolios that highlight their academic progress across the various subjects in a variety of mediums. Additionally, there are many examples of collaboration across departments. For example, Atwater High School's theater and English departments work collaboratively to create plays based on English class literature, photographed by Photography students, posters designed by Computer Graphics, sets built by Ag Welding & Wood. Of considerable note is the integration of the school's academic program into our extensive and award winning agriculture and shop programs. Atwater High School students in these programs utilize skills from their classes to build, design, create and present unique products and services to our community. Atwater High School's AVID program represents a unique and powerful integration between the disciplines. AVID learning strategies can be found in many of the classrooms at Atwater High School. AHS Medical Technology students provide CPR certifications to our entire student body by partnering with our Social Studies department each year. Lastly, students work with our teacher librarian to access and use electronic databases and resources to create rigorous and relevant research projects that prepare students for college and career. These are a few of the examples of the ways our Atwater High School programs integrate to enhance student experiences and learning outcomes.

- [BluePrint for Life](#)
- [6 Year Plan](#)

The two main feeder schools for Atwater High School are Mitchell Senior and Winton Middle School. Concentrated articulation occurs during registration to all feeders with course selection sheets and course and program recruitment information during school visits from the guidance team. Formal presentations are given in classrooms on graduation requirements, college and career readiness courses, and the registration

- [8th Grade Registration Schedule](#)
- [Articulated/Dual Enrollment Courses](#)
- Transition meeting agendas

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process. Feeder school parents and students attend 8th grade parent orientation night on campus and are exposed to courses before turning in completed course selection forms. Placement of students in ELA and math classes is contingent upon CAASPP scores, 8th grade teacher recommendation, and placement tests. At the beginning of the year, staff gather transition data on subgroups and at-risk students in addition to intake of SPED students and reclassification information on EL students. Monthly meetings are held with feeder school staff district-wide to discuss math placement, literacy, and other important topics to ensure transition between districts. Several CTE courses are articulated with Merced College to earn college credit, earn certification or take advantage of dual enrollment. Merced College employs one guidance counselor on the AHS campus to support Merced College students. They also send representatives to present on college admission, registration, and financial aid workshops. In addition, Merced College collaborates with the prep college math instructor and the AHS career technician to administer Merced College math and English placement tests and assist students in filling out applications and completing orientation for registration at Merced College. AHS also has UC Merced representatives/ambassadors, Mini Corp tutors for migrant students, and Cal-Soap Student Success Coaches on campus to assist and advise students regarding their transition to life beyond high school. Atwater High School guidance surveys students annually regarding their post-graduation plans to allow for follow up with them after graduation.

- [Post-Secondary Partnerships](#)

B2. Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators

B2.1. Variety of Programs — Full Range of Choices

All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences

Prompt: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.3 Student-Parent-Staff Collaboration

Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

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B2.4. Post High School Transitions:

The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Academically, Atwater High School offers courses in second language acquisition (ELD), special education (RSP and SDC programs), vocational education (CTE Pathways), college preparatory (Honor/AP/AVID programs), many dual enrollment courses, and remediation programs (Read 180, Math A/B/C, Academic Support). All students have opportunities to make choices in their educational plan and pursue a full range of career and educational opportunities based on their wants and needs. In addition, every freshman at Atwater High School is enrolled in Freshman Seminar, a first semester course designed to expose all students to the CTE pathways offered on campus, so they are prepared to select a pathway of focus prior to registration for their sophomore year.	<ul style="list-style-type: none"> • Course Catalog • Frosh Seminar Pacing
While all courses at AHS strive to connect learning to real world experiences for students, AHS programs such as AVID, CTE Pathways, and music allow students to become part of a learning community that promotes direct connection to participation in real-world scenarios that prepare them for college and future employment. Coherence is measured through test scores, project completion, and course completion in sequential order.	<ul style="list-style-type: none"> • Work Samples • Classroom Observation
Collaboration between staff, parents, and students begins before students leave middle school. Guidance staff meets with all eighth grade students to introduce the courses and programs offered at Atwater High School. Guidance counselors meet with each grade level to do A-G presentations. The guidance department prepares a personalized learning plan for each student every year which is taken home and shared with parents before registration. The course catalog is online and provided to all parents and students and contains information concerning graduation requirements, college/university entrance requirements, and a description of all courses available to students. Parent Resource Nights are held monthly and twice a year counselors present to support families in course and pathway selection as well as post-secondary planning for students. Parents and students have access to Aeries and Parent Square to view grades, communicate with teachers, and to receive school and school district information.	<ul style="list-style-type: none"> • Course Catalog • Parent Resource Nights • Aeries Communication • Parent Square Communication
Atwater High School is dedicated to developing students who are prepared for college, career, and life. The <i>BluePrint for Life</i> program, which came to a halt in 2020 due to the pandemic and is being revived this school year, provides students foundational skills and strategies to ensure all students are prepared for life beyond high school. Focusing on the Graduate Profile and supporting students with education planning is the goal of Atwater High	<ul style="list-style-type: none"> • BluePrint for Life Outline • Graduate Profile • Student Monitoring in Aeries

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School. Graduating seniors are supported by the guidance staff with progress monitoring and encouraged by the MUHSD College and Career Counselor to complete the college applications, FAFSA, scholarship applications, as well as any workplace documents needed to transition to their many after high school options.

Category B Summary of Strengths and Growth Needs

ACS WASC Category B. Curriculum: Summary of Strengths, and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.*

Areas of Strength

1. Opportunities for professional development are diverse and frequent.
2. CTE courses and Career Pathways are important factors in developing college and career readiness.
3. Students have a broad range of courses from which to choose from.
4. Creation of Read 180 course for struggling readers.

