



# **WEST COVINA HIGH SCHOOL SELF-STUDY REPORT**

**1609 E. Cameron Ave  
West Covina, CA. 91791**

**West Covina Unified School District**

**November 14-16, 2011**

**WASC/CDE Focus on Learning Accreditation Manual, 2010 Edition, Updated Fall 2010**

WEST COVINA HIGH SCHOOL

# FOCUS ON LEARNING

## ACCREDITATION SELF-STUDY

### 2011

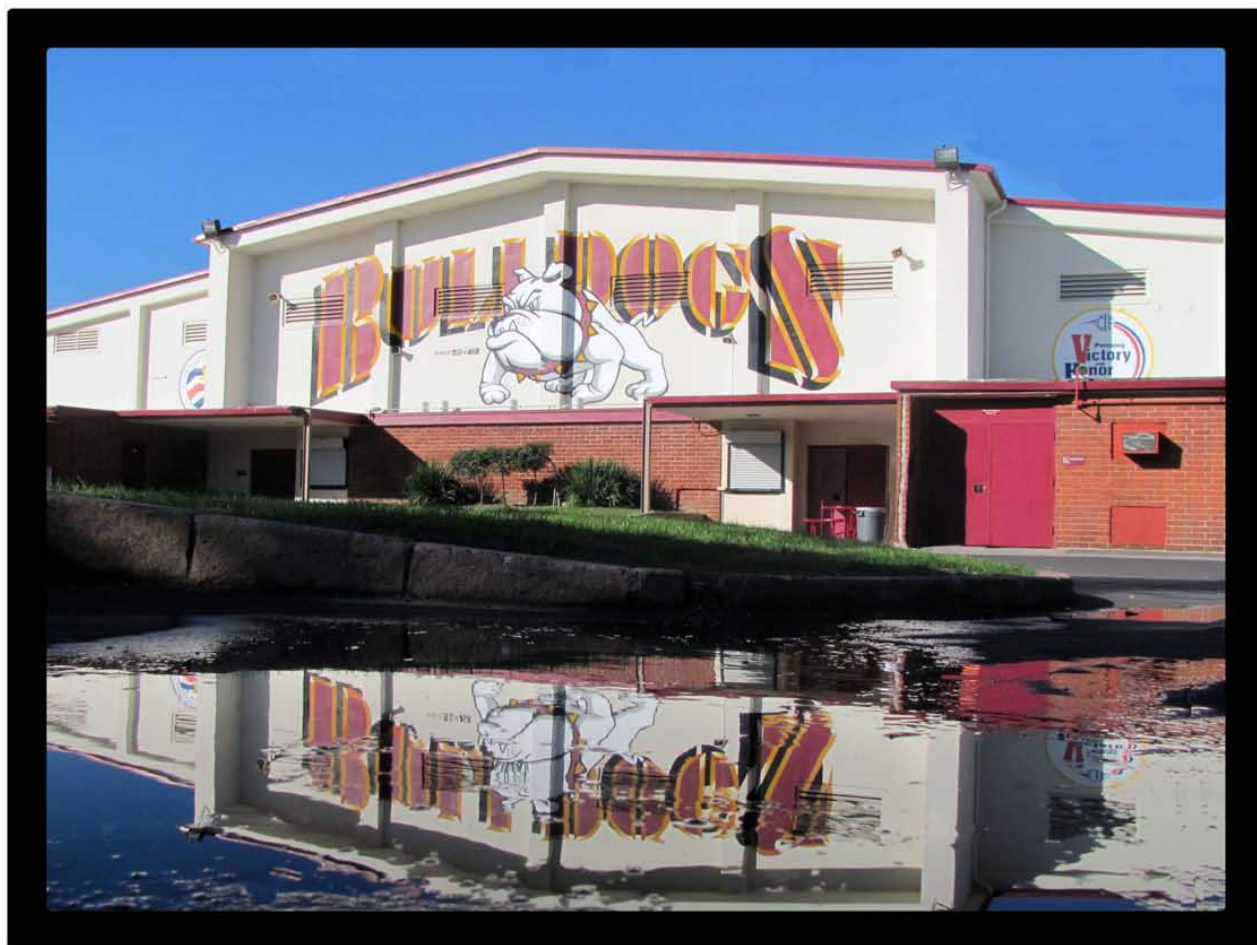


WEST COVINA HIGH SCHOOL  
West Covina Unified Schol District  
1609 E. Cameron Avenue  
West Covina, CA 91791

Submitted to:  
Accrediting Commission for Schools of the Western Association of Schools  
and Colleges and the California Department of Education

ACCREDITATION SELF-STUDY

## WEST COVINA HIGH SCHOOL



### WCHS Mission Statement

West Covina High School, a partnership of students, parents, staff and community, recognizes and values excellence, individuality, diversity and creativity. We are committed to the intellectual achievement, the emotional and social growth, and the athletic and aesthetic development of each student. We are dedicated to graduating students who are: self-starters, technologically competent workers, life-long learners, responsible citizens and cooperative, effective communicators.

**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES ACCREDITING  
COMMISSION FOR SCHOOLS**

VISITING COMMITTEE FOR WEST COVINA HIGH SCHOOL

NOVEMBER 14-16, 2011

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**WASC Chairperson**  
Principal, Villa Park High School  
Villa Park, CA.

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Assistant Principal  
Sweetwater High School  
National City, CA.

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Teacher on Assignment  
Riverside, CA.

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Assistant Superintendent Curriculum  
Yorba Linda, CA.

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Assistant Principal  
Los Alamitos High School  
Los Alamitos, CA.

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**Ms. Lisa Venable**  
Teacher  
Chaparral High School  
Temecula, CA.

**Dr. Regina D Zurbano, Ed. D**  
Teacher/WASC Coordinator  
Hawthorn High School  
Hawthorn, CA.

**WEST COVINA UNIFIED SCHOOL DISTRICT**

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School Board Clerk – Ms. Jessica Shewmaker  
School Board Member – Ms. Camie Poulos  
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Debra Kaplan  
  
Assistant Superintendent of Human Resources  
Mike Seaman  
  
Assistant Superintendent of Education Services  
Ellie Valentine  
  
Assistant Superintendent of Business Services  
Dawn Bastin  
  
Director Secondary Instruction  
Wally Cook

**WEST COVINA HIGH SCHOOL ADMINISTRATION**

Alex Ruvalcaba  
Principal

Veronica Lui-Maddox  
Assistant Principal Curriculum

Gregory Stanley  
Assistant Principal Operations

Greg Perez  
Dean

Lisa Maggiore  
Dean

**WASC COORDINATOR**

Josefina Ivette Steinmetz

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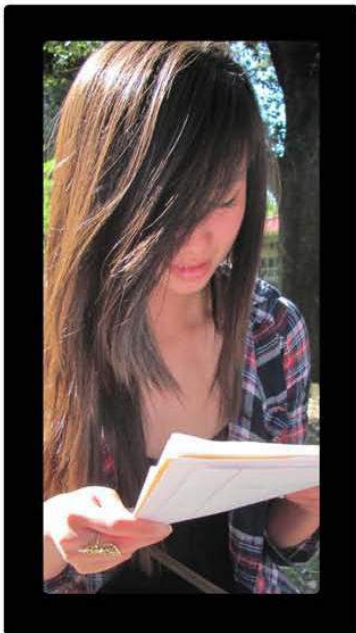
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**CHAPTER I  
STUDENT/COMMUNITY PROFILE AND SUPPORTING  
DATA AND FINDINGS**



**The Community**

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

West Covina High School was built on an old cabbage patch, on Cameron and Fernwood and opened its doors in 1957. “In 1988, West Covina Unified School District merged **Edgewood High School** and **West Covina High School**, bringing all students to its current campus.” <http://wchs-wcusd-ca.schoolloop.com/cms/page>. West Covina High School is the only comprehensive high school in the West Covina Unified School District. Currently the high school serves over 2800 students. The ethnic and financial diversity of the students are a direct reflection of the city’s population.

The citizens of West Covina have a lower socio-economic status when compared to that at the county, state and national levels as reflected in the per capita income levels. The amount of the population living below the poverty line, though, is less than the amount at the county, state and national levels. West Covina has a higher percentage of high school graduates than the county and state, but is lower than the national average. In addition, the amount of people aged 25 and up who have completed a Bachelor’s Degree or higher is lower than the county, state, and national averages. This data is illustrated in the following two charts.

**Community Financial Data:**

Area	Median Household Income (\$)	Per Capita Money Income (\$)	Person Below Poverty (%)
City of West Covina	\$ 53,002	\$ 19,342	9.0%
County of Los Angeles	\$ 55,452	\$ 20,683	15.3%
State of California	\$ 61,017	\$ 22,711	13.3%
United States of America	\$ 52,029	\$ 21,587	13.2%

(Source: US Census database <http://quickfacts.census.gov/qfd/states>)

**Community Educational Data**

Area	% of people that are High School Graduates Age: 25+	% of people with Bachelor’s Degree or Higher Age: 25+
City of West Covina	78.2%	21.9%
County of Los Angeles	69.9%	24.9%
State of California	76.8%	26.6%
United States of America	80.4%	24.4%

(Source: US Census database <http://quickfacts.census.gov/qfd/states>)

According to the California Department of Finance, the estimated population for the city is 112,666. The City of West Covina has a very diverse population. As the chart below indicates, 49.81 % of the city's population is of Hispanic origin.

### The Community's Ethnic Distribution

<b>Ethnicity</b>	<b>Total (%)</b>
White	38.03%
Black or African-American	4.82%
Asian, Pacific Islander	26.06%
Hispanic	49.81%
Other	31.09%

(Source: <http://www.westcovina.org/cityhall/cdc/elements/demographics.asp>)

The city's economy is rooted in a strong civic organization, "Greater West Covina Business Association", that is reflected through the numerous commercial industries that span the city's borders. These businesses have long been supporters of school programs ranging from athletics to the performing arts. Business leaders sponsor these programs through financial support, but their most valuable support comes from their eagerness to attend many of the WCHS events.

A highlight of the city is that it is nestled among several four and two-year post secondary institutions. These institutions have had strong partnerships with the community and school district. Some of those institutions are: Cal Poly Pomona, University of La Verne, Azusa Pacific College, Citrus College and Mt. San Antonio College. Mt. San Antonio College provides high school credit courses which take place on both the college and high school campus. Some of our graduates attend these institutions as the following chart shows.

<b>Name of Institution</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
Azusa Pacific University	0.30%	0.66%	0.29%
University of La Verne	0.30%	0.82%	1.31%
Mt. San Antonio College	27.95%	26.23%	25.62%
Citrus College	18.58%	17.05%	12.95%
Total Number of Seniors	662	610	687

## Overview

WCHS belongs to the West Covina Unified school district which serves approximately 10,285 students. Edgewood Middle School, Hollencrest Middle School, Walnut Grove Intermediate, and San Jose Edison School serve as the feeder schools for WCHS. .

West Covina High School is proud of its diverse student population, which is embraced and celebrated on campus. As indicated by the chart below, WCHS is comprised of 68.5% Hispanic, 11.6% Asian, 8.1% White, 6.7% Filipino, and 4.5% African American. WCHS serves 135 English Language learners, who represent 4.6% of our population.

**West Covina High School Student Population Demographics 2009-2010**

	WCHS Total	WCHS %	District Total	District %	County Total	County %	State Totals	State %
<b>Enrollment</b>	2,914	100.0%	14,525	100.0%	1,574,150	100.0%	6,190,425	100.0%
<b>African American not Hispanic</b>	132	4.5%	1,067	7.3%	139,218	8.8%	424,327	6.9%
<b>American Indian or Alaska Native</b>	1	0.0%	51	0.4%	4,786	0.3%	44,915	0.7%
<b>Asian</b>	337	11.6%	1,126	7.8%	124,322	7.9%	526,866	8.5%
<b>Filipino</b>	196	6.7%	589	4.1%	33,939	2.2%	156,433	2.5%
<b>Hispanic or Latino</b>	1,995	68.5%	8,292	57.1%	999,070	63.5%	3,118,404	50.4%
<b>Pacific Islander</b>	11	0.4%	56	0.4%	6,718	0.4%	37,012	0.6%

**West Covina High School Enrollment by Gender, Grade & Ethnic Designation (2010-2011)**

Grade	Number of Students (%)															
	Female- Total # (% of Gender)								Male (% of Gender)							
	American Indian or Alaskan Native	Asian	Pacific Islander	Filipino	Hispanic Or Latino	African American	White (Not Hispanic)	Multiple Or No Response	American Indian or Alaskan Native	Asian	Pacific Islander	Filipino	Hispanic Or Latino	African American	White (Not Hispanic)	Multiple Or No Response
9	0 (0.0%)	25 (1.7%)	0 (0.0%)	18 (1.3%)	262 (18.2%)	18 (1.3%)	13 (0.9%)	1 (0.1%)	1 (0.1%)	20 (1.4%)	2 (0.1%)	12 (0.8%)	271 (18.6%)	13 (0.9%)	12 (0.8%)	1 (0.1%)
10	1 (0.1%)	38 (2.6%)	0 (0.1%)	20 (1.4%)	294 (20.4%)	14 (1.0%)	27 (1.9%)	0 (0.0%)	0 (0.0%)	51 (3.5%)	0 (0.0%)	26 (1.8%)	290 (20.0%)	19 (1.3%)	42 (2.9%)	0 (0.0%)
11	0 (0.0%)	46 (3.2%)	0 (0.3%)	29 (2.0%)	252 (17.5%)	12 (0.8%)	28 (1.9%)	0 (0.0%)	0 (0.0%)	34 (2.3%)	1 (0.1%)	22 (1.5%)	244 (16.8%)	19 (1.3%)	25 (1.7%)	0 (0.0%)
12	0 (0.0%)	47 (3.3%)	3 (0.2%)	24 (1.7%)	224 (15.5%)	14 (1.0%)	30 (2.1%)	0 (0.0%)	0 (0.0%)	35 (2.4%)	1 (0.1%)	21 (1.4%)	241 (16.6%)	16 (1.1%)	33 (2.3%)	0 (0.0%)
<b>Total</b>	1 (0.0%)	156 (10.8%)	3 (0.2%)	91 (6.3%)	1,032 (71.7%)	58 (4.0%)	98 (6.8%)	1 (0.1%)	1 (0.1%)	140 (9.6%)	4 (0.3%)	81 (5.6%)	1,046 (71.8%)	67 (4.6%)	112 (7.7%)	1 (0.1%)
<b>Total Female (% of School)</b>					1,440 (49.8%)				<b>Total Male (% of school)</b>					1,452 (50.2%)		

**West Covina High School Enrollment by Gender, Grade & Ethnic Designation (2009-2010)**

Grade	Number of Students (%)															
	Female- Total # (% of Gender)								Male (% of Gender)							
	American Indian or Alaskan Native	Asian	Pacific Islander	Filipino	Hispanic Or Latino	African American	White (Not Hispanic)	Multiple Or No Response	American Indian or Alaskan Native	Asian	Pacific Islander	Filipino	Hispanic Or Latino	African American	White (Not Hispanic)	Multiple Or No Response
9	0 (0.0%)	33 (2.3%)	0 (0.0%)	18 (1.3%)	285 (19.8%)	17 (1.2%)	28 (1.9%)	0 (0.0%)	2 (0.5%)	34 (2.3%)	2 (0.5%)	22 (1.5%)	270 (72.4%)	19 (1.3%)	25 (1.7%)	1 (0.1%)
10	0 (0.0%)	43 (3.0%)	1 (0.1%)	29 (2.0%)	266 (18.5%)	11 (0.8%)	33 (2.3%)	0 (0.0%)	1 (0.0%)	38 (2.6%)	0 (0.0%)	22 (1.5%)	290 (71.1%)	21 (1.4%)	35 (2.4%)	0 (0.0%)
11	0 (0.0%)	48 (3.3%)	4 (0.3%)	25 (1.7%)	240 (16.7%)	15 (1.0%)	28 (1.9%)	0 (0.0%)	0 (0.0%)	54 (3.7%)	0 (0.0%)	23 (1.5%)	226 (64.9%)	15 (1.0%)	29 (2.0%)	0 (0.0%)
12	0 (0.0%)	39 (2.7%)	2 (0.1%)	34 (2.4%)	192 (13.4%)	15 (1.0%)	30 (2.1%)	0 (0.0%)	5 (1.5%)	49 (3.3%)	5 (1.5%)	20 (1.4%)	217 (64.4%)	17 (1.2%)	29 (2.0%)	0 (0.0%)
<b>Total</b>	0 (0.0%)	163 (11.4%)	7 (0.5%)	106 (7.4%)	983 (68.5%)	58 (4.0%)	119 (8.3%)	0 (0.0%)	7 (0.5%)	175 (11.9%)	7 (0.5%)	87 (5.9%)	1,003 (64.4%)	72 (4.9%)	118 (8.0%)	1 (0.1%)
<b>Total Female (% of School)</b>					1,452 (49.8%)				<b>Total Male (% of school)</b>					1,466 (50.2%)		

**West Covina High School Staff**

The administrative staff at WCHS consists of a principal, two assistant principals and two deans. The teaching staff consists of one hundred and thirteen teachers who are 98.9% No-Child-Left-Behind compliant; which is slightly better than the state and county averages. The support staff at the school consists of six counselors, with one solely dedicated to serving students with special needs, and another to serve the needs of our ELL students. One library media services staff paraprofessional, nineteen classified clerical staff, five bilingual aides, thirteen instructional aides, nine ASRD/SELPA instructional aides, ten cafeteria service personnel, six campus security personnel and ten custodians.

**Certificated Staff Ethnicity, Gender and Years of Service (2009 CDE)**

	Amer. Indian	Asian	Pacific Islander	Filipino	Hispanic/Latino	African American	White	Mult. / No Resp.	Female	Male	Total (FTE)	Avg. Years Service
<b>Admin.</b>	0	1	0	0	2	0	2	0	2	3	5 (5)	11.8
<b>Teachers</b>	1	15	0	0	16	4	78	1	65	50	115 (112)	12.1
<b>Pupil Services</b>	0	3	0	0	0	0	5	0	7	1	8(8)	13.2

**Certificated Staff Educational Levels**

	Doctorate	Master's degree plus 30+ hours	Master's Degree	Bachelor's degree plus 30+ hours	Bachelor's Degree	Less than Bachelor's Degree
<b>Admin.</b>	0	5	0	0	0	0
<b>Teachers</b>	1	15	24	48	23	0
<b>Pupil Services</b>	0	1	6	1	0	0

<b>Certificated Staff Training 2009</b>	<b>Number of Teachers (%)</b>
<b>Teachers HQT</b>	105 (91.3%)
<b>Teachers not HQT</b>	10 (8.7%)
<b>Teaching Outside Credential</b>	0 (0.0%)
<b>Emergency Permits</b>	0 (0.0%)
<b>CLAD Certified or Equivalent</b>	92 (88.0%)
<b>BTSA</b>	15 (13.0%)
<b>Interns</b>	9 (7.8%)

(Source: Dataquest)

### **WASC Accreditation History**

West Covina High School went through the self study process in 2005 which resulted in a six year accreditation with a three year review. The review visit confirmed the initial committee's evaluation, and confirmed evident growth in the areas suggested by the committee. The self study process for this cycle began in the fall of 2009 with initial trainings and the selection of a chair and focus group leaders.

### **School Purpose: School Vision**

West Covina High School's purpose is manifested in our vision statement which states the following: "West Covina High School, a partnership of students, parents, staff and community, recognizes and values excellence, individuality, diversity and creativity. We are committed to the intellectual achievement, the emotional and social growth, and the athletic and aesthetic development of each student. We are dedicated to graduating students who are: self-starters, technologically competent workers, life-long learners, responsible citizens, cooperative, effective communicators." The vision statement and learning outcomes were reevaluated during the self study process. These items were validated by all stakeholders.

## **Expected School Wide Learning Results: ESLR's**

West Covina High School is a standards-based learning community dedicated to educating all students to be responsible, literate, and contributing members of a multicultural society. Bulldogs will:

### **Academic Achievement**

- Develop and maintain professional work habits
- Analyze information using a variety of critical thinking strategies
- Demonstrate knowledge of content standards and proficiency in each subject area
- Establish and strive to meet personal, educational, and career goals

### **Communication**

- Practice active reading, listening, observational, and interpretive skills
- Articulate ideas effectively through oral, written, and artistic expression
- Utilize various resources to access information and integrate knowledge
- Incorporate technology as a tool for learning and expression

### **Responsibility**

- Take responsibility for decisions or actions
- Establish routines that promote emotional and physical well-being
- Actively participate in school and community life
- Become self-sufficient in pursuing short-term and long-term personal, educational, and career goals

### **Respect**

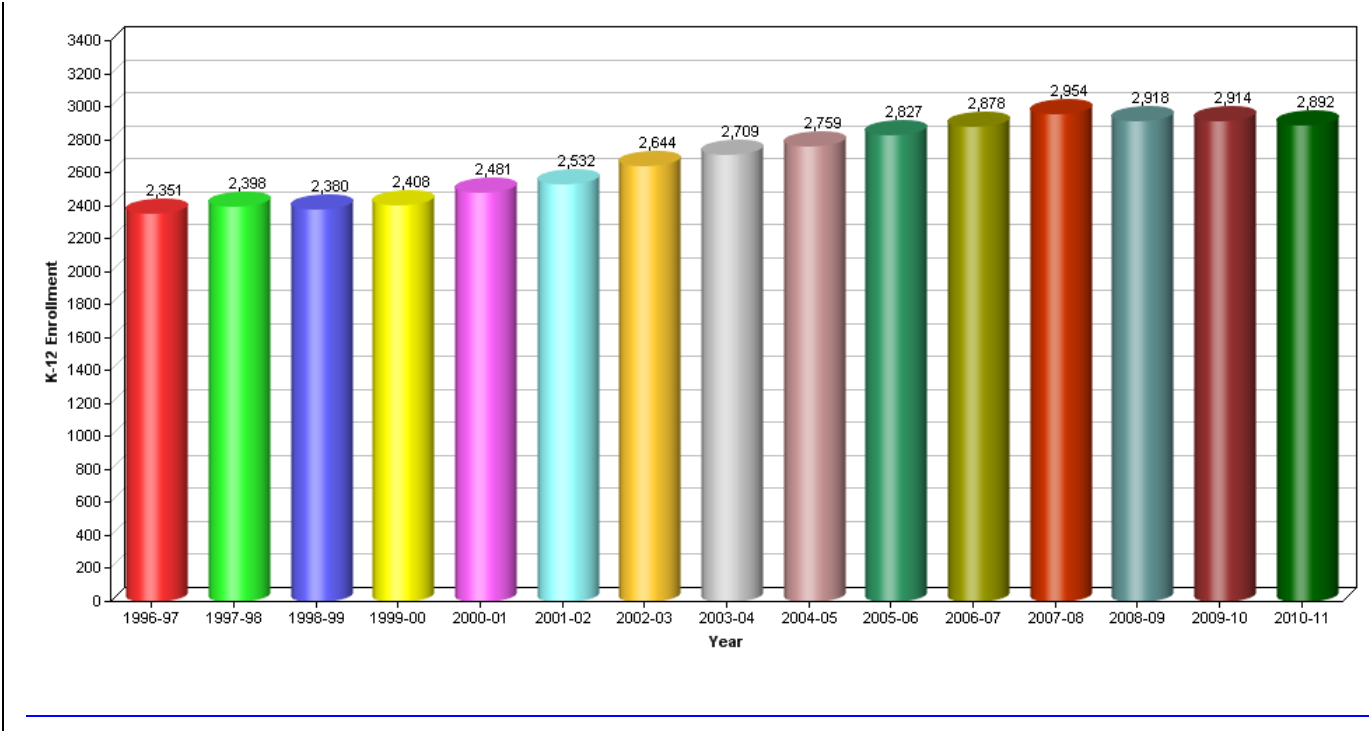
- Show respect for self and others
- Understand and appreciate diversity
- Become informed members of society who practice the ideals of democracy
- Consider moral and ethical responses to local and global issues

**Status of School:**

- West Covina High School has met the AYP proficient target criteria annually in all groups
- West Covina High School is not identified as a Program Improvement school.

**Enrollment Data: CBEDS Data**

Currently WCHS has a student population of 2892 students. 61.5% of students are on free or reduced price lunch. Enrollment has experienced a steady increase over the last several years. Our district is one of the few who are not experiencing declining enrollment to the extent of other school districts in the San Gabriel Valley. In addition, several school site efforts including the SART/SARB process, truancy conferences with deans, and an improved tardy/ truancy policy have aided in increasing daily attendance.



**WCHS Enrollment History 1996-2011**

**Enrollment by Grade Level****Grade Level enrollment (School Year 2008-09)**

<b>Grade Level</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
<b>Enrollment</b>	<b>751</b>	<b>804</b>	<b>682</b>	<b>681</b>	<b>2,918</b>

**Grade Level enrollment (School Year 2009-10)**

<b>Grade Level</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
<b>Enrollment</b>	<b>814</b>	<b>744</b>	<b>732</b>	<b>644</b>	<b>2,914</b>

**Grade Level enrollment (School Year 2010-11)**

<b>Grade Level</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
<b>Enrollment</b>	<b>669</b>	<b>822</b>	<b>712</b>	<b>689</b>	<b>2,892</b>

**Total Enrollment by Gender****Enrollment by Gender (2008-2009)**

<b>Grade Level</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
<b>Male</b>	<b>373</b>	<b>408</b>	<b>348</b>	<b>337</b>	<b>1,466</b>
<b>Female</b>	<b>378</b>	<b>396</b>	<b>334</b>	<b>344</b>	<b>1,452</b>

**Enrollment by Gender (2009-2010)**

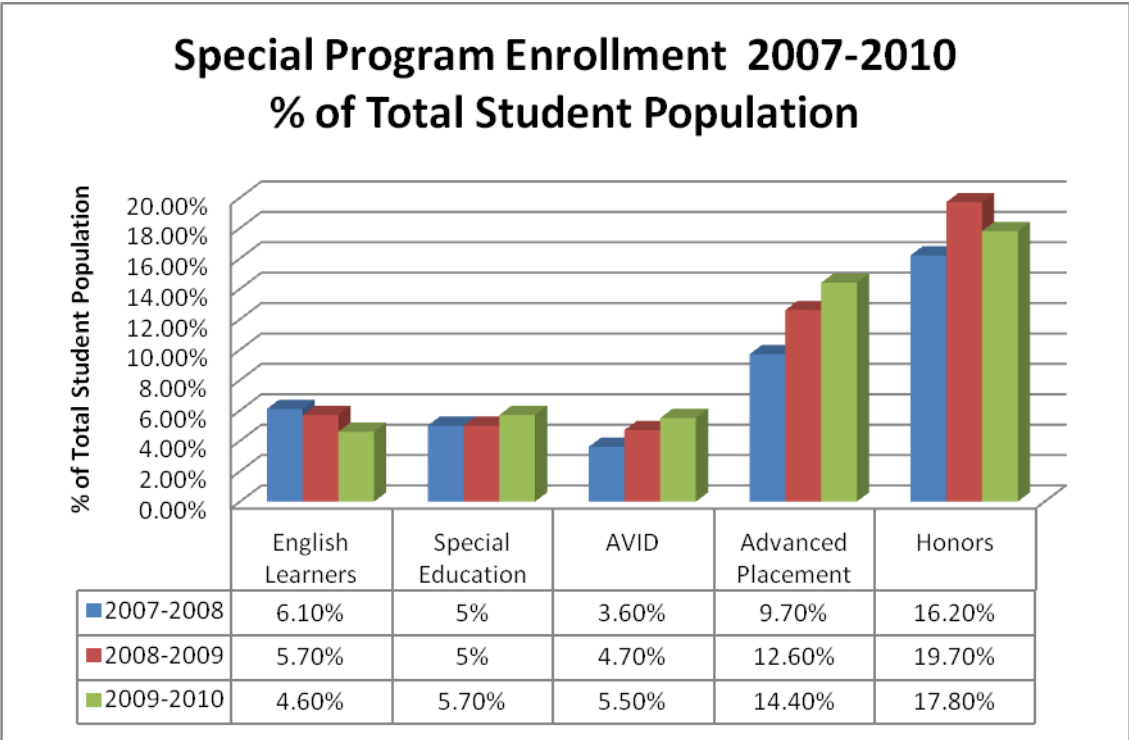
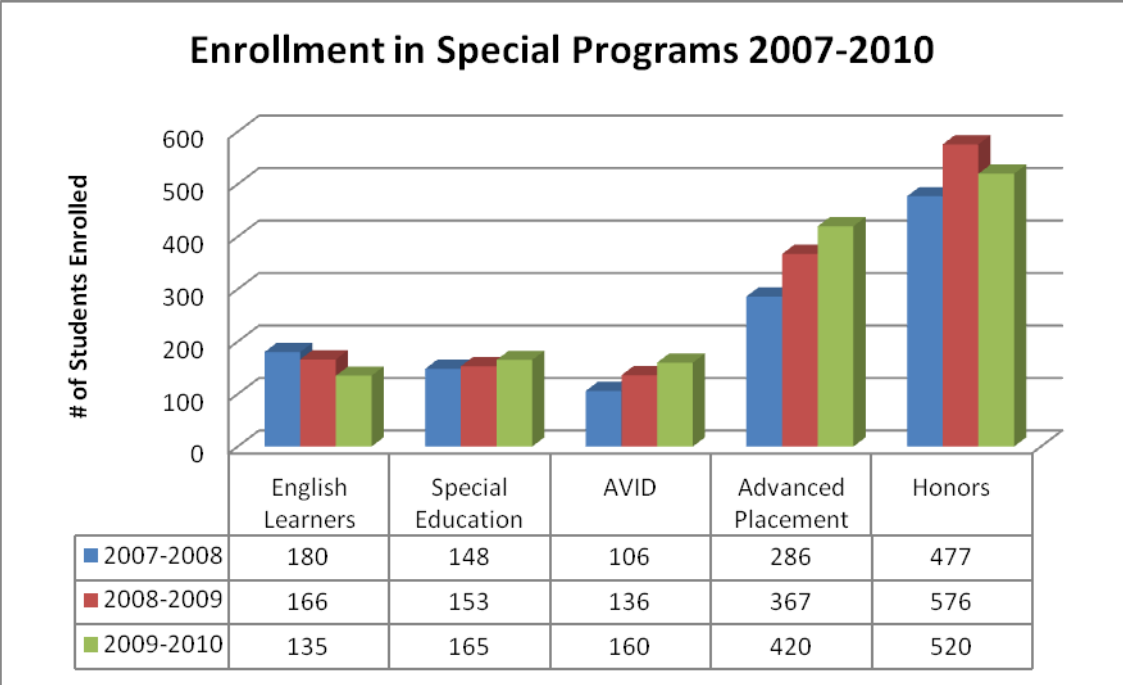
<b>Grade Level</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
<b>Male</b>	<b>433</b>	<b>361</b>	<b>372</b>	<b>312</b>	<b>1,478</b>
<b>Female</b>	<b>381</b>	<b>383</b>	<b>360</b>	<b>312</b>	<b>1,436</b>

**Enrollment by Gender (2010-2011)**

<b>Grade Level</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
<b>Male</b>	<b>332</b>	<b>428</b>	<b>345</b>	<b>347</b>	<b>1,452</b>
<b>Female</b>	<b>337</b>	<b>394</b>	<b>367</b>	<b>342</b>	<b>1,440</b>

## Special Programs Enrollment

<b>Program Enrollment 2007-2008</b>	<b>Number Of Students</b>	<b>% of Total Population Enrolled</b>	<b>Program Enrollment 2008-2009</b>	<b>Number Of Students</b>	<b>% of Total Population Enrolled</b>	<b>Program Enrollment 2009-2010</b>	<b>Number Of Students</b>	<b>% of Total Population Enrolled</b>
<b>Title I</b>	--	N/A	<b>Title I</b>	--	N/A	<b>Title I</b>	--	N/A
<b>English Learners</b>	180	6.1%	<b>English Learners</b>	166	5.7%	<b>English Learners</b>	135	4.6%
<b>Special Education</b>	148	5%	<b>Special Education</b>	153	5%	<b>Special Education</b>	165	5.7%
<b>AVID</b>	106	3.6%	<b>AVID</b>	136	4.7%	<b>AVID</b>	160	5.5%
<b>Advanced Placement</b>	286	9.7%	<b>Advanced Placement</b>	367	12.6%	<b>Advanced Placement</b>	420	14.4%
<b>Honors</b>	477	16.2%	<b>Honors</b>	576	19.7%	<b>Honors</b>	520	17.8%
<b>Migrant Education</b>	--	N/A	<b>Migrant Education</b>	--	N/A	<b>Migrant Education</b>	--	N/A



## Special Programs

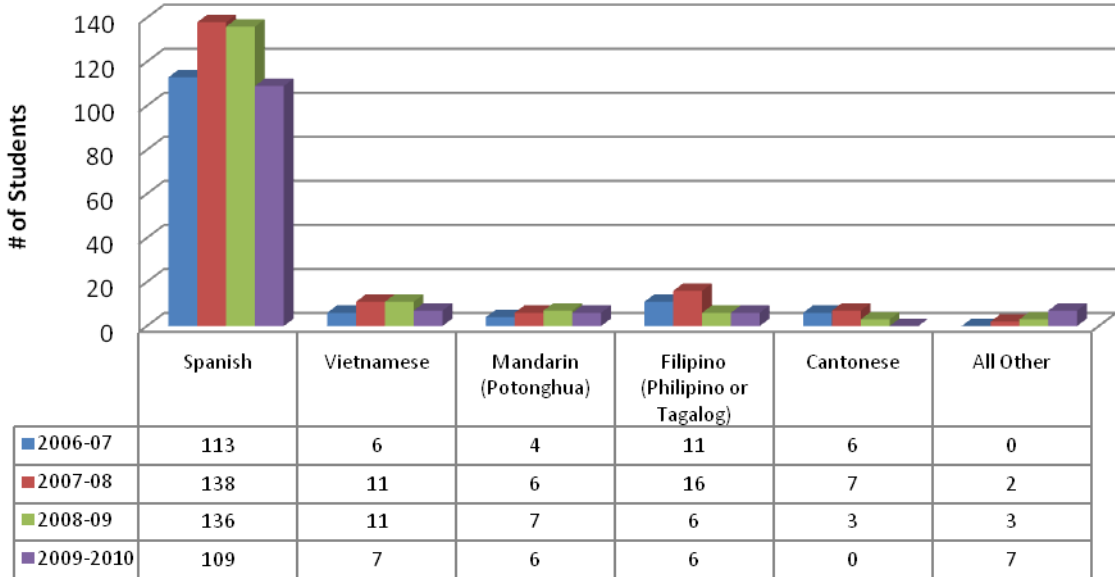
### English Language Learners

The following information indicates the diversity of languages spoken by the English Language Learners of our school from 2007 to 2010-2011.

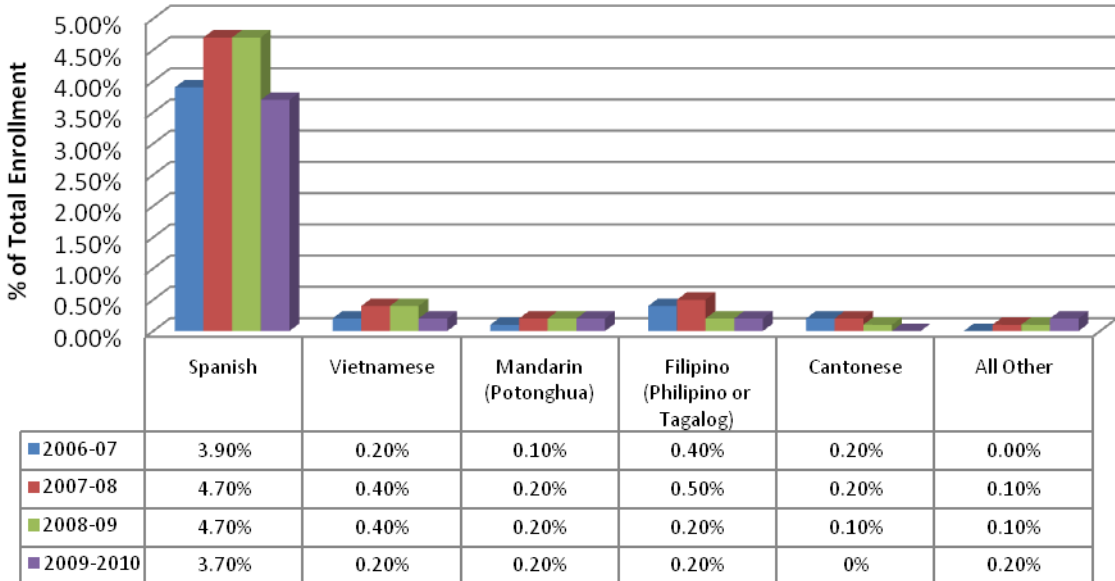
School Year	2007-2008		2008-2009		2009-2010		2010-2011	
	# of Students	% of Enrollment	# of Students	% of Enrollment	# of Students	% of Enrollment	# of Students	% of Enrollment
Spanish	138	4.7%	136	4.7%	109	3.7%	98	3.5%
Vietnamese	11	0.4%	11	0.4%	7	0.2%	8	3
Mandarin (Potonghua)	6	0.2%	7	0.2%	6	0.2%	6	2
Filipino (Philipino or Tagalog)	16	0.5%	6	0.2%	6	0.2%	6	2
Cantonese	7	0.2%	3	0.1%	0	0.0	0	0
All Other	2	0.1%	3	0.1%	7	0.2%	3	1
<b>Total</b>	<b>180</b>	<b>6.1</b>	<b>166</b>	<b>5.7%</b>	<b>135</b>	<b>4.6%</b>	<b>121</b>	<b>4</b>

(Source: Ed-Data)

### Languages Spoken By English Learners 2006-2010 # of Students



### Languages of English Learners 2006-2010 % of Total Enrollment



The largest group of English Language Learners in WCHS is made up of Spanish speaking students followed by Vietnamese speaking students. There has been a small increase in the number of students who speak Mandarin. WCHS has also experienced a decline in the number of ELL students who speak Tagalog and Cantonese.

