

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR**

Woodruff Academy School

12330 Woodruff Ave.

Downey, CA 90241

Downey Unified School District

March 7 - 9, 2022

Visiting Committee Members

Nicoleta Bogart, Chairperson
Assistant Principal, Hilltop High School

Maria G. Hernandez, Member
Intervention Coordinator, Castle Park High School



[NOTE: The visiting committee report format now includes the ratings on the accreditation status factors and the rationale integrated throughout the report. Please bold and underline the ratings. Use the Accreditation Status Worksheet.

- **Highly Effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.
 - **Effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.
 - **Somewhat Effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.
 - **Ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.]
-

Chapter I

- **Succinctly describe the school location, type of school, grades served, demographics, major school programs, and other relevant school information.**
- **Include the school's vision, mission, schoolwide learner outcomes/graduate profile and 2-3 identified major student learner needs.**
- **Use the CDE CA School Dashboard website to download the School Performance Overview data for the school for inclusion in the report along with other relevant local measures from the school profile as applicable.**
- **Synthesize any significant changes and/or developments that have had a major impact on the school and/or specific curricular programs since the last full visit.**

Woodruff Academy School (WAS) is a community day school established in 2017, located in the city of Downey, and is part of Downey Unified School District (DUSD). The city of Downey is situated within two rivers and four freeways. The city's name comes from former California governor, John Downey. The city of Downey played a major role in the development of the aviation industry and continued that role as aviation gave way to the aerospace industry. As of 2000 US Census Bureau data, the city has a population of over 111,000 people: 74.8% Hispanic, 14% White, 3.4% African American, and 6.9% Asian. The city's medium income is \$75,878, the rate of poverty is 8.8%, and the median home price in Downey is \$569,300.

The school is serving students in grades 7-10 who are having behavior and attendance problems, social-emotional challenges, credits deficient, or breached the DUSD code of conduct. The majority of students are residing within the city and some students are coming from South Gate, Lynwood, Bell Gardens, Compton, Paramount, and other surrounding cities and school districts.

Woodruff Academy is a tier 3 intervention school specifically designed to support students at risk of dropout and as a restorative alternative to expulsion. Over the years the enrollment has ranged from nine to 21 students. The student to staff ratio is five to one. Current enrollment is 13 students, five students (2 female and 3 males) in grade 10th, six students (2 female and 4 males) in grade 8th, and 2 students (male) in grade 7th. The ethnic makeup of the student body is 12 students (92.3%) are Hispanics and 1 student (7.7%) is African American.

The students attending WAS can take the following courses: English 7-8, Social Study, Math 7-8, Physical Education, Decision Making, Art, Art Design and Botany, English 9-10, World History, and Geography, Health, Integrated Math I and II, Biology, and Physical Science of the Earth.

Completion of high school courses with a letter grade of C or higher meet the College and Career Readiness Standards, and A-G requirements. In addition, teachers are integrating critical thinking, public speaking, and service-learning projects to the curriculum to enhance student achievement. WAS also offers other programs like field trips and excursions, partnership activities with local organization such as Gangs Out of Downey (GOOD), Circle (Decision Making-class), art lessons, guest speakers, access to sport tournaments, eSports gaming, CTE Welding Pathway, and the Woodruff Academy Garden.

The Mission of Woodruff Academy School

The Mission of Woodruff Academy is to provide a safe and non-threatening structure environment that emphasizes student growth academically as well as social-emotionally.

Woodruff Academy offers a quality comprehensive program that is designed to develop personal, academic and college/vocational-related skills. Woodruff students will learn to communicate clearly, think critically, and acquire the knowledge and skills required to enhance the quality of their lives.

The Vision of Woodruff Academy School

The vision of Woodruff Academy is to prepare students to be 21st-century college and career ready, globally competitive and citizens of strong character.

The academy envisions its students taking an active part in the quality instruction and curriculum designed to meet their diverse needs and interests. The school provides its students with the opportunity to question, create, think and learn mutual respect that will help prepare them for a positive future.

The Schoolwide Learner Outcomes that Woodruff Academy School expects students to achieve are:

- Interpret information and draw conclusions based on the best analysis to make informed decisions.
- Contribute to the global and local community as culturally aware citizens and leaders.
- Communicate information and ideas effectively and responsibly to multiple audiences using a variety of media and formats.
- Use existing and emerging technology to investigate, research, and produce products and services, including new information.
- Develop a strong sense of self-efficacy so that students can work with peers to promote creative perspectives, provide effective leadership, positively impact group dynamics, and provide critical team and individual decision-making.

WAS has identify and is working on the following student learner needs:

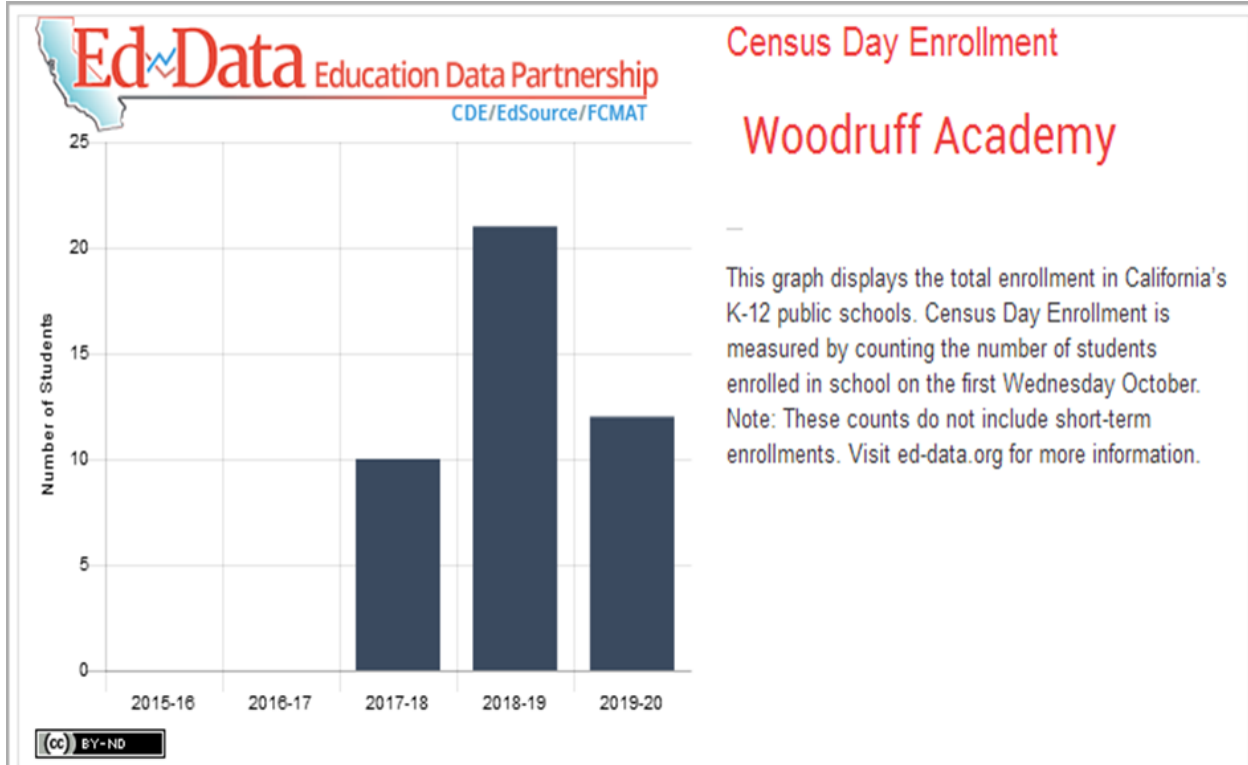
1. Increase the percent of students prepare for college and career as measured by college and career indicators reported on the California Dashboard.
2. Implement strategies to improve positive school attendance and cultivate a safe, caring, and positive school culture and learning environment.
3. Increase the percent of students who graduate meeting “a-g” requirements.

Due to COVID 19 pandemic the data on the school demographic available was from 2019-2020 school year:

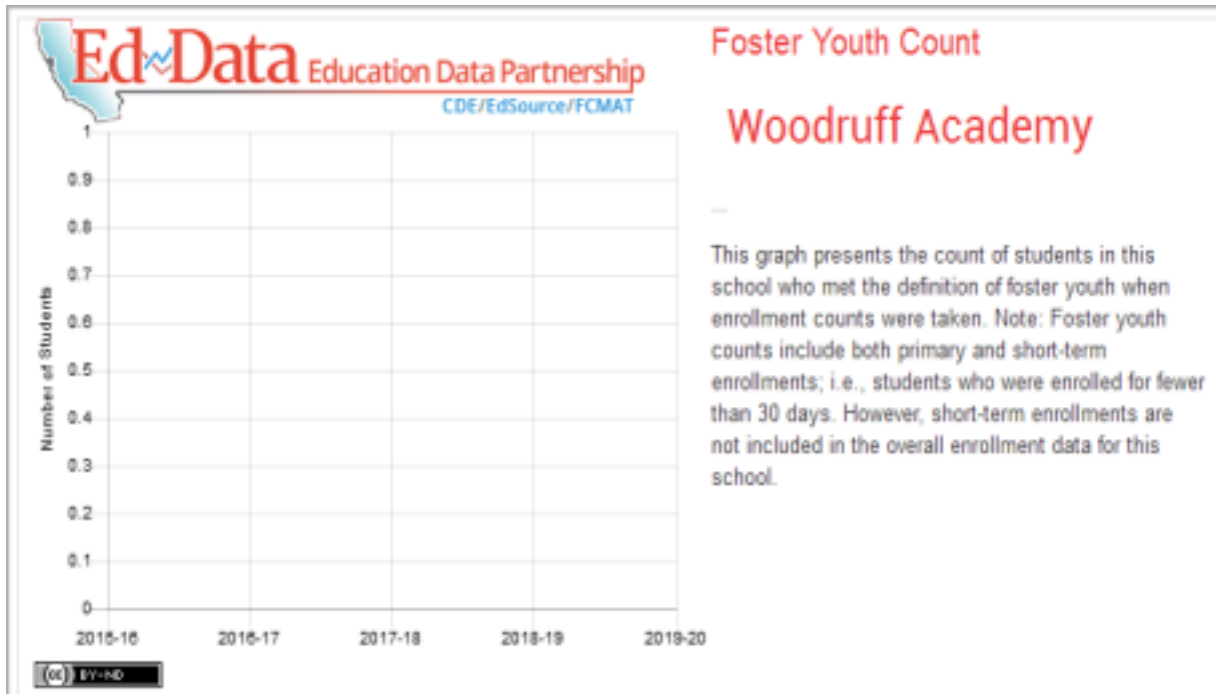
Enrollment - School Demographics (school year 2019-2020 pre-pandemic)

<u>Student Group</u>	<u>Total</u>	<u>Percentage</u>
Socioeconomically Disadvantaged	11	91.7%
Students with Disabilities	7	58.3%
English Learners	2	16.7%
<u>Race/Ethnicity</u>	<u>Total</u>	<u>Percentage</u>
Hispanic	10	83.3%
African American	1	8.3%
Pacific Islander	1	8.3%

The graph below shows the enrollment date for 2017-2018, 2018-2019 and 2019-2020 school years.