Areas of Growth

1. Increase of collaboration to analyze data to inform instruction.
2. Professional learning is not well attended.
3. Increase focus of literacy campus wide..



Category C: Standards-Based Student Learning: **Instruction**

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators

C1.1. Results of Student Observations and Examining Work: All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings

Supporting Evidence

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During department-wide collaboration, teachers came together to examine student work in their home groups and determine student performance centered around the Daily Must Haves. Discussions were held regarding rigor, levels of DOK of planned tasks, as well as student products, standards-based tasks, and discussion over how we ensure students are challenged. It was discovered that the MUST HAVES are helpful while planning and that we have come a long way as a site to increase rigor since returning from distance learning.

- [Daily Must Haves](#)
- [Collaboration Notes](#)
- Student Work Samples

Students at Atwater High School are provided daily objectives in each class period to ensure they are aware of expectations and outcomes for the day. In general, our students understand who we are as a campus and the goals we have for them when they are on campus as well as community members. We feel this is an area we can improve upon by making the Graduate Profile more explicit and as a guide when we plan instructional experiences for students. We do this naturally now to create students who have a sense of community, respect, innovation, and imagination, but we would love for students to have a more explicit awareness of these ideals.

- [Graduate Profile](#)

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Indicators

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2.2 Creative and Critical Thinking

Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3 Application of Learning

Students demonstrate that they can apply acquired knowledge and skills at higher depths of knowledge to extend learning opportunities.

C2.4 Career Preparedness and Real World Experiences

All students have access to and are engaged in career preparation activities.

C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>Teachers at Atwater High School are dedicated to their own pedagogy and growth as professionals. As a staff, they are committed to increasing engaging, rigorous, and relevant learning experiences for all students. Their commitment to professional learning is remarkable as a whole with many teachers utilizing training, strategies, and tools in the classroom. Professional learning opportunities include Instructional Rounds where teachers open their classrooms for each other. Here, they observe students at work and have collaborative debriefs regarding the Daily Must Haves and how they can learn from each other and implement best practices. Certificated staff at Atwater High School use the following instructional strategies or methods to increase student engagement: UDL strategies for all students, opportunities for student choice and voice, sentence starters to support literacy, digital and traditional gallery walks, checking for understanding including exit slips, reciprocal teaching, think-write-pair-share, socratic seminars, group discussions, project based learning, and modeling with “I do, we do, you do” activities.</p> <p>In addition, they are committed to technology integration to enhance learning by using the following technology tools: Google Classroom, Canvas, Actively Learn, NewsELA, Blooket, Wordwall, PearDeck, Edulastic, Edpuzzle, Gimkit, Doodle Notes, Gizmos, and CodeHS among others.</p> <p>Students at Atwater High School have many opportunities to participate in creative and critical thinking using many of the above mentioned tools in conjunction with resources and materials. Many of our pathway students compete at local and state levels in their areas to demonstrate mastery of skill sets in Agriculture, Drama, Photography, CSI, Medical Technologies, Marketing, and Robotics to name only a few. Students create projects like live crime scenes, dissections, and their own video games. Some write excellent essays to prove their literacy skills, earn their Seal of Biliteracy, or explain their mathematical mindset. During in-class discussions, students justify their responses, create new ways to explain a process, and prove their mastery of content by completing a certification.</p> <p>Atwater High School teachers provide experiences for students to demonstrate understanding at high levels of rigor by writing, creating visual displays, arguing via debates, and providing rationale to support their original thoughts. Students at Atwater High School have many opportunities to extend their thinking and make subject matter meaningful.</p> <p>From phenomena based science lessons to PBL in pathways, students are able to experience real life learning. Students are involved in career development events, job shadowing opportunities, hands-on methods, and exposure to guest speakers and real life applications. The access to these types of experiences where students showcase their 21st century skills is</p>	<ul style="list-style-type: none"> • Classroom Observations • Lesson Plans • Instructional Rounds • Daily Must Haves • Student Work Samples

unmatched as AHS students have countless opportunities to become career ready.

Category C Summary of Strengths and Growth Needs

ACS WASC Category C. Learning and Teaching: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.*

Areas of Strength

1. Teachers are competent users of technology tools and apps to assess and provide feedback.
2. Variety of professional learning offered to staff through district and site-based opportunities.
3. Students are provided opportunities to apply knowledge to real-world situations and activities.
4. Teachers are trained to differentiate instruction for all students in the classroom.

Areas of Growth

1. Students need more opportunities for writing instruction across the curriculum.
2. Teachers need additional professional development to support underperforming subgroups.
3. Increased focus on student learner outcomes to ensure reasoning, problem-solving, and communication skills.