<b>West Covina High School 2008-09</b>			
<b>English Language Learners</b>	<b># of Students</b>	<b>% of Enrollment</b>	<b>% of Prior Year's Enrollment</b>
<b>Total number of Fluent-English Proficient (FEP) Students</b>	899	30.8%	<b>N/A</b>
<b>WCHS Enrolled English Learners</b>	166	5.7%	<b>N/A</b>
<b>WCHS EL's Re-designated Fluent-English Proficient (RFEP) Since Prior Year</b>	30	1.0%	16.7%

<b>West Covina High School 2009-2010</b>			
<b>English Language Learners</b>	<b># of Students</b>	<b>% of Enrollment</b>	<b>% of Prior Year's Enrollment</b>
<b>Total number of Fluent-English Proficient (FEP) Students</b>	798	27.4%	<b>N/A</b>
<b>WCHS Enrolled English Learners</b>	135	4.6%	<b>N/A</b>
<b>WCHS EL's Re-designated Fluent-English Proficient (RFEP) Since Prior Year</b>	21	0.7%	12.7%

<b>West Covina High School 2010-2011</b>			
<b>English Language Learners</b>	<b># of Students</b>	<b>% of Enrollment</b>	<b>% of Prior Year's Enrollment</b>
<b>Total number of Fluent-English Proficient (FEP) Students</b>	1017	36%	<b>N/A</b>
<b>WCHS Enrolled English Learners</b>	133	4.8%	<b>N/A</b>
<b>WCHS EL's Re-designated Fluent-English Proficient (RFEP) Since Prior Year</b>	24	8.9%	8.5%

WCHS has an ELL population of 5.7 % (166 students). ELL students receive standards-based instruction that is aligned to ELA California Content Standards. Students are placed in ELD I, II or III based on their CELDT scores and areas of needed growth. The ELD counselor supervises the program and serves as the primary ELD teacher. The counselor holds quarterly and annual meetings with parents to increase involvement and student success through ELAC.

ELD teachers routinely collaborate to follow the progress of students through the use Individual Learning Plans (ILP) that monitor band progression throughout their time in the ELD program. These plans are updated on a regular basis and follow the students from teacher to teacher. “Fast Facts”, which summarize the students’ language acquisition progress, are also provided to classroom teachers to ensure good communication among all stakeholders. In addition, students are placed in sheltered or clustered ELA classes based on their proficiency levels. Classes are taught by teachers versed in SDAIE strategies supported by an instructional aide.

## Special Programs

### Special Needs

Special Education Enrollment 2006-2011			
Year	RSP	SDC	Total
2006-07	108	56	164
2007-08	112	42	154
2008-09	138	33	171
2009-10	165	25	190
2010-11	164	27	191

### 2010-2011 Students in Special Education by Gender, Grade & Ethnic Designation

Grade	Number of Students																
	Female								Male								
	American Indian or Alaskan Native	Asian	Pacific Islander	Filipino	Hispanic Or Latino	African American	White (Not Hispanic)	Multiple Or No Response	American Indian or Alaskan Native	Asian	Pacific Islander	Filipino	Hispanic Or Latino	African American	White (Not Hispanic)	Multiple Or No Response	
9	-	-	-	-	10	-	1	2	-	1	-	-	26	1	4	-	
10	-	-	-	-	10	1	-	-	-	3	-	-	23	4	1	-	
11	-	-	-	-	14	-	1	-	-	2	-	-	26	1	1	-	
12	-	1	-	-	6	1	2	-	-	-	-	-	16	3	2	-	
<b>Total</b>	-	1	-	-	40	2	4	2	-	6	-	-	91	9	8	-	
<b>Total Female</b>					49				<b>Total Male</b>					116			

### 2009-2010 Students in Special Education by Gender, Grade & Ethnic Designation

Grade	Number of Students															
	Female								Male							
	American Indian or Alaskan Native	Asian	Pacific Islander	Filipino	Hispanic Or Latino	African American	White (Not Hispanic)	Multiple Or No Response	American Indian or Alaskan Native	Asian	Pacific Islander	Filipino	Hispanic Or Latino	African American	White (Not Hispanic)	Multiple Or No Response
9	-	-	-	-	11	1	-	-	-	4	-	-	25	5	1	1
10	-	-	-	1	14	-	1	-	1	2	-	-	24	1	1	-
11	-	1	-	-	10	1	2	-	-	1	-	-	17	3	2	-
12	-	-	-	-	8	-	2	-	-	4	-	-	23	-	3	-
<b>Total</b>	-	1	-	1	43	2	5	-	1	7	-	-	89	9	7	1
<b>Total Female</b>					52				<b>Total Male</b>				114			

## Special Programs

### AVID Program

The Advancement Via Individual Determination (AVID) program has been part of WCHS since 1998. AVID has grown significantly in the last three years and it is considered an important component in supporting literacy to help students meet A-G requirements.

### 2010-2011 AVID Students by Gender, Grade & Ethnic Designation

Grade	Number of Students (%)															
	Female								Male							
	American Indian or Alaskan Native	Asian	Pacific Islander	Filipino	Hispanic Or Latino	African American	White (Not Hispanic)	Multiple Or No Response	American Indian or Alaskan Native	Asian	Pacific Islander	Filipino	Hispanic Or Latino	African American	White (Not Hispanic)	Multiple Or No Response
9	0	0	0	0	34	2	2	0	0	0	0	3	25	2	0	0
10	0	2	0	0	22	3	2	0	0	1	0	1	17	1	3	0
11	0	1	0	0	24	1	0	0	0	3	0	2	18	3	1	1
12	0	2	0	0	3	1	1	0	0	1	0	0	11	0	1	0
<b>Total</b>	0	5	0	0	83	7	5	0	0	5	0	6	71	6	5	1
<b>Total Female</b>					100				<b>Total Male</b>				94			

**2009-2010 AVID Students by Gender, Grade & Ethnic Designation**

Grade	Number of Students (%)															
	Female								Male							
	American Indian or Alaskan Native	Asian	Pacific Islander	Filipino	Hispanic Or Latino	African American	White (Not Hispanic)	Multiple Or No Response	American Indian or Alaskan Native	Asian	Pacific Islander	Filipino	Hispanic Or Latino	African American	White (Not Hispanic)	Multiple Or No Response
9	0	3	0	0	19	1	1	0	0	0	0	0	13	2	3	0
10	0	0	0	0	19	2	2	0	0	1	0	2	14	2	3	0
11	0	1	0	0	18	1	2	0	0	1	0	2	14	0	2	0
12	0	1	0	0	18	1	1	0	0	0	0	0	11	0	0	0
<b>Total</b>	0	5	0	0	74	5	6	0	0	2	0	4	52	4	8	0
<b>Total Female</b>					90				<b>Total Male</b>					70		

**2008-2009 AVID Students by Gender, Grade & Ethnic Designation**

Grade	Number of Students (%)															
	Female								Male							
	American Indian or Alaskan Native	Asian	Pacific Islander	Filipino	Hispanic Or Latino	African American	White (Not Hispanic)	Multiple Or No Response	American Indian or Alaskan Native	Asian	Pacific Islander	Filipino	Hispanic Or Latino	African American	White (Not Hispanic)	Multiple Or No Response
9	0	0	0	0	15	2	2	0	0	0	0	0	12	2	3	0
10	0	1	0	0	15	1	2	0	0	1	0	2	12	0	2	0
11	0	1	0	0	16	2	1	0	0	1	0	2	11	0	0	0
12	0	0	0	0	14	2	1	0	0	1	0	1	11	0	0	0
<b>Total</b>	0	2	0	0	60	7	6	0	0	3	0	5	46	2	5	0
<b>Total Female</b>					75				<b>Total Male</b>					61		

The AVID program at West Covina High School represents a key component in the school's strategy to close the achievement gap between students who are "in the middle." The AVID program is a four year program and all AVID students take the AVID elective class during their regular school day. There is an AVID Site Team in place to ensure that all AVID requirements are being met. The Site Team consists of the AVID coordinator, 9 AVID elective teachers, AVID content teachers, 3 AVID counselors, and AVID administrators.

The WCHS AVID program continues to grow and to influence more of our students and teachers. Our AVID program becomes stronger every year, and as a result, the school benefits from AVID principles, strategies and methodologies. We currently have 9 sections of AVID servicing about 250 students at WCHS. In 2008-2009, West Covina had 136 students participating in the AVID program. In 2009-2010, there were 160 students participating and this 2010-2011 school year, there are 194 students participating in the program. AVID targets groups that have been traditionally underrepresented in colleges. Therefore, there are about 80% of students who are Hispanic/Latino in the AVID program whereas in 2008-2009, there were 78% Hispanic/Latino students in the program. AVID served 4.6 % of WCHS's population in 2008-2009, 5.5% of the population in 2009-2010 and now serves 6.7% of the population. AVID considers that academic rigor is essential to ensure students' readiness for college. On that note, we have prepared and encouraged our AVID students to take more rigorous courses. As a result, the number of AVID students taking AP courses at WCHS has increased as well. In 2007-2008 school year, out of a total of 97 students, 9 AVID students were enrolled in one or more AP courses (9.3%). In the 2011-2012 school year that number increased to 61 students out of 262 AVID students (23.3%).

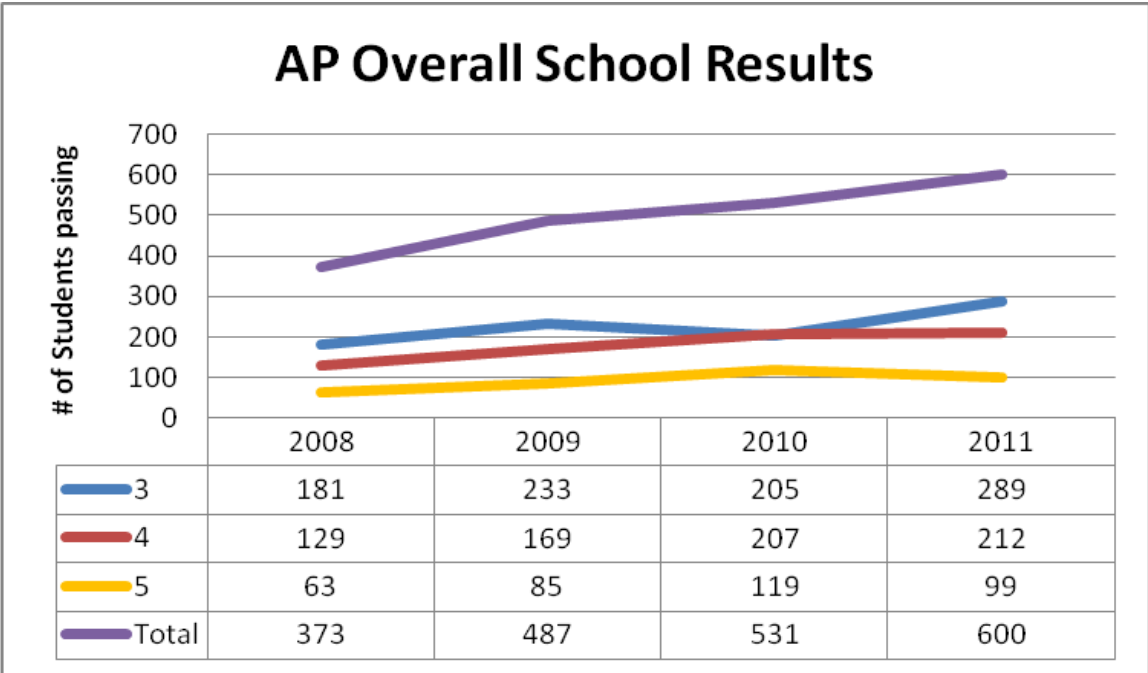
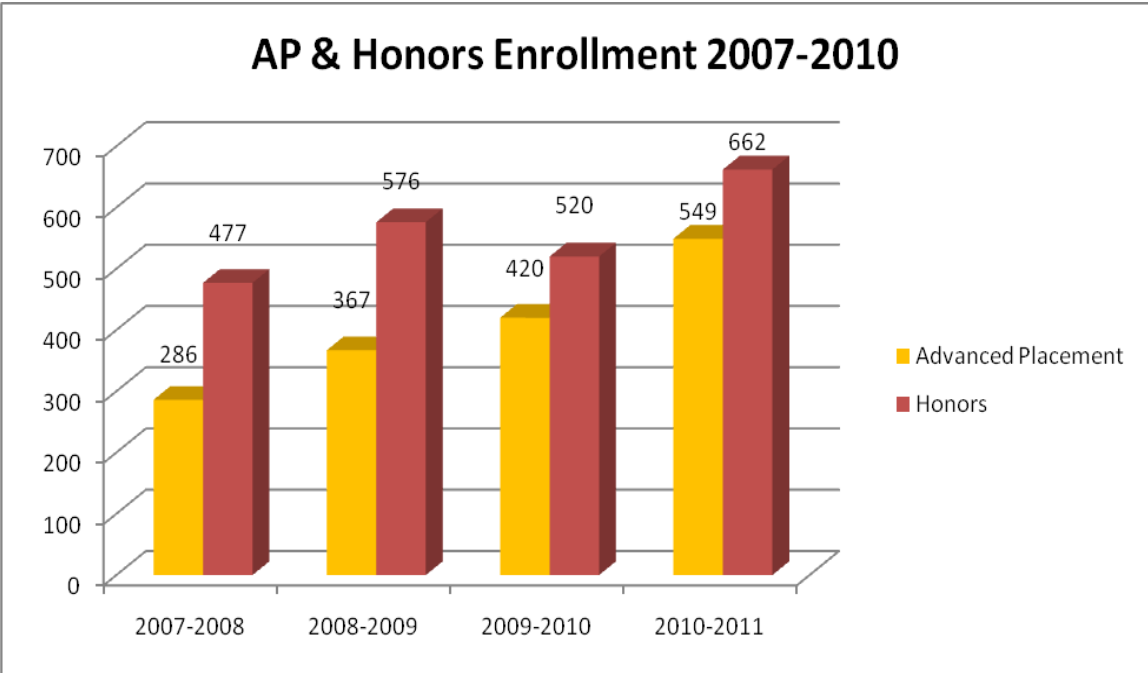
As our AVID program becomes stronger, so does our ability to deliver strategic and meaningful lessons in the AVID classrooms. More teachers are benefiting from AVID trainings and mastering AVID curriculum. AVID's curriculum is based on several different components. WICR is the core to the program's curriculum. Therefore **Writing, Inquiry, Collaboration and Reading** are an integral part of what we do in the AVID classroom all four years of the AVID program.

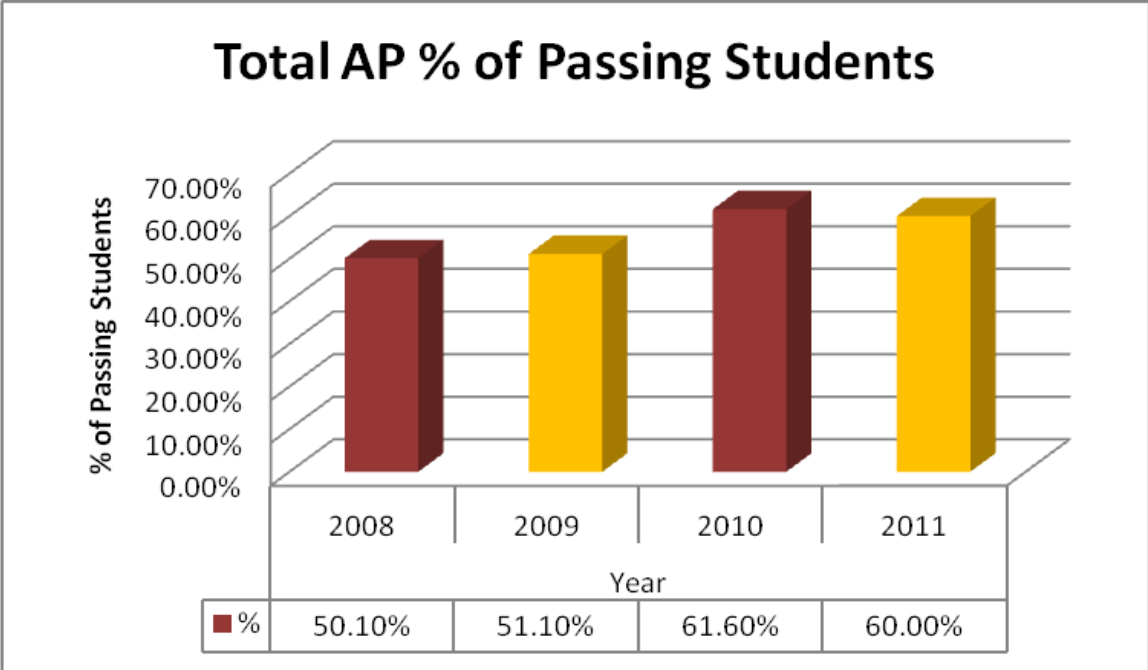
AVID teachers of grades 9<sup>th</sup>-12<sup>th</sup> follow assigned pacing guides and specific curriculum to ensure students' success. WCHS administrators continue to financially support the AVID team in their

professional development. This has allowed teachers to attend AVID training every summer at an intensive workshop provided by the AVID Center. Counselors also attend this workshop to stay up-to-date with the AVID qualifications, and are also trained in ways to keep our students eligible with college requirements. These trainings in AVID strategies and methodologies are of great benefit to all of our staff. This year, AVID methodologies are being used school wide as part of the school's literacy program partnering with Thinking-Maps and with Content Specific Vocabulary (CVS). This collaboration will help WCHS maximize the tools and resources available to support students' learning and success campus wide.

The goal of our AVID program is to continue to build on the progress it has made these past few years by strengthening the communication bonds among teachers, counselors, parents, and administrators, and by encouraging strong collaboration among all stakeholders to take our AVID program to the next level, and as a result impact the lives of more students in our campus.

## Special Programs Advanced Placement





## AP students' scores and percentage of students passing AP tests with a 3 or better for 2011

2011 Course	AP TEST SCORE					Total	3 or better	% Pass
	5	4	3	2	1			
Biology	4	3	5	4	4	20	12	60.0%
Calculus AB	14	23	25	22	30	114	62	54.0%
Calculus BC	3	2	3	1	--	9	8	88.9%
Chemistry	2	6	9	10	35	62	17	27.4%
Chinese	10	--	4	--	1	15	14	93.3%
Economics Macro	--	1	--	--	2	3	1	33.3%
Economics Micro		12	14	17	7	50	26	52.0%
English Language	4	22	44	40	4	114	70	61.4%
English Literature	3	8	27	35	1	74	38	51.4%
Environmental Science	2	26	25	33	17	103	53	51.5%
European History	1	--	3	--	2	6	4	66.7%
French Lang.	--	--	--	--	1	1	0	0.0%
German	--	--	--	--	1	1	0	0.0%
Gov-Com	--	--	--	--	--	0	0	0.0%
Gov't & Politics	2	10	17	15	2	46	29	63.0%
Music Theory	--	--	--	--	--	0	0	0.0%
Physics B	1	3	7	7	4	22	11	50.0%
Psychology	23	36	31	17	22	129	90	69.8%
Spanish Lang.	14	20	16	5	4	59	50	84.7%
Statistics	1	4	11	4	4	24	16	66.7%
Studio 2D	--	1	1	--	--	2	2	100.0%
Studio 3D	--	1	4	2	--	7	5	71.4%
US History	10	23	18	17	3	71	51	71.8%
World History	5	11	25	22	11	74	41	55.4%
<b>Total</b>	99	212	289	251	155	1006	600	59.6%

## AP students' scores and percentage of students passing AP tests with a 3 or better for 2010

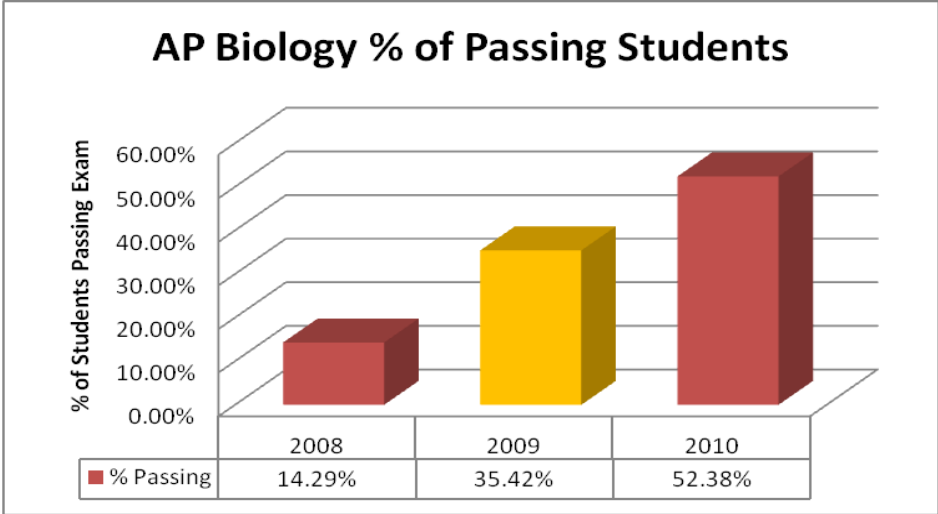
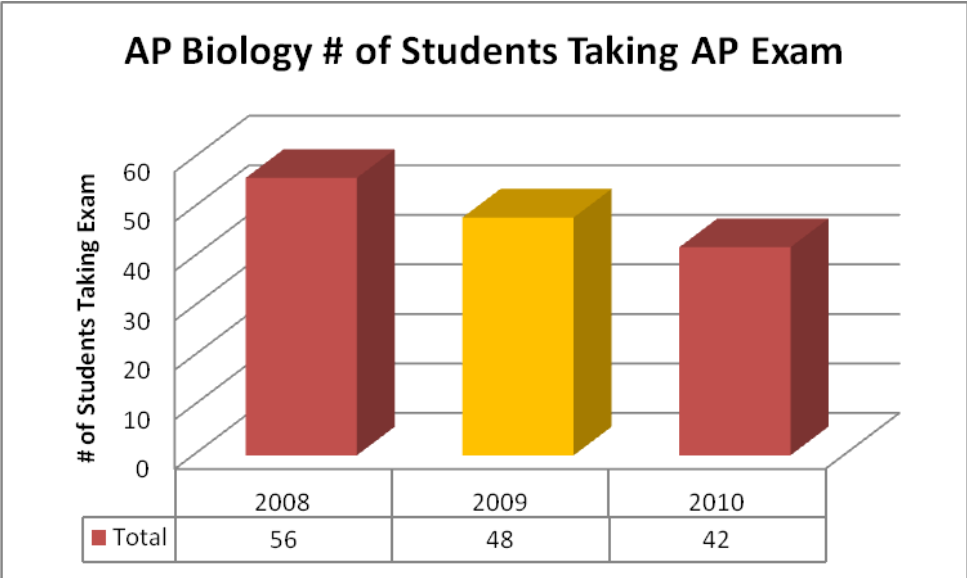
2010	AP TEST SCORE					Total	3 or better	% Pass
	5	4	3	2	1			
<b>Biology</b>	7	7	8	9	11	42	<b>22</b>	52.0%
<b>Calculus AB</b>	13	17	24	15	37	106	<b>54</b>	50.9%
<b>Calculus BC</b>	3	2	2	1	--	8	<b>7</b>	87.5%
<b>Chemistry</b>	1	2	7	2	17	29	<b>10</b>	34.5%
<b>Chinese</b>	4	--	4	--	--	8	<b>8</b>	100.0%
<b>Economics Macro</b>	2	--	1	--	--	3	<b>3</b>	100.0%
<b>Economics Micro</b>	5	8	11	9	7	40	<b>24</b>	60.0%
<b>English Language</b>	6	12	53	40	8	119	<b>71</b>	59.6%
<b>English Literature</b>	1	15	31	36	6	89	<b>47</b>	52.8%
<b>Environmental Science</b>	7	16	17	15	41	96	<b>40</b>	41.6%
<b>European History</b>	1	--	9	3	4	17	<b>10</b>	58.8%
<b>French Language</b>	--	--	1	--	1	2	<b>1</b>	50.0%
<b>German</b>	--	--	1	--	--	1	<b>1</b>	100.0%
<b>Gov't-Com</b>	1	1	1	1	--	4	<b>3</b>	75.0%
<b>Government &amp; Politics</b>	3	8	12	14	5	42	<b>23</b>	54.7%
<b>Music Theory</b>	--	1	1	3	--	5	<b>2</b>	40.0%
<b>Physics B</b>	3	--	5	1	3	12	<b>8</b>	66.7%
<b>Psychology</b>	29	51	29	19	16	144	<b>109</b>	75.6%
<b>Spanish Language</b>	11	15	10	1	1	38	<b>36</b>	94.7%
<b>Statistics</b>	3	7	8	7	8	33	<b>18</b>	54.5%
<b>Studio 2D</b>	--	3	9	--	--	12	<b>12</b>	100.0%
<b>Studio 3D</b>	--	1	--	--	--	1	<b>1</b>	100.0%
<b>US History</b>	12	21	23	20	2	78	<b>56</b>	71.8%
<b>World History</b>	7	20	20	9	8	64	<b>47</b>	73.4%
<b>Total</b>	119	207	287	205	175	<b>993</b>	<b>612</b>	61.6%

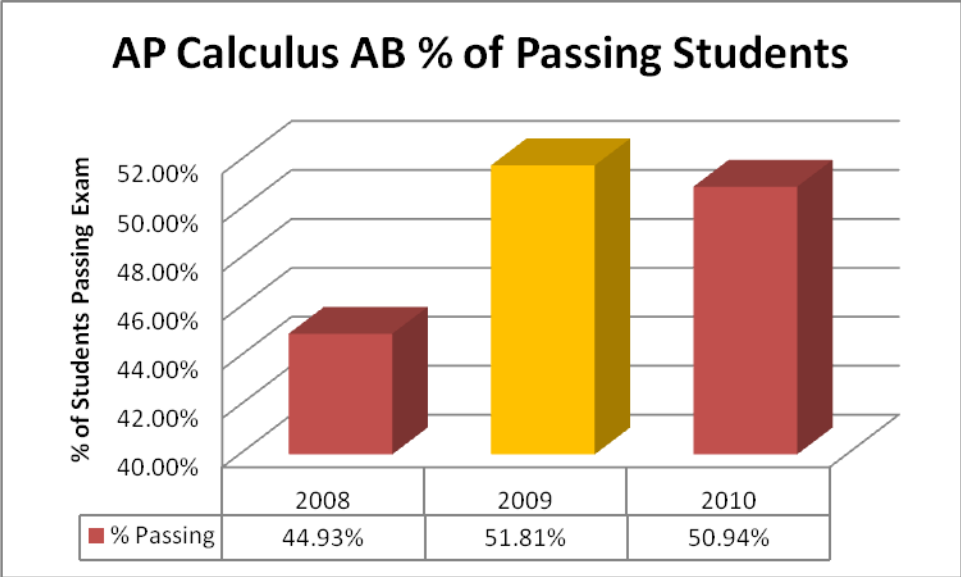
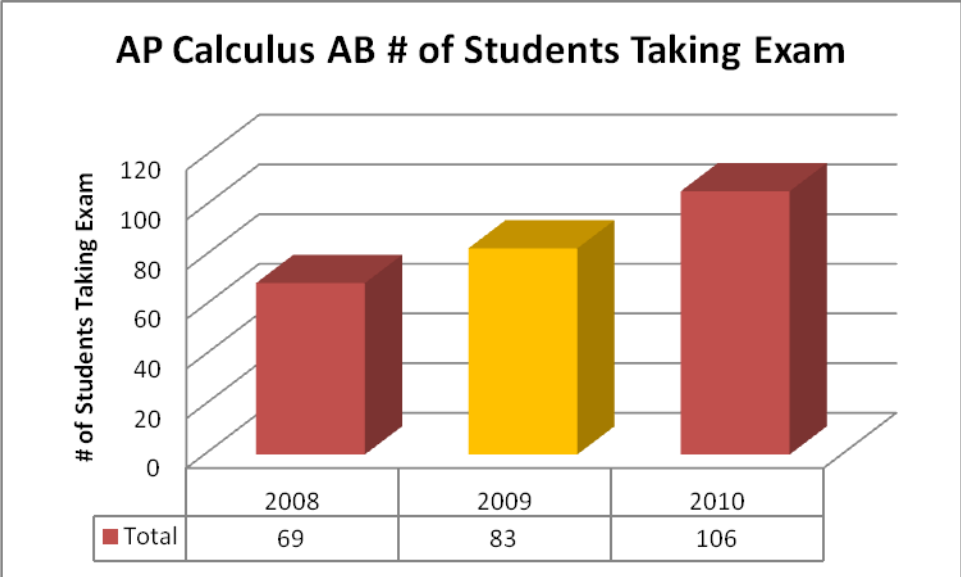
## AP students' scores and percentage of students passing AP tests with a 3 or better for 2009

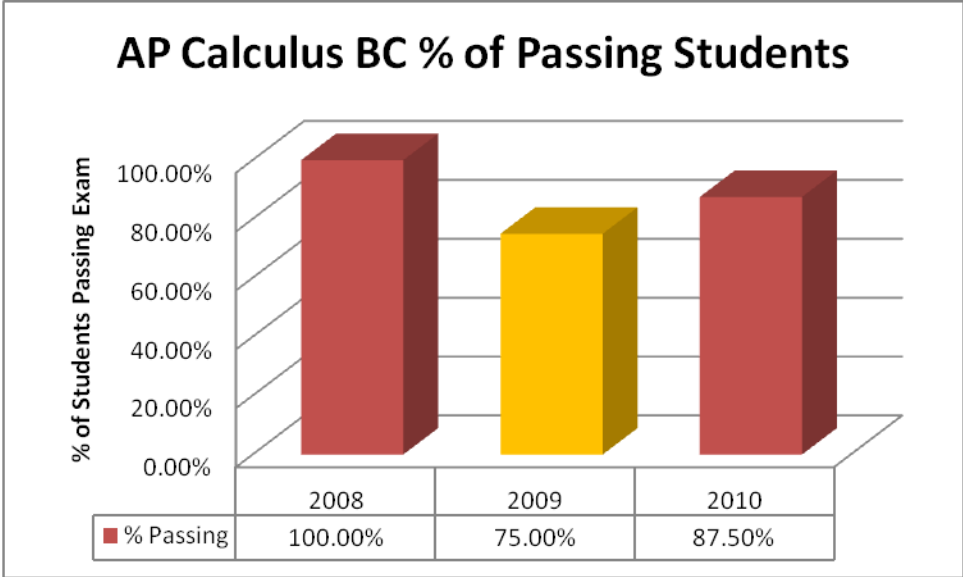
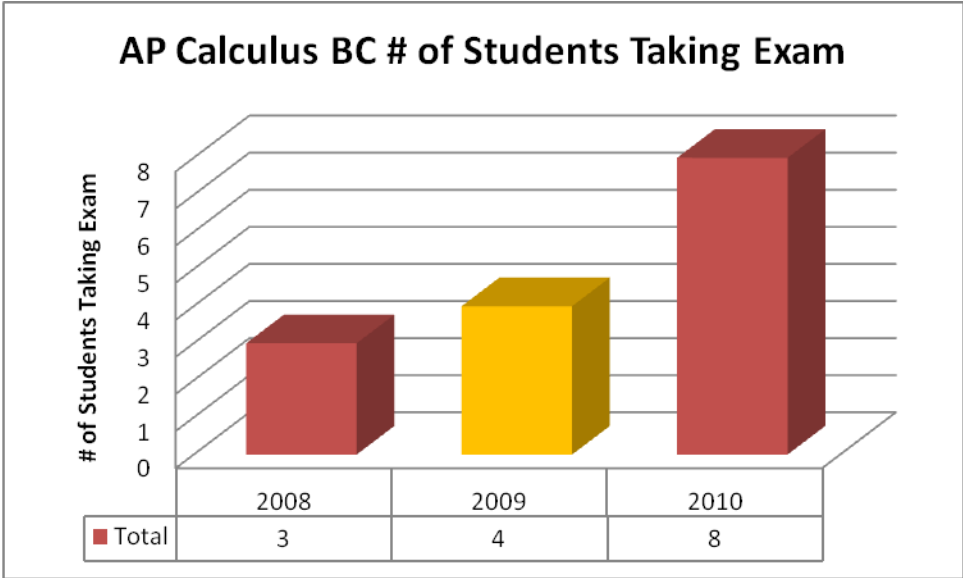
2009 Course	AP TEST SCORE					Percent Passing		
	5	4	3	2	1	Total	3 or better	% Pass
Biology	5	3	9	6	25	48	17	35.4%
Calculus AB	9	16	18	15	25	83	43	51.8%
Calculus BC	2	--	1	1	--	4	3	75.0%
Chemistry	2	5	8	8	36	59	15	25.4%
Chinese	7	3	--	--	2	12	10	83.3%
Economics Micro	2	14	9	13	13	51	25	49.0%
English Language	6	21	35	49	14	125	62	49.6%
English Literature	1	7	22	44	5	79	30	38.0%
Environmental Science	--	2	3	7	6	18	5	27.8%
European History	--	2	17	3	12	34	19	55.9%
French Language	--	--	--	--	--	0	0	0%
Government & Politics	8	11	14	11	5	49	33	67.3%
Hum Geo	4	6	9	9	7	35	19	54.3%
Physics B	--	1	5	2	9	17	6	35.3%
Physics C	--	--	1	--	--	1	1	100%
Psychology	18	38	35	19	31	141	91	64.5%
Spanish Language	9	7	7	2	1	26	23	88.5%
Statistics	--	4	5	4	11	24	9	37.5%
Studio Art	--	1	3	5	--	9	4	44.4%
US History	7	17	18	24	23	89	42	47.2%
World History	5	11	14	10	2	42	30	71.4%
<b>TOTAL</b>	85	169	233	232	227	<b>945</b>	<b>487</b>	51.5%

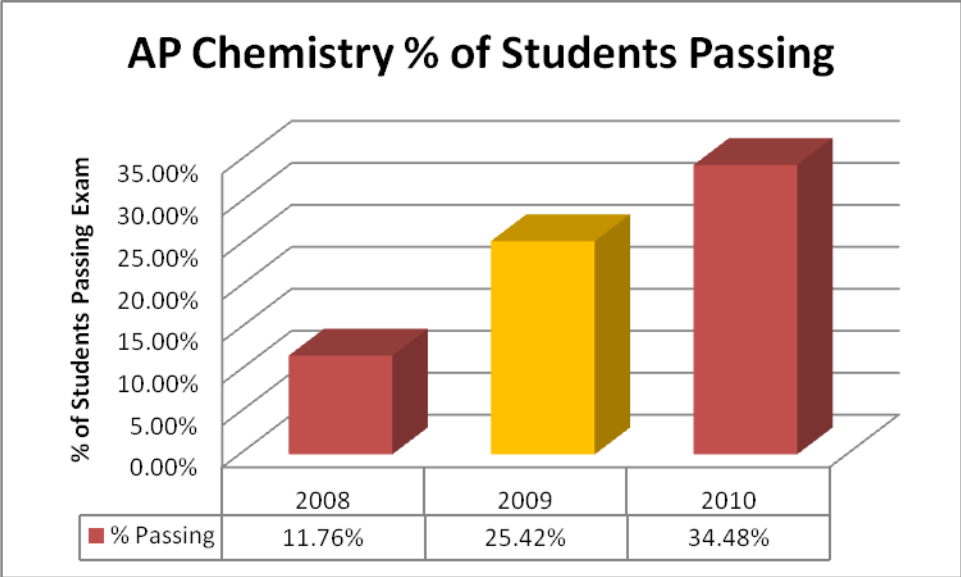
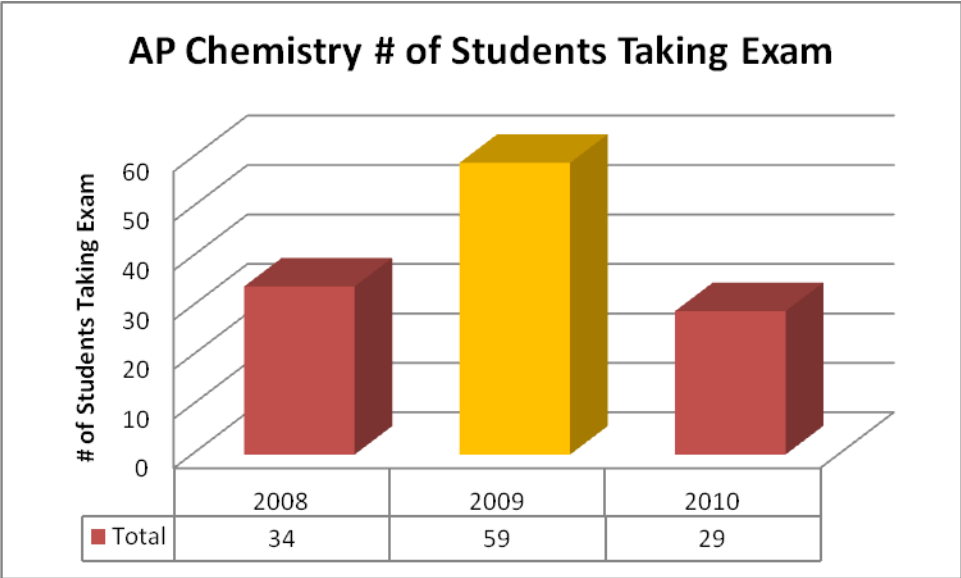
## AP students' scores and percentage of students passing AP tests with a 3 or better for 2008.