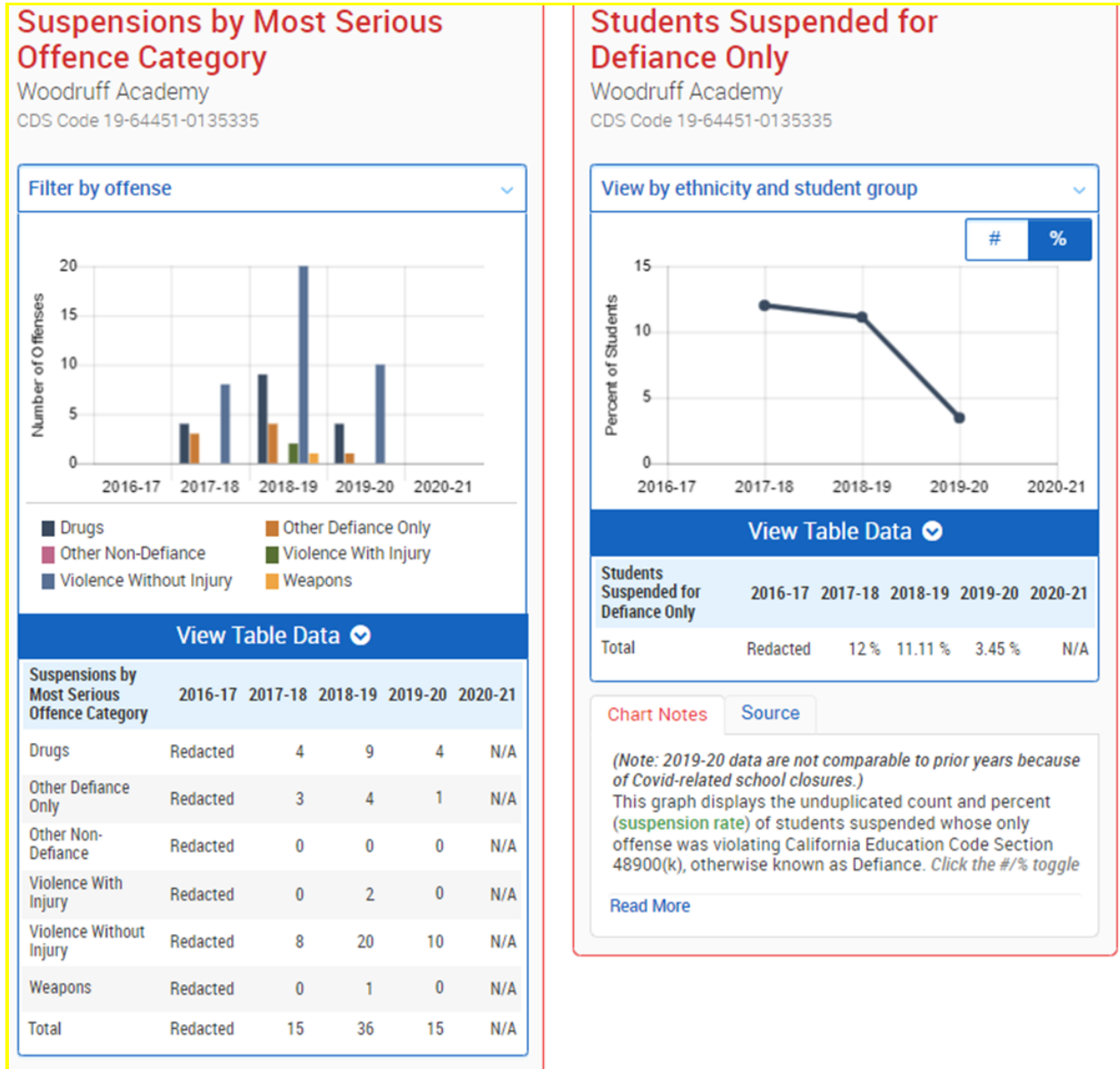
Over the years the enrollment of Woodruff Academy varies. According to the ED-Data below, Woodruff has seen its highest enrollment thus far in 2018-2019 since opening in the spring of 2016.



Over all WAS suspension rate has improved significantly since the 2018-2019 school year.



Most common suspensions were the result of fights with or without injuries and drug related suspensions. No student has been expelled from WAS.



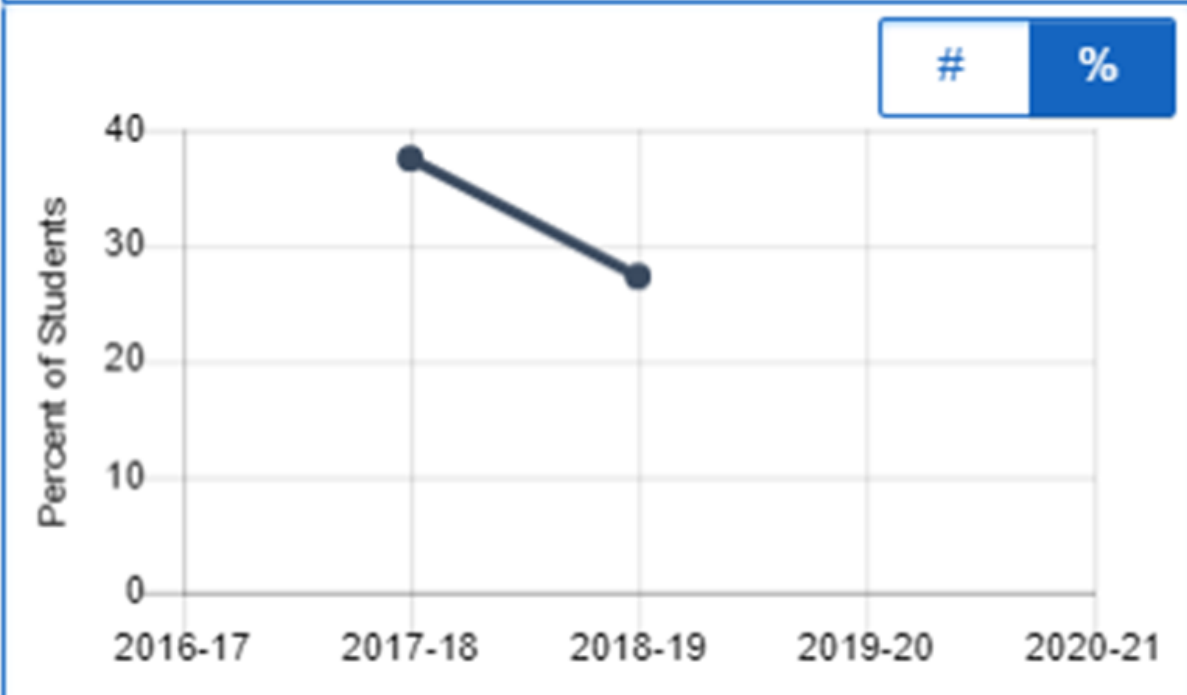
The table below indicates the percentage of students who have missed more than 10 percent of the school year (chronically absent) starting with the 2017-2018 school year. The data from 2019-2020 and 2020-2021 school years is not available due to COVID 19 pandemic. In the report the school is stating that overall attendance is stable, but there are some periods of impact due to factors such as COVID 19.

Chronic Absenteeism Rate

Woodruff Academy

CDS Code 19-64451-0135335

View by ethnicity, student group, and charter status ▾



View Table Data ▾

Chronic Absenteeism Rate	2016-17	2017-18	2018-19	2019-20	2020-21
All Students	Redacted	37.5 %	27.3 %	N/A	N/A

The CAASPP data reported was for the 2018-2019 school year. Due to the COVID-19 the CAASPP test was not administered during the 2019-2020 and 2020-2021 school years. As is noticed in the table below the students who tested have significant academic gaps in both ELA and Math.

CAASPP English Language Arts/Literacy Results

Woodruff Academy
CDS Code 19-64451-0135335

View by student group, grade and more

View Table Data

CAASPP English Language Arts/Literacy Results	2016-17	2017-18	2018-19	2019-20	2020-21
Std Exceeded Level 4	Redacted	Redacted	0 %	N/A	N/A
Std Met Level 3	Redacted	Redacted	14.29 %	N/A	N/A
Std Nearly Met Level 2	Redacted	Redacted	14.29 %	N/A	N/A
Std Not Met Level 1	Redacted	Redacted	71.43 %	N/A	N/A