Category D: Standards-Based Student Learning: Assessment and Accountability

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

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

Indicators

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators

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or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>AHS teachers maintain their own individual grading policies. We do not have a schoolwide grading policy nor do we implement grading policies by department. Teachers use a variety of methods to assess, establish student performance levels, and determine grades. Teachers use classwork, homework, projects, and presentations to determine if students are achieving academic standards. Many teachers use rubrics to establish and communicate levels of proficiency. In particular, Math A, Math B, Math C, Math 1, and Math 2 teachers use common rubrics on grade level/department level assessments. Point systems are commonly used in conjunction with the practice of weighting particularly important assignments as a way to determine student grades.</p>	<ul style="list-style-type: none"> • Collaboration Meeting Agendas • Data Points • Math Placement Data
<p>While AHS does not utilize collective grading policies, we do share common standardized assessments in some of the core areas. All English and math classes take Interim Assessment Blocks (IAB) assessments quarterly. All incoming freshmen take a math placement test to assist in placement. These assessments reflect the standards and are consistent with district vision and Common Core expectations. Social studies and science do not take district assessments at this time. There are pockets of subject-level teachers who work closely together in planning, pacing, assessing, and grading. English 1, English 3, math department, world history, world language, and biology teachers collaborate closely and share common assessments and grading practices and with the increased focus on data analysis. Moving forward, we hope to grow these collaborative teams.</p>	<ul style="list-style-type: none"> • IAB Test Data
<p>In the 2019-2020 school year there were no district quarterly assessments or required state assessments in any of the core subject areas in the spring due to COVID restrictions. In 2020-2021, all ELA, math, social studies, and science courses took a district-mandated and teacher-designed quarterly benchmark/performance tasks as well as state mandated testing. MUHSD has recently purchased Edulastic for teacher use to</p>	

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generate site specific formative and summative assessments. This has been piloted with few teachers currently; however, plans are being made for subject level teams to utilize this platform to analyze results during collaboration to track student achievement and progress.

All CTE pathway courses/students are encouraged to participate and engage in yearly industry and state recognized certifications. All certifications are based on course essential standards established by the state.

- Certification Completion

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

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

Indicators

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>All departments use a variety of student assessments such as tests, quizzes, homework, class work, projects, and research papers. The English department is excited for the new curriculum adoption so they are able to utilize common assessments to increase data conversations that drive instruction. Students' academic growth is measured by assessment results from IABs in English and math. Also in math, students work through modules in Mathia, an assessment platform from Carnegie Learning, to demonstrate progress and provide teachers with data points. In science and social science, teachers and subject level teams create their own summative assessments based on pacing guides. In our CTE pathways and elective courses, teachers create authentic assessments, projects, and other ways to determine mastery to increase engagement and include 21st century learning skills. In the 2021-2022 school year, quarterly administration of the Reading Inventory assessment is given in English classes. The information is added to Aeries and made available to all staff for awareness of student Lexile levels and for appropriate placement.</p>	<ul style="list-style-type: none"> • Student Work Samples • IABs • Mathia Data • Reading Inventory Data • Daily Must Haves • Classroom Observations • Checking for Understanding

Teachers at AHS utilize a set of instructional norms when planning and teaching lessons called Daily Must Haves. One of the most important and effective norms is checking for understanding (CFU) frequently and in a variety of ways throughout lessons. This formative assessment strategy provides teachers real-time feedback and allows them to provide more informed instruction. Adjustments to instruction might include anything from reteaching a concept to simply clarifying specific details. CFU strategies include whiteboard responses, Think/Write/Pair/Share, hand rubrics, thumbs up/down, quickwrites, exit tickets, Google Forms/Surveys, and Kahoot quizzes. Administrators conduct informal visits to classrooms. This process allows leaders to determine the types of instructional support needed. This walk-through data helps inform professional development priorities. Findings are shared weekly with staff via the Engage AHS Update.

Category D Summary of Strengths and Growth Needs

ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.*

Areas of Strength

1. Stakeholders are well informed as to student performance data and academic achievement of course standards.
2. AHS SPSA and MUHSD LCAP goals, action steps, and allocation of resources target needs identified through careful disaggregation and review of specific student achievement metrics.
3. MUHSD Must Haves require teachers to check for understanding frequently and in a variety of ways throughout their lessons.

Areas of Growth

1. Develop a more comprehensive system for administering authentic summative and formative assessments in all curricular areas.
2. Improve the percentage of students who meet or exceed the standards on the CAASPP ELA and Math in comparison to district, county, and state percentages.
3. For SPED and EL students, improve graduation rates, lower dropout rates, lower D and F rates and improve CAASPP ELA and math scores in comparison to all other schools.
4. Reading scores need to be improved as well as addressing COVID learning loss.

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Category E: School Culture and Support for Student Personal, Social Emotional, and Academic Growth

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

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

Indicator

E1.1. Parent Engagement:

The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
AHS has monthly Parent Resource Nights where community members and parents discuss different relevant, school-related topics every month. Counselors hold monthly <i>Coffee with Counselors</i> . This collaboration is open to all parents and allows a space for parents to have an open dialogue with grade level counselors.	<ul style="list-style-type: none"> • Parent Resource Night Presentations • Parent Resource Night Flyers • Coffee with the Counselor Flyers

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AHS utilizes the auto-dialer information system and Parent Square to communicate with parents and students about upcoming events, activities, and general information including but not limited to open house, career/college nights, school safety, fundraising, and volunteer opportunities. AHS utilizes social media to promote awareness of school activities, events, and functions among parents and community members.

- Parent Square Notifications
- Social Media Posts

Athletic Parent Night is held before the start of every sport's respective season. School/team rules, norms, and expectations are reviewed and discussed. AHS Back-to-School Night is held a few weeks after school begins and is open to all stakeholders. During this event, staff members provide information regarding their classes and programs. AHS holds an annual Senior Orientation night for parents and seniors to review the requirements for graduation and guidelines for graduation ceremony. AHS incorporates Senior Interviews where members of the community review senior projects and conduct interviews with each senior. These interviews focus on student projects and the students' post-high school plans. Many AHS clubs and organizations utilize an advisory board to receive information on how to make improvements that benefit students. Most advisory boards consist of individuals from an industry related to the organization. Our *Miracles Do Happen Rally* is an opportunity for AHS to give back to parents and the community. Before the rally, students submit wishes for their fellow classmates. Wishes are "granted" during the rally where parents/community members are in attendance and given their "wishes".