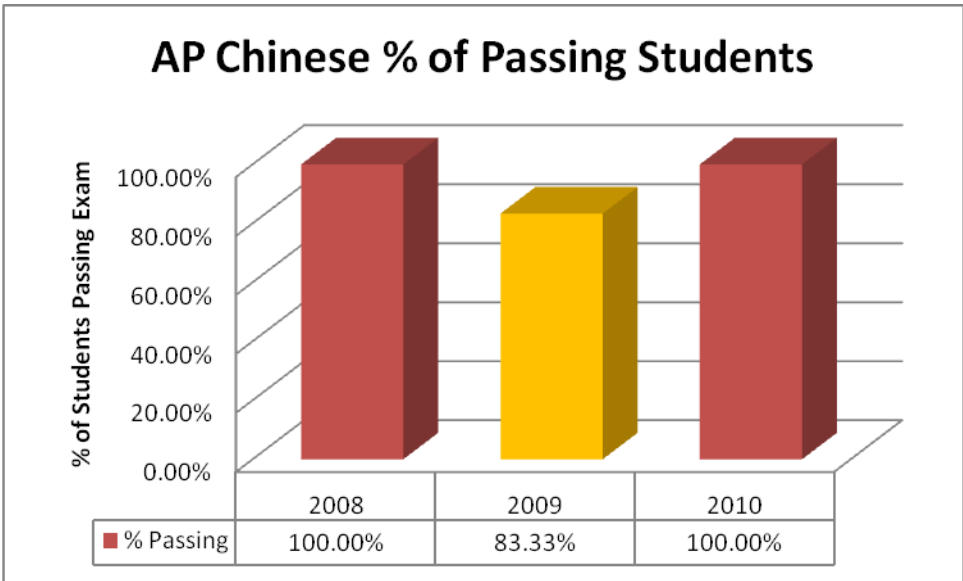
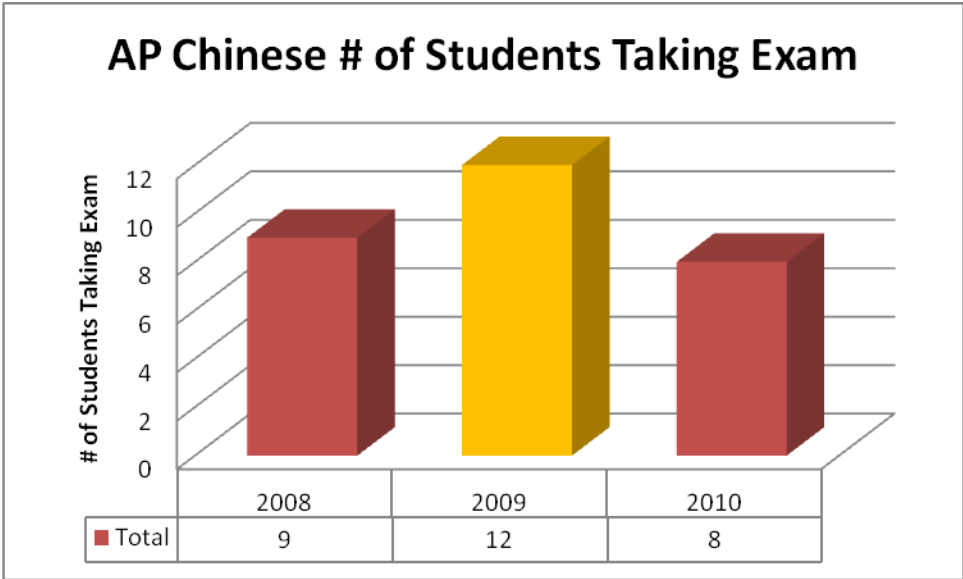
2008 Course	AP TEST SCORE					Percent Passing		
	5	4	3	2	1	Total	3 or better	% Pass
Biology	2	2	4	9	39	56	8	14.3%
Calculus AB	5	11	15	18	20	69	31	44.9%
Calculus BC	1	--	2	--	--	3	3	100.0%
Chemistry	1	1	2	2	28	34	4	11.8%
Chinese	8	--	1	--	--	9	9	100.0%
Economic Micro	--	12	11	12	13	48	23	47.9%
English Language	3	10	27	35	4	79	40	50.6%
English Literature	1	5	17	20	5	48	23	47.9%
Environmental Science	5	10	5	13	22	55	20	36.4%
European History	--	1	7	3	13	24	8	33.3%
French Language	--	--	--	--	1	1	0	0.0%
Gov't & Pol	2	7	10	17	6	42	19	45.2%
Hum Geo	11	6	8	6	9	40	25	62.5%
Physics B	--	5	7	3	2	17	12	70.6%
Physics C	--	--	1	--	--	1	1	100.0%
Psychology	7	24	21	2	4	58	52	89.7%
Spanish Language	13	10	10	3	5	41	33	80.5%
Statistics	--	1	2	4	6	13	3	23.1%
Studio Art	--	--	2	--	--	2	2	100.0%
US History	3	18	19	18	20	78	40	51.3%
World History	1	6	10	6	3	26	17	65.4%
<b>TOTAL</b>	<b>63</b>	<b>129</b>	<b>181</b>	<b>171</b>	<b>200</b>	<b>744</b>	<b>373</b>	<b>50.1%</b>

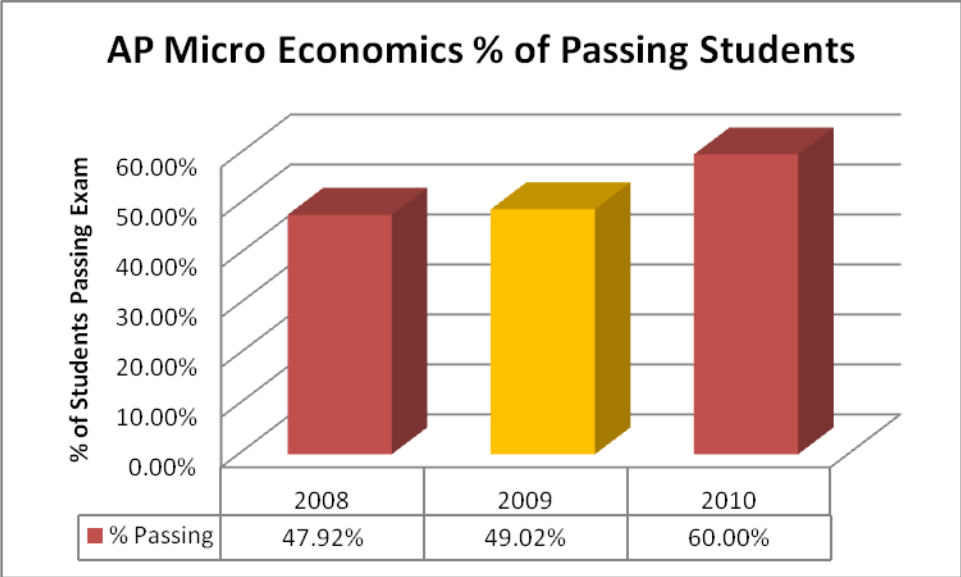
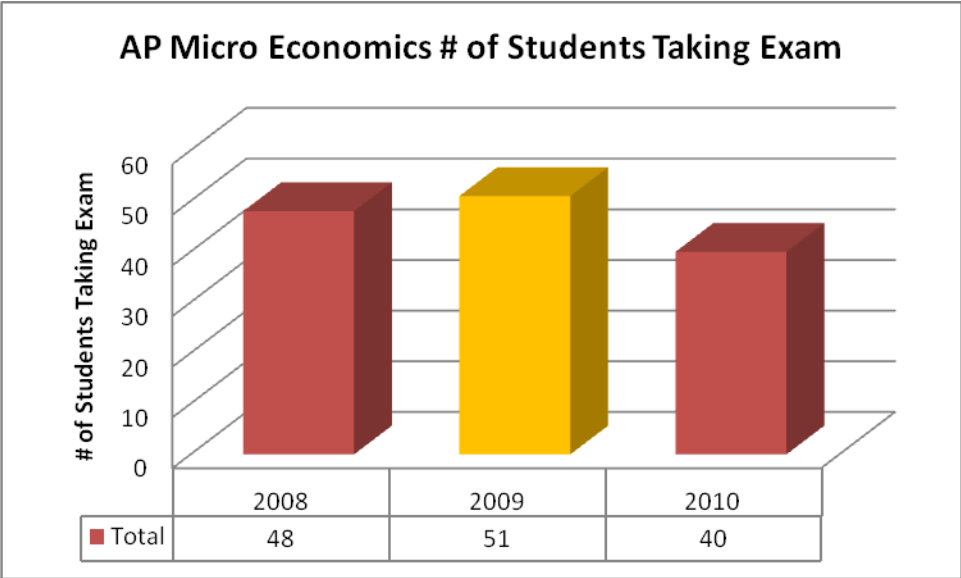


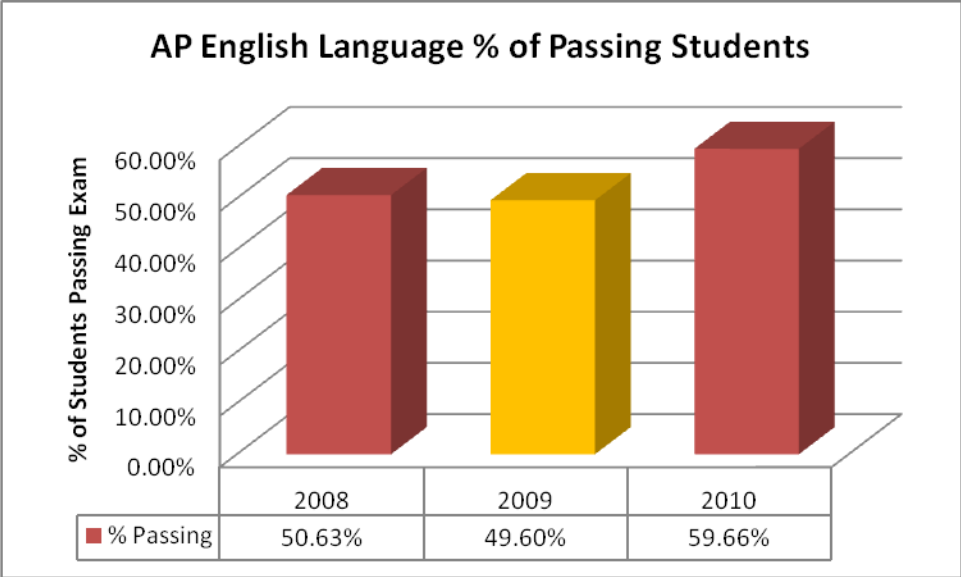
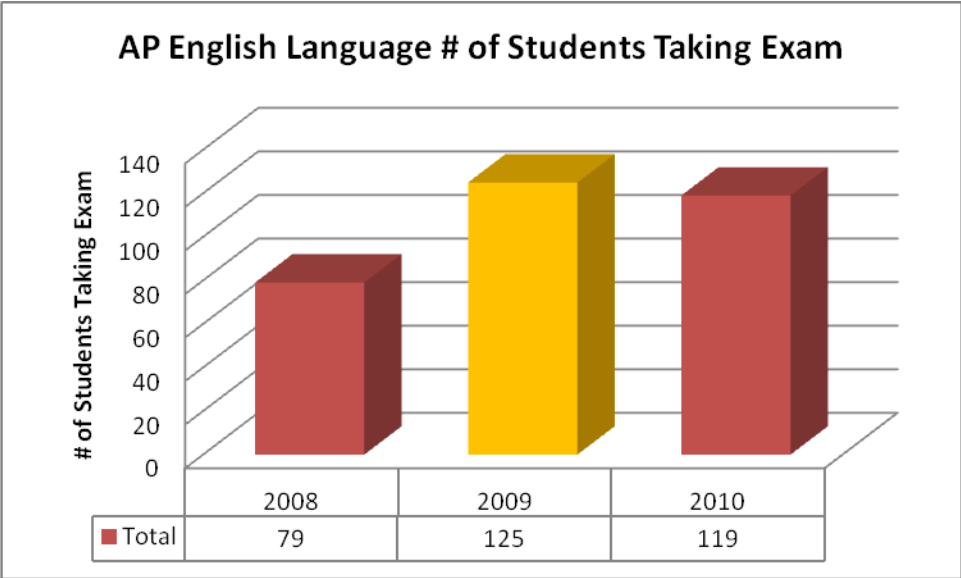


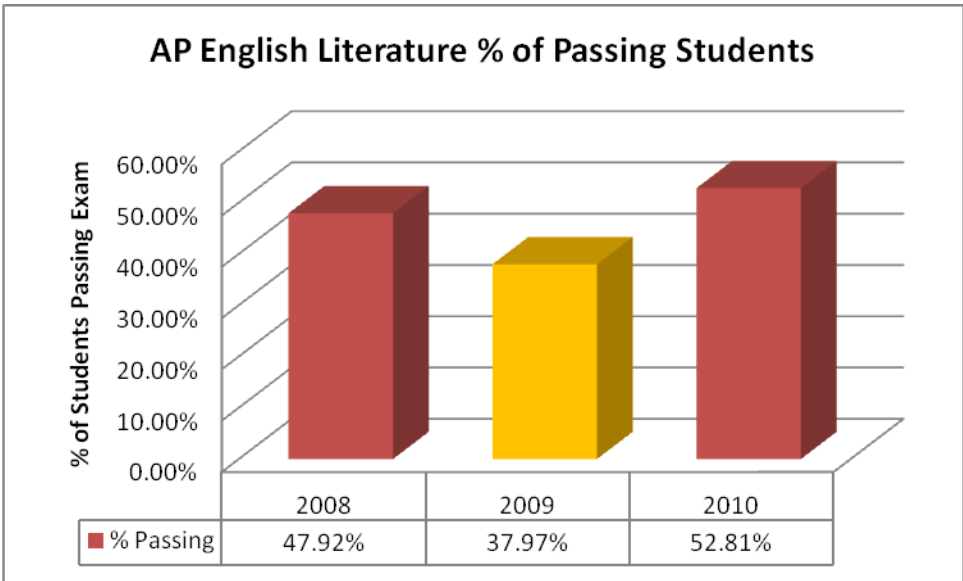
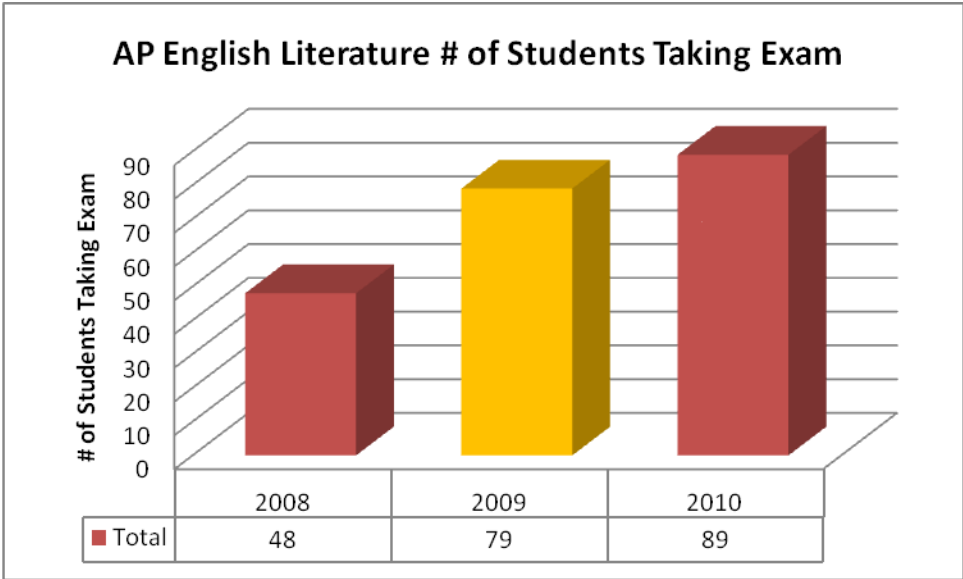


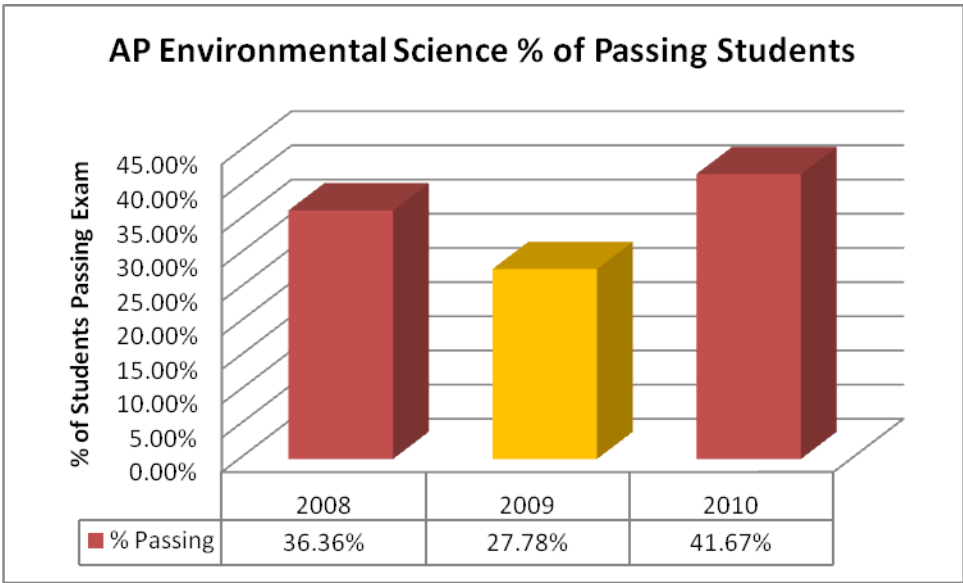
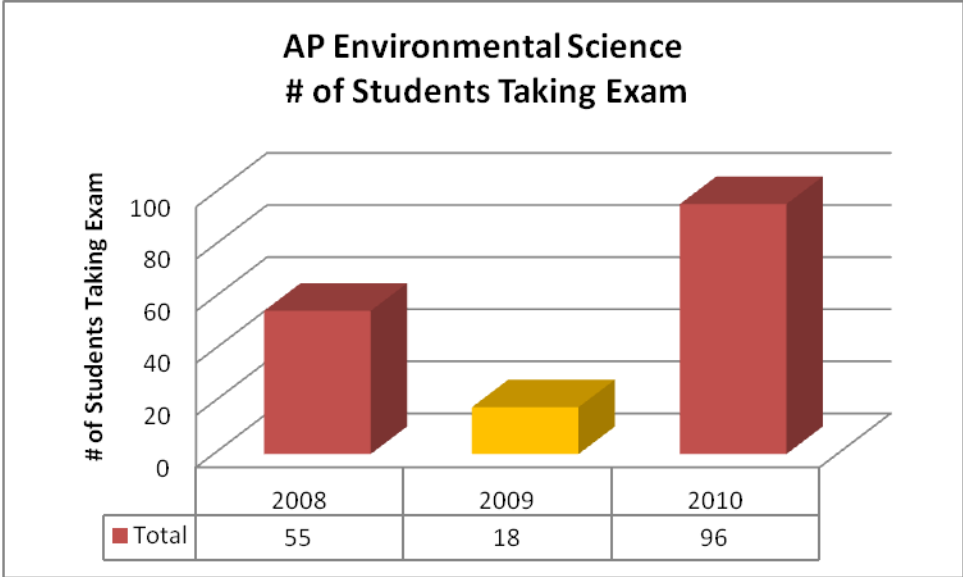


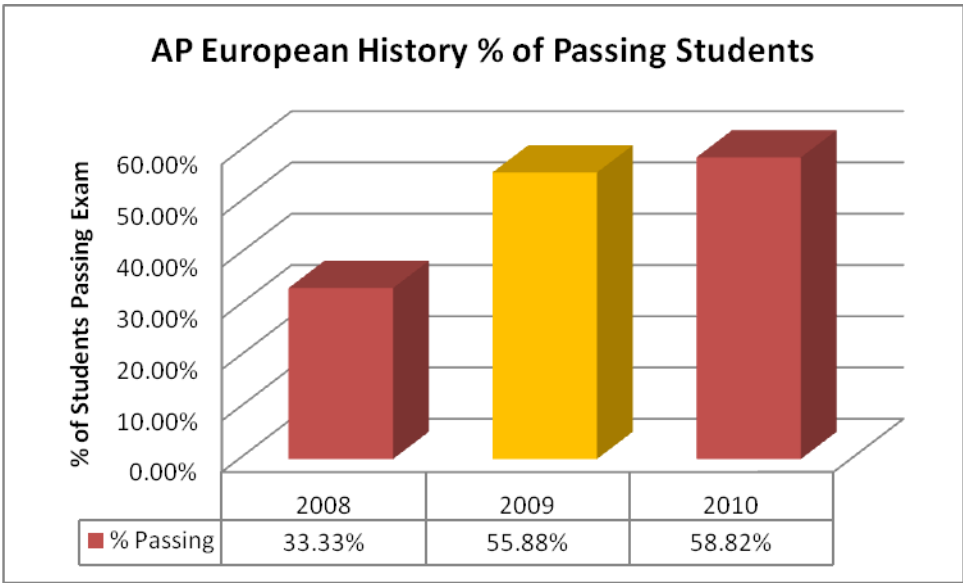
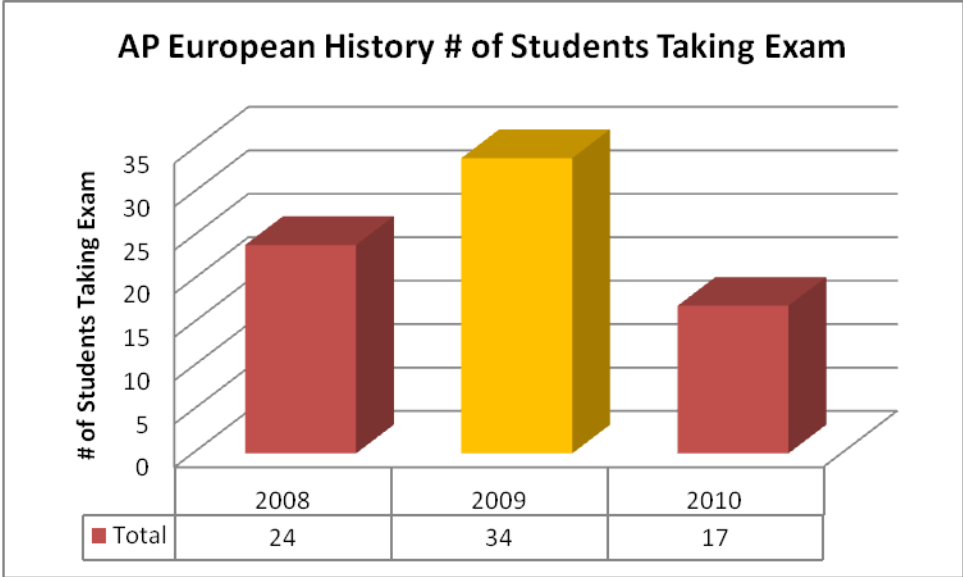


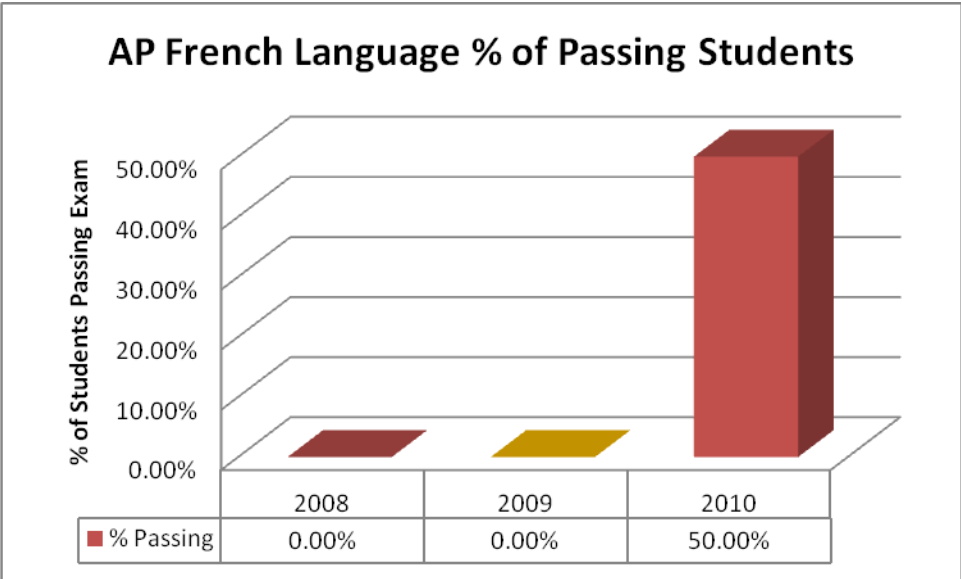
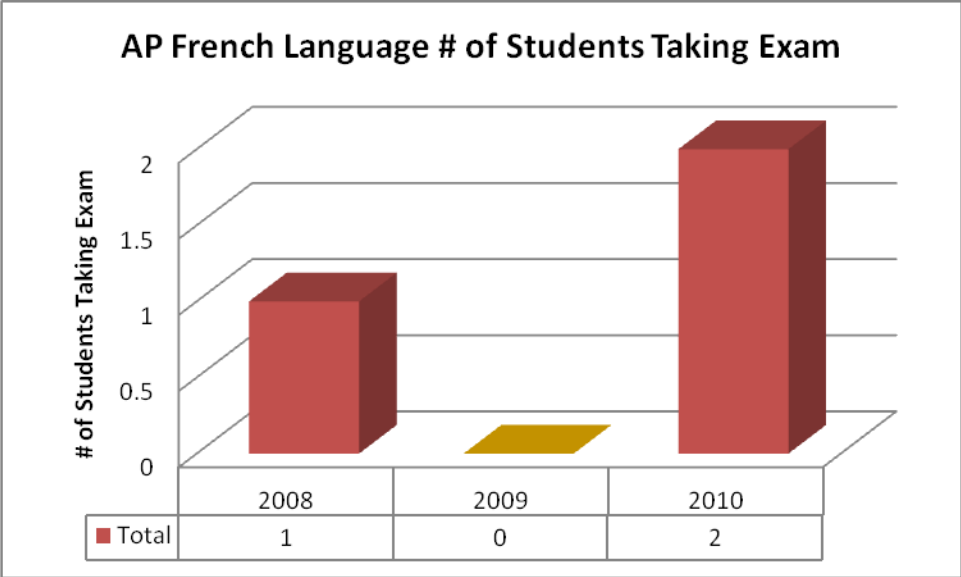


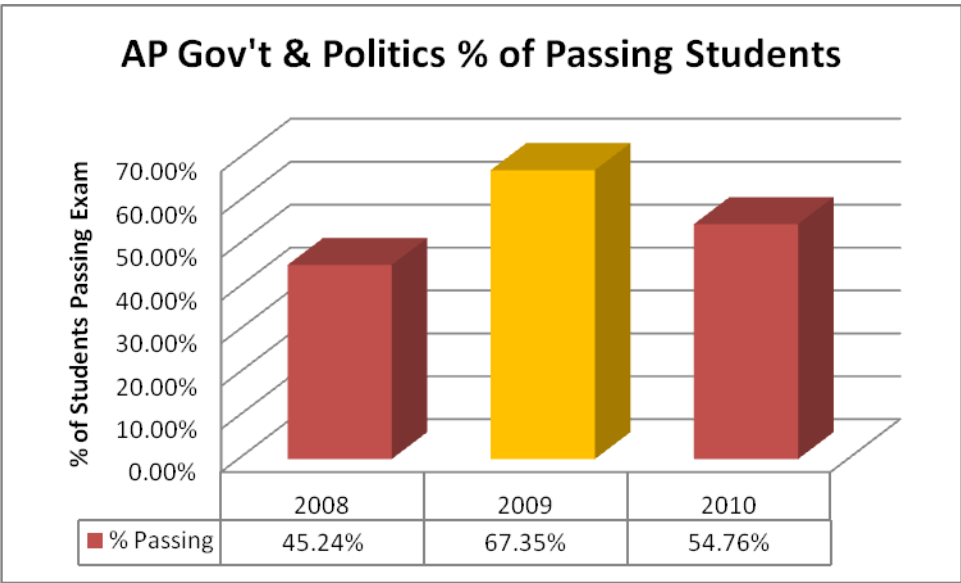
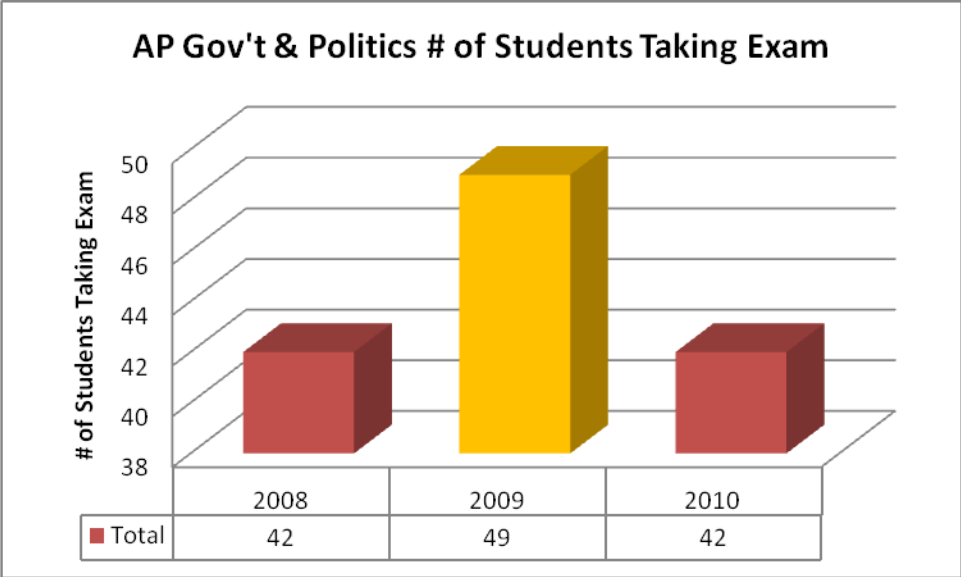


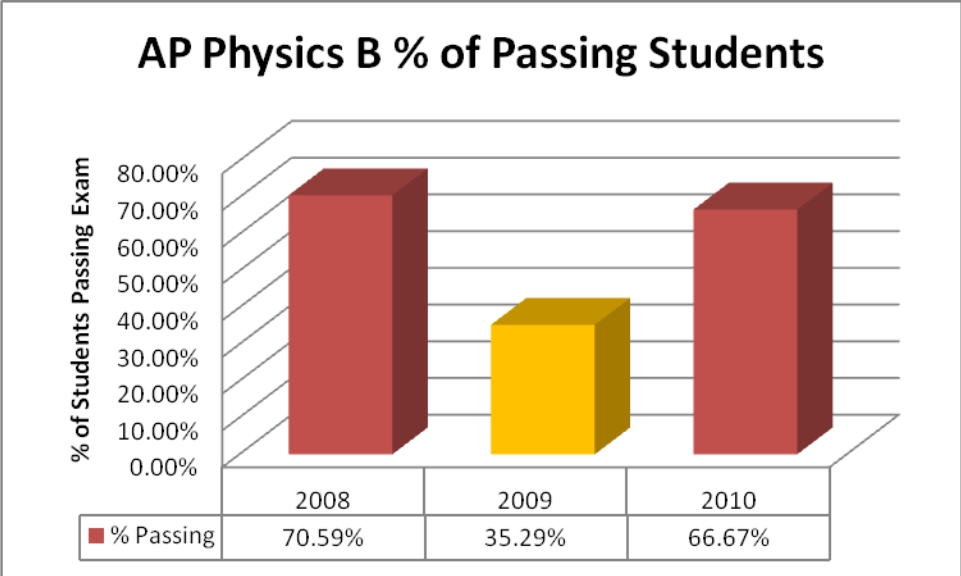
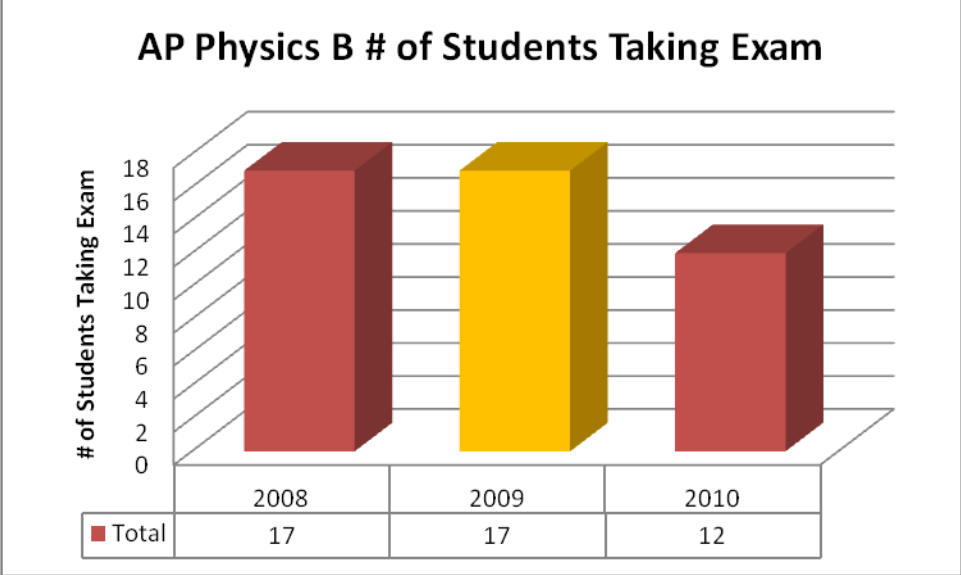


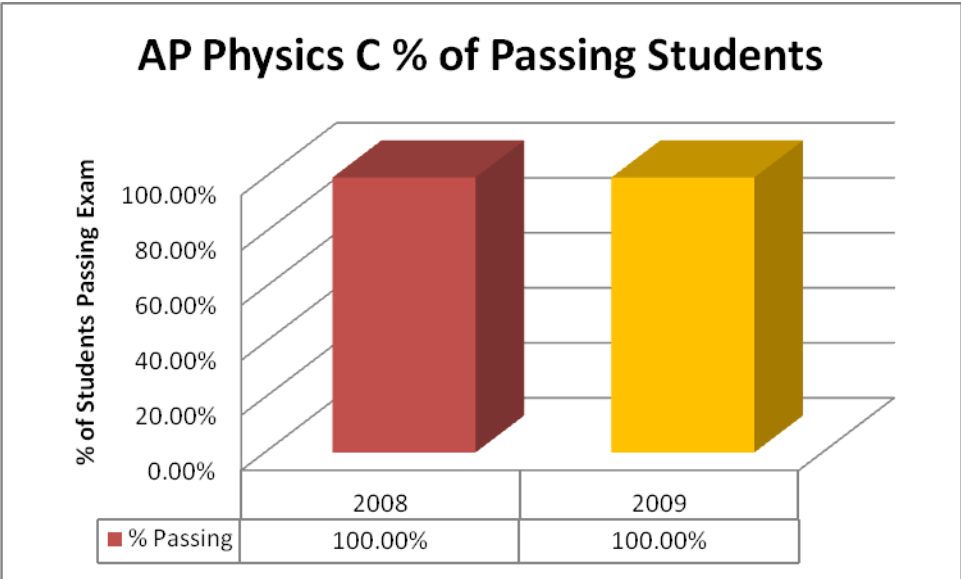
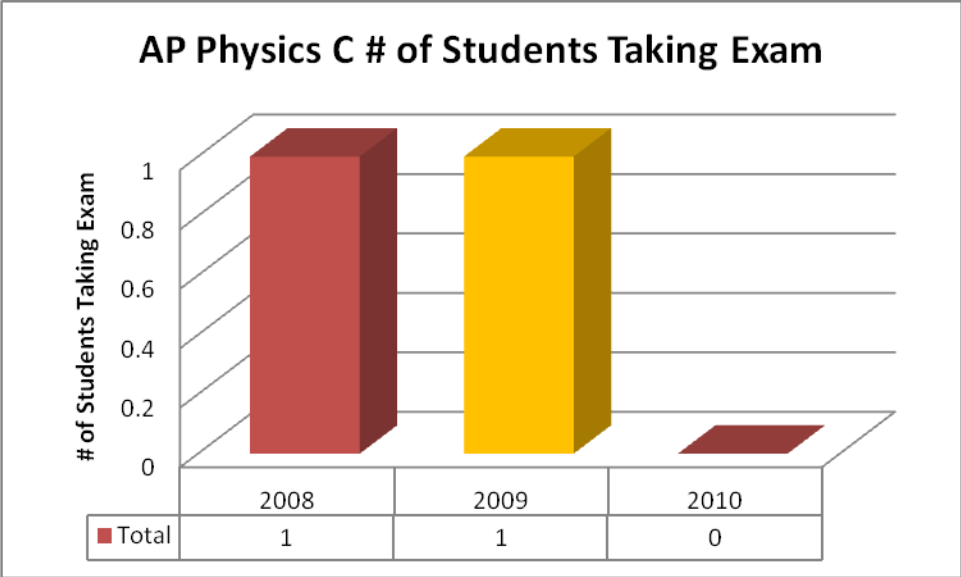