CAASPP Mathematics Results

Woodruff Academy
CDS Code 19-64451-0135335

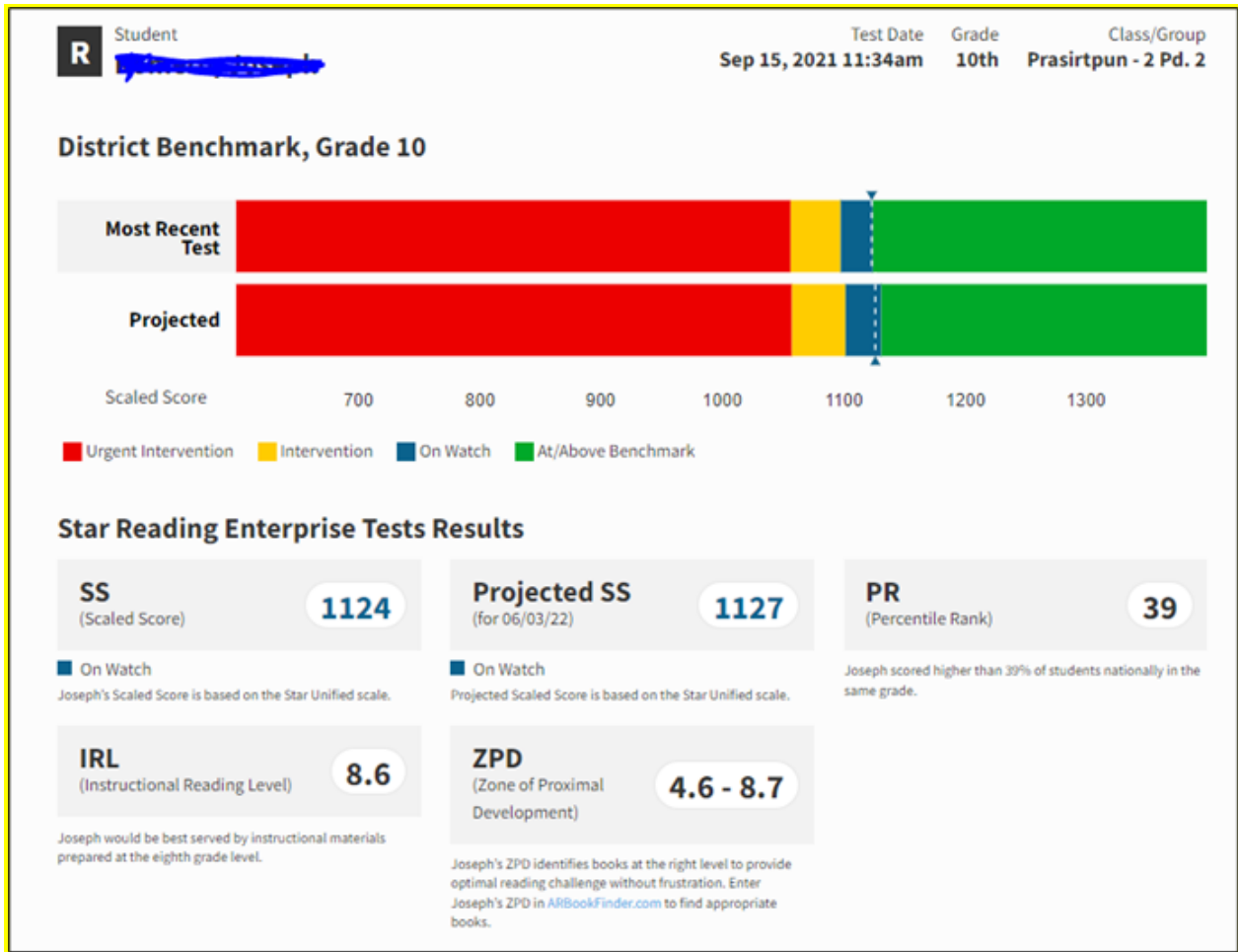
View by student group

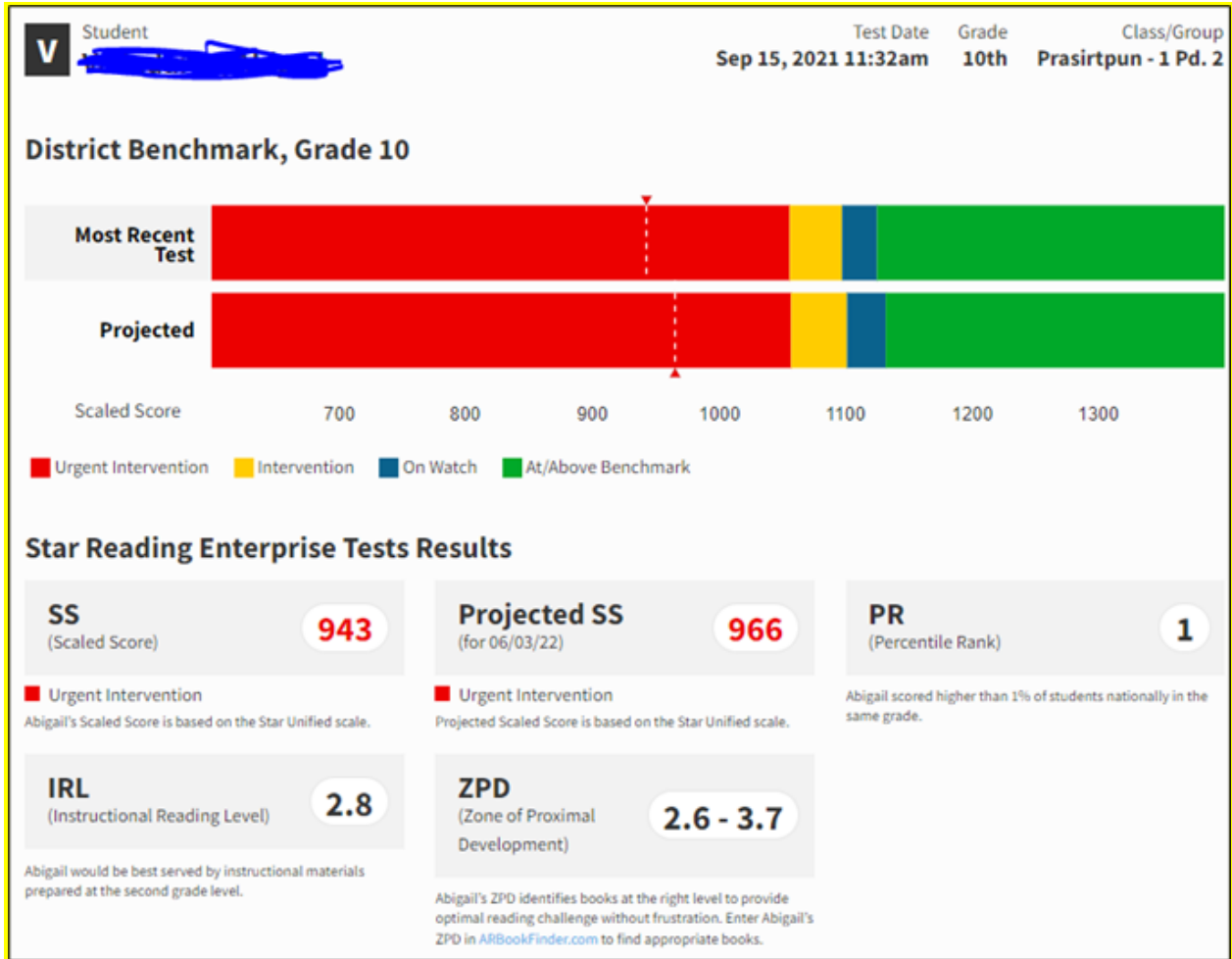
View Table Data

CAASPP Mathematics Results	2016-17	2017-18	2018-19	2019-20	2020-21
Std Exceeded Level 4	Redacted	Redacted	0 %	N/A	N/A
Std Met Level 3	Redacted	Redacted	7.14 %	N/A	N/A
Std Nearly Met Level 2	Redacted	Redacted	7.14 %	N/A	N/A
Std Not Met Level 1	Redacted	Redacted	85.71 %	N/A	N/A

Upon entering the school students are tested using Star 360 assessment. This assessment provides baseline data with regard to academic skills in reading and math. The results of this test are used to design lessons that address the individual needs of each student. This test helps monitor students' growth over time.

Below is an example of the results of two students.





To keep track of students' credits there is the Credit Check Form Data (see below), a tool used by students, staff and parents/guardians to evaluate progress towards diploma requirements. Most students are able to improve their grades from Ds and Fs to Cs or better. In order for students to transition to their home school good grades are part of the requirements.

Month: 7 (01/31/2022 - 02/27/2022)	Credit Check Form	H WACDS 21/22					
Date: 02/12/22 12:00:00 AM	Woodruff High School						
Student: _____ ID: _____ Grade: <u>10</u> Gender: <u>M</u> Birth Date: <u>12/07/2005</u>							
P3 Teacher: <u>Prasirtpun,</u> Enrollment: <u>11/09/2021</u> Career Goal: <u>HS Class of 2024</u>							
Starting Credits 40	Total Earned for Grad 40	Total Need for Grad 150	Credits Req'd For Grad 190	Goal School CHS	Goal Date 06/01/2024	Credits Req'd for Goal 190	Credits Needed for Goal 150

Months	1	2	3	4	5	6	7	8	9	10
Remaining Months				26	25	24	23	22	21	20
Goal Per Month				6	6	7	7			
Credits Earned				0	0	0	0			
Step #				3	3	3	3			
Work Effort %				0%	0%	0%	0%			
Attendance %				82%	100%	70%	99%			

ELPAC	
NA	
CAASPP	
EAP	ELA
Math	
Level	2 2
Score	2531 2548
Date	05/10/19 04/15/19
STAR 360	
Reading	
Math	
Score	823/736 750/706
Grade	6.90/6.30 6.60/5.70
Date	11/19/19 11/19/19
GPA	
District Weighted:	1.21
State Weighted:	3.00
Cal Grant GPA:	3.00

Core Credits	Need	Earned
English 09	10	0
English 10	5	5
English 11	10	0
English 12	10	0
World History & Geography	5	5
American History	10	0
American Government	5	0
Economics	5	0
Math-Int I	5	5
Math - Int II	10	0
Math - 3rd Yr	10	0
Health	5	0
Physical Science	10	0
Life Science	0	10
Physical Education	15	5
Fine Arts	10	0
World Language	20	0
Elective Credits	5	10
Decision-Making Skills	5	5
Study Skills	5	5

Grade 09: 2020-2021	
WHS	HS1 5

Total:	5 5
Grade 10: 2021-2022	
UNK	HS1 35

Total:	40 35
Grade 11:	

Total:	0
Grade 12:	

Total:	0

IN ORDER TO RETURN TO DHS OR WHS, YOU MUST MAINTAIN AT LEAST A 85% AVERAGE ATTENDANCE
 Para volver a DHS o WHS, DEBE MANTENER POR LO MENOS UN PROMEDIO DE 85% DE ASISTENCIA
 Title 1 Invites all parents to Steps to Success Monthly Meetings to discuss your teen's goals.
 Title 1 Invita a todos los padres a las reuniones mensuales de Pasos para Progreso para discutir los objetivos de su hijo adolescente.