- Meeting Presentations
- Meeting Sign in Sheets

School Site Council is made up of members of the community/parents, teachers, administrators, and students for the purpose of discussing, recommending, and approving proposals dealing with school expenditures, programs, and policies. The monthly meetings are open to the public and all stakeholders are welcome to attend. In addition, AHS holds regular meetings such as LCAP, staff meetings, and ELAC to gain input on the school's vision, mission, and SLOs.

- [SSC Agendas](#)
- [SSC Minutes](#)
- [SSC Sign ins](#)
- [LCAP Agendas](#)

E2. School Culture and Environment Criterion

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

Indicators

E2.1. Safe, Clean, and Orderly Environment

The school has existing policies and regulations that uses its resources to ensure a safe, clean,

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and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2 High Expectations/Concern for Students

The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3 Atmosphere of Trust, Respect, and Professionalism

The entire school community has an atmosphere of trust, respect, and professionalism.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Atwater High School provides clean and functional classrooms, shops, labs, and PE/athletics facilities. AHS has also added enhanced lighting campus-wide to protect student safety. We have an all-purpose/all weather track and athletics stadium. AHS has recently installed a new fence around the perimeter of the school for added security.	<ul style="list-style-type: none"> • Campus tour • FIT Report • Facilities Map
At AHS, there is very limited graffiti on campus. Our maintenance and custodial personnel work to create a clean and orderly school when school opens every morning. Waste is managed on campus through efficient use of garbage receptacles and scheduled trash dump times (after breakfast near the cafeteria, after lunch, after school program). Also, school posters and bulletins are confined to certain areas and not all over the campus. The work order process is easy and efficient for staff due to an electronic submission system associated with our school website. Site work orders are tracked and progress is monitored by administration and associated maintenance and custodial staff.	
At Atwater High School, campus safety is a priority. Cameras are placed throughout the campus and are utilized for investigations and campus security. All classroom and multipurpose rooms have door and motion sensor alarms. Hoffman Security is our alarm service provider. Alarms become active at 11:30 pm and disarm at 5:30 am. Atwater High school implements multiple fire, earthquake, and lockdown drills throughout the year ensuring that faculty and students know how to safely evacuate their classrooms in a timely and effective manner.	
Since the pandemic, Character Strong curriculum has been integrated into our coursework to support students' social emotional needs. AHS Freshman Seminar students and English students have Character Strong concepts integrated into lessons to help cope with stress and self-regulate among other topics.	<ul style="list-style-type: none"> • Lesson Plans • Student work samples

AHS also has an active student Leadership class that works to bring the needs of the student body to the attention of school leadership. Miracles Do Happen Rally is an opportunity for AHS to give back to parents and the community. Students submit wishes for others. Wishes are “granted” during a rally where parents/community members are in attendance and given their “wishes.” Talon Academy (ASSETs) offers a plethora of activities/clubs and a credit recovery class during which students may create additional connections to school, foster and develop hobbies and skills, and make up missing credits in English.

- Miracles Rally
- [ASSETs](#)

Overall, the culture and climate of Atwater High School is a positive one. Staff and students are recognized for their hard work and for demonstrating positive character traits. For staff, a monthly recognition called the Soaring Falcon Award is given out. For students, the Falcon of the Week is an award received via nominations from staff members. Recipients are recognized for their demonstration of our maxim, *We Are Atwater: Community, Respect, Innovation, and Imagination*.

- [Soaring Falcon](#)
- [Falcon of the Week](#)

E3. Personal, Social-Emotional, and Academic Student Support Criterion

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

Indicators

E3.1. Academic Support Strategies for Students

School leadership develops and implements strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students

School leadership develops and implements alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of students.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

E3.3 Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being

The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

E3.4 Co-Curricular Activities

The school ensures there is a high level of student involvement in curricular and co-curricular

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activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5 Student Voice

Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
MTSS plan improvement is not only a site goal, but also one of the Merced Union High School District. Student Study Team (SST) meetings are conducted for students who have been identified by a teacher, parent, administrator, or guardian as having potential academic concerns. The concern is brought up to the grade-level counselor who then determines if the SST process should move forward. Counselors then complete a review of the student's cumulative records and gather information from teachers about past interventions and outcomes. During the meeting, stakeholders discuss strengths, concerns, brainstorm interventions, and set up a plan with a follow-up date.	<ul style="list-style-type: none"> • Services List • MTSS Plan
The achievement of special education students is monitored by designated special education teachers who each manage a caseload of students. Guided by the Individualized Education Plan (IEP), special education teachers/case managers ensure that students' accommodations and modifications are being adhered to in the classroom on a daily basis. Additionally, special education students' achievement is reviewed annually and triennially and appropriate changes to the student's program are made as needed. Summary of progress is also found on progress reports which are sent home at the end of each quarter.	<ul style="list-style-type: none"> • SPED monitoring
English Learner progress monitoring is accomplished by frequent and regular analysis of D and F data (at least once per grading period, including deficiency periods). Students at risk of failure meet with counselors, teachers, and parents to examine causal factors and to make recommendations for interventions if necessary. This process involves looking at both academic and non-academic factors that may be causing a lack of academic achievement. One focus of this process is to determine if the lack of achievement is caused by a language issue or some other external factor such as a learning disability. Prior to any determination or suggestion that the student's lack of achievement is in fact connected to a learning disability, students in Atwater High School's EL program are afforded extensive time and support to acquire English language proficiency.	<ul style="list-style-type: none"> • EL monitoring
For students who need credit remediation, Atwater High School offers credit recovery classes via online after school classes, regular	

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summer school, and independent study summer school. For migrant students, the PASS program allows students to recover credits in core classes. Central Valley Opportunity Center (CVOC) also offers AHS migrant education students a summer school program where they can earn up to 20 credits.