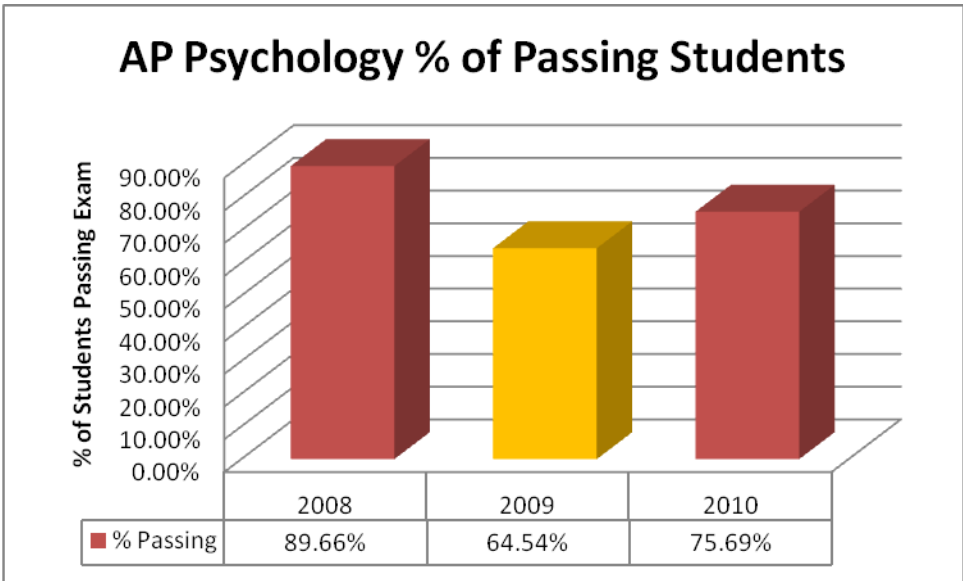
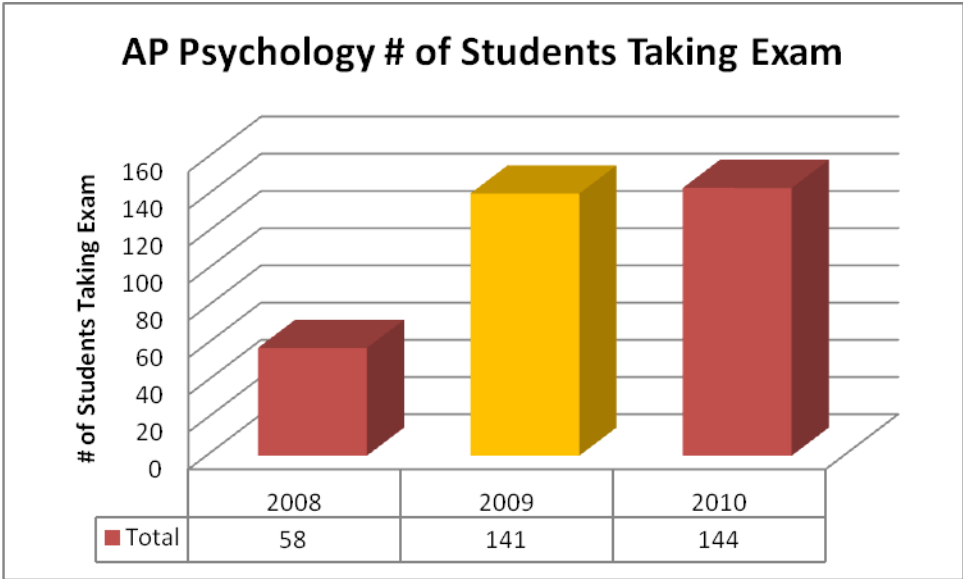


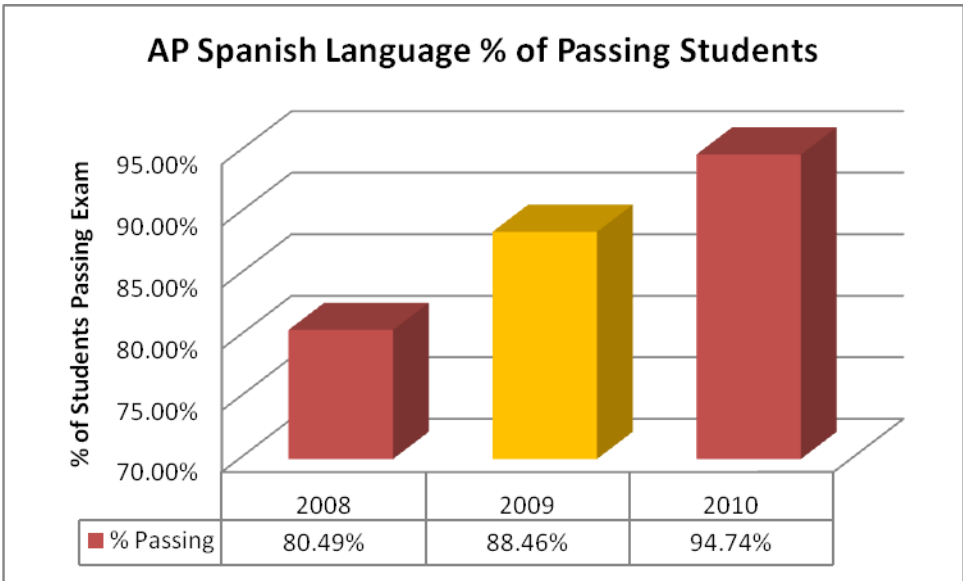
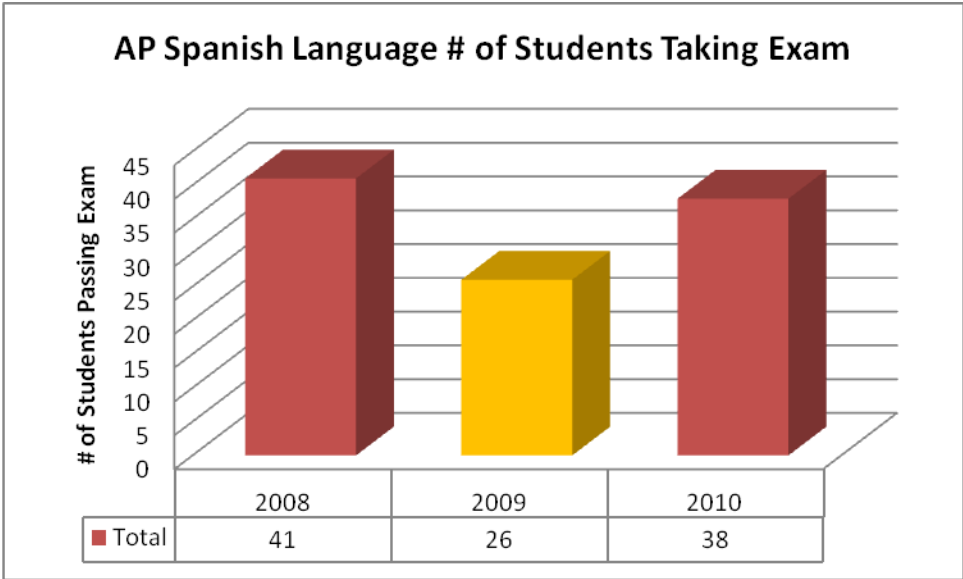


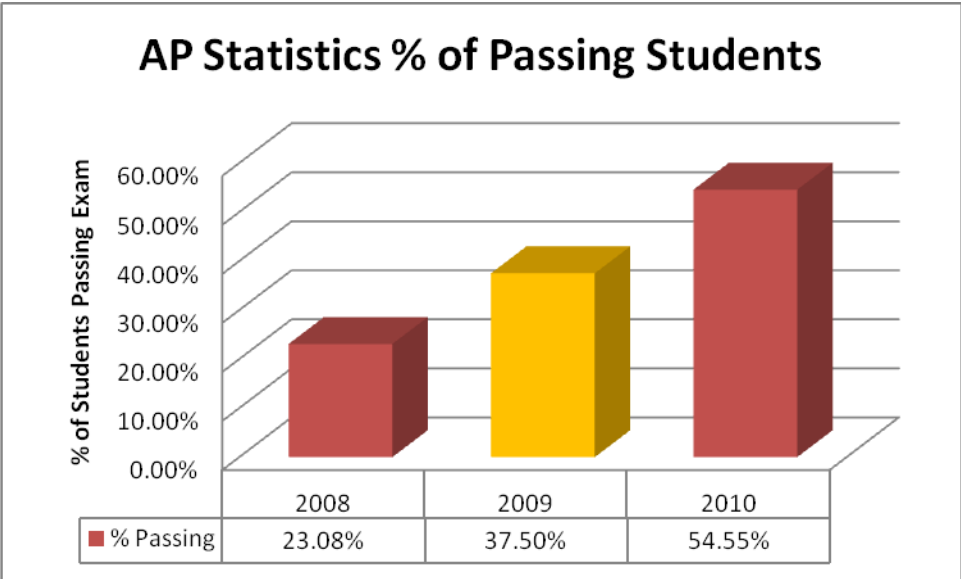
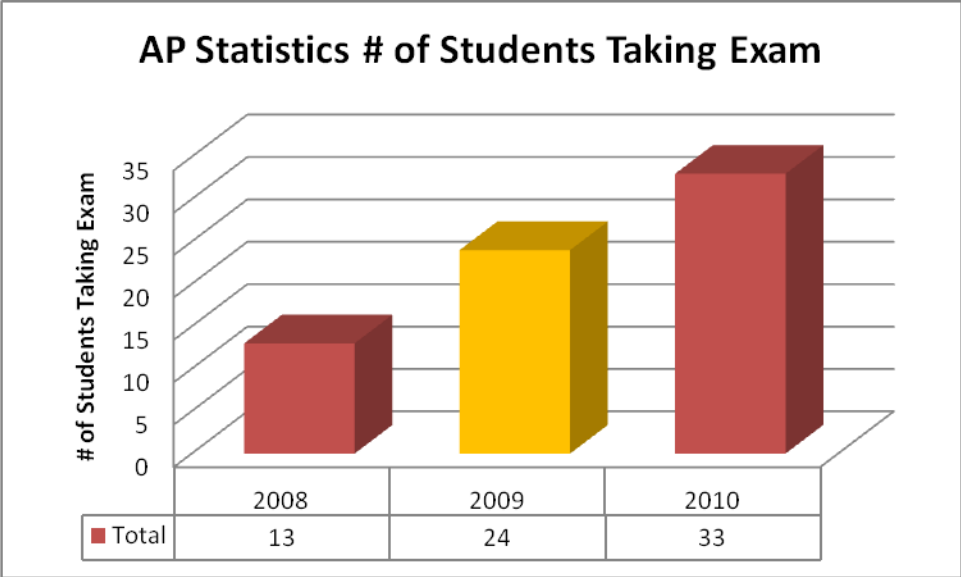


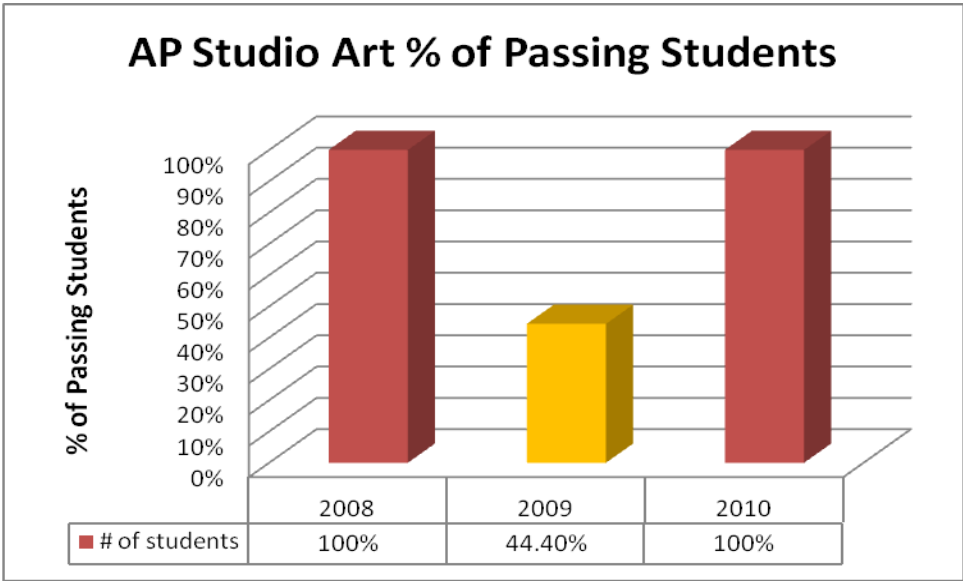
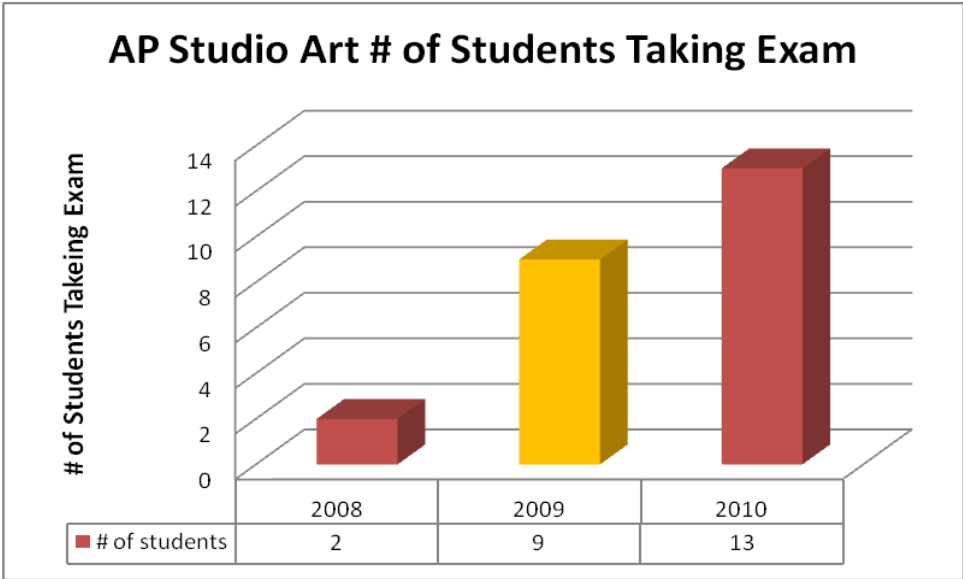


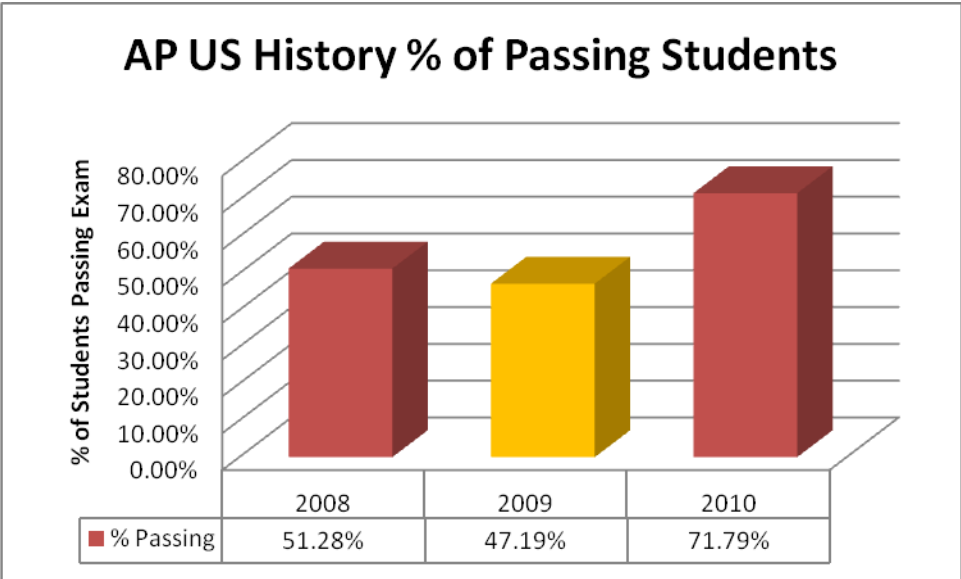
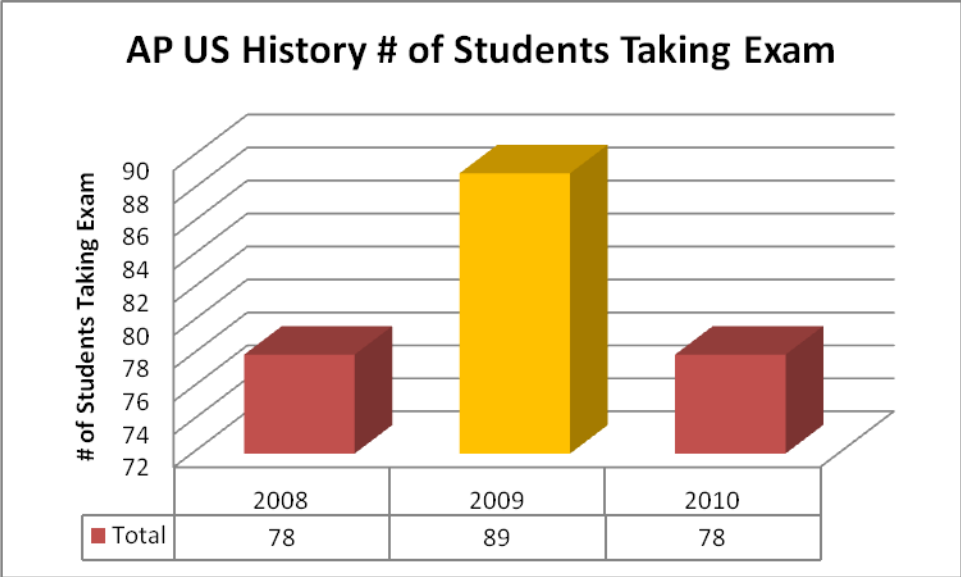


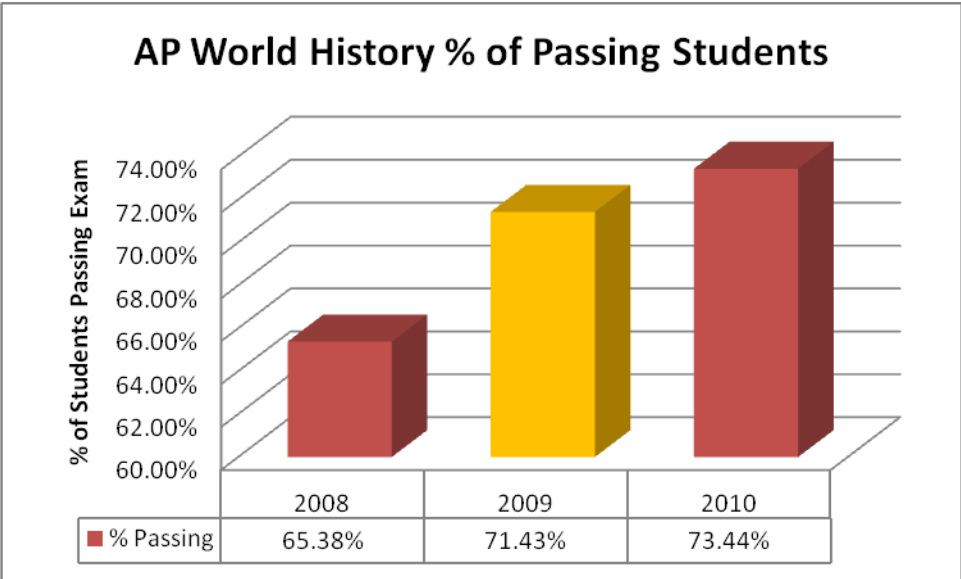
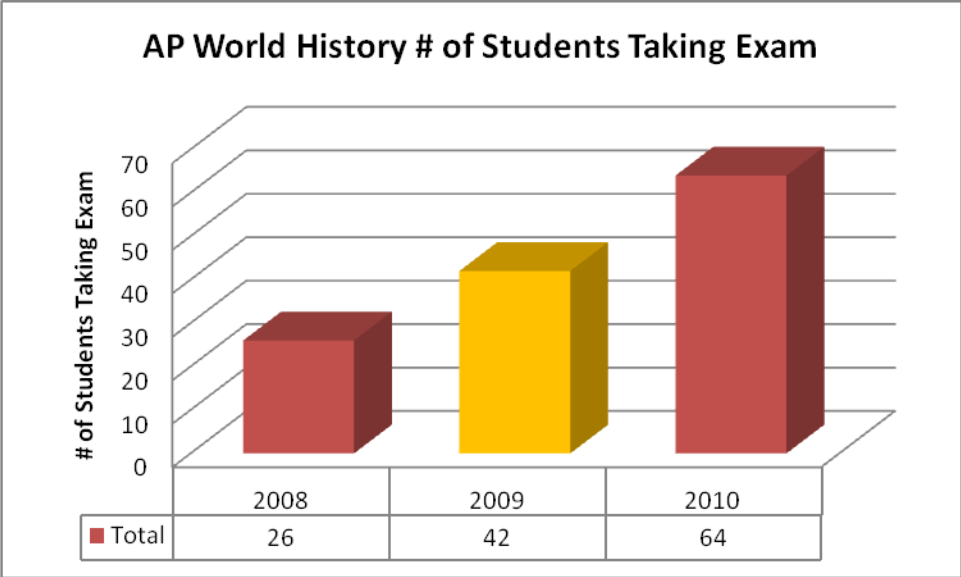












## WCHS number of AP Classes and Honor classes

<b>Advanced Placement Enrollment 2010-2011</b>				
<b>Department</b>	<b>Course Name</b>	<b>Male Enrollment</b>	<b>Female Enrollment</b>	<b>Total Course Enrollment</b>
<b>ART</b>	<b>AP Studio Art</b>	4	7	11
<b>English</b>	<b>Language</b>	33	83	116
<b>English</b>	<b>Literature</b>	45	74	119
<b>Mathematics</b>	<b>AB</b>	64	72	136
<b>Mathematics</b>	<b>BC</b>	3	6	9
<b>Mathematics</b>	<b>Statistics</b>	16	17	33
<b>Science</b>	<b>APES</b>	49	95	144
<b>Science</b>	<b>Chemistry</b>	27	45	72
<b>Science</b>	<b>Biology</b>	8	15	23
<b>Science</b>	<b>Physics</b>	13	12	25
<b>Social Studies</b>	<b>World History</b>	32	47	79
<b>Social Studies</b>	<b>US History</b>	25	45	70
<b>Social Studies</b>	<b>Psychology</b>	38	98	136
<b>World Languages</b>	<b>German</b>	0	1	1
<b>World Languages</b>	<b>French</b>	3	1	4
<b>World Languages</b>	<b>Spanish</b>	23	42	65
<b>World Languages</b>	<b>Mandarin</b>	5	10	15

## WCHS number of AP Classes and Honor classes

<b>Advanced Placement Enrollment 2009-2010</b>				
<b>Department</b>	<b>Course Name</b>	<b>Male Enrollment</b>	<b>Female Enrollment</b>	<b>Total Course Enrollment</b>
<b>ART</b>	<b>AP Studio Art</b>	4	9	13
<b>English</b>	<b>Language</b>	44	80	124
<b>English</b>	<b>Literature</b>	42	71	113
<b>Mathematics</b>	<b>AB</b>	54	71	215
<b>Mathematics</b>	<b>BC</b>	4	4	8
<b>Mathematics</b>	<b>Statistics</b>	25	24	49
<b>Science</b>	<b>APES</b>	45	93	138
<b>Science</b>	<b>Chemistry</b>	14	18	32
<b>Science</b>	<b>Biology</b>	16	30	46
<b>Science</b>	<b>Physics</b>	18	6	24
<b>Social Studies</b>	<b>World History</b>	16	51	67
<b>Social Studies</b>	<b>US History</b>	39	45	84
<b>Social Studies</b>	<b>Psychology</b>	65	90	155
<b>World Languages</b>	<b>German</b>	3	6	9
<b>World Languages</b>	<b>French</b>	1	4	5
<b>World Languages</b>	<b>Spanish</b>	12	35	47
<b>World Languages</b>	<b>Mandarin</b>	3	7	10

We have consistently met our AYP proficient target criteria annually in all. Steps have already been taken to continue the growth of all subgroups, and improvement is evident in our 2010-2011 school year reports.

**Estimated Adequate Yearly Progress AYP**  
**English Language Arts (2011)**

<b>Group</b>	<b>Number of Students Tested</b>	<b>Met Participation Criteria</b>	<b>Proficient Scores</b>	<b>Proficient Percent</b>	<b>Met Proficient Criteria</b>
<b>Overall (Sophomores Only)</b>	<b>813</b>	<b>Yes</b>	<b>513</b>	<b>66.3%</b>	<b>Yes</b>
<b>African American</b>	<b>32</b>	<b>--</b>	<b>15</b>	<b>50.0%</b>	<b>--</b>
<b>American Indian</b>	<b>1</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>
<b>Asian (Significant Sub Group)</b>	<b>91</b>	<b>--</b>	<b>79</b>	<b>90.8%</b>	<b>--</b>
<b>Filipino</b>	<b>49</b>	<b>--</b>	<b>37</b>	<b>82.2%</b>	<b>--</b>
<b>Hispanic (Significant Sub Group)</b>	<b>572</b>	<b>Yes</b>	<b>327</b>	<b>60.1%</b>	<b>Yes</b>
<b>Pacific Islander</b>	<b>0</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>
<b>White (Significant Sub Group)</b>	<b>68</b>	<b>--</b>	<b>54</b>	<b>80.6%</b>	<b>--</b>
<b>SED (Significant Sub Group)</b>	<b>534</b>	<b>Yes</b>	<b>326</b>	<b>62.7%</b>	<b>Yes</b>
<b>English Learner</b>	<b>135</b>	<b>Yes</b>	<b>50</b>	<b>38.5%</b>	<b>Yes</b>
<b>SWD</b>	<b>43</b>	<b>--</b>	<b>10</b>	<b>23.8%</b>	<b>--</b>

**Mathematics AYP (2011)**

<b>Group</b>	<b>Number of Students Tested</b>	<b>Met Participation Criteria</b>	<b>Proficient Scores</b>	<b>Proficient Percent</b>	<b>Met Proficient Criteria</b>
<b>Overall (Sophomores Only)</b>	<b>817</b>	<b>Yes</b>	<b>480</b>	<b>61.8%</b>	<b>Yes</b>
<b>African American</b>	<b>32</b>	<b>--</b>	<b>13</b>	<b>43.3</b>	<b>--</b>
<b>American Indian</b>	<b>1</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>
<b>Asian (Significant Sub Group)</b>	<b>91</b>	<b>--</b>	<b>78</b>	<b>89.7%</b>	<b>--</b>
<b>Filipino</b>	<b>49</b>	<b>--</b>	<b>35</b>	<b>77.8%</b>	<b>--</b>
<b>Hispanic (Significant Sub Group)</b>	<b>575</b>	<b>Yes</b>	<b>301</b>	<b>55.0%</b>	<b>Yes</b>
<b>Pacific Islander</b>	<b>0</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>
<b>White (Significant Sub Group)</b>	<b>68</b>	<b>--</b>	<b>52</b>	<b>77.6%</b>	<b>--</b>
<b>SED (Significant Sub Group)</b>	<b>538</b>	<b>Yes</b>	<b>308</b>	<b>58.8%</b>	<b>Yes</b>
<b>English Learner</b>	<b>136</b>	<b>Yes</b>	<b>53</b>	<b>40.5%</b>	<b>Yes</b>
<b>SWD</b>	<b>42</b>	<b>--</b>	<b>6</b>	<b>14.6%</b>	<b>--</b>

**Estimated Adequate Yearly Progress AYP**  
**English Language Arts (2010)**

<b>Group</b>	<b>Number of Students Tested</b>	<b>Met Participation Criteria</b>	<b>Proficient Scores</b>	<b>Proficient Percent</b>	<b>Met Proficient Criteria</b>
Overall (Sophomores Only)	727	Yes	410	59.9%	Yes
African American	33	--	15	46.9%	--
American Indian	N/A	--	N/A	N/A	--
Asian (Significant Sub Group)	81	--	66	85.7%	--
Filipino	54	--	35	71.4%	--
Hispanic (Significant Sub Group)	502	Yes	256	54.2%	No
Pacific Islander	1	--	N/A	N/A	--
White (Significant Sub Group)	56	--	37	68.5%	--
SED (Significant Sub Group)	436	Yes	219	52.6%	No
English Learner	130	Yes	38	30.6%	Yes
SWD	34	--	4	12.1%	--

**2010 Mathematics**

<b>Group</b>	<b>Number of Students Tested</b>	<b>Met Participation Criteria</b>	<b>Proficient Scores</b>	<b>Proficient Percent</b>	<b>Met Proficient Criteria</b>
Overall (Sophomores Only)	729	Yes	387	56.2%	Yes
African American	33	--	14	43.8%	--
American Indian	0	--	--	--	--
Asian (Significant Sub Group)	81	--	67	87.0%	--
Filipino	54	--	38	77.6%	--
Hispanic (Significant Sub Group)	505	Yes	232	48.8%	No
Pacific Islander	1	--	--	--	--
White (Significant Sub Group)	55	--	35	64.8%	--
SED (Significant Sub Group)	438	Yes	216	51.6%	No
English Learner	131	Yes	45	36.3%	Yes
SWD	37	--	2	5.6%	--

**Estimated Adequate Yearly Progress AYP****English Language Arts (2009)**

Group	Number of Students Tested	Met Participation Criteria	Proficient Scores	Proficient Percent	Met Proficient Criteria
Overall (Sophomores Only)	765	Yes	433	59.90%	Yes
African American	34	No	22	68.80%	Yes
American Indian	1	Yes	0	0.00%	No
Asian (Significant Sub Group)	82	Yes	66	84.60%	Yes
Filipino	45	Yes	33	75.00%	Yes
Hispanic (Significant Sub Group)	527	Yes	264	52.60%	Yes
Pacific Islander	5	Yes	3	60.00%	Yes
White (Significant Sub Group)	70	Yes	45	73.80%	Yes
SED (Significant Sub Group)	508	Yes	264	54.90%	Yes
English Learner	47	Yes	4	9.50%	No
SWD	31	No	5	17.20%	No

**Mathematics AYP (2009)**

Group	Number of Students Tested	Met Participation Criteria	Proficient Scores	Proficient Percent	Met Proficient Criteria
Overall (Sophomores Only)	765	Yes	419	57.90%	Yes
African American	34	No	17	53.10%	Yes
American Indian	1	Yes	0	0.00%	No
Asian (Significant Sub Group)	82	Yes	70	89.70%	Yes
Filipino	45	Yes	33	75.00%	Yes
Hispanic (Significant Sub Group)	529	Yes	259	51.50%	Yes
Pacific Islander	5	Yes	3	60.00%	Yes
White (Significant Sub Group)	69	Yes	37	60.70%	Yes
SED (Significant Sub Group)	508	Yes	271	56.20%	Yes
English Learner	47	Yes	10	24.40%	No
SWD	30	No	8	27.60%	No

**Estimated Adequate Yearly Progress AYP**  
**English Language Arts (2008)**

Group	Number of Students Tested	Met Participation Criteria	Proficient Scores	Proficient Percent	Met Proficient Criteria
Overall (Sophomores Only)	715	Yes	387	57.20%	Yes
African American	34	Yes	17	56.70%	Yes
American Indian	1	Yes	0	0.00%	No
Asian (Significant Sub Group)	93	Yes	72	80.00%	Yes
Filipino	57	Yes	33	61.10%	Yes
Hispanic (Significant Sub Group)	469	Yes	234	52.90%	Yes
Pacific Islander	2	Yes	0	0.00%	No
White (Significant Sub Group)	59	Yes	31	53.40%	Yes
SED (Significant Sub Group)	393	Yes	190	50.80%	Yes
English Learner	46	Yes	4	9.50%	No
SWD	43	No	5	12.50%	No

**Mathematics AYP (2008)**

Group	Number of Students Tested	Met Participation Criteria	Proficient Scores	Proficient Percent	Met Proficient Criteria
Overall (Sophomores Only)	720	Yes	354	52.30%	Yes
African American	34	Yes	10	33.30%	Yes
American Indian	1	Yes	1	100.00%	Yes
Asian (Significant Sub Group)	92	Yes	78	87.60%	Yes
Filipino	57	Yes	36	66.70%	Yes
Hispanic (Significant Sub Group)	476	Yes	199	44.80%	Yes
Pacific Islander	2	Yes	--	--	--
White (Significant Sub Group)	58	No	30	51.70%	Yes
SED (Significant Sub Group)	394	Yes	181	48.50%	Yes
English Learner	47	Yes	8	19.00%	No
SWD	44	Yes	7	17.50%	No

**Estimated Adequate Yearly Progress AYP****English Language Arts (2007)**

Group	Number of Students Tested	Met Participation Criteria	Proficient Scores	Proficient Percent	Met Proficient Criteria
Overall (Sophomores Only)	790	Yes	365	48.30%	Yes
African American	45	Yes	18	40.90%	Yes
American Indian	9	Yes	3	33.30%	Yes
Asian (Significant Sub Group)	77	Yes	57	76.00%	Yes
Filipino	38	Yes	38	63.20%	Yes
Hispanic (Significant Sub Group)	539	Yes	223	42.90%	Yes
Pacific Islander	0	--	--	--	--
White (Significant Sub Group)	73	Yes	40	58.00%	Yes
SED (Significant Sub Group)	420	Yes	173	42.00%	Yes
English Learner	167	Yes	44	27.50%	Yes
SWD	45	Yes	6	13.30%	No

**Mathematics (2007)**

Group	Number of Students Tested	Met Participation Criteria	Proficient Scores	Proficient Percent	Met Proficient Criteria
Overall (Sophomores Only)	786	Yes	361	48.00%	Yes
African American	45	Yes	18	40.90%	Yes
American Indian	9	Yes	3	33.30%	Yes
Asian (Significant Sub Group)	77	Yes	65	86.70%	Yes
Filipino	38	Yes	25	65.80%	Yes
Hispanic (Significant Sub Group)	537	Yes	213	41.10%	Yes
Pacific Islander	0	--	--	--	--
White (Significant Sub Group)	71	Yes	37	55.20%	Yes
SED (Significant Sub Group)	419	Yes	181	44.00%	Yes
English Learner	166	Yes	60	37.70%	Yes
SWD	45	Yes	4	8.90%	No

## West Covina High School Expulsion, Suspension, and Truancy Information

School Year	Enrollment	# of Students With Unexcused Absence or Tardy on 3 or More Days (Truants)	Truancy Rate	Violence/Drugs		Total Persistently Dangerous Expulsion	Number of non-student Firearm Incidents	Overall Total	
				Expulsions	Suspensions			Expulsions	Suspensions
<b>2010 2011</b>	2,892	290	10.03%	8	194	--	--	8	316
<b>2009 2010</b>	2,914	270	9.27%	8	140	--	--	11	261
<b>2008 2009</b>	2,918	420	14.3%	13	97	--	--	15	195
<b>2007 2008</b>	2,955	396	13.4%	15	187	1	--	16	323

Data reflects that truancy rates have risen over the last three years. This is the result of being more vigilant in our monitoring efforts. As a result all truancies are immediately recorded, and students are held accountable through Saturday school, attendance communication with parents through the use of letters and phone calls, and the SART/SARB process. The administration has reviewed and refined attendance policies regarding tardies along with single period and all day truancies with procedural changes communicated to parents to hold students accountable for attendance. Due to these changes, more students have been identified as truant and not just an unverified or excused absence. These reforms have been geared toward improved average daily attendance (ADA).

Data reflects the change of school culture that has occurred with a new administrative team which has established a high expectation of student behavior. Students have been made aware through communication and example of expected behavior inside the class and on campus. As these expectations have become ingrained in the student culture, student behavior has improved as more students follow school rules and consequences. Expulsions have remained relatively stable at very low rates annually considering the student enrollment with the majority of expulsions dealing with non-violent incidents.

### Socio-Economic Status:

The socio-economic status of the student body at West Covina High School reflects that of the community at large. Fifty-seven per cent (57%) of the student population are considered socio-economically disadvantaged. In addition 61.6% of students qualify for free or reduced-price meals.

(Source: <http://www.ed-data.k12.ca.us/>)

## Academic Performance Index Ranks – Four-Year Comparison

This table displays the school’s statewide and similar schools API ranks. The statewide API ranking ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009	2010
West Covina High School ranks compared to others Statewide	7	6	6	6
West Covina High School ranks compared to similar schools.	8	4	4	2

## School Safety Cleanliness and Facilities

### School Facility Conditions and Planned Improvements (School Year 2009-10)

The modernization process for West Covina High School was completed in the summer of 2008. All classrooms received air conditioning and new paint, all restrooms were refurbished, and the drama department was upgraded with new technology. In addition, all classrooms received an LCD projector to better support the instruction in the classroom. We currently have 40 document readers, and the computer labs have been upgraded. While modernization was being finished, a great deal of attention was focused on making sure every detail was completed, and that all aspects of our facilities were functional. In addition, much attention is paid to keeping the WCHS campus clean, well lit, and safe. District-wide standards are in place for cleaning procedures, products, inspection and evaluation to ensure that our campus is in impeccable condition. A summary of these standards is available at the District Office.

WCHS takes great effort to ensure that restrooms are inspected multiple times daily by custodial staff, as well as inspected by all staff and administrators. Custodians as well as maintenance and grounds crews are trained and responsible for inspection and repair of any safety items on a daily basis. District inspectors visit WCHS to conduct monthly inspections. In addition, West Covina Unified School District works with risk managers, safety inspectors and outside experts who inspect our campus annually.

Currently, no emergency facility conditions exist; regular maintenance is ongoing and funding is provided to make repairs on an as-needed basis. It is the goal of WCHS to provide our students with a

clean and safe school because we are committed to improving and maintaining a quality facility.

Our football stadium was refurbished in 2007 with an artificial surface. Recently, the surface was upgraded with state of the art turf that makes this stadium the pride of the valley. The West Covina Unified School District spends 3% of the general fund, which is approximately \$2.5 million, to maintain all district facilities as attractive, safe places for students to learn. Campus beautification projects by our ASB and clubs regularly assist the district and school staff to ensure our campus stays beautiful and conducive to learning.