In addition to improving academically the classroom teacher and the paraeducators chart behavioral data using three levels. Students who earn level 3 (the highest one) are demonstrating satisfactory to excellent behavior in the attendance, behavior targets and credits/grades. Students who earn an overall level 3, at the end of the week earn special privileges. Additionally, good behavior is a requirement to transition to home school.

Woodruff Academy focuses on improving student connectedness and engagement, student learning, and preparing students to be successful after leaving the academy. Since the last WASC visit, in 2018, WAS has seen significant changes. The 2020-2021 school year had a significant decline in students' enrollment to the school due to the challenges posted by the COVID -19 pandemic. The enrollment in 2021-2022 school year has seen an increase in student enrollment, which increases the possibility of hiring another teacher.

Other significant changes since 2018 include:

- 2019-2020: new principal, Dr. Xochitl Ortiz
- 2019-2020 and 2020-2021 school years: the assistant principal position was eliminated
- March 13, 2020 through 2020 Summer Session/ESY: Sharp pivot to distance learning
- 2020-2021 August through March: Distance Learning continues
- March 2021 through 2021 summer session/EYS: Hybrid Learning models applied
- 2021-2022: In-person learning resumes
- 2021-2022: new assignment of assistant principal, Mr. Jesus Alvarez
- 2021-2022: the WAS high school teacher transferred; due to low enrollment position was not backfilled and WAS reduced to one teacher
- 2021-2022: Addition of a CTE Welding program that is articulating with Cerritos Community College
- 2019-2021: The Wellness Center is established
- 2021-2022: Addition of a Clinical School Therapist (CST)
- January 2022: Addition of a full-time Wellness Center Coordinator

Woodruff Academy is composed of one teacher and two paraeducators. The student ratio is five to one per adult staff. The administration staff, including a principal and an assistant principal, oversees WAS and the Columbus High school (share the same campus). The two schools are sharing support staff, including a full time counselor, a school psychologist (four days per week), a clinical school therapist (three days a week), and a full time Wellness Center Coordinator. Also campus assistance and other classified staff are supporting both schools. The 2020-2021 school year was a difficult year for Woodruff students trying to stay connected

through distance learning. This was the year the school had the lowest enrollment since the opening. The staff did everything in their power to keep students engaged, but realized that these students needed to be brought back on campus as soon as they were allowed.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

Although WAS has made progress in addressing the learning needs of all students, there remains students in need of more support in reaching academic and personal goals.

Chapter II

- **Evaluate the degree to which major student learner needs, school needs and growth areas for continuous improvement (critical areas for follow-up) have been addressed since the last visit through the schoolwide action plan/SPSA).**

The Woodruff administration and staff have done their due diligence in addressing the 3 critical areas of follow-up as articulated during their last full self study and visit. There has been significant challenges over the past few years. However despite the challenges posed by the pandemic, there are signs of stability and focus on working toward systemic improvement by addressing identified areas.

Critical Areas for “Follow-up” identify by the 2018 initial WASC visiting committee:

1. ***The administration and staff need to continue to offer students more interventions and assistance in order to meet and exceed ELA and Math state targets in the SBAC.***

To address this critical area of need, the school has implemented few programs to monitor students progress. For middle school they are using IReady and for high school they are using Star 360. Both tests are administered a few times per year, first when they enter the program to determine the baseline of each student's academic skills in math and reading. They also are using the Newsela, a program containing fiction and nonfiction content that can be differentiated to student's literacy levels using grade level content across core areas. Teacher and the supported staff are using guided lessons to facilitate access to grade-level content to further develop literacy skills. Summer school is also offered to mitigate learning loss. The student population that the school is serving is in need of very close monitoring and support therefore the adult to student ratio is 5:1.

2. ***The administration and staff need to continue to research and develop new approaches to increase student attendance rate on an annual basis.***

To address this critical area of need the school implemented the Behavior Level System. This system is used everyday and reviewed weekly with students and parents. One of the components of the Behavior Level System is attendance. For a student to achieve Level 3, the highest /best tier the attendance must be 90% or higher. Absences that exceed this rate must be documented and cleared by parents /guardians and/or medical cleared. Attendance is also used as a critical factor in transition to home school. Attendance is part of the Attendance, Behavior and Credits (ABCs) plan to transition to the home school, or other school in the district. A student who wishes to transfer back to home school must have attendance of 90% or higher, behavior level of 3 overall and credits/grades of 2.0 GPA, and not be in need of credit recovery at the home school. Currently students show good attendance with an average of 80%. Due to COVID 19 some students had to quarantine during spike periods. School is providing a positive, caring, and engaging learning environment as strategies to improve attendance.

3. ***The administration and staff need to reach out to community organizations that will assist the school with programs to help students with substance abuse.***

To address this critical area of need, the school district has partnered up with 10-20 Club, which offers classes on substance abuse to students who are referred to them by the school. During the class the teacher is providing time for guide discussions regarding effects on health, positive peer dialog and support. During the 2019-2020 school year The Wellness Center was established, and

starting this year was added a full time Wellness Center Coordinator. This center includes a team of mental health professionals that support students in small groups or individually. Students have access to this center five days a week.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Woodruff Academy has exhibited a commitment to fostering a culture of reflection and continuous growth as evidenced by use of prior accreditation findings and on-going, although not too much available, use of student achievement data.

- **Comment on the school's self-study process with respect to the expected outcomes of the self-study.**
 1. **The involvement and collaboration of all staff and other stakeholders to support student achievement.**
 2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards (*note the selected schoolwide learner outcomes/graduate profile examined by the school*).**
 3. **The gathering and analyzing of data about students and student achievement.**
 4. **The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria**
 5. **The alignment of a schoolwide action plan/SPSA to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the schoolwide action plan/SPSA.**

The administration and staff of WAS were engaged in the self study process at various points along the way. Starting in the midst of the covid pandemic and in distance learning mode, the staff nonetheless embraced the continuous cycle of improvement focus and conducted a thorough self-study. Most stakeholders were engaged, although parent and classified/clerical staff groups were difficult to include. The self-study included the systematic review of a few available student achievement data. The unavailability of recent SBAC and other data avenues was recognized and the staff utilized other data as could be attained. The data was explored by the administration and some staff members in order to understand how students were doing. Every aspect of the school was looked at closely by the administration to address the many ACS WASC/CDE criteria and done so with fidelity. The administration and staff identified areas of strength to be celebrated as well as numerous areas for growth and improvement. The staff worked collaboratively to synthesize the findings down into the three critical areas of need to address,

that were then used as the focus of an Action Plan that has the requisite elements to promote success in attaining their goals moving forward.

The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating (select one): Highly Effective Effective **Somewhat Effective** Ineffective

Narrative Rationale:

Due to the size of the school and the stakeholders available it was difficult to regularly or effectively engaged in the self-study or on-going work of continuous improvement.

Chapter III: Quality of the School's Program

Based on the school's self-study and visiting committee findings:

- For each category of criteria, summarize the findings about the school's effectiveness in addressing each of the *criteria and all the indicators within each category*; include supporting evidence as appropriate.
- Rate the effectiveness of each criterion and complete the narrative rationale for the rating
 - Highlight the areas of strength (if any)
 - Highlight the growth areas for continuous improvement (if any)
 - List important evidence about student learning from the self-study and the visit that supports these findings, strengths and growth areas for continuous improvement.

Note: When writing the summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the *ACS WASC/CDE Accreditation Status Determination Worksheet*).

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

To what extent a) does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose, supported by the governing board and the district LCAP, further defined by schoolwide learner outcomes and the academic standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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 the district LCAP.

Visiting Committee Comments

The Mission of Woodruff Academy is to provide a safe and non-threatening structure environment that emphasizes student growth academically, behavioral, and socio emotional.

WAS offers a quality comprehensive program where students at academic risk and with behavior issues have opportunities to communicate clearly, think critically, and acquire the knowledge skills required to enhance the quality of their lives based on positive academics, behavior, and acquisition of credits (ABC).

The Vision of WAS is to prepare students to be 21st century college and career ready, globally competitive and citizens of strong character.

The academy staff actively envisions and expresses the principals of the Vision. Students are motivated to take an active role in the quality of instruction and curriculum designed to meet their diverse needs and interests. The school provides all students with the opportunity to think, create, question, and learn to prepare for a positive future.

During the student interviews it was noticed that students were not knowledgeable of the Mission and Vision. The Mission and Vision were not visible in the classroom, revised, and made reference of implementation for students to recognize the areas that they are cultivating academically and practicing.

At Woodruff Academy the Schoolwide Learner Outcomes (SLO's) are:

- Interpret information and draw conclusions based on the best analysis to make informed decisions.
- Contribute to the global and local community as culturally aware citizens and leaders.
- Communicate information and ideas effectively and responsibly to multiple audiences using a variety of media and formats.
- Use existing and emerging technology to investigate, research, and produce products and services, including new information.
- Develop a strong sense of self-efficacy so that students can work with peers to promote creative perspectives, provide effective leadership, positively impact group dynamics, and provide critical team and individual decision-making.

The SLO's are posted in the classroom and are an integral part of the school. Students' daily academic work is based strongly on a Levels System.

Vision and Purpose that supports high achievement for all students. Defining of the school's vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective _Ineffective

Narrative Rationale:

Although the mission, vision, and schoolwide learner outcomes are aligned academic, social/emotional, college, and career success, students were not aware of the mission, vision and the SLOs.

A2. Governance Criterion

To what extent does the governing board a) have 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?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor results regularly and approve the schoolwide action

plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP)?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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.

Visiting Committee Comments

Woodruff Academy is subject to the governance of the Downey Unified School District Board of Education. The governance structures and its responsibilities within the school are in accordance with applicable state and federal laws and regulations, and with the provisions of the collective bargaining agreements.

WAS receives support from all Downey Unified School District Board of Education Members and other district staff, they collaborate and support the systems in place to refer student candidates to attend WAS.

The school stakeholders understand and support the systems in place and decision making. The expectations and initiatives that WAS implements are transparent, placing students needs first.

The School Site Council (SSC) and English Learner Advisory Committee (ELAC), exist for different purposes. However, they both contribute to the overall decision-making process and include participation of all stakeholder groups. The members of these committees in their majority are not direct stakeholders from WAS the one representative is the Principal of the School.

Governance that supports high achievement for all students.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

The governing board makes data-driven decisions that support high achievement for all students.