- Edmentum Data

Instructional and behavioral strategies are used by AHS teachers and support staff to develop personalized approaches to learning and alternative instructional options. This allows access to and progress in the rigorous standards-based curriculum. We identify students via D and F lists for every grading period. This informs interventions such as parent conferences, tutorial, academic support, check-ins with guidance counselors, SST if necessary and referral for social-emotional or health related issue(s). Transcript evaluations tell us who is meeting requirements and who requires credit recovery. Possible outcomes for recovery include screening to district alternative education sites such as Sequoia High School for 9th and 10th grade or Yosemite High School for 11th and 12th grade. Students can return to AHS if adequate progress is made in a timely manner. The goal is to get students on-track for graduation.

- D&F grade reports
- SST Referral Process

Atwater High School has an extensive range of curricular and co-curricular activities. These activities include athletics, leadership, many clubs, FFA, community service opportunities, ROP, community college articulation, career pathway exploration via four different CTSOs, dances, rallies, and the arts to name a few. All of these activities are employed in the AHS program as a means to meaningfully connect students to the standards, CTE, and schoolwide learner outcomes. These activities serve as valuable incentives for students to engage in the school's academic program described in the standards and schoolwide learner outcomes. AHS students are expected to maintain good grades, attendance, and behavior as a prerequisite for participation in curricular and co-curricular activities. Overall, these efforts have proven to be effective as evidenced by participation rates in our various curricular and co-curricular activities.

- [AHS Clubs and Organizations](#)
- [AHS Athletics](#)

Atwater High School students for the most part feel connected and supported. Students are surveyed many times throughout the year and site administration has an open door policy. Student voice is extremely important to all at AHS and most students feel compelled and comfortable to share their needs with staff.

Category E Summary of Strengths and Growth Needs

ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

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Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.*

Areas of Strength

1. AHS has a robust system for communicating with parents and the community at large.
2. Events and programs that create a positive campus culture are plentiful and effective.
3. Students have access to diverse and effective support services including but not limited to, Intervention Coordinator, Student Support Manager, etc.
4. Parent and Community involvement offerings are many.

Areas of Growth

1. Increase industry involvement in CTE courses.
2. Find ways to pass courses the first time to limit the need for credit recovery.
3. Provide additional support for special populations.

Prioritized Areas of Strength from Categories A through E

1. Stakeholders are well informed as to student performance data and academic achievement of course standards.
2. Daily Must Haves require teachers to check for understanding frequently and in a variety of ways throughout their lessons.
3. AHS has a robust system for communicating with parents and the community at large.
4. Events and programs that create a positive campus culture are plentiful and effective.
5. Students have access to diverse and effective support services including but not limited to, Intervention Coordinator, Student Support Manager, etc.
6. Teachers are competent users of technology tools and apps to assess and provide feedback.
7. Variety of professional learning offered to staff through district and site-based opportunities.
8. Students are provided opportunities to apply knowledge to real-world situations and activities.
9. Teachers are trained to differentiate instruction for all students in the classroom.
10. CTE courses and Career Pathways are important factors in developing college and career readiness.
11. Students have a broad range of courses from which to choose from.
12. Creation of Read 180 course for struggling readers.
13. Stakeholder resources and opportunities for involvement are abundant and effective.
14. LCAP and SPSA goals are aligned and centered on student achievement.

Prioritized Areas of Growth Needs from Categories A through E

1. Develop a more comprehensive system for administering authentic formative assessments in all curricular areas.
2. Improve the percentage of students who meet or exceed the standards on the CAASPP ELA and Math in comparison to district, county, and state percentages.
3. For special populations, improve graduation rates, lower dropout rates, lower D and F rates and improve CAASPP ELA and math scores.
4. Increase industry involvement in CTE courses.
5. Find ways to pass courses the first time to limit the need for credit recovery.
6. Provide additional support for special populations.
7. Students need more opportunities for writing instruction across the curriculum.
8. Teachers need additional professional development to support underperforming subgroups.
9. Increased focus on student learner outcomes to ensure reasoning, problem-solving, and communication skills.
10. Increase of collaboration to analyze data to inform instruction.
11. Prep period professional learning is not well attended.
12. Increase focus on literacy campus-wide.
13. More analysis of assessment data to have meaningful discussions that inform instruction.
14. Professional development should be created to include non-instructional faculty and staff.



Chapter IV: Analysis of Identified Critical Student Learning Needs

During the self-study process, it was evident that we have some areas for growth and some areas that we have worked hard to improve upon. It was also heavily discussed that Atwater High School has a positive campus culture and climate that can be a huge asset to excel in other areas of growth. After evaluating our data points and many thoughtful discussions in our focus group meetings, at site council meetings, and in other committee meetings with all stakeholders, the following major student learner needs have been identified and will need to be addressed in our action plan:

Critical Student Learner Need #1: The use of common assessments in all content areas and data driven conversations to inform instruction.

Critical Student Learner Need #2: The use of best practices and UDL- aligned strategies to support all learners.