Pride is evident at West Covina High School. West Covina High School is blessed to have an extensive media center that houses 41,000+ literature and research books, along with a complete research center with 35 computers, and two additional attached computer labs. We are proud of the library staff, who host up to three classes at a time for research, studies, or library support services. We have seven school computer labs. All computers are Internet connected, and students are able to access their personal U-drive from anywhere on campus. We have upgraded five computer labs the past two years and School Site Council will continue to upgrade one computer lab each year. The School Facility Good Repair Status Report for the 2009-10 school year displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Interior:</b> Interior Surfaces	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Electrical:</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Restrooms/Sinks/ Fountains:</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Safety:</b> Fire Safety, Hazardous Materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Structural:</b> Structural Damage, Roofs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Overall Rating:</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Source: 2009-10 School Accountability Report Card

## Co-curricular activities

WCHS offers a great wealth of co-curricular activities which keep students, teachers and parents involved. These activities also provide great opportunities for the community at large to be and stay involved with the high school. This sound relationship among stakeholders helps WCHS provide a well balanced and rounded education with academic rigor and meaningful extracurricular activities. Some clubs and programs include the following:

ASB	UNICEF
Class Council	Home Economics
Academic Decathlon	O-Ambassadors
Renaissance	Newsbytes
California Scholarship Federation	Step Squad
Robotics	Quest
Speech and Debate	Red Cross
National Honor Society Club	UBE-UBE Filipino Club
Spanish Honor Society Club	Chinese Club
Air Force Junior ROTC	French Club
Be the Change	German Club
Art	Vietnamese Student Association
American Sign Language	LMAD
Key Club	The Cause
Interact	Chess
Best Buddies	Jeans for Teens
Comedy Sports	Pep Flags
LEO	Go Green
GEO	

WCHS offers an extensive selection of school-wide extracurricular activities. These activities include:

Rallies	Leo’s Fashion Show
Spirit Weeks	Choir Concerts
Dodge-ball Intramurals	NHS Talent Show
Battle of the Bands	AFJROTC’s Veteran’s Day Assembly
Powder-Puff	Homecoming Dance
Club Olympics	Winter Formal Dance
Mr. Bulldog Pageant	Sadie Hawkins Dance
Drama Productions	Diva Dance Off
Bulldog Idol	Prom

In addition, WCHS athletic program offers students a wide range of sport choices. With multiple levels for each sport, students have ample opportunities to participate in athletics beginning their freshman year. The goal of the athletic program at WCHS is to foster team work, character and good sportsmanship. This has earned WCHS the San Antonio League Sportsmanship Award for three consecutive years.

**WCHS Athletic Teams**

<b>Fall Sports</b>	<b>Winter Sports</b>	Boys Golf	Varsity Song
Co-Ed Cross Country	Boys & Girls Basketball	Boys Tennis	Mascots
Football	Boys & Girls Soccer	Girls Softball	
Girls Golf	Girls Water Polo	Co-Ed Swimming	
Girls Tennis	Co-Ed Wrestling	Co-Ed Track and Field	
Boys Water Polo	<b>Spring Sports</b>	<b>PEP Squad</b>	
Girls Volleyball	Co-Ed Badminton	Varsity Cheer	
	Boys Baseball	JV Cheer	

## **WCHS Athletic Accomplishments:**

**Boys Cross Country:** 10 Straight CIF appearances, 5 League Titles in the last 9 years, 2 Foot Locker National Finalists, JV Boys held a 96-0 winning streak for 8 years.

**Girls Cross Country:** 8 straight CIF appearances, League Champions 2009

**Boys and Girls Golf:** 3 years CIF Qualifiers

**Football:** 12 straight CIF playoff appearances, CIF Champions 2004 & 2010, League Champions 2006,

2008 & 2010 CIF SS Coach of the Year 2010 & multiple All-CIF player selections.

**Girls Tennis:** League Individual Champion 2009, League Individual Champion & MVP 2010

**Boys Basket ball:** League Champions 2006 & 2007

**Girls Basketball:** 7 straight CIF playoff appearances, League Champions 2009

**Boys Soccer:** League Champions 2009

**Wrestling:** 13 Straight CIF playoff appearances, CIF Championship 2006, 2007 & 2011, League Championship 1999, 2004, 2005, 2006, 2007, 2010. Girls State Champions 2010.

**Badminton:** League Individual Champion 2009 & 2010

**Softball:** League Champions 2004, 2005, 2009.

**Track and Field:** Multiple Boys CIF and State Qualifiers, 2 League Championships, Girls League Champions 2009.

**Pep Squad:** USA Competition Circuit, USA Nationals Qualifier.

## **WCHS Fine Arts Accomplishments**

### **Choir Accomplishments**

Concert Choir 4 productions a year

Women's Chamber Choir 2007-2010, Southern California Vocal-Association Festivals. 2<sup>nd</sup>. place Las Vegas 2009, 2<sup>nd</sup> Place San Diego 2008, 2010-Heritage National Music Festival.

Wescov Aires Superior Ratings 2007-2010, Southern California Vocal Association Festivals.

1<sup>st</sup>. place Las Vegas 2009, 2<sup>nd</sup> Place San Diego 2008-2010-Heritage National Music Festival

Choral Union 2007 Mexico Cruise 2006 New York

Annual invitations to perform in Disneyland Resort

4 Concerts a Year

### **Band and Colorguard Accomplishments**

Bulldog Band and Colorguard 1<sup>st</sup> Place Marching Band/ Colorguard West HS Field Tournament.

Indoor Varsity and Junior Guard Sweepstakes Costa Mesa Field Tournament

Symphonic Band WCHS ADLA Drumline Competition

Jazz Ensemble Sprit Award Covina Christmas Parade

Drumline Indoor Junior Guard 1<sup>st</sup> Las Vegas Regional

2008-2010 ADLA Drumline Champion

2010 SCSBOA Marching Band Championship-5<sup>th</sup> Place.

### **Dance/Drill & All Male Accomplishments**

Parade Unit Miss Dance/Drill Teams USA Small Military Champions 2007 &

Varsity & JV Dance/Drill 2009

Small, Medium & Large Militaries Small Military USA Nationals Champions 2007 & 2010

Large Song Pom Small All Male USA Champions 2009

Small and Large all Male Large All Male USA National Champions 2008, 2009, 2010

Co-Ed Hip Hop 2010-2011 Season: 3 Sharp Competition Sweepstakes Trophies

Co-Ed Dance Numerous Showmanship Awards

## **Drama Accomplishments**

Beginning and Advanced Theatre Various Plays and Musical productions throughout the year

Play Production 1<sup>st</sup> place-Long Beach Theatre Festival

Technical Theatre 3<sup>rd</sup> place-Cal Poly Theatre Festival

Comedy Sportz Thespian scholarship winners for California Youth in Theatre Day

Star Performer Award at Cal Poly Pomona Festival

1<sup>st</sup> place-Technical Theatre-Cal Poly Theatre Festival

Musical Productions:

Grease (2011) Footloose (2010)

West Side Story (2007) Guys and Dolls (2005)

### Math Proficiency Profile

Algebra I	Total Students	Not Proficient	Proficient or Above	Avg. Scale Score	Avg. Raw Score
		# (%)	# (%)		
West Covina Unified	1436	984 (69%)	452 (31%)	325	32
West Covina High	477	412 (86%)	65 (14%)	296	27
Grade 09	189	159 (84%)	30 (16%)	300	28
Grade 10	241	207 (86%)	34 (14%)	296	27
Grade 11	47	46 (98%)	1 (2%)	276	23

Geometry	Total Students	Not Proficient	Proficient or Above	Avg. Scale Score	Avg. Raw Score
		# (%)	# (%)		
West Covina Unified	844	563 (67%)	281 (33%)	330	38
West Covina High	660	515 (78%)	145 (22%)	310	34
Grade 08	2	-	2 (100%)	439	57
Grade 09	317	223 (70%)	94 (30%)	324	37
Grade 10	230	192 (83%)	38 (17%)	298	32
Grade 11	111	100 (90%)	11 (10%)	293	30

Algebra II	Total Students	Not Proficient	Proficient or Above	Avg. Scale Score	Avg. Raw Score
		# (%)	# (%)		
West Covina Unified	514	290 (56%)	224 (44%)	346	39
West Covina High	502	290 (58%)	212 (42%)	344	39
Grade 09	49	8 (16%)	41 (84%)	406	50
Grade 10	281	141 (50%)	140 (50%)	356	41
Grade 11	172	141 (82%)	31 (18%)	305	32

### Math Proficiency Profile

General Math	Total Students	Not Proficient	Proficient or Above	Avg. Scale Score	Avg. Raw Score
		# (%)	# (%)		
West Covina Unified	73	62 (85%)	11 (15%)	303	30
West Covina High	69	59 (86%)	10 (14%)	303	30
Grade 09	69	59 (86%)	10 (14%)	303	30

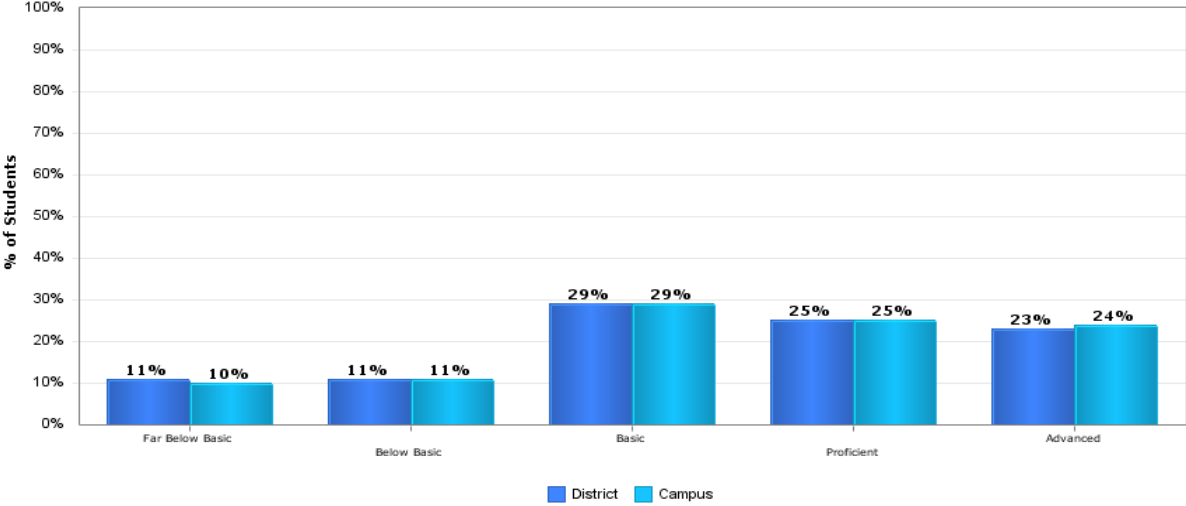
High School Math	Total Students	Not Proficient	Proficient or Above	Avg. Scale Score	Avg. Raw Score
		# (%)	# (%)		
West Covina Unified	261	144 (55%)	117 (45%)	339	44
West Covina High	261	144 (55%)	117 (45%)	339	44
Grade 10	17	7 (41%)	10 (59%)	360	48
Grade 11	244	137 (56%)	107 (44%)	337	44

### English Proficiency Profile

Grades	Total Students	Not Proficient	Proficient or Above	Avg. Scale Score	Avg. Raw Score
		# (%)	# (%)		
<b>West Covina Unified</b>	<b>6776</b>	<b>2817 (42%)</b>	<b>3959 (58%)</b>	<b>363</b>	<b>51</b>
<b>West Covina High</b>	<b>2056</b>	<b>958 (47%)</b>	<b>1098 (53%)</b>	<b>355</b>	<b>50</b>
<b>Grade 08</b>	<b>2</b>	<b>-</b>	<b>2 (100%)</b>	<b>457</b>	<b>69</b>
<b>Grade 09</b>	<b>627</b>	<b>274 (44%)</b>	<b>353 (56%)</b>	<b>359</b>	<b>48</b>
<b>Grade 10</b>	<b>787</b>	<b>394 (50%)</b>	<b>393 (50%)</b>	<b>350</b>	<b>50</b>
<b>Grade 11</b>	<b>640</b>	<b>290 (45%)</b>	<b>350 (55%)</b>	<b>358</b>	<b>52</b>

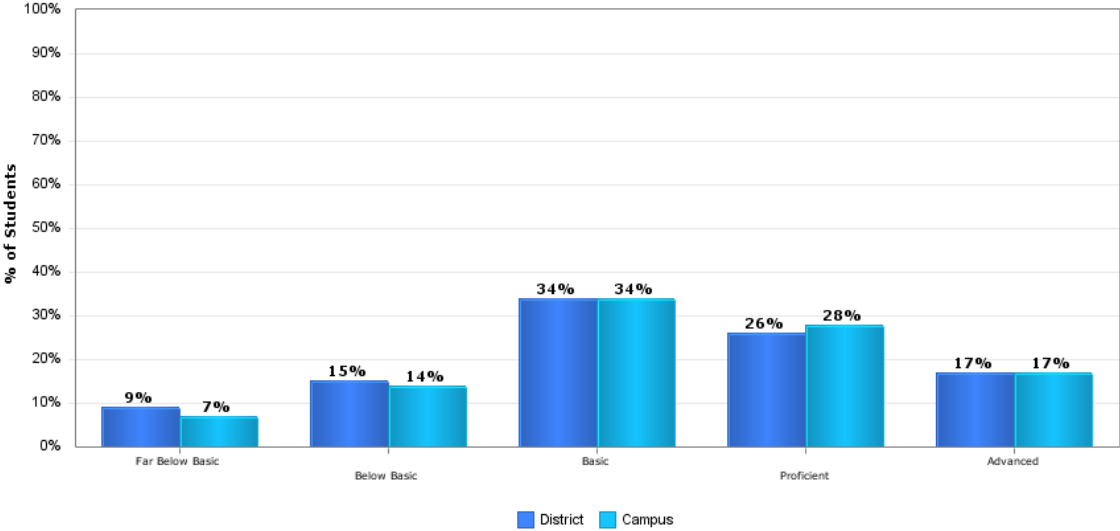
### Life Science Proficiency Profile

Life Science	Total # of Students	Not Proficient						Proficient			
		Far Below Basic		Below Basic		Basic		Proficient		Advanced	
		#	%	#	%	#	%	#	%	#	%
West Covina Unified	802	88	11%	92	11%	234	29%	202	25%	186	23%
Grade 10	786	82	10%	88	11%	230	29%	200	25%	186	24%



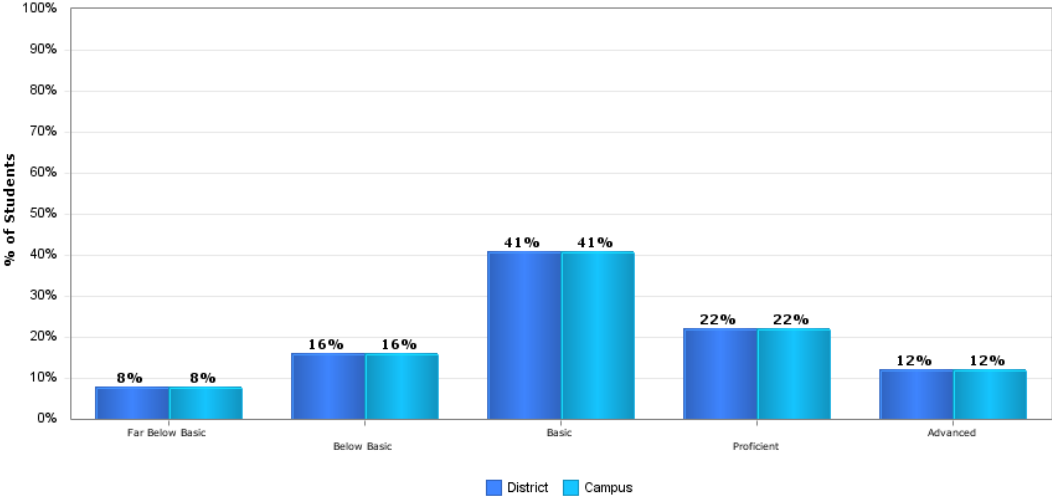
### Biology Proficiency Profile

Biology	Total # of Students	Not Proficient						Proficient or Above			
		Far Below Basic		Below Basic		Basic		Proficient		Advanced	
		#	%	#	%	#	%	#	%	#	%
West Covina Unified	1322	117	9%	199	15%	446	34%	339	26%	221	17%
West Covina High	1020	71	7%	142	14%	347	34%	286	28%	174	17%
Grade 09	517	20	4%	56	11%	172	33%	167	32%	102	20%
Grade10	279	44	16%	72	26%	97	35%	42	15%	24	9%
Grade11	224	7	3%	14	6%	78	35%	77	34%	48	21%



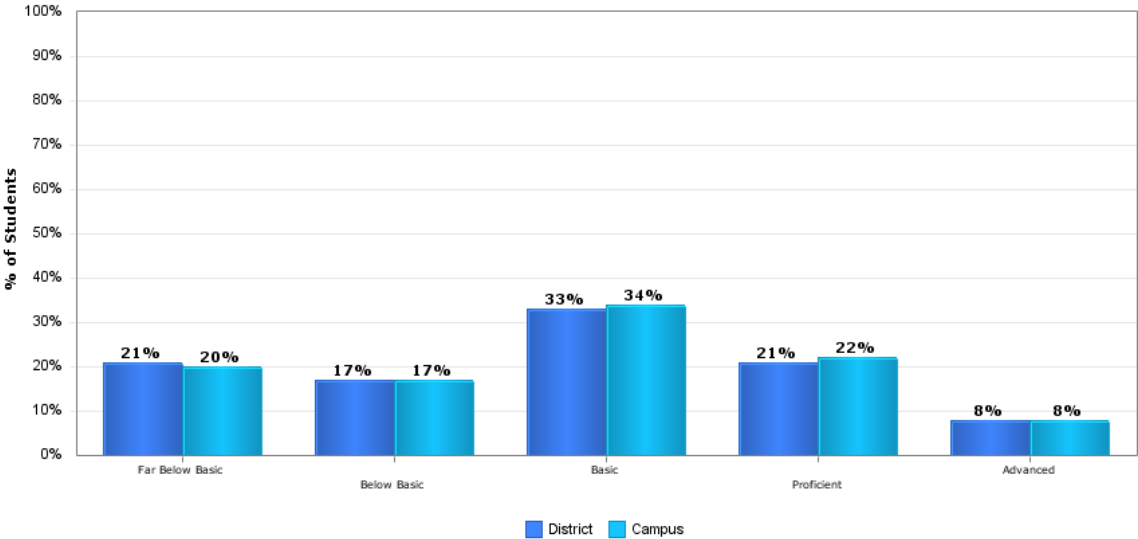
### Chemistry Proficiency Profile

Chemistry	Total # of Students	Not Proficient						Proficient or Above			
		Far Below Basic		Below Basic		Basic		Proficient		Advanced	
		#	%	#	%	#	%	#	%	#	%
<b>West Covina Unified</b>	<b>587</b>	<b>45</b>	<b>8%</b>	<b>96</b>	<b>16%</b>	<b>243</b>	<b>41%</b>	<b>131</b>	<b>22%</b>	<b>72</b>	<b>12%</b>
West Covina High	<b>587</b>	<b>45</b>	<b>8%</b>	<b>96</b>	<b>16%</b>	<b>243</b>	<b>41%</b>	<b>131</b>	<b>22%</b>	<b>72</b>	<b>12%</b>
Grade 09	<b>2</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>2</b>	<b>100%</b>
Grade10	<b>435</b>	<b>37</b>	<b>9%</b>	<b>67</b>	<b>15%</b>	<b>193</b>	<b>44%</b>	<b>101</b>	<b>23%</b>	<b>37</b>	<b>9%</b>
Grade11	<b>150</b>	<b>8</b>	<b>5%</b>	<b>29</b>	<b>19%</b>	<b>50</b>	<b>33%</b>	<b>30</b>	<b>20%</b>	<b>33</b>	<b>22%</b>



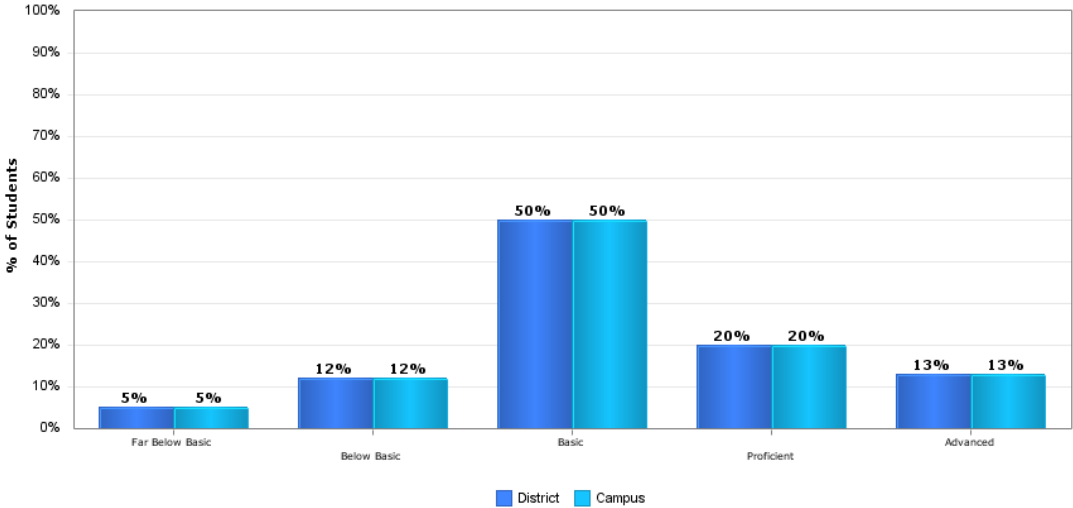
### Earth Science Proficiency Profile

Earth Science	Total # of Students	Not Proficient						Proficient			
		Far Below Basic		Below Basic		Basic		Proficient		Advanced	
		#	%	#	%	#	%	#	%	#	%
West Covina Unified	276	57	21%	46	17%	92	33%	59	21%	22	8%
West Covina High	274	55	20%	46	17%	92	34%	59	22%	22	8%
Grade 09	124	44	35%	29	23%	38	31%	9	7%	4	3%
Grade10	89	10	11%	9	10%	33	37%	28	31%	9	10%
Grade11	61	1	2%	8	13%	21	34%	22	36%	9	15%



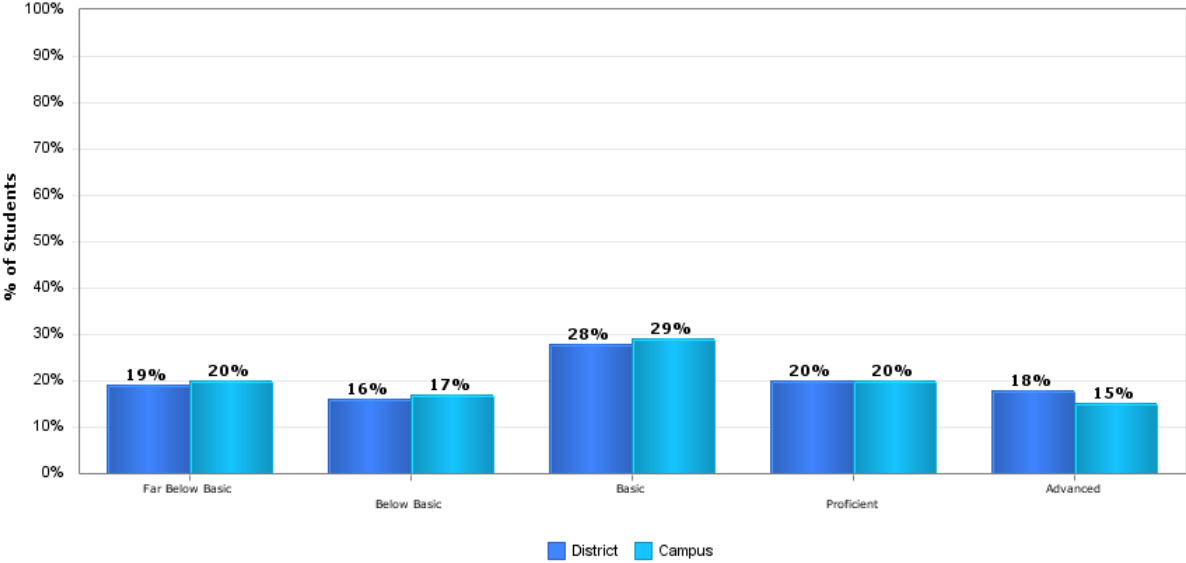
### Physics Proficiency Profile

Physics	Total # of Students	Not Proficient						Proficient			
		Far Below Basic		Below Basic		Basic		Proficient		Advanced	
		#	%	#	%	#	%	#	%	#	%
<b>West Covina Unified</b>	<b>60</b>	<b>3</b>	<b>5%</b>	<b>7</b>	<b>12%</b>	<b>30</b>	<b>50%</b>	<b>12</b>	<b>20%</b>	<b>8</b>	<b>13%</b>
West Covina High	60	3	5%	7	12%	30	50%	12	20%	8	13%
Grade10	2	0	-	0	-	1	50%	1	50%	0	-
Grade11	58	3	5%	7	12%	29	50%	11	19%	8	14%



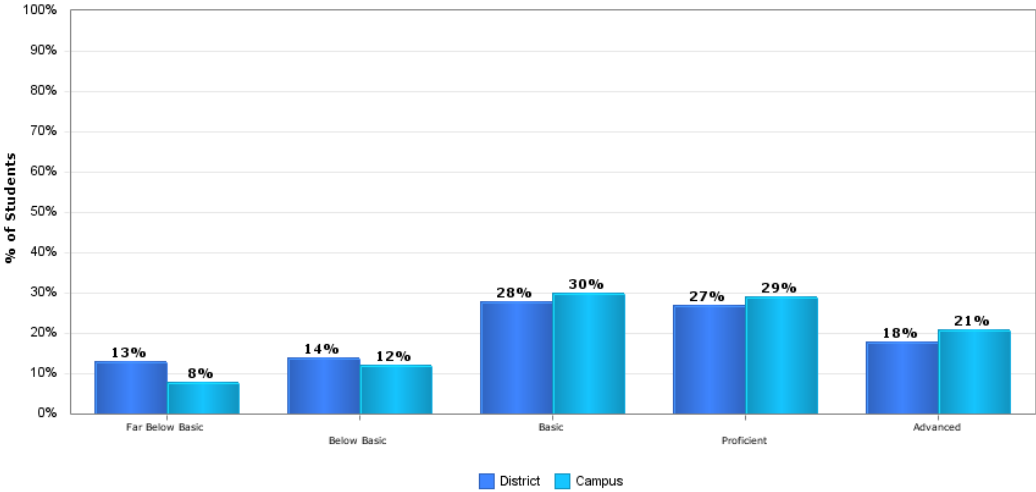
### World History Proficiency Profile World History

World History	Total # of Students	Not Proficient						Proficient			
		Far Below Basic		Below Basic		Basic		Proficient		Advanced	
		#	%	#	%	#	%	#	%	#	%
West Covina Unified	966	184	19%	150	16%	267	28%	192	20%	173	18%
West Covina High	812	159	20%	137	17%	235	29%	160	20%	121	15%
Grade 09	3	1	33%	1	33%	0	-	0	-	1	33%
Grade10	807	158	20%	134	17%	235	29%	160	20%	120	15%
Grade11	2	0	-	2	100%	0	-	0	-	0	-



### U.S. History Proficiency Profile

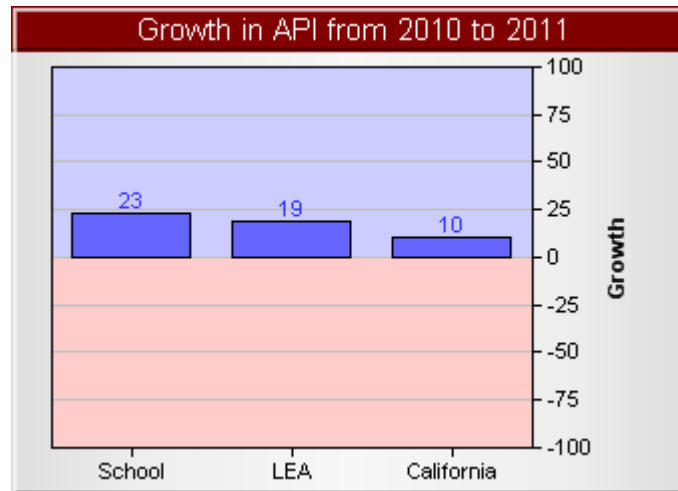
U.S. History	Total # of Students	Not Proficient						Proficient			
		Far Below Basic		Below Basic		Basic		Proficient		Advanced	
		#	%	#	%	#	%	#	%	#	%
<b>West Covina Unified</b>	<b>752</b>	<b>94</b>	<b>13%</b>	<b>105</b>	<b>14%</b>	<b>212</b>	<b>28%</b>	<b>204</b>	<b>27%</b>	<b>137</b>	<b>18%</b>
West Covina High	644	50	8%	79	12%	191	30%	189	29%	135	21%
Grade11	644	50	8%	79	12%	191	30%	189	29%	135	21%



**Student Performance Data (School-wide – 2008-2011)**

<b>Total Number of Students in 2011 API</b>	<b>2011 API (Growth)</b>	<b>2010 API (Base)</b>	<b>2010-2011 Growth Target</b>	<b>2010-2011 Growth</b>	<b>Met Target</b>
1999	774	751	5	23	Yes
<b>Total Number of Students in 2010 API</b>	<b>2010 API (Growth)</b>	<b>2009 API (Base)</b>	<b>2009-2010 Growth Target</b>	<b>2009-2010 Growth</b>	<b>Met Target</b>
2108	750	748	5	2	No
<b>Total Number of Students in 2009 API</b>	<b>2009 API (Growth)</b>	<b>2008 API (Base)</b>	<b>2008-2009 Growth Target</b>	<b>2008-2009 Growth</b>	<b>Met Target</b>
1976	748	728	5	22	Yes

(Source – Dataquest)



(Source – Dataquest)

**API Base & Growth by Sub-Group (2010-2011)**

<b>Subgroup</b>	<b>Number of Students in 2011 API Subgroup</b>	<b>Numerically Significant in both years</b>	<b>2011 Subgroup API (Growth)</b>	<b>2010 Subgroup API (Base)</b>	<b>2010-11 Subgroup Growth Target</b>	<b>2010-11 Subgroup Growth (Actual)</b>	<b>Met Target</b>
<b>African American (Not Hispanic)</b>	85	No	699	717	NA	NA	NA
<b>American Indian or Alaskan Native</b>	2	No	NA	NA	NA	NA	NA
<b>Asian</b>	211	Yes	898	886	At Target	12	Yes
<b>Filipino</b>	121	Yes	848	833	At Target	15	Yes
<b>Hispanic or Latino</b>	1444	Yes	746	716	5	30	Yes
<b>Pacific Islander</b>	3	No	NA	NA	NA	NA	NA
<b>White (Not Hispanic)</b>	132	Yes	838	802	At Target	36	Yes
<b>Socio-economically Disadvantaged</b>	1302	Yes	754	727	5	27	Yes
<b>English Learners</b>	335	Yes	682	647	8	35	Yes
<b>Students with Disabilities</b>	119	Yes	518	504	15	14	No

NA – Not Applicable or Available

(Source – Dataquest)

**API Base & Growth by Sub-Group (2009-2010)**

<b>Subgroup</b>	<b>Number of Students in 2010 API Subgroup</b>	<b>Numerically Significant in both years</b>	<b>2010 Subgroup API (Growth)</b>	<b>2009 Subgroup API (Base)</b>	<b>2009-10 Subgroup Growth Target</b>	<b>2009-10 Subgroup Growth (Actual)</b>	<b>Met Target</b>
<b>African American (Not Hispanic)</b>	90	No	NA	691	NA	NA	NA
<b>American Indian or Alaskan Native</b>	0	No	NA	NA	NA	NA	NA
<b>Asian</b>	240	Yes	885	879	At Target	6	Yes
<b>Filipino</b>	137	Yes	833	809	At Target	24	Yes
<b>Hispanic or Latino</b>	1459	Yes	715	717	5	-2	No
<b>Pacific Islander</b>	6	No	NA	NA	NA	NA	NA
<b>White (Not Hispanic)</b>	165	Yes	802	781	5	21	Yes
<b>Socio-economically Disadvantaged</b>	1303	Yes	726	734	5	-8	No
<b>English Learners</b>	355	Yes	646	582	11	64	Yes
<b>Students with Disabilities</b>	120	No	502	NA	NA	NA	NA

NA – Not Applicable or Available

(Source – Dataquest)

**API Base & Growth by Sub-Group (2006-2011)**

	<b>2006 Growth</b>	<b>2006 Base</b>	<b>2007 Growth</b>	<b>2007 Base</b>	<b>2008 Growth</b>	<b>2008 Base</b>	<b>2009 Growth</b>	<b>2009 Base</b>	<b>2010 Growth</b>	<b>2010 Base</b>	<b>2011 Growth</b>
<b>School</b>	738	739	729	729	726	728	748	748	750	751	774
<b>African American (Not Hispanic)</b>	712	712	708	708	691	691	NA	NA	NA	717	699
<b>Asian</b>	869	857	850	850	863	863	880	879	885	886	898
<b>Filipino</b>	821	817	798	798	787	787	811	809	833	833	848
<b>Hispanic or Latino</b>	709	711	700	700	693	693	716	717	715	716	746
<b>White (Not Hispanic)</b>	753	761	753	753	756	756	779	781	802	802	838
<b>Socio-economically Disadvantaged</b>	721	721	707	707	706	706	733	734	726	727	754
<b>English Learners</b>	697	693	NA	NA	652	652	582	582	646	647	682
<b>Students with Disabilities</b>	429	432	466	461	489	489	499	NA	502	504	518

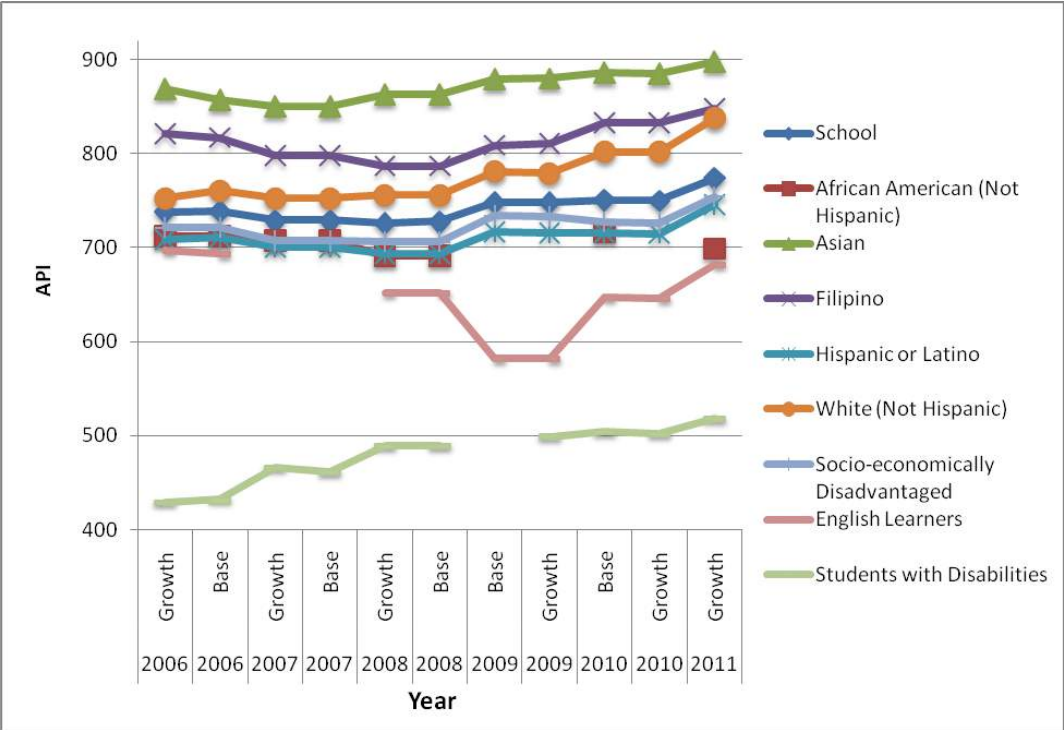
NA \_ Not Available

(Source – Dataquest)

WCHS API Eight Year\* Growth Comparison 2006-07 to 2010-11

(\* - Except where noted)

- School-wide = 153 point increase
- African American = 69 point increase (over 7 years – 2001 to 2008)
- Asian = 192 point increase
- Filipino = 97 point increase (over 6 years – 2003-2009)
- Hispanic or Latino = 166 point increase
- White – 134 point increase
- Socio-Economically Disadvantaged = 172 point increase
- English Learners = 115 point decrease (from 2006 to 2009, 2007 data not available)
- Students with Disabilities = 84 point increase (over 4 years – 2005 to 2009)



**API Summary 2006-2011**

	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-2011</b>
<b>Percent Tested</b>	98.6%	100%	99.1%	99.82%	99.5%
<b>API Growth</b>	729	726	748	750	774
<b>API Target</b>	+5	+5	+5	+5	+5
<b>API Base</b>	739	729	726	748	750
<b>Growth (+)/Decline (-)</b>	-10	-3	+22	+2	+24
<b>Met Target</b>	No	No	Yes	No	Yes
<b>Met All Subgroup Targets</b>	No	No	No	No	Yes
<b>Statewide Rank</b>	7	6	6	6	6
<b>Similar Schools Rank</b>	8	4	4	4	2

**California High School Exit Exam**  
**English-Language Arts (Combined 2011) for Grade 10**  
 Number of Grade 10 Answer Documents Processed: 838

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
All Students Tested	819	727	89%	92	11%	391

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
<b>Gender</b>						
Male	425	368	87%	57	13%	388
Female	394	359	91%	35	9%	394
Unknown	0	--	--%	--	--%	--

**Race/Ethnicity**

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
American Indian or Alaska Native	1	--	--%	--	--%	--
Asian	92	90	98%	2	2%	413
Native Hawaiian or Pacific Islander	0	--	--%	--	--%	--
Filipino	48	47	98%	1	2%	404
Hispanic or Latino	577	500	87%	77	13%	385
Black or African American	32	24	75%	8	25%	382
White	68	65	96%	3	4%	407
Two or more races	1	--	--%	--	--%	--
American Indian or Alaska Native	1	--	--%	--	--%	--