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

To what extent based on multiple sources of data, does 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?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action

plan/SPSA and make recommendations to modify the LCAP as needed?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

Visiting Committee Comments

Woodruff Academy's planning process uses different methods to provide a quality education for all students.

Faculty, staff, and the administration meet to disseminate information and share program procedures and students performance and needs. Throughout the year parents of students in the academy are invited to meet with school staff for progress discussions. All parents or guardians of new students attend an orientation meeting with school staff. The school's planning process is collaborative.

Woodruff is a small learning community with a fully credentialed teacher, two paraprofessionals, and a common school psychologist, and counselor that are shared with Columbus High School. The District encourages administration and staff to attend professional conferences and workshops to keep abreast of the latest information concerning curriculum and instruction. There is an effort to align requests for professional conferences and purchasing to the district's LCAP budget codes. In this way, district efforts to devote the financial and human resources necessary to meet the LCAP goals may be tracked and reported out to stakeholders.

Data guides the academic goals of the SPSA and the funding from LCAP and Title 1 budgets. Staff regularly reviews student growth as measured results which drives funding to provide intervention or additional support in the classroom to ensure student growth. The LCAP from a district development standpoint receives input from the community through publicized input meetings and surveys given throughout the year.

The Woodruff staff team meets weekly to collaborate and solve problems, share ideas, and disseminate information. Woodruff also has an "open door policy" in which employees are encouraged to communicate with colleagues, including administration, about issues of concern. The administration team helps create an environment which makes employees comfortable coming to them with their concerns. In addition, each administrator is assigned to meetings with parents/guardians, staffing, BRITs, IEPs and transition meetings. Special education meetings are held to discuss and address relevant student issues.

Woodruff staff have the option of using an in-house CHS Faculty Liaison Committee (FLC)- not

union affiliated but union reps are encouraged to participate. Furthermore, the UCP, Teacher Handbook and Master Agreement serve as guides for employees who have concerns to report.

Woodruff principal presents “end of the year highlights” to all staff during the last meeting of the year. Throughout the pandemic, administrators were very aware of the work teachers needed to do to adapt so while staff meetings were held, they weren’t as dense as they might have been in the previous years. Communication was still ongoing, however, as Principal emails and regular contact (in-person, Zoom or phone) always kept staff up to date. WAS administrators have an open-door policy.

Leadership: Data-Informed Decision-Making and Continuous School Improvement that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective **Somewhat Effective** Ineffective

Narrative Rationale:

The school leadership, staff, families, and community are invested in student achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. However, routine analysis of data to inform decision-making and continuous school improvement that supports high achievement for all students is not yet systemic.

A4. Staff: Qualified and Professional Development Criterion

To what extent does a 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?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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.

Visiting Committee Comments

WAS complies with the DUSD hiring policies that require necessary credentials for the classes they are teaching. New staff receive support and guidance from their respective departments. This helps the new staff member to integrate the existing program. New teachers are supported through applicable district training, as well as training’s teachers may seek to better prepare for their students.

The faculty, district staff, and administration worked together to communicate policies such as the referral process to ensure clear communication and understanding. As the school has grown, communication is effective.

During the school year, professional development regarding FBI is revisited via site-based and district coordinated professional development. Staff also participate in professional development regarding social-emotional well-being and positive school climate including Character Counts. The Teacher and staff receive other training and professional development that we were not able to verify.

The impact of professional development is measured using qualitative and quantitative measures. Woodruff Academy uses a system of behavioral levels to monitor on-task adaptive behavior as well as STAR 360 to assess student academic growth. These measures along with qualitative teacher evaluation ensure the whole child is acknowledged and assessed.

Staff are formally evaluated following board policy mandates. Teachers may also be referred to the district’s Teacher Intervention Program (TIP) based on Principal and self-referral. The goal of the TIP is to help teachers develop effective instruction and learning for students.

Staff: *Qualified and Professional Development that supports high achievement for all students.*

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

WAS staff are highly qualified and through professional development, collaboration, and self-reflective evaluation, strive to address areas of growth for continuous school improvement.

A5. Resources Criterion

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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 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 staff for all programs.

Visiting Committee Comments

Resources are allocated as indicated in the Action Plan based on the input from various processes and representatives of all stakeholders and organizations, including School Site Council, Associated Student Body, English Language Advisory Committee, Local Control Accountability Plan (LCAP) and Title I. These meetings and processes are open to all stakeholders, yet members and representatives are elected via mandated elections. Meetings are conducted at least four times per school year. The dialers/emails, meeting notices, agendas and minutes are bilingual, posted on the school website, and disseminated to all stakeholders.

The director of Secondary programs provides regular training and support to ensure compliance and capacity with regard to effective collaboration with all stakeholders and coordination of SPSA, SSC, ELAC and Title I mandates.

WAS is highly supported with regard to curriculum and instructional needs with regards to resources and professional development by the directors of Secondary Education, College and Career Readiness, and other community organizations.

Woodruff facilities are safe, functional, overall well-maintained, and adequate. The school's facilities are maintained by both a site crew - supervised by the assistant principal in charge of facilities - and district- level crews. The district continues to support the upgrade of facilities, keeping in mind safety, functionality, and maintenance.

Instructional materials and equipment are acquired by following state and district policies and procedures. Woodruff provides equal access to students by strictly abiding by the Williams Act. Instructional materials are individualized as requested by 504 plans, IEPs, and other special circumstances.

District and on-site resources are available to support the teacher and provide a nurturing environment. At the district level, most professional development takes place during the school day, and substitute teachers and funds are provided. Additionally, teacher can request time to develop and refine curriculum throughout the year. Aside from district-provided resources/supports, Woodruff has technology, instructional, and Canvas coaches available to the teacher and classified staff.

On a more personal level of well-being and nurturing, the district has established a Wellness Clinic for all DUSD employees and their immediate family members to receive basic or urgent

medical support. This is a partnership between Downey Unified and PIH, our local hospital and medical group. The district also provides mental health support to develop and maintain social-emotional stability that is accessible by DUSD employees via EASE.

Resources that support high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The financial resources are in place to address LCAP goals and accomplish schoolwide learner outcomes, academic standards, and the college- and career-readiness standards.

A6. Resources Criterion [Charter Schools only]

To what extent has the charter school’s governing authority and the school leadership executed responsible resource planning for the future?

To what extent has the school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

To what extent is the school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A6.1. Long-range Financial (and Other Resources) Plan and Stakeholder Involvement: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school’s vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school’s vision, mission, and schoolwide learner outcomes.

A6.2. Regular Accounting and External Audit Procedures: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.3. Processes for Implementation of Financial Practices: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.4. Budgeting Process — Transparency: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.5. Adequate Compensation, Staffing, Reserves: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves.

A6.6. Marketing Strategies: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.7. Informing the Public and Appropriate Authorities: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

Visiting Committee Comments

N/A

Resources that support high achievement for all students. [CHARTER SCHOOLS ONLY]

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

N/A

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

1. Collaboration and involvement of all the stakeholders.
2. Clear referral system for students entering the WAS.
3. Quality of instruction resources.

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

1. Reworking the SLOs to be more measurable and to include input from all stakeholders, including students.
2. Increase participation rate of all stakeholders on survey perception data.
3. Review individual student achievement followed by actions.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

1. Opportunities for parent and community involvement in school governance and other meetings (Self Study Report, Parent meeting).
2. Decision making is a collaborative effort between the leadership team, staff and district personnel.
3. Communication to stakeholders has increased (Self Study Report, Parent meeting).
4. Review of student data and provided the need it support (Self-Study report; Meeting with stakeholders)
5. Instructional resources are of high quality (classroom/student observation).
6. Results of the LCAP survey (Self-Study report).

CATEGORY B. CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do 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: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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 for Each Area: The school has defined academic 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.

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. .

Visiting Committee Comments

Woodruff Academy School offers a unique and personalized program, committed to nurturing the learning of students. Each student receives an education that is standards based. WAS has undergone significant curriculum reviews (specifically in the areas of Science, Math, and English). WAS offers the following courses: English 7-8, Social Studies, Math 7-8, Physical Education, Decision Making, Art, Art Design, Botany, English 9-10, World History and Geography, Health, Integrated Math I and II, Biology, and Physical Science of the Earth. Satisfactory completion of the courses offered meet the College and Career Readiness Standards and A-G requirements. In addition, teachers integrate critical thinking, public speaking, and service-learning projects to the curriculum to enhance student achievement.

DUSD provides teacher support through Secondary Curriculum, Instruction, and Assessment and the Technology Training Center.

Current educational research and professional development are used to create and establish practical and relevant instructional programs for WAS students. At the present time there is only one teacher, therefore it was not evident that teachers meet regularly in their PLC (Professional Learning Community) to discuss and adapt curricula. In addition, WAS teacher is credentialed to teach students with special needs.

Content objectives and learning objectives have been identified and implemented into the student's instructional program and enhanced using technology. (e.g. web based applications, Chromebooks, and internet access). Objectives and learning standards are adapted to meet all proficiency levels of student learning. WAS advocates student centered learning via a range of instructional strategies including direct instruction, differentiated instruction, cooperative

learning, small group instruction, intervention, and technology in the classroom.

Also, when appropriate and necessary for high school student's credit recovery, WAS utilizes APEX, a digital curriculum designed to actively engage students (e.g. Spanish, Health, Music Appreciation).

WAS subject areas have defined academic standards which are in accordance with the California Common Core State Standards. The high school curricula meets A-G eligibility, students must earn a letter grade of a "C" or better to be minimally eligible for admission into the UC and/or CSU systems.

Student Learning Objectives (SLO's) clarify expected learning outcomes and how students may demonstrate their level of understanding. District adopted textbooks, supplemental materials, and technology are utilized in the classroom to deliver curriculum necessary to meet promotion, graduation and/or, A-G requirements.

Students are eligible to attend field trips in the community. Each trip has its own academic goal and rationale based on classroom learning objectives. Students and staff visit institutions of higher learning, trade schools, comprehensive high schools within the district, and small businesses. Some field trips are a part of culture building and having shared experiences together. Others are guided by the CA Content Standards. One example of a field trip was, science lessons about interdependent relationships of ecosystems at the tide pools at Abalone Cove. Field trips are routine averaging two or three per month. Many trips are sponsored by a community organization called Gangs Out of Downey.

Circle is a decision-making class that prepares students to take positive steps that will impact their career and personal life. In addition, students learn to get in touch with their emotions.