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Critical Student Learner Need #3: The use of AHS Student Learner Outcomes/ Graduate Profile when planning instruction and setting expectations for all students.

As a school site, we need to not only offer, but set the expectation for college and career readiness for all students. Addressing these three critical student learner needs will encompass our key areas of discussion: focus on academic success and student outcomes towards standards-based instruction, using data to drive that instruction, planning and supporting the whole child to create solid tier 1 instruction, and provide specific attention to our the importance of our Student Learner Outcomes/Graduate Profile to set the expectations for what we hope each Atwater High School graduate will achieve.



Chapter V: Schoolwide Action Plan

Critical Learner Need:

- The use of common assessments in all content areas and data driven conversations to inform instruction.
- The use of best practices and UDL- aligned strategies to support all learners.
- The use of AHS Student Learner Outcomes/Graduate Profile when planning instruction and setting expectations for all students.

MUHSD LCAP Goal: College and Career

AHS WASC ACTION PLAN GOAL #1: AHS will implement a site-wide instructional plan to ensure that all students receive high quality instruction.

Rationale: In conversations of focus groups, in surveys from all stakeholders, and during data analysis, it has become evident that Atwater High School needs an increased focus on the elements of high quality instruction. The implementation of the MUHSD Must Haves has been a solid foundation; however, consistency of student expectations among subject levels, increased focus on standards-based instruction, and strategic planning to ensure students are demonstrating mastery of concepts is needed. In addition, there is a need to continue work in creating common assessments and using student progress data during collaboration to drive instruction.

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Relevant Student Learner Outcome(s):

All students are INNOVATIVE and critical thinkers who:

- Professionally read, write, speak, and listen reflectively and critically
- Evaluate information to make connections between learning and real-world situations
- Use technological resources to access and communicate information logically and effectively
- Effectively research to analyze information to be able to synthesize, evaluate and present findings
- Interact, collaborate, and publish with peers, experts, or others employing a variety of media formats

Growth Targets:

By the end of 2024 school year, 70% of Atwater High School classrooms will contain the Must Haves as evidenced by walk through data.

By the end of 2025 school year, 80% of Atwater High School classrooms will contain the Must Haves as evidenced by walk through data.

By the end of the 2024 school year, Atwater High School will demonstrate a 3% increase in percentage of students who meet or exceed standard on the CAASPP ELA exam.

By the end of the 2025 school year, Atwater High School will demonstrate a 3% increase in percentage of students who meet or exceed standard on the CAASPP ELA exam.

By the end of the 2024 school year, Atwater High School will demonstrate a 3% increase in percentage of students who meet or exceed standard on the CAASPP mathematics exam.

By the end of the 2025 school year, Atwater High School will demonstrate a 3% increase in percentage of students who meet or exceed standard on the CAASPP mathematics exam

Objective 1	Strategies & Action Steps	Responsibility	Timeline	Evidence of Success
1. Provide evidence of <i>Engage AHS Must Haves</i> in lesson design and delivery.	Ongoing and as-needed professional development to teach and reinforce the implementation of <i>Engage AHS Must Haves</i> in daily instruction across the curriculum.	Instructional Leadership Team, Instructional Support Team	Ongoing	Professional development plan Sign-in sheets
	Administration will provide feedback to teachers about the use of <i>Engage AHS Must Haves</i> in daily lessons.	Administration	Ongoing	Administrative walkthrough data
Objective 2	Strategies & Action Steps	Responsibility	Timeline	Evidence of Success

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2. Ensure site-wide fidelity to content and CCSS literacy standards.	Teachers will design standards-based lessons and units.	Teachers, Administration	Ongoing	Administrative walkthrough data Student work samples Standardized test scores
	Ongoing and as-needed professional development to teach and reinforce standards-based instructional best practices.	Instructional Leadership Team, Instructional Support Team	Ongoing	Professional Development Plan document Sign-in sheets Standardized test scores
	Administration will utilize walkthrough data to provide feedback to teachers about the adherence of daily lessons and assessments to content and literacy standards.	Administration	Ongoing	Administrative walkthrough data Standardized test scores
	Construct a formal framework to analyze subject and content area data.	Instructional Support Team	Fall 2023	Collaboration framework document

Objective 3	Strategies & Action Steps	Responsibility	Timeline	Evidence of Success
3. Use data analysis of assessments to drive instructional decisions.	Construct a formal framework to analyze assessment data (CAASPP, IAB's, Reading Inventory, PBL, math placement tests, ELPAC, AP exams)	Admin, teachers	Fall 2023	Collaboration framework document

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Critical Learner Need: <ul style="list-style-type: none"> The use of AHS Student Learner Outcomes/Graduate Profile when planning instruction and setting expectations for all students.
MUHSD LCAP Goal: School Climate
AHS WASC ACTION PLAN GOAL #2: AHS will produce graduates that exemplify the mission, vision, and student learner outcomes.
Rationale: Atwater High School students should live the AHS Graduate Profile. Stakeholders have worked diligently to create a solid outline of what this should look like for students. The missing step is to increase student awareness, so they can achieve these outcomes. In addition, a site wide focus is needed to ensure teachers are embedding these ideals into their daily lessons and student experiences to make these goals for our students a reality.
Relevant Student Learner Outcome(s): Entire AHS Graduate Profile

Growth Targets:

By the end of the 2024 school year, the Atwater High School CCI will increase by 2%.

By the end of the 2025 school year, the Atwater High School CCI will increase by 2%.