**California High School Exit Exam  
English-Language Arts (Combined 2011) for Grade 10  
Language Fluency**

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
English Only Students	520	467	90%	53	10%	392
Initially Fluent English Proficient (IFEP)	112	108	96%	4	4%	406
Reclassified Fluent English Proficient (RFEP)	135	124	92%	11	8%	389
English Learner Students	49	25	51%	24	49%	350
Unknown	3	--	--%	--	--%	--

**Economic Status**

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Not Economically Disadvantaged Students	252	233	92%	19	8%	397
Economically Disadvantaged Students	539	467	87%	72	13%	388
Unknown	28	27	96%	1	4%	402

**Special Education Program Participation**

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Students Receiving Services	41	18	44%	23	56%	346

**Students Tested with Modification**

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Students Tested with Modifications.	2					

**California High School Exit Exam  
Mathematics (Combined 2011) for Grade 10**

Number of Grade 10 Answer Documents Processed: 838

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
All Students Tested	822	721	88%	101	12%	391

Category Gender	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Male	429	377	88%	52	12%	393
Female	393	344	88%	49	12%	389
Unknown	0	--	--%	--	--%	--

**Race/Ethnicity**

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
American Indian or Alaska Native	1	--	--%	--	--%	--
Asian	92	88	96%	4	4%	425
Native Hawaiian or Pacific Islander	0	--	--%	--	--%	--
Filipino	48	46	96%	2	4%	402
Hispanic or Latino	579	494	85%	85	15%	384
Black or African American	32	24	75%	8	25%	375
White	68	66	97%	2	3%	407
Two or more races	2	--	--%	--	--%	--
American Indian or Alaska Native	1	--	--%	--	--%	--

## California High School Exit Exam

### Mathematics (Combined 2011) for Grade 10 Language Fluency

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
English Only Students	523	462	88%	61	12%	390
Initially Fluent English Proficient (IFEP)	112	107	96%	5	4%	408
Reclassified Fluent English Proficient (RFEP)	136	122	90%	14	10%	392
English Learner Students	48	28	58%	20	42%	358
Unknown	3	--	--%	--	--%	--

### Economic Status

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Not Economically Disadvantaged Students	252	229	91%	23	9%	395
Economically Disadvantaged Students	542	464	86%	78	14%	389
Unknown	28	28	100%	0	0%	397

### Special Education Program Participation

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Students Receiving Services	39	18	46%	21	54%	350

### Students Tested with Modification

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Students Tested with Modifications	4					

**California High School Exit Exam**  
**English-Language Arts (Combined 2010) for Grade 10**  
 Number of Grade 10 Answer Documents Processed: 759

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
All Students Tested	731	628	86%	103	14%	387

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
<b>Gender</b>						
Male	350	286	82%	64	18%	380
Female	381	342	90%	39	10%	393
Unknown	0	--	--%	--	--%	--

**Race/Ethnicity**

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
American Indian or Alaska Native	0	--	--%	--	--%	--
Asian	81	77	95%	4	5%	406
Native Hawaiian or Pacific Islander	1	--	--%	--	--%	--
Filipino	54	49	91%	5	9%	396
Hispanic or Latino	505	422	84%	83	16%	382
Black or African American	33	29	88%	4	12%	381
White	57	50	88%	7	12%	396
Two or more races	0	--	--%	--	--%	--
American Indian or Alaska Native	0	--	--%	--	--%	--

**California High School Exit Exam  
English-Language Arts (Combined 2010) for Grade 10  
Language Fluency**

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
English Only Students	444	386	87%	58	13%	388
Initially Fluent English Proficient (IFEP)	97	92	95%	5	5%	399
Reclassified Fluent English Proficient (RFEP)	130	120	92%	10	8%	391
English Learner Students	60	30	50%	30	50%	349
Unknown	0	--	--%	--	--%	--

**Economic Status**

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Not Economically Disadvantaged Students	249	223	90%	26	10%	391
Economically Disadvantaged Students	437	363	83%	74	17%	382
Unknown	45	42	93%	3	7%	410

**Special Education Program Participation**

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Students Receiving Services	35	16	46%	19	54%	344

**Students Tested with Modification**

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Students Tested with Modifications.	3					

**California High School Exit Exam  
Mathematics (Combined 2010) for Grade 10**

Number of Grade 10 Answer Documents Processed: 759

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
All Students Tested	731	603	82%	128	18%	387

Category Gender	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Male	350	291	83%	59	17%	385
Female	381	312	82%	69	18%	388
Unknown	0	--	--%	--	--%	--

**Race/Ethnicity**

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
American Indian or Alaska Native	0	--	--%	--	--%	--
Asian	81	80	99%	1	1%	419
Native Hawaiian or Pacific Islander	1	--	--%	--	--%	--
Filipino	54	50	93%	4	7%	401
Hispanic or Latino	506	396	78%	110	22%	380
Black or African American	33	26	79%	7	21%	374
White	56	50	89%	6	11%	396
Two or more races	0	--	--%	--	--%	--
American Indian or Alaska Native	0	--	--%	--	--%	--

**California High School Exit Exam  
Mathematics (Combined 2010) for Grade 10  
Language Fluency**

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
English Only Students	443	366	83%	77	17%	385
Initially Fluent English Proficient (IFEP)	97	91	94%	6	6%	403
Reclassified Fluent English Proficient (RFEP)	130	115	88%	15	12%	393
English Learner Students	61	31	51%	30	49%	360
Unknown	0	--	--%	--	--%	--

**Economic Status**

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Not Economically Disadvantaged Students	249	213	86%	36	14%	390
Economically Disadvantaged Students	437	348	80%	89	20%	383
Unknown	45	42	93%	3	7%	411

**Special Education Program Participation**

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Students Receiving Services	35	15	43%	20	57%	342

**Students Tested with Modification**

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Students Tested with Modification	3					

**California High School Exit Exam**  
**English-Language Arts (Combined 2009) for Grade 10**  
 Number of Grade 10 Answer Documents Processed: 797

**All Students Tested**

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
All Students Tested	764	673	88%	91	12%	386

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
<b>Gender</b>						
Male	381	330	87%	51	13%	384
Female	383	343	90%	40	10%	388
Unknown	0	--	--%	--	--%	--

**Race/Ethnicity**

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
American Indian or Alaska Native	1	--	--%	--	--%	--
Asian	82	80	98%	2	2%	403
Pacific Islander	5	--	--%	--	--%	--
Filipino	45	43	96%	2	4%	400
Hispanic or Latino	529	451	85%	78	15%	381
African American or Black (not of Hispanic origin)	34	29	85%	5	15%	388
White (not of Hispanic origin)	68	65	96%	3	4%	396
Declined to state	0	--	--%	--	--%	--
Unknown	0	--	--%	--	--%	--

**California High School Exit Exam  
English-Language Arts (Combined 2009) for Grade 10  
Language Fluency**

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
English Only Students	479	428	89%	51	11%	388
Initially Fluent English Proficient (IFEP)	108	103	95%	5	5%	394
Re-designated Fluent English Proficient (RFEP)	129	122	95%	7	5%	388
English Learner Students	48	20	42%	28	58%	341
Unknown	0	--	--%	--	--%	--

**Economic Status**

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Non-Economically Disadvantaged Students	247	222	90%	25	10%	390
Economically Disadvantaged Students	507	446	88%	61	12%	384
Unknown	10	--	--%	--	--%	--

**Special Education Program Participation**

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Students Receiving Services	27	12	44%	15	56%	354

**Students Tested with Modification**

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Students Tested with Modifications.	10					

**California High School Exit Exam  
Mathematics (Combined 2009) for Grade 10**

Number of Grade 10 Answer Documents Processed: 797

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
All Students Tested	1,005	752	75%	253	25%	378

Category Gender	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Male	502	397	79%	105	21%	381
Female	503	355	71%	148	29%	375
Unknown	0	--	--%	--	--%	--

**Race/Ethnicity**

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
American Indian or Alaska Native	1	--	--%	--	--%	--
Asian	91	86	95%	5	5%	419
Pacific Islander	5	--	--%	--	--%	--
Filipino	57	50	88%	7	12%	397
Hispanic or Latino	714	503	70%	211	30%	371
African American or Black (not of Hispanic origin)	47	34	72%	13	28%	373
White (not of Hispanic origin)	90	73	81%	17	19%	379
Declined to state	0	--	--%	--	--%	--
Unknown	0	--	--%	--	--%	--

## California High School Exit Exam

(Combined 2009)  
Language Fluency

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
English Only Students	614	472	77%	142	23%	377
Initially Fluent English Proficient (IFEP)	122	105	86%	17	14%	394
Re-designated Fluent English Proficient (RFEP)	167	131	78%	36	22%	385
English Learner Students	102	44	43%	58	57%	348
Unknown	0	--	--%	--	--%	--

### Economic Status

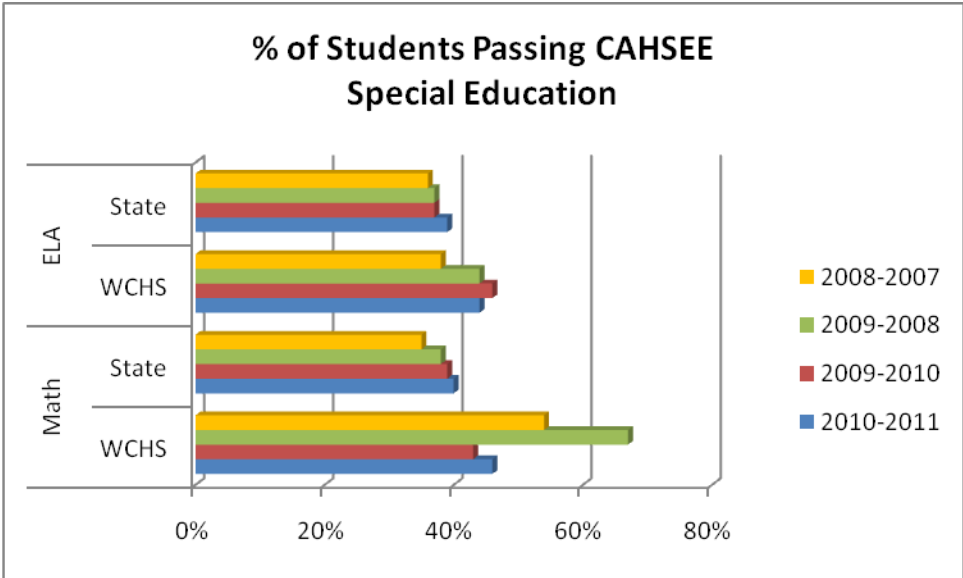
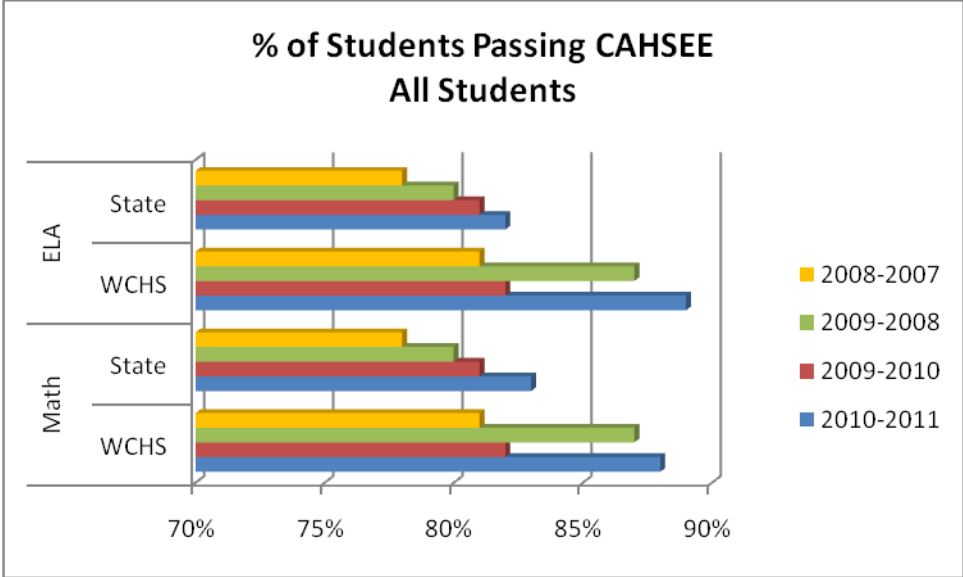
Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Non-Economically Disadvantaged Students	305	246	81%	59	19%	383
Economically Disadvantaged Students	676	494	73%	182	27%	376
Unknown	24	12	50%	12	50%	358

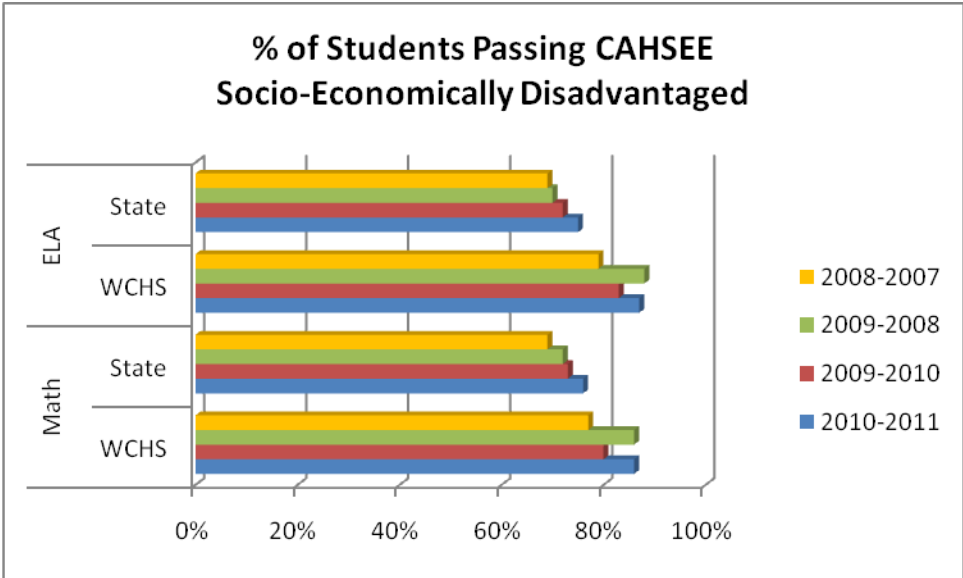
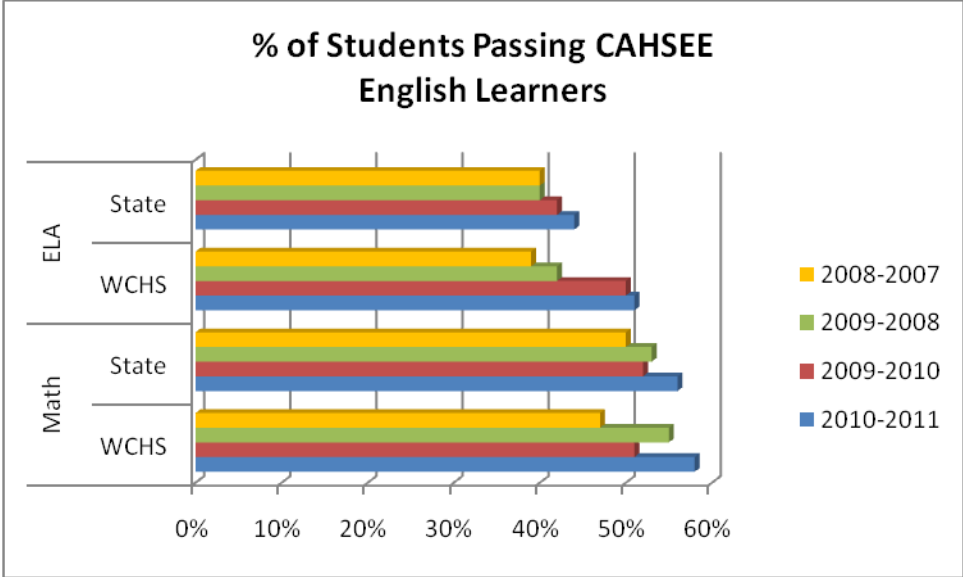
### Special Education Program Participation

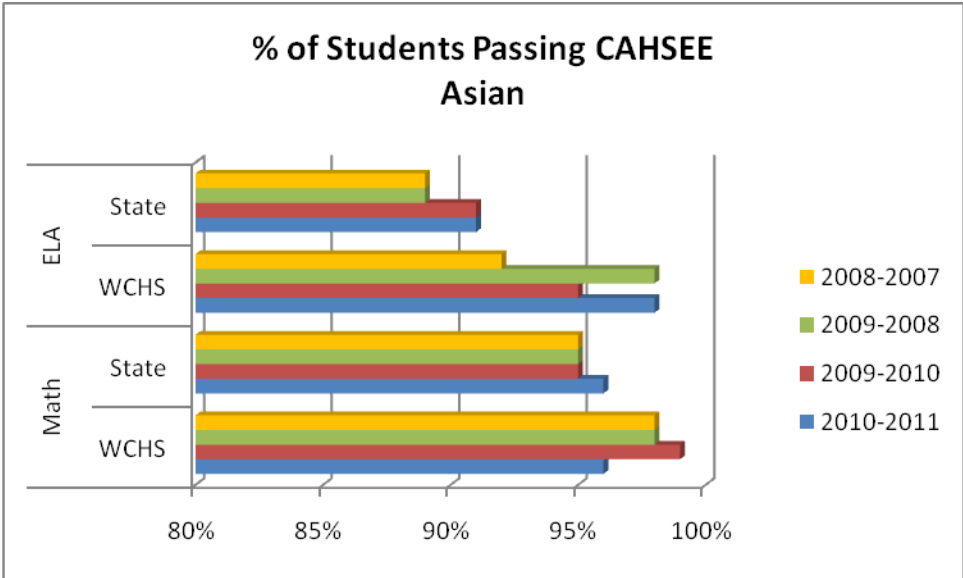
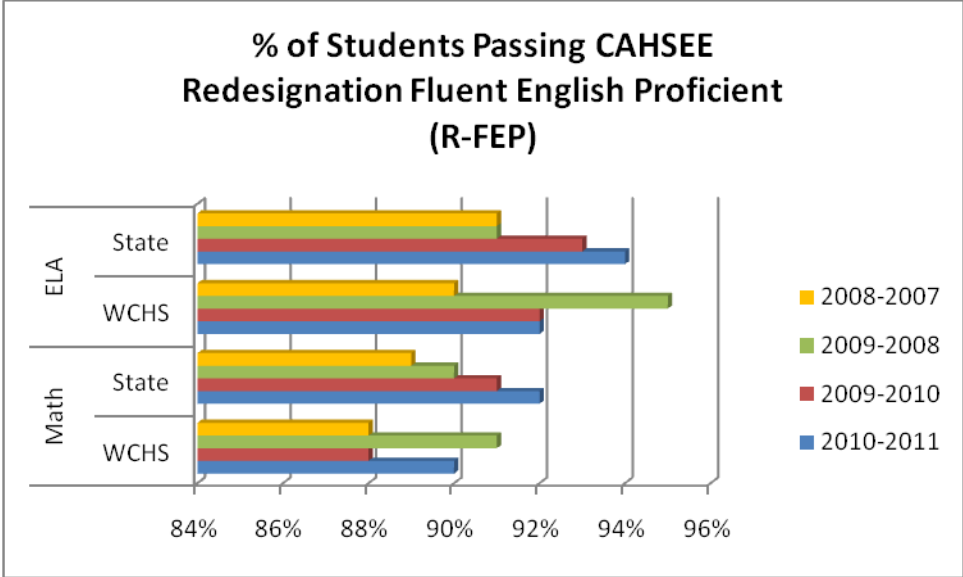
Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Students Receiving Services	37	19	51%	18	49%	352

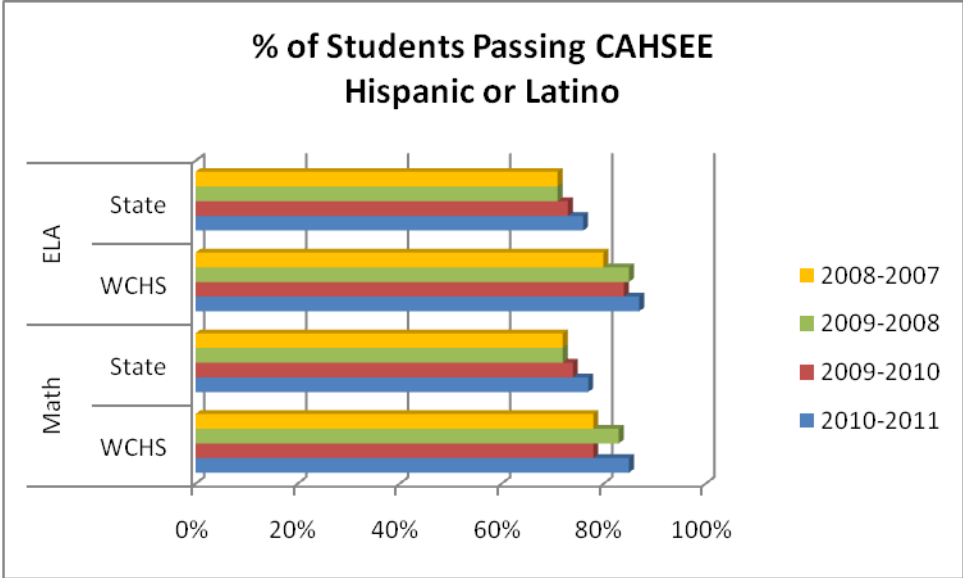
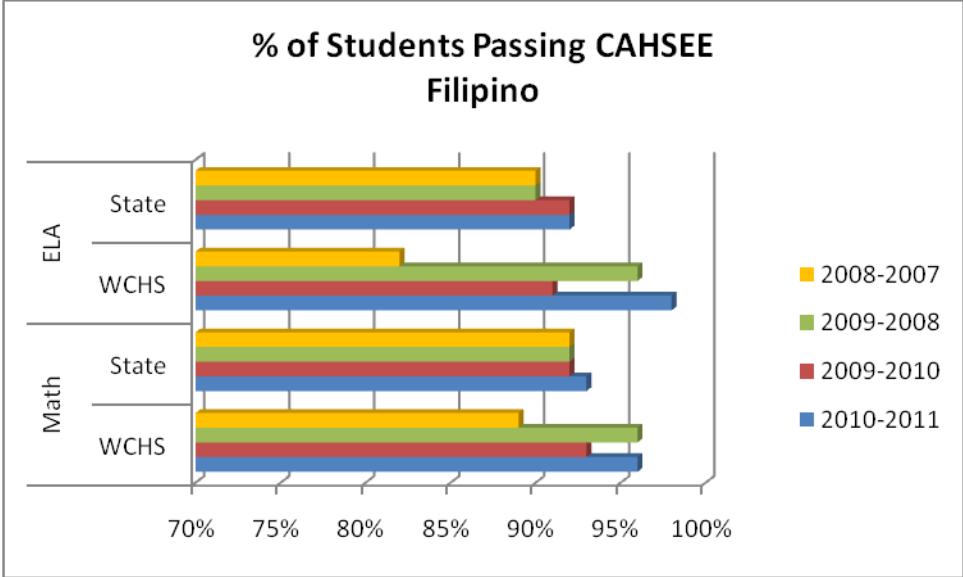
### Students Tested with Modification

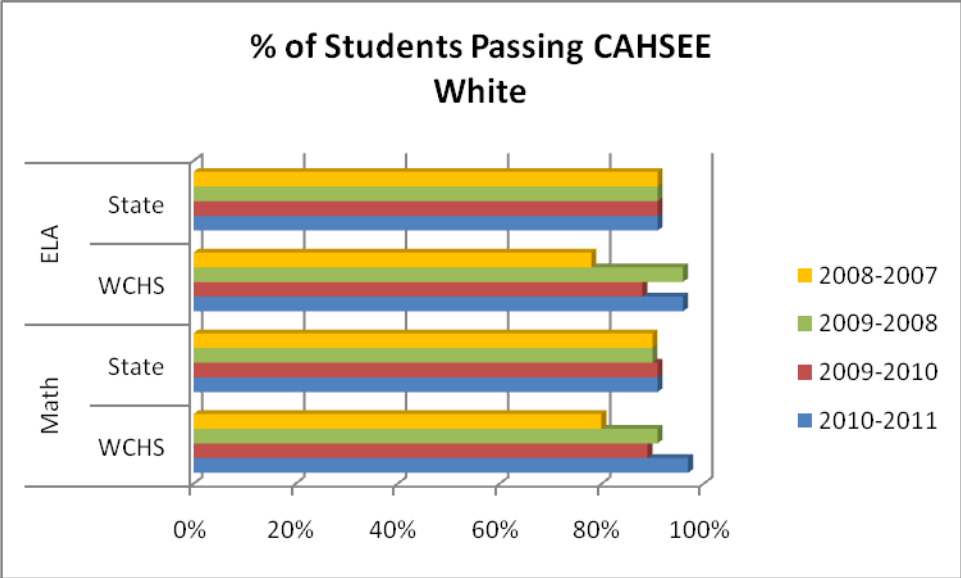
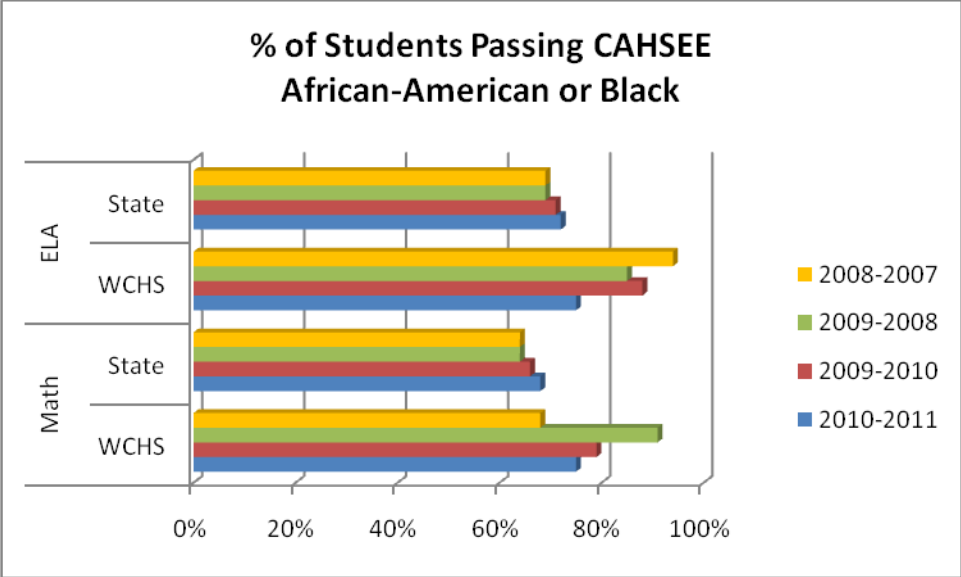
Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Students Tested with Modification	117					

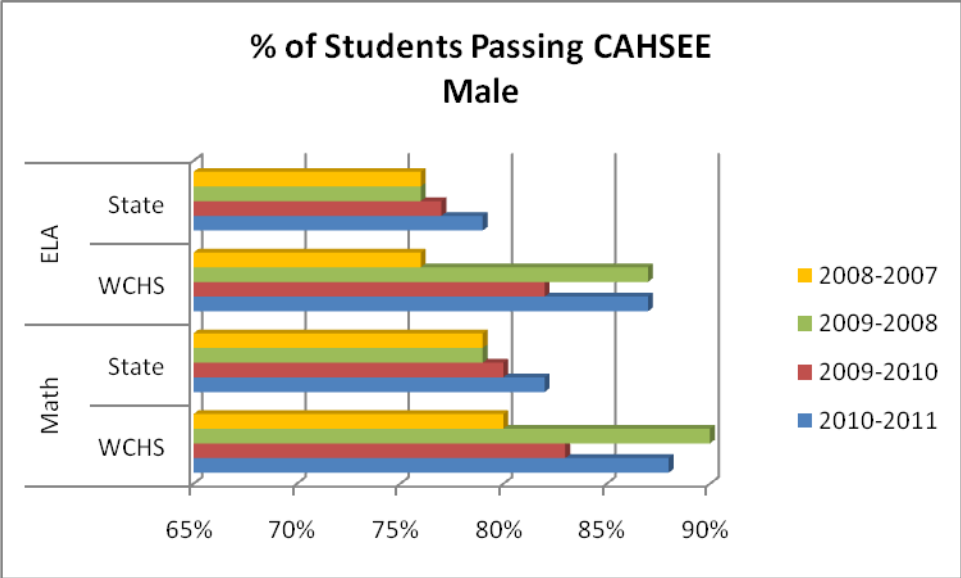
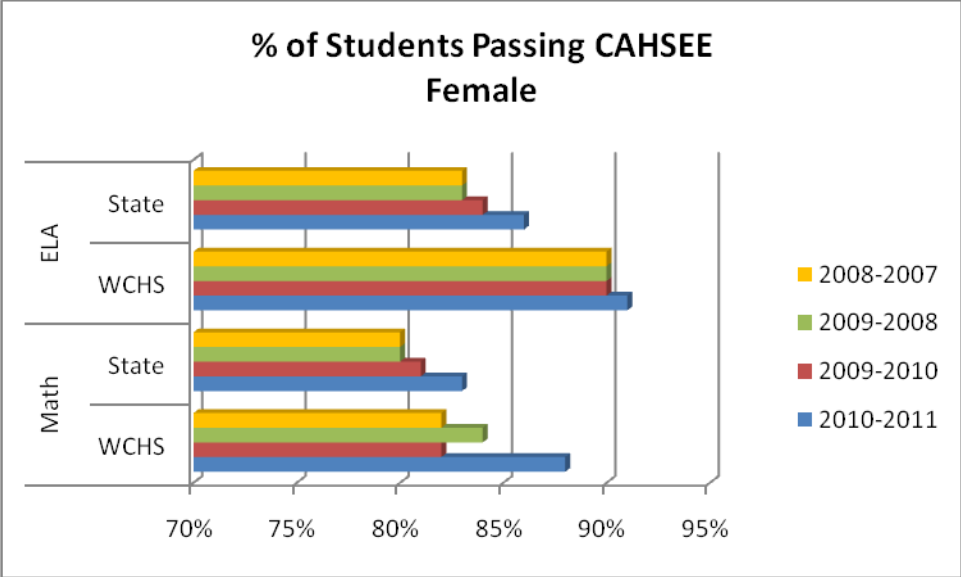












### Graduation Rates

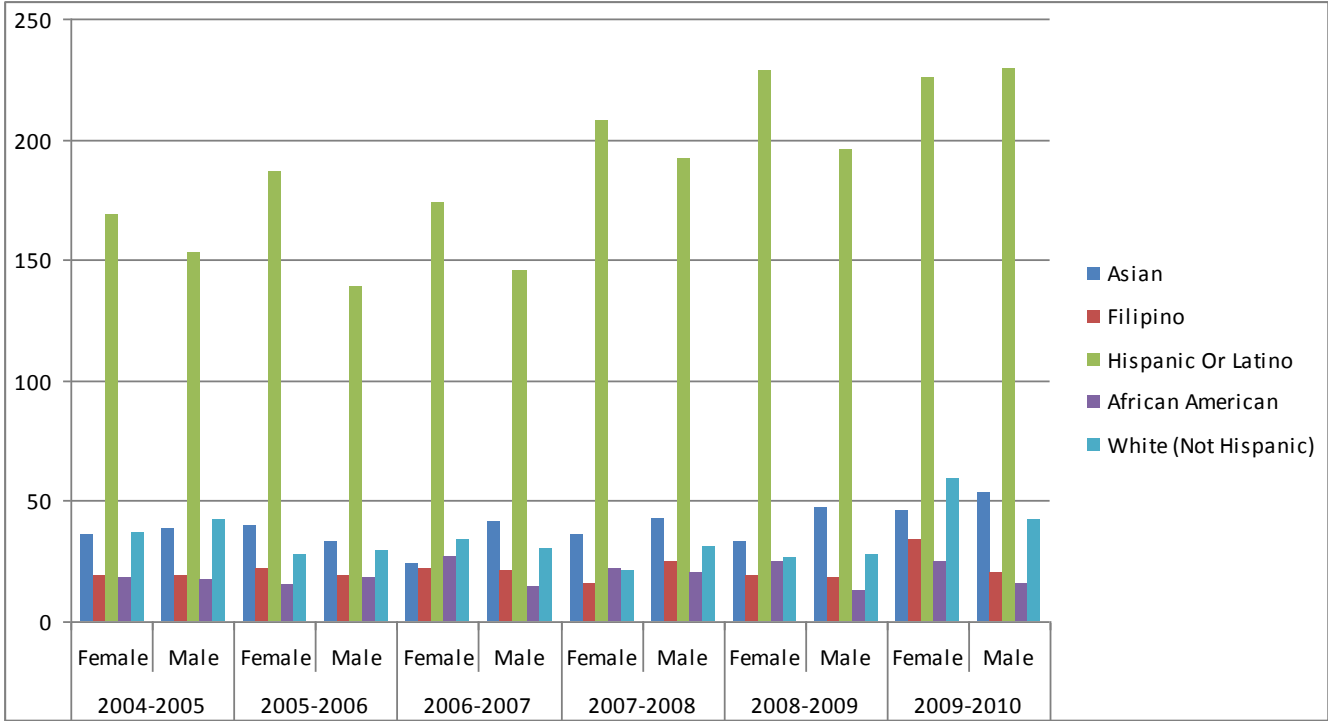
#### Dropout Rate and Graduation Rate

This table displays WCHS dropout rates and graduation rates for the most recent three-year period for which data are available.