WAS staff and students put on an annual Art Show each spring as an extension of the Art Class. This current school year the Art Show was not planned, being the first year returning to in person classes after the quarantine restrictions of COVID and the teacher leading this activity was transferred to a different site. When this Art Show is possible, students play a major role in organizing and preparing for the show. They make and create all the art to be displayed and sold at the show. Because the art projects are hands-on, students have numerous opportunities to explore their creative talents throughout the school year. Students help with signage, guest relations, and set-up. During the show, students provide narrated tours and remain on stand-by to answer guest questions. Additionally, students learn business skills like marketing and production.

Students have the opportunity to garden daily. They learn basic gardening skills as well as life skills like organizing and cleaning. WAS has an 1800 sq ft garden created with the help of several district administrators and the Warren High School's construction technology staff and students. WAS staff and students maintain the garden. Everyday students work on various garden activities like seed germination, garden planning, planting, weeding, harvesting, watering, and clean-up. Additionally, the garden is used to recreate, conduct science and math lessons, complete assignments, and to simply relax. During the visit the VC observed some of these activities.

WAS schoolwide learner outcomes (SLOs) will prepare its students to: Communicate effectively using technology and information while working individually and collaboratively; Think Critically by applying creative, analytical thinking skills and effective decision-making processes; and Succeed as goal oriented socially functional, accountable, responsible citizens.

At this time WAS consists of one combined class (a second classroom is pending on a hiring process of a second teacher for high school level students), the current teacher teaches multiple subjects. At times, the WAS teacher aligns their subject matter topic to coincide with another subject area topic.

WAS acquires most of its students from the comprehensive middle and high schools within the district: Doty, Staufer, Griffiths, and Sussman Middle School and Downey and Warren High School. Students attending WAS are identified as at-risk students with challenging behaviors. Many are also deficient in credits.

In the report it is mentioned that WAS communicates regularly with the comprehensive middle and high schools in DUSD. Discussions occur regarding the referral of students to WAS who are having exceptional challenges at their current placement and/or in need of a smaller learning environment. Discussions also occur in the reverse direction. WAS students who meet the transition requirements to transfer to a comprehensive site are up for discussion in the middle of each semester in preparation for transitions at the beginning of the subsequent semester.

Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

WAS clearly aims to align courses with rigorous and relevant standards-based curriculum.

B2. Equity and Access to Curriculum Criterion

To what extent do 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: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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 career technical options for all students.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

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.

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.

Visiting Committee Comments

WAS students have access to courses appropriate to their learning needs. Students with special

needs who require Specialized Academic Instruction are provided embedded accommodations in their respective classes. Students in general education have access to all courses. High school courses meet A-G requirements and prepare students for college and other career options. All courses are aligned with SLOs which are created to replicate skills deemed necessary for 21st century learners and careers.

Elective course options are limited due to the small size of the school. WAS teacher has expertise in Botany. Other electives like Spanish, Music Appreciation, and Health are taught using Apex with teacher and SIA support.

In the report it is mentioned that students interested in enrolling in the Skills USA and welding classes have the option of doing so at Columbus High School. This course meets the A-G requirements and competes in national competitions.

Downey Adult School (DAS), located on the same campus, provides WAS students with resources and information regarding technical training and post-secondary education programs.

Connecting classroom content to the real world and making learning relevant are keys to keeping WAS students engaged and inspired. WAS students have access to all available courses mentioned above. WAS staff establish real world connections through field trips, guest speakers, and interactive lessons with the support of technology.

The school staff and parents/guardians communicate on a regular basis to discuss students' academic/behavioral progress. WAS families are provided with information regarding programs and academic opportunities. Parents and caregivers are happy with the positive changes in the academic and behavior of their students.

Students enter the WAS program through two pathways: BRIT and IEP. General education students enrolling through BRIT must meet with an Intervention Team with their parent/guardian. During the meeting a behavior and academic agreement will be developed and agreed upon by all parties. Students with special needs must have an IEP meeting to discuss students' needs, determine the least restrictive environment, and address behavioral concerns. Academic and behavioral goals are reviewed. Thirty days after enrollment, the IEP team and parent/guardian meet for a 30-day review to evaluate the student's progress.

Near the end of each semester, the WAS team meets to prepare qualified students for an effective transition to another school site. The team reviews transition requirements like attendance, behavior, and credits/grades. Students' academic and social-emotional needs are considered. Resources are discussed. Administrators from both schools are present to guide the transition. For students with IEPs, the WAS team meets with several members of the receiving school including administrators, counselors, therapists, and teachers.

Equity and Access to Curriculum that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Many supports are provided to students with diverse needs, from English-Language Learners students to students with IEPs/504. The vast majority of courses fulfill A-G requirements.

CATEGORY B: CURRICULUM

Areas of Strength for Curriculum (if any):

1. WAS teacher, staff, and administration are passionate about their work and embrace working with a diverse group of students.
2. Students have access to a-g courses, and APEX to take other courses need it for graduation.
3. Students are supported and equipped with the tools needed for transition to the home school.

Growth Areas for Continuous Improvement for Curriculum (if any):

1. Continue working on improving students' performance on reading and math skills.
2. Increase access to post-secondary opportunities.
3. Continue support of students who choose the non college/university path after high school.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

1. Welcoming classroom environment (Self-Study report; Classroom observations; Student meeting; Parent meeting).
2. Student schedule (Self-study report; Classroom observation)
3. Transition process from WAS to homeschool (Self-study report; DUSD personnel meeting; School Leadership meeting).
4. Data provided shows students are below grade level in math and reading (Self-Study report; Student work; Focus group meeting).
5. Different student interests after completing high school (Classroom observation; Student meeting).

CATEGORY C. LEARNING AND TEACHING

C1. Student Engagement in Challenging and Relevant Learning Experiences Criterion

To what extent are all students involved in challenging and relevant learning experiences in an equity-centered learning environment to achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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.

Visiting Committee Comments

Teacher and staff at Woodruff Academy School provide instruction to all students with relevant learning experiences that are aligned to meet California Common Core Standards. The high school courses meet A – G requirements. Courses are designed with skills to help students improve academically while addressing social/emotional needs and behavior.

WAS serves a student population of diverse abilities, backgrounds, and grade levels. (7 – 10). Small class size with up to fifteen students, that allows for individual assistance to meet all students needs. Teachers are able to build rapport with students and understand the unique needs and abilities of each student.

Students are assessed and have access to multiple online programs to receive meaningful and supplemental assistance. Students in grade level 9 to 10 use APEX to ensure credit recovery in multiple subjects. To help students with class level subject matter for grades 7 to 8; iReady, Mind Play and Khan academy are the programs that students use. In addition, there is an implementation of formative and summative assessments that reflect student mastery of California State Standard Objectives.

Students at WAS utilize technology, each student has access to a laptop. Students demonstrate engagement and technological skills by doing research projects, presentations, and completing assignments. Students have knowledge on how to utilize Canvas, Google Docs, Google slides and create presentations with the use of technology.

In the classroom there is evidence of students' work. VC observed a constant student engagement throughout the day. Students' work is collected at the conclusion of each class period. The work is evaluated by the teacher and/or, aids, and/or peers.

Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

With the return to school, after over a year of distance learning teachers have continued to

build student skills and knowledge in a number of ways utilizing practices and supports to reach students with a wide range of needs and ability levels.

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

To what extent do all teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students, emphasize creative and critical thinking skills and applications?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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: All 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: All students demonstrate that they can apply acquired knowledge and skills at higher levels and 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.

Visiting Committee Comments

Woodruff Academy teacher is a highly qualified credentialed professional. He has earned the Educational Specialist credential which means he has been trained to differentiate instruction as part of his teacher training.

The administration intentionally maintains a low student-to-teacher (5 to 1) ratio so that the academic and social-emotional needs of each student are addressed. Individualized attention, coaching, and small group learning.

Throughout the school year Woodruff staff attend various professional development training sessions.

Staff has been trained to use Q-Interactive, iReady, Star 360, SEIS, Newsela, Apex, and Canvas. Since the pandemic began, WAS has adopted Canvas as a learning management system. Canvas is used to deliver particular assignments. Also, it provides students and families with general school information.

The teacher utilizes a document camera and projector during instructional activities as another resource to deliver instruction, provide supplemental instructional materials, and implement multi-media materials and examples into lessons.

Students apply their critical thinking skills in several ways and within a variety of instructional settings, and with the guidance of the staff, organize an annual Art Show. Students create the art to be displayed and sold. Additionally, they help coordinate the displays, table settings, food vendors, tickets, music, money management, and guest services. All proceeds from the art show are used for future events and field trips for our program. This school year the teacher that directs

the Art Show was assigned to a different sight. WAS students did not have the opportunity to plan for this school year. There are high expectations from the students to be able to continue this activity in following school years.

Each morning WAS students start the day by working in the garden with their teacher, who is a UC Master Gardener, and the supportive staff. They learn the values of labor by working with their hands. Basic botany lessons are taught in short lectures and continue with hands-on activities. Students demonstrate their knowledge by cultivating their own garden spaces. Students maintain the garden by weeding, trimming, planting, cleaning, organizing, and also get to enjoy the fruits of the labor by eating from the garden and spending breaks and lunch surrounded by lush vegetation.

Students are encouraged to interact with positive people throughout the community. For history, they are required to interview an adult at home or school regarding the past. The interviews are published using a variety of media including paper/pencil, audio files, and videos. In math class, students have a budgeting project in which they must discuss their household budgets with their guardians. These projects and others are displayed in the classroom.

Field trips are a routine occurrence at WAS. Some trips are for culture building, and others are more academic in purpose. In order to participate students must have a level two or three in their behavior chart.

Students read high interest novels like *The Outsiders*, *The Alchemist*, and *The Nazi Hunter*. The curricula associated with these titles are less about answering endless questions and more about enjoying the reading process, developing critical thinking skills, and relating important themes to our modern world.

The Woodruff staff uses various strategies to provide students with opportunities to apply the knowledge they have acquired. A variety of formal and informal assessments throughout each unit of study are used for checking for understanding. Students are given choices when conducting research, depending on the lessons, they have a list of topics to choose from.

In ELA, students write relevant essays. For example, instead of only writing generic persuasive essays, students are asked to write persuasive emails to their teacher recommending one change to the classroom. The essay portion is completely standards based. Publishing it in an email format teaches students a real world skill.