By the end of the 2024 school year, the Atwater High School A-G completion rate will increase by 2%.

By the end of the 2025 school year, the Atwater High School A-G completion rate will increase by 2%.

By the end of the 2024 school year, the Atwater High School graduation rate will increase by 2%.

By the end of the 2025 school year, the Atwater High School graduation rate will increase by 2%.

By the end of the 2024 school year, the Atwater High School F rate will decrease by 2%.

By the end of the 2025 school year, the Atwater High School F rate will decrease by 2%.

Objective 1	Strategies & Action Steps	Responsibility	Timeline	Evidence of Success
1. All stakeholders will interact with, learn, and live the AHS Graduate Profile and Student Learner Outcomes	Marquee, banners (TBD), school letterhead, mural paint SLOs and vision statement throughout campus, visible SLO's on student ID cards and school lanyards.	SBO secretary, Activities director, leadership students	Ongoing	Various artifacts around campus
	Ensure mission/vision	District	Fall 2023	School

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(SLO's)	statements and SLO's are readily available on the school website.	technology		website
	SLO promotional items and incentive based activities.	ASB	Ongoing	Various artifacts around campus

Objective 2	Strategies & Action Steps	Responsibility	Timeline	Evidence of Success
2. Establish a robust MTSS implementation strategy.	Provide professional development and support for teachers to to develop a common understanding of MTSS and to implement high quality Tier 1 instruction to all students.	Instructional Support Team	Ongoing	Professional Development Plan document Sign-in sheets
	Provide professional development opportunities for teachers and support staff on Tier 2 and Tier 3 intervention, strategies and procedures.	Instructional Support Team Guidance Team	Ongoing	Professional Development Plan document Sign-in sheets
	Maintain an effective screening and monitoring system for student interventions.	Administrative team, Intervention Coordinator	Ongoing	Aeries Analytics data
	Collaborate with MUHSD site and district leaders to ensure that MTSS support services are uniform across the district.	Administrative team	Ongoing	District guidance meeting minutes

Objective 3	Strategies & Action Steps	Responsibility	Timeline	Evidence of Success
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3. Develop a comprehensive 6-year plan program that provides students with resources, time, and opportunities to set and work on goals that extend beyond high school.	Restructure and revive <i>Blueprint for Life</i> and include grade level requirements for each year of high school.	Counselors and AP of Guidance Blueprint for Life Committee	Fall 2023	<i>Blueprint for Life</i> student samples
	Ensure that <i>Blueprint for Life</i> requirements explicitly reflect Atwater High School's mission, vision, and student learner outcomes.	Counselors and AP of Guidance Blueprint for Life Committee	Fall 2023	<i>Blueprint for Life</i> student samples
	Robust 6-year planning with guidance staff supporting academic planning throughout high school and beyond.	Counselors and AP of Guidance	Ongoing	<i>Student 6-year plans</i> <i>Transcript evaluations</i>

Objective 4	Strategies & Action Steps	Responsibility	Timeline	Evidence of Success
4. Produce well rounded students who are college and career ready.	Increase College and Career Indicator by encouraging students to complete criteria.	Guidance Team	Ongoing	Increase of CCI
	Increase the number of A-G course completion by promoting college goingness and enrollment in A-G courses.	Counselors and AP of Guidance	Ongoing	Increase of A-G completion
	Increase authentic assessments and learning experiences that teach soft-skills and real-world problem solving.	Teachers, Instructional Support Team, administrative team	Ongoing	Professional Development Plan PBL student projects and academics showcases

Critical Learner Need: <ul style="list-style-type: none"> The use of best practices and UDL- aligned strategies to support all learners.
MUHSD LCAP Goal: Equitable Access
AHS WASC ACTION PLAN GOAL #3: AHS will provide equitable access to an educational experience that ensures the success of all students.
Rationale: It was identified early on in the self-study process the increase in our numerous special populations, especially special education and English language learners. There is a large need to increase focus of these subgroups to provide additional support, strategies, and resources.
Relevant Student Learner Outcome(s): All students are collaborative workers and COMMUNITY participants who: <ul style="list-style-type: none"> Demonstrate valuable skills and a good work ethic Interact with peers and communicate information effectively in a diverse society Contribute to their community responsibly and ethically across networks Practice good nutrition, personal fitness, and avoid high-risk behaviors Make positive decisions Practice digital citizenship Ability to synthesize a multitude of information and apply constructively All students are RESPECTFUL citizens and effective communicators who: <ul style="list-style-type: none"> Respect individual and cultural differences Demonstrate personal integrity and accountability Communicate effectively and act with kindness Apply problem-solving processes to real-life scenarios

Growth Target:

By the end of the 2024 school year, the Atwater High School graduation rate will increase by 2%.

By the end of the 2025 school year, the Atwater High School graduation rate will increase by 2%.

By the end of the 2024 school year, the Atwater High School EL reclassification rate will increase by 2%.

By the end of the 2025 school year, the Atwater High School EL reclassification rate will increase by 2%.