Indicator	School West Covina High School			
	2010-2011	2009-2010	2008-2009	2007-2008
Dropout Rate	NA	0.0%	0.0%	0.1%
Graduation Rate	NA	99.2%	98.6%	99.2%

DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

### WCHS Graduates by Gender & Ethnic Designation



**Graduation Rates By Gender & Ethnicity (2006-2011)**

School Year	Gender	American Indian or Alaskan Native	Asian	Pacific Islander	Filipino	Hispanic Or Latino	African American	White (Not Hispanic)	Multiple Or No Response	Total # of Graduates
<b>2005-2006</b>	Female	0	40	0	22	187	15	28	0	292
	Male	0	33	1	19	139	18	29	0	239
	Total	0	73	1	41	326	33	57	0	531
<b>2006-2007</b>	Female	1	24	1	22	174	27	34	0	283
	Male	3	41	1	21	146	14	30	0	256
	Total	4	65	2	43	320	41	64	0	539
<b>2007-2008</b>	Female	4	36	0	16	208	22	21	0	307
	Male	1	43	1	25	192	20	31	0	313
	Total	5	79	1	41	400	42	52	0	620
<b>2008-2009</b>	Female	3	33	0	19	229	25	26	0	335
	Male	4	47	0	18	196	13	28	1	307
	Total	7	80	0	37	425	38	54	1	642
<b>2009-2010</b>	Female	0	46	3	34	226	25	59	0	395
	Male	0	53	1	20	230	16	42	0	364
	Total	0	99	4	54	456	41	101	0	759
<b>2010-2011</b>	Female									
	Male									
	Total									

(Source – CDE/Dataquest)

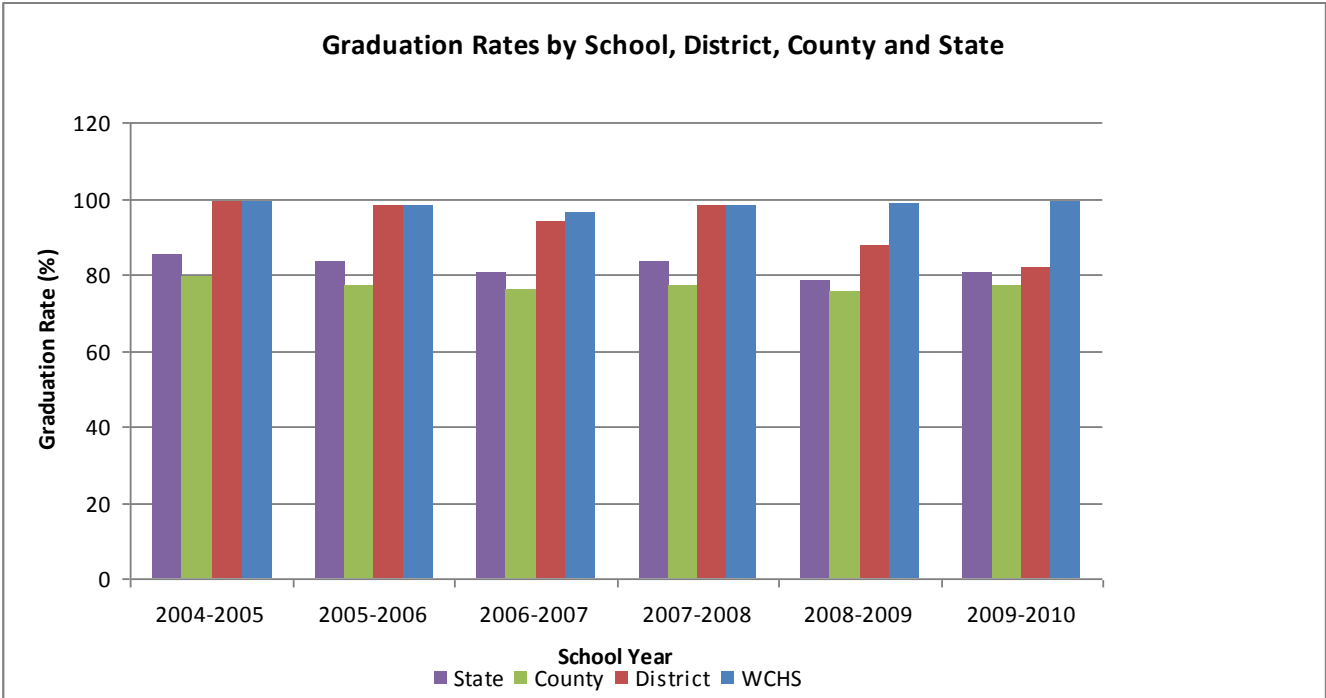
**Graduation Rates Based on NCES Definition**

	School Year					
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
<b>WCHS</b>	98.5	96.2	98.5	98.6	99.2	NA
<b>District</b>	98.2	94.0	98.2	87.8	82.1	NA
<b>County</b>	77.1	76.3	77.1	75.7	77.3	NA
<b>State</b>	83.4	80.6	83.4	78.6	80.4	NA

NCES Graduation Rate Formula:

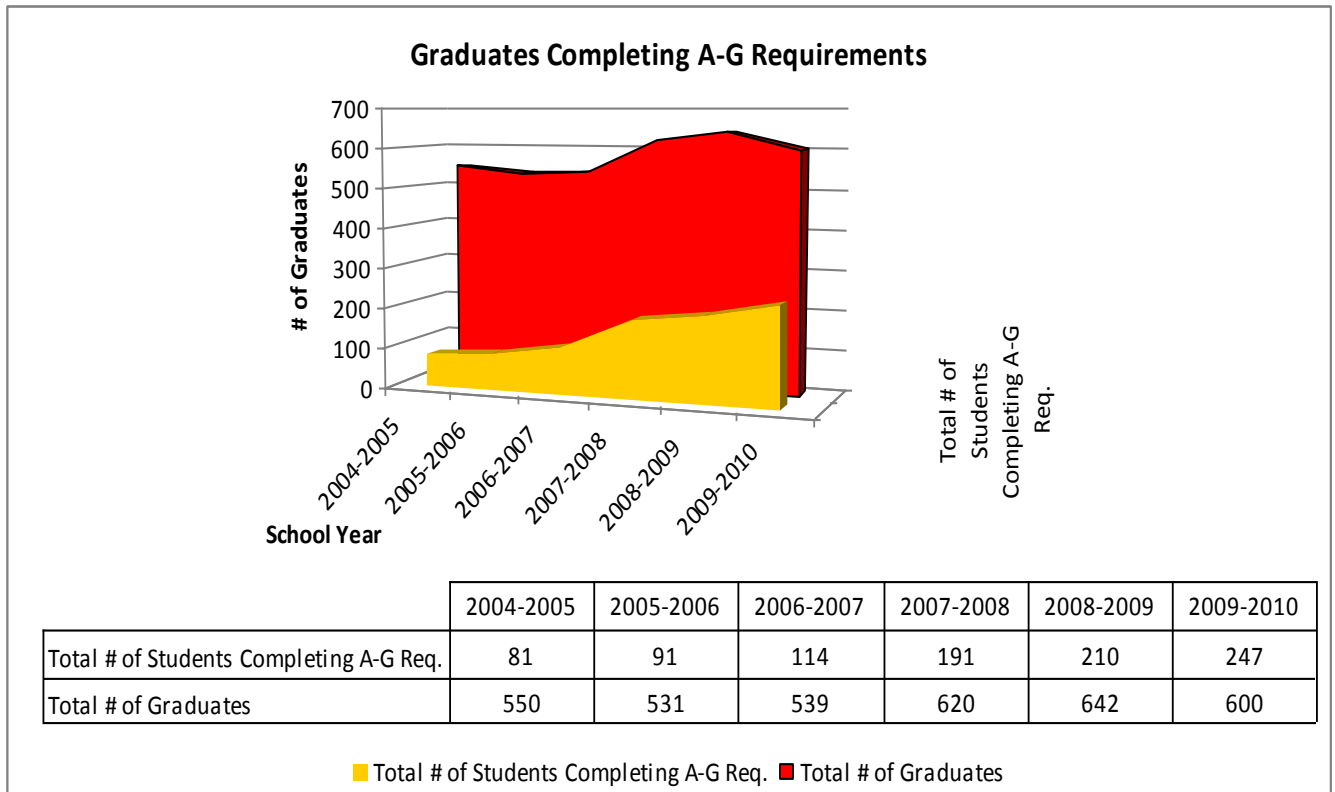
$\text{Graduation Rate (\%)} = \frac{\text{Number of Graduates (Year 4)}}{\text{Total}} \times 100$

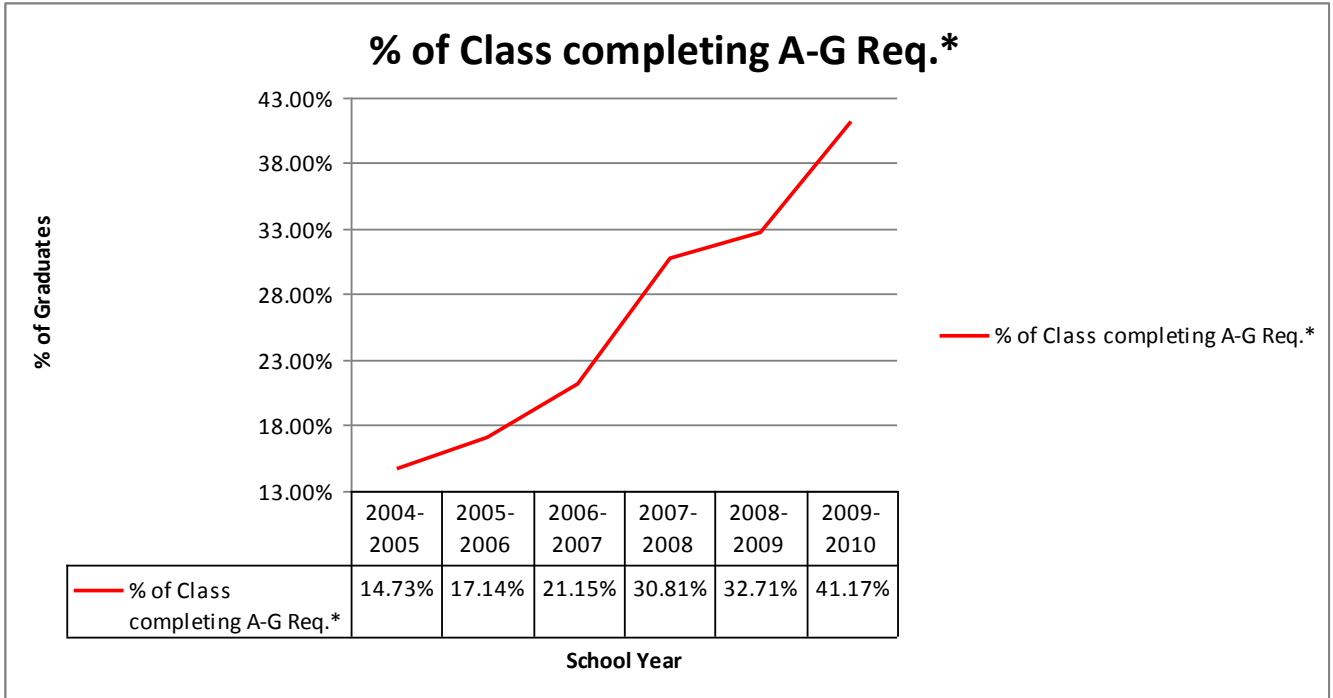
$\text{Total} = \# \text{ of Grads (Yr 4)} + \text{Gr. 9 Dropouts (Yr 1)} + \text{Gr. 10 Dropouts (Yr 2)} + \text{Gr.11 Dropouts (Yr 3)} + \text{Gr. 12 Dropouts (Yr 4)}$



**Table: Graduation Rates: Comparison of State, County, District & School**

	School Year						
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
WCHS	99.1	98.5	96.2	98.5	98.6	99.2	NA
District	99.2	98.2	94	98.2	87.8	82.1	NA
County	79.6	77.1	76.3	77.1	75.7	77.3	NA
State	85.1	83.4	80.6	83.4	78.6	80.4	NA





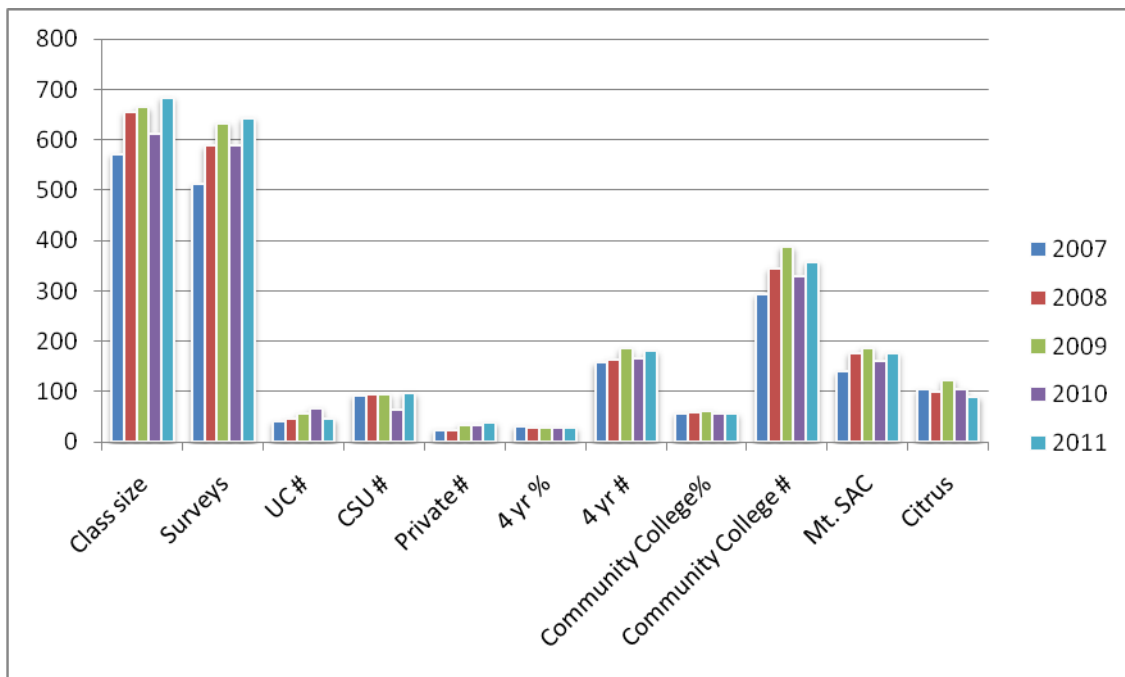
### 12<sup>th</sup> Grade Graduates Completing All Courses Required for U.C. and/or C.S.U Entrance

School Year	# of Students											% of Class completing A-G Req.*
	American Indian or Alaskan Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	Black/ African American	White (Not Hispanic)	Total Female	Total Male	Students Completing A-G Req.	Total # of Graduates	
2004-2005	0	36	0	7	29	2	7	46	35	81	550	14.73%
2005-2006	0	38	0	9	38	1	5	48	43	91	531	17.14%
2006-2007	0	34	1	13	52	4	10	67	47	114	539	21.15%
2007-2008	1	55	0	27	90	7	11	103	88	191	620	30.81%
2008-2009	2	60	0	20	103	9	16	125	85	210	642	32.71%
2009-2010	0	91	3	51	376	28	51	145	102	247	600	41.20%
2010-2011	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

(Source – CDE/Dataquest)

### Senior Survey Results

	2007	2008	2009	2010	2011
<b>Class size</b>	572	655	664	611	684
<b>Surveys</b>	511	588	633	588	643
UC #	40	45	57	67	46
CSU #	93	95	94	64	96
Private #	24	24	34	34	38
4 yr %	31	28	29	28	28
4 yr #	157	164	185	165	180
Community College%	57	58	61	56	56
Community College #	293	344	387	330	358
Mt. San Antonio	139	177	187	160	176
Citrus	104	100	123	104	89
Trade %	6	8	3.6	7	6.3
Trade #	32	45	23	43	41
Military %	2	<1	1.2	3	3.5
Military #	11	5	8	18	23
Work %	3	2	2	2.5	2.7
Work #	14	12	11	15	18
Other %	1	3	3	3	3.2
Other #	4	18	19	17	21



## CELDT Criterion Report - All Students Students Meeting CELDT Criterion

All Students 2010-2011

### Students Meeting CELDT Criterion

Grades	9	10	11	12	Total
# Students meeting criteria	12	10	17	6	45
% Students meeting criteria	31%	24%	39%	30%	31%
# tested	39	41	44	20	144

All Students 2009-2010

### Students Meeting CELDT Criterion

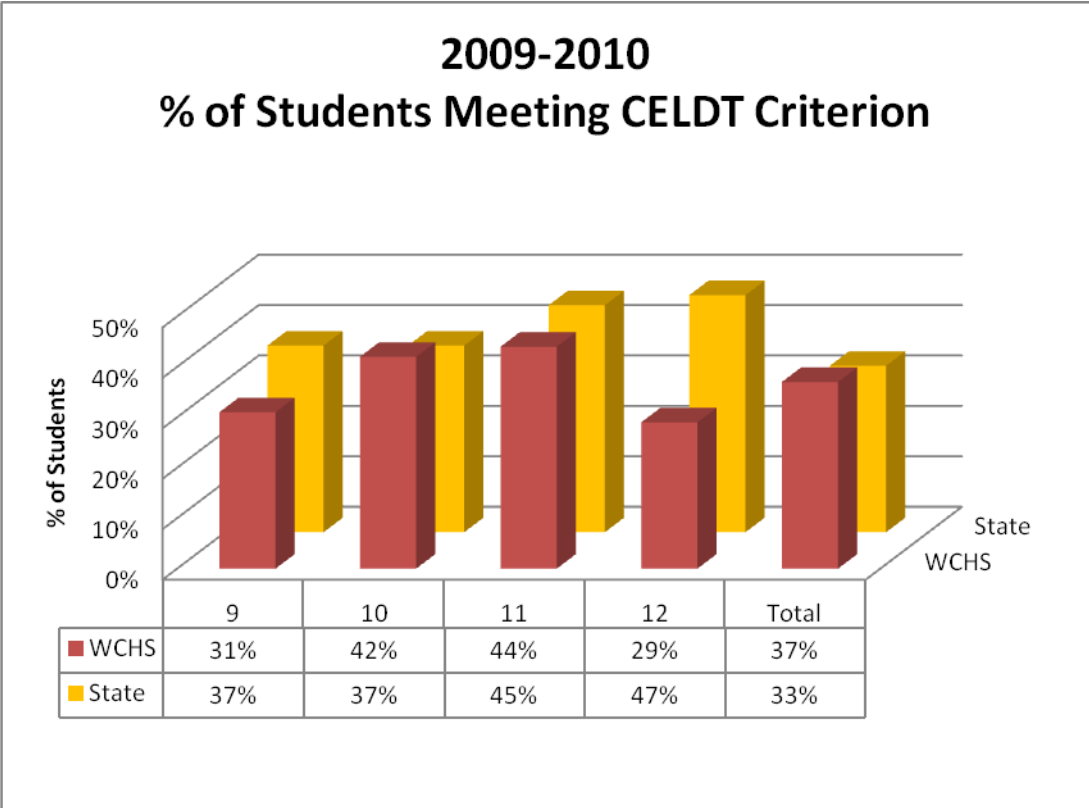
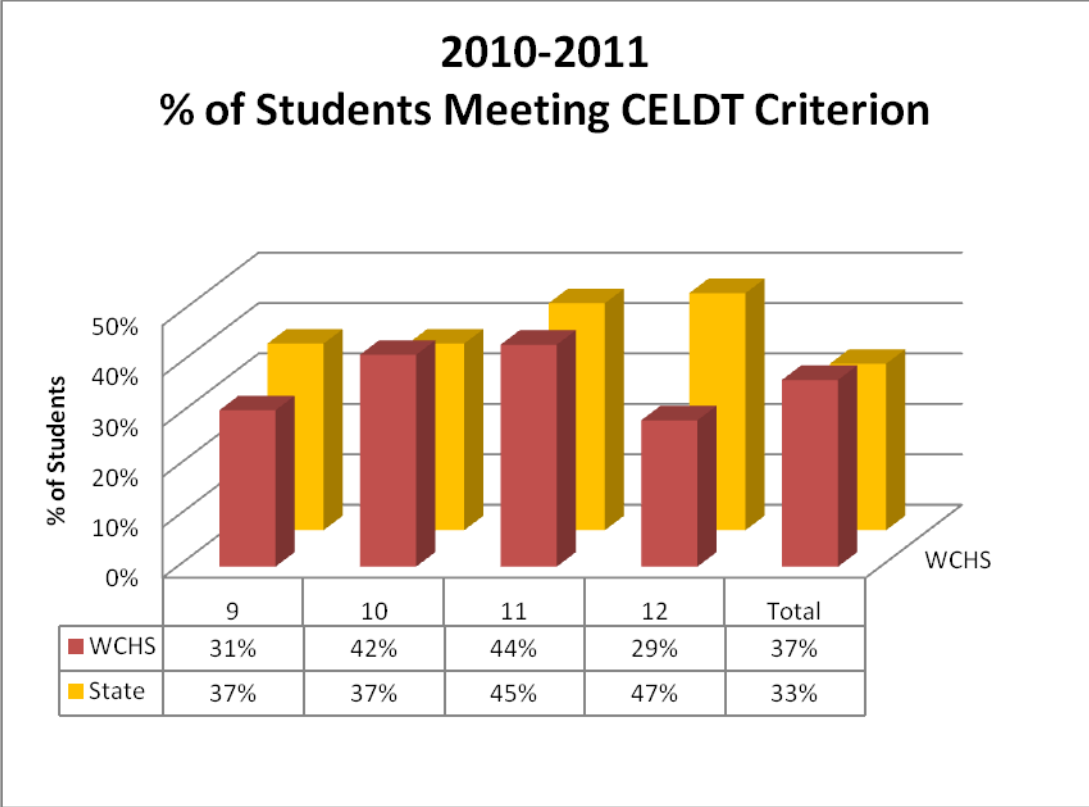
Grades	9	10	11	12	Total
# Students meeting criteria	9	26	18	8	61
% Students meeting criteria	21%	41%	46%	33%	36%
# tested	42	63	39	24	168

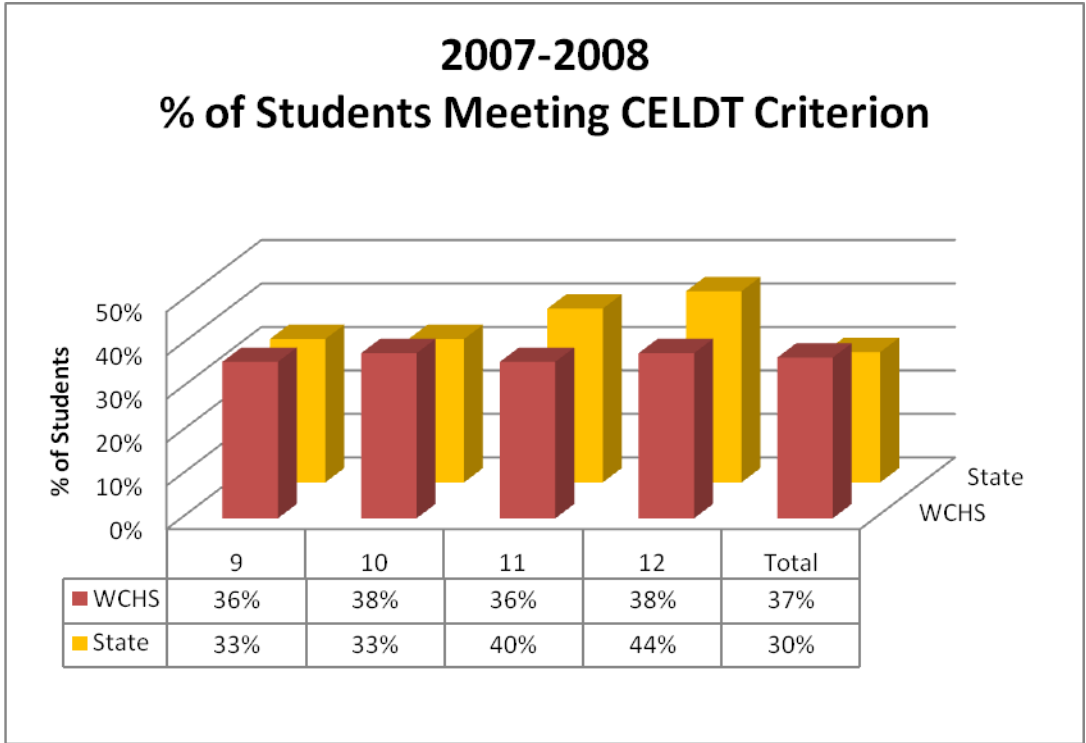
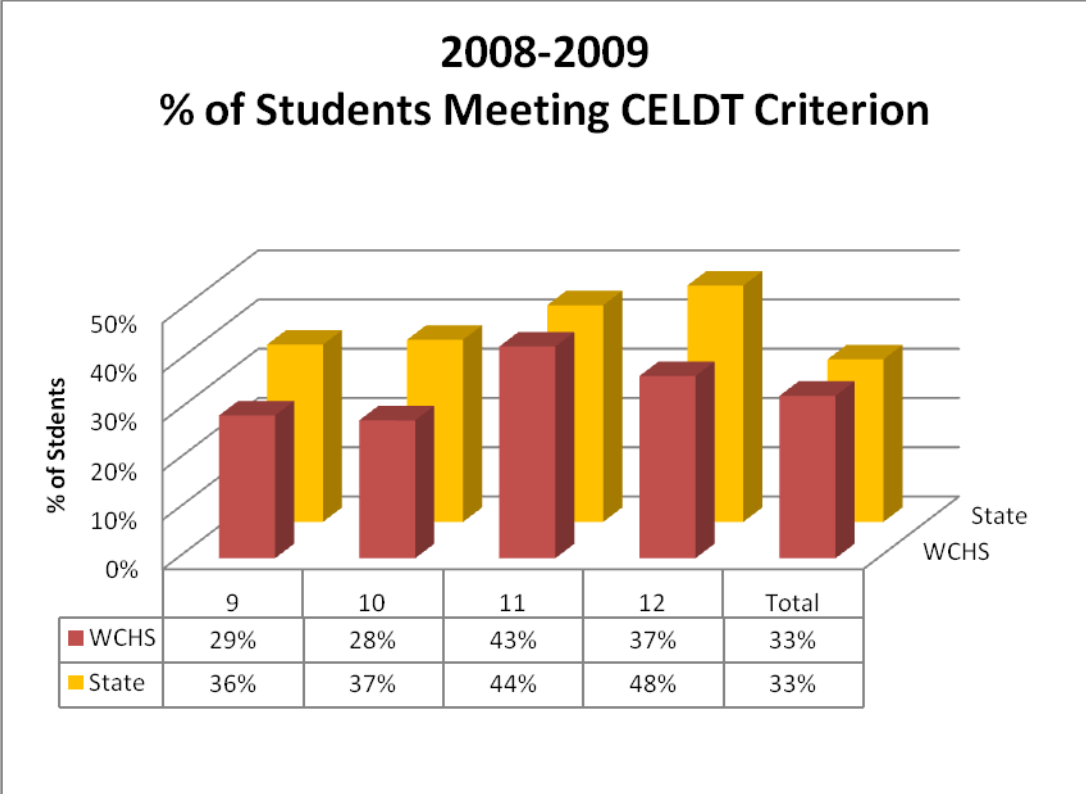
CELDT Test Results 2010-2011

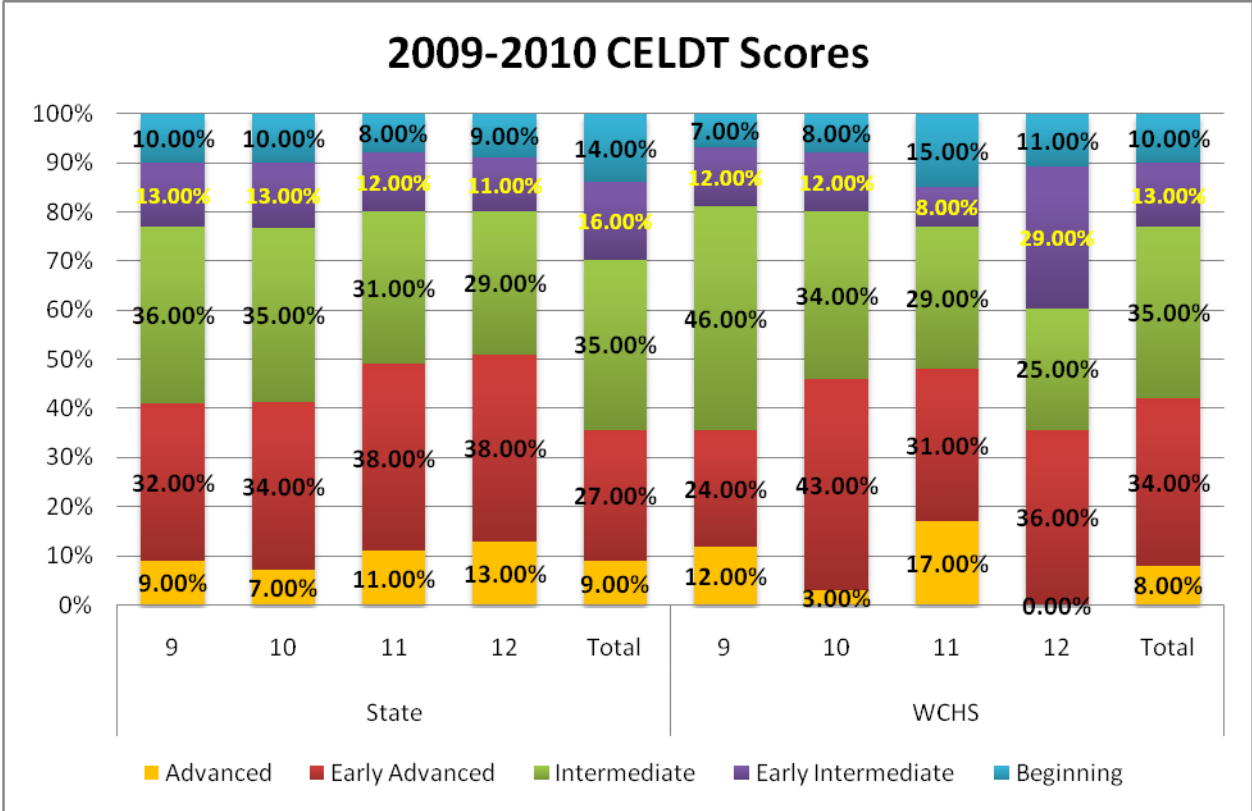
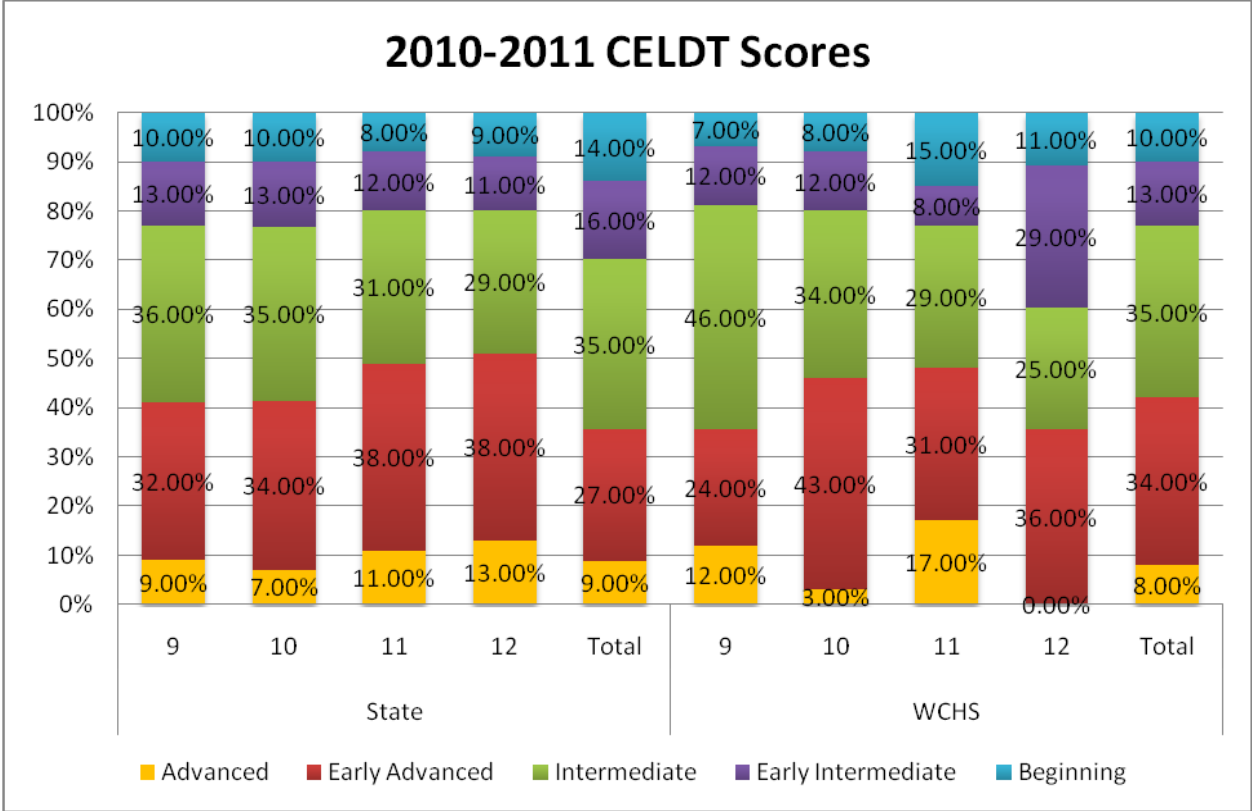
Grades	9	10	11	12	Total
Performance Levels	<b>Number and Percent of Students at Each Overall Performance Level</b>				
Advanced	3 8.0%	0 0.0%	2 5.0%	2 10.0%	7 5.0%
Early Advanced	11 28.0%	13 32.0%	18 41.0%	4 20.0%	46 32.0%
Intermediate	21 54.0%	21 49.0%	14 32.0%	8 40.0%	63 44.0%
Early Intermediate	3 8.0%	5 12.0%	8 18.0%	4 20.0%	20 14.0%
Beginning	1 3.0%	3 7.0%	2 5.0%	2 10.0%	8 6.0%
Number Tested	39 100.0%	41 100.0%	44 100.0%	20 100.0%	144 100.0%

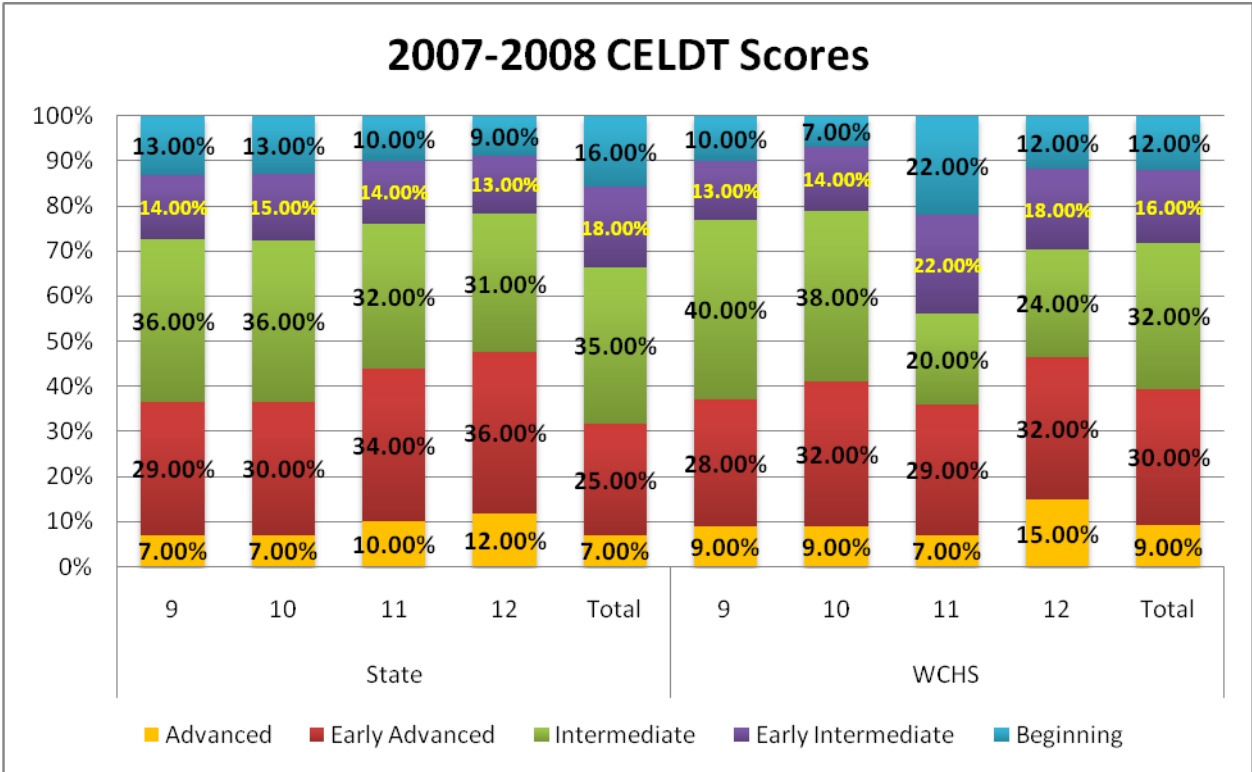
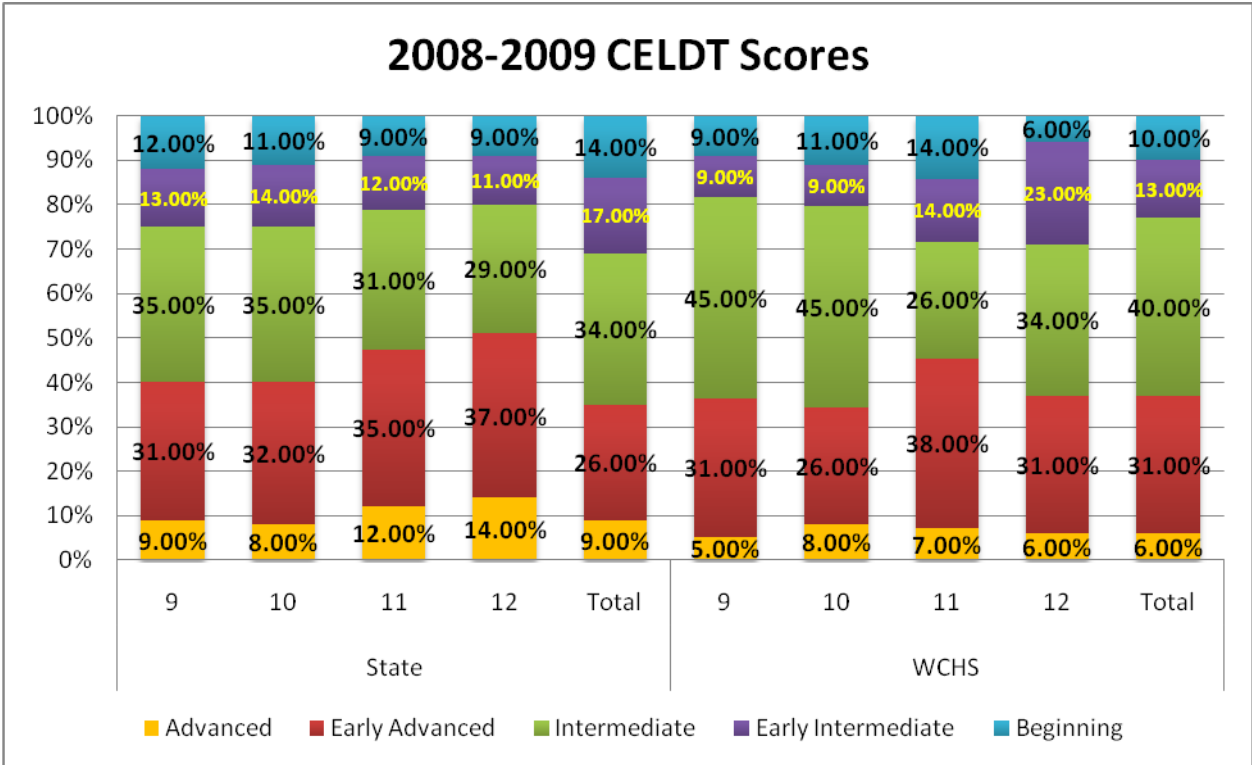
CELDT Test Results 2009-2010

Grades	9	10	11	12	Total
Performance Levels	<b>Number and Percent of Students at Each Overall Performance Level</b>				
Advanced	1 2.0%	2 3.0%	5 13.0%	0 0.0%	8 5.0%
Early Advanced	11 26.0%	27 43.0%	15 38.0%	9 38.0%	62 37.0%
Intermediate	22 52.0%	24 38.0%	12 31.0%	7 29.0%	65 39.0%
Early Intermediate	6 14.0%	8 13.0%	3 8.0%	7 29.0%	24 14.0%
Beginning	2 5.0%	2 3.0%	4 10.0%	1 4.0%	9 5.0%
Number Tested	42 100.0%	63 100.0%	39 100.0%	24 100.0%	168 100.0%





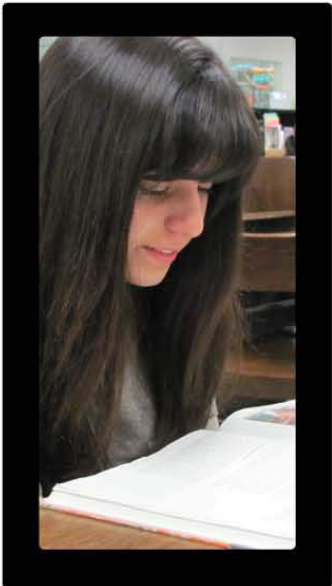




**WEST COVINA HIGH SCHOOL**



**CHAPTER II  
STUDENT/COMMUNITY PROFILE - OVERALL SUMMARY  
FROM ANALYSIS OF PROFILE DATA**



**CHAPTER II: STUDENT/COMMUNITY PROFILE - OVERALL SUMMARY**

## **Chapter II: Student/Community Profile — Overall Summary from Analysis of Profile Data**

### **Analysis of Profile Data**

West Covina High School is made up of a very diverse ethnic population which reflects that of the community. The median household income and per capita income of the citizens of West Covina, along with the community's education level, reveal a blue collar community which places great value on the education of their children. The community shows great pride in being Bulldogs; this pride is manifested in many second generation students at our school.