To determine student academic growth summative assessments as Star 360 and iReady are used. Teachers also take students on field trips to LA Trade Technical College, Universal Technical Institute, and local community colleges to explore career and training options.

WAS has a new partnership with Cerritos College (Cerritos Complete) through Columbus High School, which has established a bridge for WAS students and encourages them to enroll in the program. The Cerritos Complete program is designed to support students throughout their first year in college.

Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

WAS teacher and the support staff utilize a variety of methods to engage students in their learning while promoting equitable student-centered experiences.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength for Learning and Teaching (if any):

1. The criteria of the program - Attendance, Behavior, and Credits- provide clear expectations for students.
2. The low student-to-teacher ratio allows staff to better serve the student needs.
3. Daily gardening gives students the opportunity to work and interact with each other in a positive manner.

Growth Areas for Continuous Improvement for Learning and Teaching (if any):

1. Provide opportunities for teacher to visit similar programs in the county.
2. Provide students with real-world experiences through internships with local community partners.
3. Consistently use collected data to prioritized student learning needs.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

1. Small class size permits a continuous one to one feedback from teacher to student.
2. Classroom display of Behavior Charts with Level system, Monday Morning Meetings with positive and clear messages of academic and behavioral expectations.
3. Students have easy access to technology and programs that support academic growth. (APEX, MindPlay, iReady, etc.)
4. Schedule and facilitate Instructional walkthroughs to ensure quality first instruction, opportunities for PLC in similar programs within the district or county.
5. Expand the opportunities for students to experience different real-world experiences within the community.

CATEGORY D. ASSESSMENT AND ACCOUNTABILITY

D1. Reporting and Accountability Process Criterion

To what extent do the school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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 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.

Visiting Committee Comments

WAS assessments are based on different approaches that reflect the student's qualitative and quantitative learning growth. The Attendance, Behavior, and Credits (ABC's) and the implementation of a Level System demonstrate students' modification and enhancement in their academic progress. The school uses a behavior management system based on 3 levels. Level 1 being the lowest and Level 3 the highest. Teachers and staff collect data on each student each period of everyday. At the end of each week, points are summed and levels are announced. Students are able to gauge their conduct by tracking the Levels System. For students who continue to have challenges with their behavior over time, we encourage them to track their own points daily and compare them to the staff's sheet. Also, many students are encouraged to routinely review their points with staff. The multidisciplinary team includes the classroom teacher, paraprofessional, parent/guardian, administrator, school psychologist, school counselor, and mental health provider. Qualitative data includes observation, interviews, and records review. Academic test data includes: Benchmarks (Star 360 and iReady), classroom assessments (based on lesson/subject learning or in the moment formative assessment), and state assessments (SBAC and ELPAC). Behavioral data is collected each period, daily. It is also collected via the online referral system which can monitor positive and discipline referrals. Students who demonstrate positive behavior may also be nominated for the Character Counts! Award by their teacher or entered in a CC! raffle using CC! tickets.

Students and parents are presented with report card grades, including progress reports and grade point average (GPA), which are closely monitored among all stakeholders via conferencing and online communication. Students with special needs and found eligible for a 504 Plan or an IEP have regular meetings to determine present levels of performance, accommodations needed to succeed, and annual goals to address areas of weakness; meetings include compliance with 30-day reviews, transitions, annuals, amendments and triennials. Student attendance is closely monitored; those with appropriate attendance are recognized through award ceremonies. The current processes used to inform stakeholders (students, parents/guardians, administrators, etc.) about student achievement are appropriate. Processes include: report card grades, progress reports, Parent Connect, Student Connect, Award Assemblies, 504 Plan or IEP meetings, Weekly Levels Presentations in the classroom, Bulletin Boards in the classroom. Credit sheets are sent home monthly to stakeholders that contain their child's work productivity, credits earned, credits needed, and attendance rates. Calls are also made frequently to discuss student progress and achievements when and where needed. Formative assessments are utilized for guided and independent practice and when checking for understanding. Summative assessments are used to determine a student's mastery of concepts and skills. Students are encouraged to turn in late work at any time prior to the semester's end. Teacher and the support staff communicate grading policies with students and parents effectively. Teachers outline grading policies and communicate these to students via Canvas. Course syllabi are used to communicate grading policies and to clearly outline classroom expectations. Teacher and support staff actively engage students one-on-one to discuss student progress.

APEX Online courses are completed in semester blocks of 5 credits and can generally be completed within 4-6 weeks depending on a student's efforts and/or prior knowledge of the course content. APEX courses can be modified to meet the needs of students entering WAS with partial credits. For example, if a student comes to WAS from another school with check out grades or partial credits, the teacher will then modify the amount of work needed to complete the remaining credits of a similar semester course. All courses and associated credits earned at WAS are transferable to the district's two comprehensive high schools.

Most students who have been referred to WAS have some behavioral challenges. Additionally, many of the high school students are deficient in credits and at-risk of drop-out. However, WAS is committed to determine the underlying root of the problem that manifests as academic failure. Through various baseline assessments, WAS attempts to determine and address the root problems of academic failure and initiate an appropriate journey of intervention for the student that allows her/him to maximize their academic, social-emotional, and behavioral potential.

One of the components of the baseline assessment begins with a records review which informs WAS staff as to areas of strength, concern and need. Sometimes, students failing grades are compounded by externalizing and/or internalizing problem behaviors that manifest in punitive discipline and chronic absenteeism. Other component is a baseline assessment of academic skills using the Star 360 and iReady for Reading and Math tests. The Star 360 is conducted at least quarterly, 4 times per year. The instructional goal is for students to demonstrate at least one year's growth as charted by the Star 360 Reading and Math trendline. This data is posted within a classroom bulletin board. This baseline assessment system is a springboard for appropriate identification and intervention requisite to addressing the root problem, establishing appropriate

goals, and monitoring progress overtime. Classroom Assessments (e.g. formative assessments, rubrics/scoring guides, levels, point system etc.) in the areas of academic, social-emotional and behavioral learning are utilized to monitor and determine performance indicators over time. The English classes utilize rubrics when revising writing and determining progress towards meeting standards and course expectations. Credit sheets (for high school) are also utilized to determine student progress, attendance rates, and work production.

Using Assessment to Analyze and Report Student Progress that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Although the past two years the academic period has been challenging for all, there are clearly structures in place to strengthen the schoolwide analysis of student achievement.

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

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

Visiting Committee Comments

At WAS teacher and his support staff consistently use a variety of formative and summative assessments to measure student progress and guide classroom instruction. Formative assessments include: general discussion and feedback, quickwrite responses, worksheets, pair work, direct teaching, comprehension questions, pop quizzes, small presentations, classwide discussions etc. The formative assessments are used for guided and independent practice, as the teacher periodically checks for understanding. The summative assessments used in the classroom are: quizzes, essays, unit tests, projects, and presentations. These assessments help teacher determine the level of mastery of each student and be able to provide interventions based on student needs.

To address behavior problems students are monitored using a Behavior plan that has three levels. level 3 been the highest. At the end of each period students are assigned a behavior level. The Behavior plan evaluates not only the way students speak to each other or interact with each other,

but also completion of classwork, staying on task, helping each other during each period. Every Monday the teacher holds a Monday Morning Meeting reviewing with students the points, and the levels they received the week before. Feedback is offered to students, and encouraged to reflect on their points. During the visit of the class and speaking with students it was obvious that students benefit from positive feedback from teacher and supporting staff for their academic and behavior performance. Was obvious that the teacher and staff developed a strong relationship. Students who receive Level 3 have special privileges, and are acknowledged at the monthly assemblies.

Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The passion communicated by the teacher for his daily work also spurs students towards performing to their full potential.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength for Assessment and Accountability (if any):

1. The behavior management system with levels provides effective feedback to students and stakeholders.
2. Students improve academically by completing credits while attending WAS.
3. Teacher knowledge of a variety of formative and summative assessments practices.

Growth Areas for Continuous Improvement for Assessment and Accountability (if any):

1. Use the summative assessments provided by the school (STAR 360, IReady) to track students academic growth.
2. Provide students the opportunity to evaluate each other's work.
3. Streamlining and embedding grade-level projects into instruction.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

1. Effective method to modify behavior for WAS students is the consistent implementation of the ABC system. This method evaluates and gives immediate feedback to students.
2. Students' basic needs, social-emotional, and academic growth is evaluated and supported daily with multiple assessments.
3. Information is regularly shared to inform the progress of students and A-G requirements. (Report cards, progress reports, APEX completion of credits, Meetings and/or communicating with parents)
4. Ensure a high percent of students taking and completing the SBAC and other CA Content Standard Test to gather data that reflects the academic achievement of all students at WAS.

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL,

SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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.

Visiting Committee Comments

WAS administration and staff use a wide variety of methods to communicate with families and encourage family and community involvement with students' lives, growth and learning. During the registration, students and parents are going through an orientation process. During the orientation the administration team meets with the parents, students, guardians and family members to go over school protocols, procedures, and expectations. During this meeting all the stakeholders involved will address concerns and provide solutions. Events such as Back to School Day, Open House, Award Ceremony, and Promotion Ceremony provide opportunities for parents to stay informed and be involved. Students with IEP and 504 plans meet regularly with their teacher and parents are playing an important role in the development of these plans. According to the information presented in the report and also was articulated by parents during the VC parent meeting, the school has an open door policy and encourages parents to communicate with school via phone calls, emails, and face to face interactions. Parents stated that in the past they always were getting negative phone calls from the school their children attended.. Now they are receiving positive phone calls from teachers and staff and they are kept informed how their child is doing in school academically and socially.

Parent and Community Engagement that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

Many efforts are made to engage families in the education and well being of their children. The campus is an inviting space where all are made to feel welcome and included. The staff is engaged in ongoing planning to do even more and better.

E2. School Culture and Environment Criterion

To what extent does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and develops a culture that is characterized by trust, professionalism, equity, and high expectations for all students?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, 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, equity, and professionalism.

Visiting Committee Comments

The maintenance of a safe, clean and orderly campus is a priority for the entire WAS community. There is an environment of mutual respect between staff and students as expressed by survey and in student focus groups. The school rules and policies are consistently enforced and serve to maintain a safe and orderly environment on campus. During the orientation all the stakeholders are informed of school discipline policy. The campus has two school campus assistants and also they get the support form the Downey Police department. For the COVID 19 pandemic the school followed the LA Public Health guidelines, and provided the classroom with protective equipment, hand sanitizer, and disinfectant wipes. For social media protection the teacher provides a presentation on internet safety, digital citizenship, and proper use of the classroom technology. In the classroom to promote a safe and positive environment the teacher is implementing the Behavior plan system.