Objective 1	Strategies & Action Steps	Responsibility	Timeline	Evidence of Success
1. Increase student EL reclassification.	Provide training for EL teachers regarding ELPAC.	AP of Teaching and Learning	Spring 2023 Ongoing	Walkthrough data
	Provide collaborative time to share ELD strategies and best practices.	AP of Teaching and Learning	Spring 2023	Collaboration Notes

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		ELD Department	Ongoing	Lesson plans Student increase in performance on ELPAC.
	Increase the implementation of EL supports for all students campus wide.	Teachers AP of Teaching and Learning	Fall 2023 Ongoing	Walkthrough data Professional Learning

Objective 2	Strategies & Action Steps	Responsibility	Timeline	Evidence of Success
2. Ensure that the instructional program supports the needs of all special education students.	Provide ongoing and as needed professional development about providing accommodations and modifications to special education students.	Instructional Support Team, Special Education department	Ongoing	Professional development sign-in sheets
	Increase the effectiveness of co-teaching between special education and regular program teachers.	Regular program teachers Special education teachers Administrative team Instructional Support Team	Ongoing	Co-teaching schedule Administrative walkthrough data Professional development sign in sheets

Objective 3	Strategies & Action Steps	Responsibility	Timeline	Evidence of Success
3. Ensure that all teachers are implementing	Increase site-wide focus on Universal Design for Learning (UDL)	Administration, Instructional Support Team	Ongoing	Professional development sign-in sheets

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best practices for meeting the learning needs of special populations.	strategies.			Administrative walkthrough data
	Provide ongoing and as needed professional development to teachers and support staff on identifying special populations.	Instructional Support Team	Ongoing	Professional development sign-in sheets
	Ensure appropriate placement and monitoring of special populations.	Counselors and AP of Guidance Special education department ELD department	Ongoing	Master schedule Pre-SST referral data SST data IEPs and 504 plans ELPAC data

Objective 4	Strategies & Action Steps	Responsibility	Timeline	Evidence of Success
4. Strengthen site wide parent /guardian engagement and communication.	Ensure parents and various stakeholders are aware and informed about various engagement opportunities.	Administration AP of Teaching and Learning Community Liaison	Ongoing	Sign-in sheets from various activities Promotional materials
	Increase the utilization of a district-wide communication tool (<i>Parent Square</i>) to strengthen collaboration and communication between teachers and parents/guardians.	All staff Site Administration	Ongoing	Archival communication between various parties

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Critical Learner Need: <ul style="list-style-type: none"> The use of common assessments in all content areas and data driven conversations to inform instruction. The use of best practices and UDL- aligned strategies to support all learners.
MUHSD LCAP Goal: Recruit and Retain Staff
AHS WASC ACTION PLAN GOAL #4: AHS will recruit and retain highly qualified staff by developing leadership capacity, supporting new teachers, and accessing professional development opportunities.
Rationale: Atwater High School has all of the components to engage, train, and encourage staff. The reassembly of the Instructional Leadership Team has helped to bridge the gap between the AHS Leadership and the certificated staff, while supporting all teachers through instructional pedagogy. The components of professional development and opportunities
Relevant Student Learner Outcome(s): Entire AHS Graduate Profile

Growth Target:

By the end of the 2024 school year, teacher professional learning attendance will increase by 2%.

By the end of the 2025 school year, teacher professional learning attendance will increase by 2%.

Objective 1	Strategies & Action Steps	Responsibility	Timeline	Evidence of Success
1. Establish a staff culture that promotes the development of instructional leaders.	Provide teachers with formal opportunities to share best practices with their colleagues.	AP of Teaching and Learning Instructional Support Team	Ongoing	Professional Development Plan Sign-in sheets
	Instructional leadership team will attend conferences and/or training to strengthen leadership skills and abilities.	AP of Teaching and Learning Instructional Leadership Team	Spring 2024	Conference Registration
	Actively recruit teachers to become members of	Instructional Support Team	Fall 2023	List of Instructional

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	the Instructional Leadership Team.			Leadership Team members
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Objective 2	Strategies & Action Steps	Responsibility	Timeline	Evidence of Success
2. Develop a site-wide emphasis on meaningful and frequent professional development.	Provide formal collaboration opportunities for new teachers to work with content and subject area groups.	AP of Teaching and Learning Instructional coach	Ongoing	Collaboration schedule Collaboration framework document
	Incentivize professional development opportunities to increase teacher involvement and participation.	AP of Teaching and Learning Instructional coach	Fall 2023	Professional development sign in sheets Incentive framework planning document
	Provide professional development sessions for classified staff.	AP of Teaching and Learning Instructional Coach Teacher Librarian	Ongoing	Professional development sign-in sheets

Objective 3	Strategies & Action Steps	Responsibility	Timeline	Evidence of Success
3. Continue to strengthen and expand instructional feedback and coaching opportunities.	Formalize the loop of coaching and communication between instructional coach and teachers by using methods taught by Jim Knight.	Instructional coach	Ongoing	New and veteran teacher surveys

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ACS WASC/CDE Focus on Learning Self-Study Report 2022-2023

	Perform frequent and regular walkthroughs that produce actionable feedback and data to teachers that aligns to site instructional standards (<i>Must Haves</i>).	Administration	Ongoing	Teacher walkthrough data
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Appendix

- A. [Local Control and Accountability Plan \(LCAP\)](#)
- B. [Results of student questionnaire/interviews](#)
- C. [Results of parent/community questionnaire/interviews](#)
- D. [The most recent California Healthy Kids Survey](#)
- E. [Master schedule](#)
- F. [Approved AP course list](#)
- G. [UC A-G approved course list](#)
- H. [Additional details of school programs](#)
- I. [California Local Control Funding Formula \(LCFF\) Eight State Priorities Rubric Performance information](#)
- J. [School accountability report card \(SARC\)](#)
- K. [CBEDS school information form](#)
- L. [Graduation requirements](#)
- M. [Any pertinent additional data](#)
- N. [Budgetary information](#)
- O. Glossary of terms unique to the school

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