The staff of WAS are a tight, cohesive and supportive group that hold each other to the highest level of professionalism. They “have each others’ backs” in the shared struggle to support all students in as rigorous an environment as they can create.

School Culture and Environment that supports high achievement for all students.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

There is a positive and highly supportive culture on campus focused on instilling in all students being a well rounded, respectful, and kind person. Students expressed strong feelings of attachment and belonging to the school and a desire to carry on. All students are made to feel welcome and supported.

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

To what extent do all students receive appropriate academic, social-emotional and multi-tiered support to help ensure student learning, college and career readiness and success?

To what extent do students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies

and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of students.

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 in student success and achievement.

E3.4. Co-Curricular Activities: The school ensures that there is a high level of student involvement in curricular and co-curricular 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.

Visiting Committee Comments

All students are supported in the planning and implementation of their own educational plan at various points along their journey. Teacher and the supporting staff are utilizing a wide variety of instructional strategies to provide students with differing skills and abilities to reach their fullest potential. The classroom is kept at 15 students maximum to give each student the need for attention and support. During the student meeting they commented on the care and help the staff is providing to them. In the LCAP student survey students agreed or strongly agreed that teacher care about them and when they have a problem they can talk it out with teacher or other adults on campus. WAS encourages students to get engaged in extracurricular activities that will give them the opportunity to engage with other students. The school provides counseling to students in need that are referred by their teacher, parents or self-referral. The administration and staff are meeting at least once a month to discuss the effectiveness of the program, and student progress. During the visit students were very eager to engage with the WASC visiting committee to share their thoughts, both highly praiseworthy and constructive.

Personal, Social-Emotional, and Academic Student Support that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The entire WAS community recognizes the importance of supporting students' SEL and well being and have programs and services in place. Students expressed a feeling that sometimes it is hard to talk about their problems they encounter.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (if any):

1. Safe and welcoming environment provided to all students.
2. Students are connected, and support each other academically and emotionally.
3. Students are supported through a comprehension system of interventions.

Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (if any):

1. Schedule recognition assemblies for students and invite parents/guardians.
2. Continue building student confidence by providing different opportunities for public speaking and oral presentation.
3. Utilize data and student feedback to more effectively improve student achievement.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

1. WAS staff and administration create a welcoming and safe environment for all students.
2. All students and parents/caregivers, have a strong sense of belonging, supported, and motivated to improve their behavior and academic performance.
3. WAS has effective systems of academic intervention in order to prepare students for a college and career future.
4. WAS students demonstrate great areas of growth that are deserving of recognition for the effort and positive change accomplished. This will also increase opportunities for the participation and collaboration of parents and/or guardians.

Chapter IV: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

The purpose of identifying schoolwide strengths is to provide input and support for the school to use these strengths in their continuous improvement to ensure high quality student learning and well-being. Synthesize school wide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

The visiting committee identified the following specific schoolwide strengths and their rationale for the identification: **Include a Who, What, and Why for each schoolwide strength.**

Schoolwide Strengths

The Visiting Committee concurs with Woodruff Academy School findings of schoolwide strengths as follows:

- Strong admin/teacher/staff and student rapport.
- Safe and welcoming environment.
- Students appreciate the many educational and extracurricular opportunities.
- The use of technology and various modes of communication has increased, improving stakeholder connectedness.
- The process to enter and exit the school is very clear to all stakeholders involved in this process.
- The WAS administration and staff are passionate about their work and embrace working with a diverse group of students.
- Students are supported and equipped with the tools they need to meet their transition to another school or program.
- The low student to teacher ratio allows staff to better understand the student's needs.
- The Attendance, Behavior and Credits plan provides clear boundaries for all stakeholders.
- The behavior plan with the 3 levels provides effective feedback to all stakeholders.
- Use of resources to measure baseline and growth in math and reading.
- Community partnership with different organizations have provided students with valuable experiences.

Schoolwide Growth Areas for Continuous Improvement

The purpose of supporting the school's identified growth areas for continuous improvement and sharing additional growth areas is to ensure the school's continuous improvement for student learning and well-being encompasses the greatest student and school needs.

Synthesize school wide growth areas for continuous growth and list numerically. *Be sure that these can be documented by other sections of the report.*

- Ensure that all Growth Areas have a "who," "what," and a "why" in relation to the impact on student learning
- Confirm areas already identified by the school in the action plan sections
- Confirm areas to be strengthened within the already identified areas
- Identify any additional areas to be added to the action plan that have been identified by the

visiting committee. This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.

The visiting committee concurs with the school's identified critical areas for follow-up that are outlined in the schoolwide action plan. These are summarized below:

1. Increased the percent of students prepared for college and career as measured by college and career indicators reported on the California Dashboard (LCAP goals 1 & 2).

The growth targets for this critical area of needs are:

- Increase the percent of students by 80% or more on common assessments (e.g. STAR 360).
- Increase the percent of students 1-5% who perform in the “ at-grade” level range on common assessments over the course of a school year.
- Increase the percent of students prepared for college-and-career by an average of 1-5% each year.
- Decrease to less than 20% of students needing 10-20 units of ELA credit recovery.

2. Implement strategies to improve positive school attendance and cultivate a safe, caring , and positive school culture and learning environment (LCAP goals 3 & 4)

The growth targets for this critical area of needs are:

- Decrease the suspension rate by 10% and will not exceed 35%.
- Decrease absenteeism rate by 10% , and not exceed 25%.
- Increase the percent of the positive perception on the Safe School Climate -LCAP survey.

3. Increase the percent of students who graduate meeting “a-g” requirements(LCAP goal 5)

The growth targets for this critical area of needs are:

- Increase the number of students receiving a grade of C or better first time taking the course.
- Decrease the percent of D and F grades to less than 20%.
- Maintain an overall graduation rate at Woodruff cohorts at or above 85%.

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed: **Include a Who, What and Why for each growth area for continuous improvement. (Note: Show the relationship to what the school has already identified, if possible.)**

1. The need for organized, valid, and timely student academic and behavioral data to be used by administration and other staff to guide decisions. Stakeholders will use data to inform decisions concerning academic and social emotional support.
2. The need to rework the schoolwide Student Learner Outcomes to be more measurable and then effectively communicate the SLOs to students, parents, staff, and community members.
3. Continue to work on aligning curriculum and practices across content areas, to include

standards-based planning, grading, instructing, and assessing.

4. The need for on-going professional development in the areas of understanding literacy standards, differentiation, and the use of technology in instruction.
5. Continue to focus on the academic and emotional support required for a successful transition to home school.

Chapter V: Ongoing School Improvement

- **Include a brief summary of the schoolwide action plan**
- **Evaluate the school improvement issues:**
 - **The effectiveness of the action plan to enhance student learning and support the identified major student learner needs**
 - **The level of commitment to accomplish the action plan, schoolwide and systemwide**
 - **The alignment of the schoolwide action plan/SPSA to the Local Control and Accountability Plan (LCAP)**
 - **The soundness of the follow-up process for implementing and monitoring the accomplishment of the schoolwide action plan.**

The WAS Action Plan includes five goals:

1. By June 2022 an increase of 1-5% of students will perform in the met criteria in ELA based on the assessment data (e.g. Smart Balanced Assessment, common assessments; and credit recovery)
2. By June 2022, an increase of 1-5% of students will perform in the met criteria in math on assessment data (e.g. Smart Balanced Assessment, common assessments, and credit recovery).
3. By June 2022, students will improve their attendance rate by 3-5% as measured by the school's yearly attendance rate.
4. By May 2022, 80% or more of each stakeholder group will complete a perception survey (e.g. LCAP and CHS Senior Exit Surveys)
5. By June 2022, students will increase their graduation rate to 90%.

Each growth area goal is linked to LCAP goals. There are specific steps and tasks articulated intended to move the school forward toward each goal. The plan includes timelines, measurable targets and specified individuals or entities that will be responsible for implementation and monitoring progress.

The expected effectiveness of the Action Plan is reasonable based on the identified needs and strategies/activities articulated.

The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The action plan aligns appropriately with the school's self identified areas of greatest need to support high achievement for all students with close articulation to LCAP goals.

The capacity to implement and monitor the schoolwide action plan/SPSA.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The action plan contains appropriate goals and strategies with responsibility for both implementation and monitoring articulated. The plan is a genuine outgrowth of the self-study process and will engage the entire school community moving forward.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.			<input checked="" type="checkbox"/>	
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.		<input checked="" type="checkbox"/>		
Vision and Purpose (A1)		<input checked="" type="checkbox"/>		
Governance (A2)	<input checked="" type="checkbox"/>			
Leadership: Data-Informed Decision-Making and Continuous School Improvement (A3)			<input checked="" type="checkbox"/>	
Staff: Qualified and Professional Development (A4)		<input checked="" type="checkbox"/>		
Resources (A5)		<input checked="" type="checkbox"/>		
Resources (Charter only) (A6)				
Rigorous and Relevant Standards-Based Curriculum (B1)		<input checked="" type="checkbox"/>		
Equity and Access to the Curriculum (B2)		<input checked="" type="checkbox"/>		
Student Engagement in Challenging and Relevant Learning Experiences (C1)		<input checked="" type="checkbox"/>		
Student-Centered Instruction through a Variety of Strategies and Resources (C2)		<input checked="" type="checkbox"/>		
Reporting and Accountability Processes (D1)		<input checked="" type="checkbox"/>		
Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)	<input checked="" type="checkbox"/>			
Parent and Community Engagement (E1)	<input checked="" type="checkbox"/>			
School Culture and Environment (E2)	<input checked="" type="checkbox"/>			
Personal, Social-Emotional, and Academic Student Support (E3)		<input checked="" type="checkbox"/>		
Acceptable progress by all students		<input checked="" type="checkbox"/>		
Alignment of a schoolwide action plan/SPSA to the school's areas of greatest need		<input checked="" type="checkbox"/>		
Capacity to monitor and implement the schoolwide		<input checked="" type="checkbox"/>		

action plan/SPSA				
------------------	--	--	--	--