Student achievement at WCHS is measured in a variety of ways which include California Standards Test (CST), California High School Exit Exam (CAHSEE), SAT/ACT scores, Advanced Placement (AP) Exams, California English Language Development Test (CELDT), California Physical Fitness Test, grade distributions, and graduation rates. In addition, each department has developed common pacing guides and benchmark assessments to monitor student progress on an ongoing basis. The data from these assessments is used to drive instruction and identify students for intervention. After reviewing this data, it is evident that WCHS continues to analyze the outcomes of this data to plan for continuous improvement. This improvement is reflected in academic areas, and in extracurricular activities in which students, teachers, and parents are highly invested.

WCHS has an API of 774 which is a 23 point improvement over 2010. All statistically significant populations at WCHS have shown improvement in their API, and they score significantly higher than the same populations at the state level.

WCHS graduates almost all of its senior class with an average graduation rate of 98% in the last five years. The amount of graduates at WCHS exceeds the county total by 23% and the state total by 20%. In the last 3 years, over 83% of sophomores pass the CAHSEE for math, and over 85% pass the CAHSEE for English Language Arts. These passing rates are greater than the district, county and state levels for both the three year average and each individual school year for the last three years. In the 2010-2011 school year there was a significant increase in 10<sup>th</sup> grade CAHSEE pass rates in math and English to 88% and 89%, respectively.

College Preparatory Mathematics (CPM), Lesson Studies, literacy across curriculum, detailed benchmark analysis, and calibration across curriculum are some methods that WCHS wishes to expand to address the needs identified by student performance data analysis.

### **Analysis of Perception Data (Surveys)**

The analysis of perception data reveals that stakeholders consider that West Covina High School offers a wide variety of after-school sports activities, special interest groups, clubs and/or extracurricular activities. Across the board, all respondents felt that WCHS offers a wide array number and varied of extracurricular activities. Twenty-percent of the teachers do not feel these activities, though, are adequately funded.

An interesting finding was that both teachers and students feel that students are not

motivated to learn. Exactly one third (33.3%) of all teachers and 37.3% of all students concur with that statement. Motivating students to become life-long learners and have a passion for learning is an area that may need to be evaluated.

Both students and their parents believe that WCHS offers classes that are challenging. Both groups feel that their teachers are well prepared and knowledgeable. Parents and students believe that overall, the school is preparing them well for college or a career after high school. Parents and students also feel they have good availability of computers and are given sufficient opportunities to improve their various academic skills (reading, writing, problem solving and evaluating, etc.).

Parents feel that there could be more collaboration among parents, students, and staff to develop and monitor students' personal learning plans. Parents and students also feel they understand the discipline policy that the school has in place; but while they understand the policy, there is a number of the students who do not feel it is fair or consistently applied.

The results of the surveys also indicate that there is a disagreement on school safety. More parents and students disagree with teachers when asked if the school is safe and orderly. Parents and students feel that the school and its facilities are not well maintained. Another area of student and parent discontent is with regard to the communication from staff with both groups. Both were critical of the way administration is available for both groups. Parents were also critical of the school's counselors. In addition, parents and students were also more likely to disagree that teachers return corrected papers and grades in a reasonable time.

Communication is also a big concern for all groups whether it concerns general communication from administration or concerning academic progress of the students. A number of students felt that their needs were not being listened to by administration or ASB. Students felt a lack of respect from the staff – a view shared by an increased level of their parents. Teachers, on the other hand, were more likely to say that the administration treats the students fairly. Teachers felt that they had inadequate opportunities to collaborate with other departments even though they generally felt that they communicated well with their own. The teachers, the students, and parents believe that communication with administration could be improved (this ranked highest in total disagreement) In addition, parent, student, and teacher survey responses support the need to be treated more fairly by the administration.

Surveys reflect that approximately one quarter of teachers do not feel respected or appreciated. This may account partially for a little over a third of teachers feeling that staff morale is lacking. Almost a third of teachers do not feel that all departments have a standardized grading policy. A little over a quarter of teachers (28.3%) would like staff development to be more practical and meaningful.

Teachers are generally more positive about curriculum development feeling that it is flexible and responsive to the needs of their students. They feel that their pacing guides reflect the state standards and they are able to make instructional decisions and changes based on assessments and that their departments review and adjust curriculum yearly. The other two items that the teachers were generally positive about was concerning the resource police officer and the drug dog, finding both helpful. The City of West Covina will not be able to provide WCHS with a resource officer. The school and the district will do what they can to bring this support back.

The survey was a useful tool for gauging all the stakeholders of a school community's

views on various subjects and shed some light on areas of improvement. One area that needs improvement on the survey is how to greatly improve the response rate from the parents and community.

**Critical Academic Need #1**

**There is a need for WCHS students to improve performance in mathematics.**

The goal of WCHS is to increase the amount of students who are proficient in core subjects including mathematics. In mathematics, we have identified a need to move more students from the Below Basic and Far Below Basic bands into the Basic and higher categories. In addition, a sustain effort is in place to ensure that students pass CAHSEE in their 10<sup>th</sup> grade. *Data shows that the percentage of students performing in the lower bands, FBB-BB, is higher in Algebra I and in General Math than in Algebra II and Geometry. This data also shows that this trend does not seem to change over time. Therefore, our goal of moving kids up bands in the areas of Algebra I and General Math seems to be appropriate. There is also an increasing trend of students enrolling in Geometry, but a drop in enrollment in Algebra II.*

**Critical Academic Need #2**

**There is a need for WCHS students to improve performance in ELA**

Continual improvement in a subject area that is part of core curriculum is a universal educational goal that has been embraced at WCHS. Analysis of CST and CAHSEE test data has shown a need to elevate students in the lowest category up at least one level of proficiency to improve their chances of passing the CAHSEE and going on to graduate. From interview data, a need for a more cohesive, school-wide program has been suggested and implemented through a school-wide literacy focus that emphasizes academic vocabulary, AVID methodologies, and Thinking Maps.

**Critical Academic Need #3**

**There is a need to improve the performance of our significant subgroups, specifically English Language Learners (ELs) and Students With Disabilities (SWD)**

WCHS's goal is to empower *all* students through their educational experience at this school. This goal requires an identification of those sub-groups that are not having their academic needs addressed adequately. Reaching English Learners and Students with Disabilities is a challenge requiring a commitment of all stakeholders to make these students successful by giving them the academic skills to meet the challenges they face in the school environment. WCHS has recognized that there is a significant gap in the performance of these two sub-groups than compared to the rest of the school population and the need to improve the performance if these sub-groups in the CST, CAHSEE and CELDT exam.

**Critical Academic Need #4**

**There is a need to engage and involve all stakeholders in the learning process.**

The staff and students at a school are just part of the unit of people that contribute to the learning process. Parents and the community represent another important part of the team of stakeholders that contribute to the learning environment at the school and can affect the student’s education in a positive way. When all groups of stakeholders are working in tandem, the student’s educational experience can be noticeably enriched.

Communication is a very important part of engaging the stakeholders in the educational process. All stakeholders need to be aligned as to the status of individual student progress, school-wide learning goals and outcomes. To accomplish this, a consistent and effective system of communication is essential. Regular home-school communication and the opportunity for increased involvement via school governance groups are ways to increase the involvement of parents and the community at WCHS. Increased parent and community participation is sought in the School Site Council, English Language Advisory Committee, Parent-Teacher groups, WASC Professional Development, and booster groups of the school’s clubs and athletics.

WCHS has recognized the need to improve on the way it involves all stakeholders in the educational process and increase participation in these governance groups.

Sources of Data	Key Findings and Interpretation
<p><b>API Demographic Subgroup Data</b></p>	<p><b>Data from 2005-2009 reflects the following:</b></p> <ul style="list-style-type: none"> <li>•The African American subgroup increased their API from 665 in 2005 to 712 in 2006. However, in the last three years the API of this subgroup went from 712 in 2006 to 691 in 2008.</li> <li>•The Hispanic subgroup continues to increase their API even though it experienced a setback in 2007-2008.</li> <li>•The API of students with disabilities has increased 84 points from 2005 to 2009.</li> </ul> <p><b>The English Language Learners’ API has dropped 115 points over the last three years.</b></p> <p><b>Questions Raised by Data:</b></p> <ul style="list-style-type: none"> <li>•What intervention or support programs can WCHS put in place to assist student subgroups who are not meeting their API target?</li> <li>•What intervention and support was provided to SWD to help improve their API score that could be used by other subgroups to achieve similar success?</li> </ul>
<p><b>CST ELA Subgroup Data</b></p>	<ul style="list-style-type: none"> <li>•10<sup>th</sup> grade I-FEP, R-FEP and FEP students are the groups showing continual improvement over the last 4 years.</li> <li>•ELD Data from 2007 to 2010 shows fluctuation but does not show</li> </ul>

	<p>continuous improvement.</p> <p><b>Questions Raised by Data:</b></p> <ul style="list-style-type: none"> <li>•What steps can WCHS perform to support the ELD program to achieve consistent and continuous improvement?</li> <li>•Data for the Students with Disabilities subgroup shows significant improvement in the last three years for grades 9 and 11. However, grade 10 shows a consistent decline in the number of students in the advanced and proficient bands.</li> </ul> <p><b>Questions Raised by Data:</b></p> <ul style="list-style-type: none"> <li>•What specific strategies have been effective in the improvement in grades 9 and 11 that could be used to help students in 10<sup>th</sup> grade achieve similar success?</li> </ul>
<p><b>English Language Learners Re-designation Data</b></p>	<ul style="list-style-type: none"> <li>•The percentage of students re-designated FEP at WCHS has been greater than the amount re-designated at the state level for the past three years. However, this amount is not greater than the amounts re-designated at the district.</li> </ul> <p><b>Questions Raised by Data:</b></p> <ul style="list-style-type: none"> <li>•How can WCHS support English Language Learners to successfully meet all the elements of the re-designation criteria, especially in the areas of speaking and writing?</li> </ul>
<p><b>CST Algebra 1 Data</b></p>	<ul style="list-style-type: none"> <li>•WCHS has increased the number of students in the Advanced and Proficient strands. However, we are still significantly below state average in these two strands.</li> <li>•The percentage of students in the far below basic strands has decreased 8% since 2007, but we have a higher percentage of students in this strand than the state average.</li> </ul> <p><b>Questions Raised by Data:</b></p> <ul style="list-style-type: none"> <li>•How can WCHS continue to move students from the far below basic, and below basic strands to higher bands, and continue to increase the number of students in the proficient and advanced strands?</li> <li>•What curriculum materials, and support materials are available to support students in this process?</li> <li>•What professional development opportunities are available to support teachers to achieve these goals?</li> </ul>
<p><b>CST Geometry Data</b></p>	<ul style="list-style-type: none"> <li>•The percentage of students scoring in the advance strand dropped 5% from 2009 to 2010. In spite of this, WCHS is close to the state’s average in this strand.</li> <li>•Even though WCHS has a lower percentage in the Far Below Basic strand, it has 4% more in the below basic strand than it did in 2007.</li> <li>•The number of 10 and 11 grade students tested in geometry has increased, while the number of 9 grade students tested has decreased.</li> </ul>

	<p><b>Questions Raised by Data:</b></p> <ul style="list-style-type: none"> <li>•What has caused the increased number of 10 and 11 grade students in geometry?</li> <li>•How can WCHS continue to move students from the far below basic, and below basic strands to higher bands, and continue to increase the number of students in the proficient and advanced strands?</li> <li>•What curriculum materials, and support materials are available to support students in this process?</li> <li>•What professional development opportunities are available to support teachers to achieve these goals?</li> </ul>
<p><b>CST Mathematics Subgroup Data</b></p>	<ul style="list-style-type: none"> <li>•Even though there is a noticeable improvement in the scores for 2009, the percentage of African American and Hispanic students scoring Advanced and Proficient in mathematics, is significantly less than the percentage of Asian and Filipino students.</li> <li>•There is a noticeable drop in the percentage of Asian students scoring advanced and proficient from 2009 to 2010 in Algebra I.</li> <li>•There is a 7% improvement of Hispanic students scoring proficient and advanced in Algebra I from 2009 to 2010. CST data also shows that Hispanic students have had an 11% improvement in Algebra II from 2007 to 2010. However, this subgroup has not improved in Geometry.</li> <li>•The African American subgroup has improved in Geometry but has not shown improvement in Algebra I and in Algebra II</li> </ul> <p><b>Questions Raised by Data:</b></p> <ul style="list-style-type: none"> <li>•How can WCHS continue to support all subgroups to close the achievement gap in mathematics among ethnicities?</li> <li>•How can WCHS help all subgroups to develop better skills in Algebra I and geometry while maintaining the rigor students will need for college?</li> </ul>
<p><b>CST Mathematics Special Population Data</b></p>	<ul style="list-style-type: none"> <li>•The percentage of I-FEP students who score advanced and proficient show a noticeable improvement in Algebra I, Algebra II and in Geometry from 2009 to 2010.</li> <li>•The percentage of EL students who score proficient or advanced have made improvements in Algebra 2, but has decreased in Algebra 1 and Geometry.</li> </ul> <p><b>Questions Raised by Data:</b></p> <ul style="list-style-type: none"> <li>•Can the AVID program help the English Language Population who qualifies for the program? How can AVID methodologies help ELLs improve in mathematics?</li> <li>•What other interventions can be put in place to support ELLs in mathematics?</li> </ul>
<p><b>CST Algebra II Data</b></p>	<ul style="list-style-type: none"> <li>•The number of 9th grade students tested for Algebra II has significantly</li> </ul>

	<p>increased from 2007 to 2009. The number of students tested overall has increased as well.</p> <ul style="list-style-type: none"> <li>•The percentage of WCHS students in the far below basic is lower than the state average.</li> <li>•The percentage of WCHS students in the below basic strands is higher than the state’s average.</li> <li>•The percentage of WCHS students scoring in advanced and proficient in Algebra II is noticeable higher than the percentage of students in Algebra I and Geometry.</li> </ul> <p><b>Questions Raised by Data:</b></p> <ul style="list-style-type: none"> <li>•How can WCHS continue to move students from the far below basic, and below basic strands to higher bands?</li> <li>•Why are students performing better in Algebra II than in Algebra I and Geometry? How can WCHS identify the methods that are being used in Algebra II to improve the performance of Algebra I and Geometry students?</li> </ul>
<p><b>CST Science Data</b></p>	<ul style="list-style-type: none"> <li>•Life Science and Earth Science percentages for the advanced and proficient strands have increased. Life Science Advanced strand increased from 9% in 2007 to 20% in 2010. However, there is no significant improvement in the below basic and far below basic strands.</li> </ul> <p><b>Questions Raised by Data:</b></p> <ul style="list-style-type: none"> <li>•What is contributing to the increase in the advanced and proficient strands? Once identified, can similar steps be taken to improve the percentages in the below basic and far below basic strands?</li> </ul>
<p><b>CST Biology Data</b></p>	<ul style="list-style-type: none"> <li>•WCHS has increased the percentage of students in the advanced and proficient strands. It has also significantly decreased the percentage of students in the below basic and far below basic strands. WCHS percentages are above state in all strands.</li> </ul> <p><b>Questions Raised by Data:</b></p> <ul style="list-style-type: none"> <li>•What methods are being used in biology that could promote similar results in other science courses?</li> </ul>

<p><b>CST Chemistry Data</b></p>	<ul style="list-style-type: none"> <li>•WCHS has not made significant improvements in the below basic and far below basic strands since 2007.</li> <li>•Hispanic and African American subgroups score significantly lower than Asian and Filipino students.</li> </ul> <p><b>Questions Raised by Data:</b></p> <ul style="list-style-type: none"> <li>•What can be done to raise the achievement level of all students in chemistry, especially for the Hispanic and African American subgroups?</li> <li>•What strategies and interventions can be used to improve students' performance in chemistry?</li> </ul>
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<p><b>CST Physics Data</b></p>	<ul style="list-style-type: none"> <li>•WCHS has significantly increased the percentage of students in the advanced and proficient strands since 2007. The percentages in the below basic and far below basic are better than the state's.</li> <li>•The number of male students taking physics has increased since 2007 and the number of female students has doubled.</li> <li>•The number of Hispanic students taking physics has also increased since 2007</li> </ul> <p><b>Questions Raised by Data:</b></p> <ul style="list-style-type: none"> <li>•How can the progress made in physics be maintained and built upon?</li> <li>•How can we ensure that all ethnicities have equal access to AP physics?</li> </ul>
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<p><b>CST US History Data</b></p> <p><b>CST World History Data</b></p>	<ul style="list-style-type: none"> <li>•Data reflects a lower percentage of students in the below basic and far below basic strands. In addition, there is an increase in the percentage of students in the proficient and advanced bands. Overall, US History data reflects a noticeable improvement from 2007-2010.</li> <li>•Even though the percentages in some achievement bands WCHS is doing better than the state, world history percentages do not reflect an improvement. In 2007, the percentage of students in the far below basic was 17% and in 2010 it is 24%.</li> <li>•Males are scoring significantly higher than females in US and world history.</li> <li>•African American, and Hispanic students are scoring noticeably lower than Filipino and Asian Students.</li> </ul> <p><b>Questions Raised by Data:</b></p> <ul style="list-style-type: none"> <li>•What steps have contributed to the improvement of CST scores in US history that could produce the same improvement for World History scores?</li> </ul>
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	<ul style="list-style-type: none"> <li>•Why are males scoring higher than females on both US and world history? What strategies can be implemented to balance this inequality?</li> <li>•What type of support or interventions can be provided to African American and Hispanic students to address the disparity in performance of these subgroups?</li> </ul>
<p><b>CAHSEE Math Data</b></p>	<ul style="list-style-type: none"> <li>•WCHS passing percentage in math has been higher than the state’s with a higher percent in 2007-2008 and 2008-2009 school years.</li> </ul> <p><b>Questions Raised by Data:</b></p> <ul style="list-style-type: none"> <li>•What interventions, support materials, and review activities could be implemented to improve the performance of all students on the mathematics component of the CAHSEE?</li> </ul>

<p><b>CAHSEE ELA Data</b></p>	<ul style="list-style-type: none"> <li>•Data from the last three years reveals that WCHS’ passing percentage of the CAHSEE in the ELA section was the highest in 2008 compared to the state’s.</li> </ul> <p><b>Questions Raised by Data:</b></p> <ul style="list-style-type: none"> <li>•What activities, strategies and methods were used in 2008 to improve the passing percentage of the CAHSEE ELA in 2008 that could be put in place to produce similar results on a consistent basis?</li> </ul>
<p><b>CAHSEE Ethnicity Subgroup Data</b></p>	<ul style="list-style-type: none"> <li>•In the last three years, the white subgroup scored above state only in the 2008-2009 school year. From the 2008-2009 school year to the 2009-2010 school year, the male subgroup percentage dropped again in ELA and math.</li> <li>•The Hispanic subgroup percentage dropped in math from 83% to 78% compared to the 2008-2009 percentages.</li> <li>•The African American subgroup percentage dropped in math from 91% to 79% compared to the improvements made 2008-2009.</li> <li>•The 2008-2009 percentages of subgroups show great improvement compared to the 2007-2008 results. However, the results from 2009-2010 reflect a decline in the percentages.</li> </ul> <p><b>Questions Raised by Data:</b></p> <ul style="list-style-type: none"> <li>•What activities, strategies and methods were used to improve the passing percentages of all subgroups in 2008 on the CAHSEE ELA and mathematics sections that could be put in place to produce similar results on a consistent basis?</li> <li>•What can be done to close the achievement gap of Hispanics, and African Americans?</li> <li>•What interventions were implemented in the 2008-2009 school year to produce an improvement from 68% to 91% in the CAHSEE math for the African American subgroup? How can these results be replicated on a consistent basis?</li> </ul>
<p><b>CAHSEE English Learner Subgroup Data</b></p>	<ul style="list-style-type: none"> <li>•Data from the last three years shows improvement year after year on the percentage of English language learner students passing the ELA section of the CAHSEE.</li> <li>•Data of the Re-designated Fluent-English Proficient (RFEP) Students shows a slight drop of 3% in Math and in ELA from 2008 to 2009.</li> </ul> <p><b>Questions Raised by Data:</b></p> <ul style="list-style-type: none"> <li>•What strategies, activities and methods have been the most effective in improving the scores of English Language Learners in the ELA section of the CAHSEE?</li> <li>•How can these strategies be used to help R-FEP Students improve their ELA and Math scores on a consistent basis?</li> </ul>
<p><b>CAHSEE Students</b></p>	<ul style="list-style-type: none"> <li>•WCHS students with needs are scoring better than that state in both the</li> </ul>

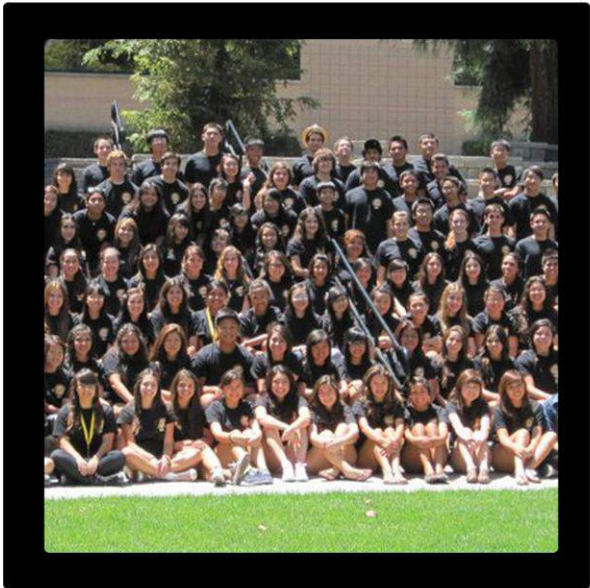
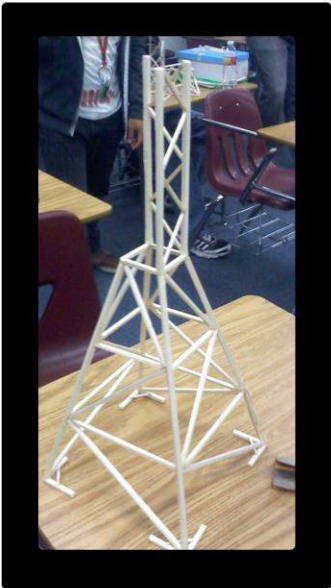
<p><b>With Needs</b></p>	<p>ELA and math section of the CAHSEE.</p> <ul style="list-style-type: none"> <li>•Data of students with needs from the last three years shows an improvement in the passing percentage in the CAHSEE ELA section.</li> <li>•There is a drop in the percentage of students passing the math section of the CAHSEE.</li> </ul> <p><b>Questions Raised by Data:</b></p> <ul style="list-style-type: none"> <li>•What strategies are being used to help students improve their scores in the ELA section of the CAHSEE that could be used to improve their math scores as well?</li> </ul>
<p><b>CAHSEE Socio-economically Disadvantaged subgroup</b></p>	<ul style="list-style-type: none"> <li>•From 2008 to 2009, there is a drop of 5% in the percentage of socio-economically disadvantaged students passing the math and ELA sections of the CAHSEE.</li> </ul> <p><b>Questions Raised by Data:</b></p> <ul style="list-style-type: none"> <li>•How can WCHS help students of this subgroup improve their CAHSEE scores?</li> </ul>
<p><b>CELDT Testing Data</b></p>	<ul style="list-style-type: none"> <li>•The analysis of the percentages for WCHS ELD students' progress show mixed results. For example, students who started in 2006 and graduated in 2010, show a tendency to move down bands instead of moving up as they progress through the ELD program. In addition, significant decreases are apparent in the percentage of students rated advanced in grades 11 and 12 compared to the percentage of 9 and 10 grade students who had started already in higher achievement bands.</li> <li>•Students who started in 2007 in the intermediate band seem to be making positive progress to the advanced level. However, a noticeable increase in the amount of students in the beginning band is apparent.</li> <li>•Overall, less students met CELDT criterion in 2009-2010 than in 2006-2007. There was a significant drop in the percentage of students that met the CELDT criteria in their senior year in comparison to the amount that met the criterion as freshmen.</li> </ul> <p><b>Questions Raised by Data</b></p> <ul style="list-style-type: none"> <li>•How can WCHS support students to continue to move beyond the intermediate and early advanced levels to the advanced level?</li> <li>•What steps can WCHS take to make consistent improvement as the students progress through the ELD program?</li> </ul>

<p><b>AP and Honors Courses</b></p>	<ul style="list-style-type: none"> <li>•The number of AP courses offered at WCHS has increased.</li> <li>•The number of students taking honors and AP courses has significantly increased in the last three years.</li> <li>•The number of students scoring 3 or better on the AP exam has significantly increased.</li> </ul> <p><b>Questions Raised by Data</b></p> <ul style="list-style-type: none"> <li>•How can WCHS maintain the progress it has made in this area as it continues to provide challenging and rigorous classes that meet College Board criteria?</li> </ul>
<p><b>UC and CSU Schools Enrollment</b></p>	<ul style="list-style-type: none"> <li>•The total number of graduates has increased as well as the number of students meeting A-G requirements.</li> <li>•The percentage of graduates meeting A-G requirements has increased in the last five years. However, only one out of three graduating students meet A-G requirements.</li> <li>•A lower percentage of English Language Learners are meeting A-G requirements.</li> </ul> <p><b>Questions Raised by Data</b></p> <ul style="list-style-type: none"> <li>•How can WCHS help students of all subgroups meet A-G requirements?</li> <li>•Is it reasonable to expect more of our students to meet A-G requirements? If so, what resources or interventions are available to support students in achieving this goal?</li> <li>•How can WCHS continue to equally support all ethnic subgroups to meet A-G requirements?</li> </ul>

**WEST COVINA HIGH SCHOOL**



**CHAPTER III  
PROGRESS REPORT**



**CHAPTER III: PROGRESS REPORT**

## Chapter III: Progress Report

### Chapter 3 Progress Report

West Covina High School received a six year accreditation by the Western Association of Schools and Colleges in the 2004-2005 school year with a midterm review visit in 2007-2008. Over the past few years, WCHS has made every effort to use the Focus on Learning process and the action plan as the map for school improvement. Since the last accreditation in 2005, WCHS has had three different principals and most of the administrative team has changed. Maintaining continuity in leadership has been a struggle due to this turnover. It is admirable that in spite of this challenge, the site leadership team consisting of department chairpersons and the appropriate stakeholders, including the School Site Council, have managed to monitor the implementation of the action plan. WCHS staff has continued to move forward to the best of their ability, and in the process, achieved admirable and considerable success.

WCHS with an API of 774 has made a 45-point improvement over the last five years. All of the statistically significant populations at WCHS show improvement in their API, and they score significantly higher than the same populations at the state level. Students with disabilities exceed API growth at the state level by 5 points.

We take great pride in that WCHS graduates almost all of its senior class with an average graduation rate of 98% in the last five years. The amount of graduates at WCHS exceeds the county total by 23% and the state total by 20%. Last year, 88% of sophomores passed the CAHSEE for math, and 89% passed the CAHSEE for English Language Arts.

Student performance data analysis has guided our departments to implement CPM (College Preparatory Math), Lesson Study, benchmarks, common pacing guides, and identify the need for calibration. We believe that these steps, in addition to a more focused professional development plan, will help us to continue improvement, and to successfully address and meet the needs of our students.

#### *Procedures for Implementing and Monitoring the Action Plan*

It is the intention of the current administration to ensure that the proper process for the implementation of the action plan is effectively followed and administered. The administrative team is currently working to ensure that there is complete alignment between the Single Plan for Student Achievement (SPSA) and the WCHS WASC Action Plan. It is also the goal of administration to keep the Leadership Team and all stakeholders involved in the annual review and revision process of the SPSA to guarantee successful school improvement. Through a more deliberate and transparent process, administration wants to meet with leadership every year to discuss progress towards our action plans, and prepare for the following years accordingly. Currently, the execution of the various aspects of the action plan pertinent to each department continues to be discussed during Content Round Tables (CRT), department meetings, and staff meetings.

## **Follow-up Process: Progress on School-wide Action Plan**

The progress on the 2004-2005 WCHS Action Plan was a collaborative endeavor among all stakeholders. A diligent effort was made to ensure that all stakeholders were involved and participated in the Focus on Learning Process. Data was carefully analyzed to identify areas of strength and areas of need. Critical academic needs were identified and an action plan was developed. With the help of previous WCHS WASC coordinators and stakeholders, WCHS continues to monitor and execute the school-wide action plan.

The WASC visiting team in 2004 identified the following critical areas of follow up:

1. Identification and development of additional vertical teams within content areas and in cross-curricular disciplines.
2. The refinement of data collection, analysis, training and reporting strategies to broaden understanding, communication, and participation by stakeholders while allowing for the inclusion of additional assessment information.
3. Evaluate the academic support/intervention strategies to explore the expansion of their benefits in support of the action plan goals.
4. Continue to refine, develop, and implement teaching strategies that promote literacy across all curriculum areas.

As previously mentioned, steps continue to be made to strengthen the alignment between the WASC Action Plan and the Single Plan for Student Achievement. Stakeholders, which include students, parents, administrative team, leadership team, School Site Council, and teachers have discussed the progress made, and plan accordingly for future school improvement.

**Goal #1: West Covina High School students will demonstrate improved achievement in reading and writing. Goal #8: Continue to refine, develop, and implement teaching strategies that promote literacy across all curriculum areas.**

Through data assessment and analysis, instruction and content alignment, WCHS staff has worked diligently to meet the changing needs of students. We are proud of the results. West Covina High School has shown significant growth in overall API. The percent of students scoring proficient or advanced on the CST for English/Language Arts increased from 49.1% in 03-04 to 58% in 10-11. The pass rate of students taking the CAHSEE increased from 81% in 03-04 to 88.5% in 10-11. In addition, the number of students taking advanced levels of English including honors and AP has increased from 1,890 in 03-04 to 2,144 in 10-11.

The school continues to place a strong emphasis on improving literacy across the board. The current Academic Literacy Team was established in 2007-2008. The previous team weakened when the literacy coach left, but it was evident that a team was needed, and the Academic Literacy Team was revived. Currently, the team includes teachers from all core content areas and administrators. They meet once a month to discuss literacy trends for adolescents and share strategies for literacy development. This past year, they began collaboration with the AVID and Thinking Maps Team to combine efforts in improving literacy

school-wide. The Literacy Team and teachers have implemented the “Root of the Week” campus-wide program. This further developed into “Word of the Week” (WoW), which targets the most frequently used academic words. This year, in an effort to make literacy even a stronger and more meaningful curricular activity, each content area has been asked to develop their own list of content-specific words for each week. By doing this, each content area will be introducing vocabulary words that specifically target their course content and help meet their specific state standards.

All departments have developed school-wide writing strategies and all core areas administer formal benchmarks. Teachers receive staff development in literacy across the curriculum to learn strategies that help them support all students in literacy. Students are required to learn and use a school wide standardized writing format (APA/MLA). Teachers also take advantage of the anti-plagiarism software TurnItIn.com. Common rubrics are used by teachers to evaluate students writing.

Reading across the curriculum continues to be of great importance. The growth of our AVID program has facilitated the spread of AVID methodologies that promote literacy such as Cornell Notes, Learning Logs, and WICR (Writing/Inquiry/Collaboration/Reading). WCHS is very proud of the growth our AVID program has made since our last WASC visit. The AVID coordinator, regional director, and site team, have worked diligently to fine tune the AVID program to ensure its success. The student selection and recruiting process, the on-going training and support of teachers and counselors, and the overall teacher and student expectations continue to move our AVID program forward.

The selection of students who meet AVID requirements has become very important to our AVID team to ensure the success and uphold the integrity of the program. Therefore, student data is carefully analyzed by the AVID coordinator. Students who earn a 2.2 - 3.3 GPA, score a 340 or higher on CST ELA, and 320 or higher on CST math, are considered for the program. If all criteria are met, a letter is sent home together with an informational packet and application. Students and their families are then invited to attend an informational meeting and then students are interviewed by a member of our site team to ensure that they are a match for our program. The AVID site team makes a determination based on all these components before students are placed into the program. WCHS AVID students are recruited in the 8<sup>th</sup> grade primarily (sometimes in the 9<sup>th</sup> and 10<sup>th</sup> grade per teacher/counselor/parent recommendations and requests).

WCHS closely follows AVID recommendation in the selection of teachers and students. AVID firmly believes that both students and teachers must freely and responsibly choose to participate in the program to ensure its effectiveness. Therefore, teachers who are invited to be part of WCHS AVID Site Team are selected based on their willingness to participate in the program, their experience, content expertise as well as administration input. The three counselors on our team have provided crucial input as they bring their expertise of college requirements to the program. Their counseling knowledge has been of great importance to ensure that students are eligible to attend the 4-year college of their choice. Our AVID coordinator, elective teachers and counselors continue to work closely together to keep every single AVID student on track. AVID teachers work as one-on-one advocates for their students and work closely with parents and families to assist them in the best decisions for their students.

Within the AVID class, many key components have improved since the last WASC visitation. Counselors continue to help the AVID elective teachers to ensure that all of their

students are enrolled in A-G requirements at all times. They also assist in helping students' make-up courses if needed. Teachers also ensure that students are taking the appropriate college entrance exams. WCHS AVID program has raised teacher and student expectations in this area by making sure 9<sup>th</sup> graders take a practice in-class exam as well as the mock SAT/ACT exams. 10<sup>th</sup> graders take the PSAT and sometimes the mock SAT/ACT exams. Juniors take the PSAT again and take at least one of either the SAT or ACT exams and seniors take the SAT and ACT as they see fit based on colleges they are applying to and which test they are scoring the best on. We believe that the improvement WCHS AVID has made in these areas has contributed to the success our school is experiencing in graduation rates, the number of students meeting A-G requirements, and the increase in number of students meeting college eligibility.

The results of state assessments are disseminated to all teachers and discussed at staff meetings and Content Round Tables (CRT). WCHS continues to refine teacher collaboration, and to train them to calibrate student work analysis and forms of assessments. This year, an effort was made to disseminate state assessment results to students and parents. During their 3<sup>rd</sup> period class, teachers distributed CST results from the previous year and helped students interpret the data. Teachers then encouraged their students to do better on the upcoming CSTs. Students were asked to share the printed results with their parents and bring the paper back with their parent's initials. We are looking forward to seeing the impact this activity had on this year's CST results.

West Covina High School continues to offer students a wide range of rigorous academic courses (College Prep, Honors and AP courses), academic courses (reading, CAHSEE Prep, sheltered courses, clustered courses, tutoring, and specialized interventions) and enriching academic offerings (drama, choral, band, dance/drill, art, wood/crafts, culinary arts, computer literature, design programs and numerous ROP courses).

WCHS has done an outstanding job in ensuring that AP courses are accessible to all students who feel ready and want to take them. More students are taking AP courses at WCHS. Teachers are making every effort to prepare students well for post-secondary life and are doing a effective job. Data reflects that the number of students taking the test has increased, as well as the number of students scoring 3 and above.

## **Goal #2: West Covina High School students will demonstrate improved achievement in mathematics.**

Students at West Covina High School have demonstrated growth in the area of mathematics on the CSTs and CAHSEE. The percentage of students scoring proficient and/or advanced on the CST increased from 38.4% in 03-04 to 61.3% in 10-11. More students are enrolled in higher-level math courses, expanding to three sections of Calculus AB. The total number of students taking higher level math has increased to 1,173 in 10-11. In addition to higher-level courses offered, WCHS has implemented a business math course and special 20-1 sections of Geometry to meet the needs of struggling students. WCHS continues to implement Math Essentials, CAHSEE math, and collaborative and clustered sections of math for special education and ELD students. CPM has replaced the training that was provided in ITUM, in conjunction with Cal Poly Pomona.

WCHS continues to provide staff development to improve math skills. In the past, WCHS acknowledged the importance of articulation between math and science. Therefore, strategic meetings have been planned for the near future to assist the math and science

departments' enhancement of cross-discipline articulation and develop lessons to support student achievement in both.

The math department offers individualized tutoring and has developed a flexible schedule for students. The math department works in collaboration to create common standards based pacing guides and benchmarks, and recently worked on assessment calibration.

### **Goal #3: West Covina High School students will increase daily attendance.**

WCHS has adopted an online attendance program to provide immediate access to student data to facilitate the monitoring of attendance. WCHS has seen minor improvement in attendance rates. In 2009-2010 the attendance rate was 95.07% and we ended the 2010-2011 year with a 95.43% attendance rate. Expanded methods of parent notification have been implemented such as a calling system, attendance letter system, and comments on grade reports. To promote punctuality, students are given a one-minute warning bell during passing periods. To complement those efforts, WCHS also utilizes progressive and systematic behavior modification process which includes parent contact, mandatory check-in with the dean, SART, SARB, and Saturday school. SSTs are also held as well as meetings with a probation officer. WCHS continues to work on developing a consistent plan to deal with morning tardies, mainly 1<sup>st</sup> period. Citizenship on report cards and progress reports are effected by tardies and truancies that can also affect extra-curricular eligibility.

### **Goal #4: West Covina High School students will demonstrate increased ownership of their academic learning and for their educational and career futures as they prepare for post-secondary education.**

Each student at WCHS works with his counselor to develop a 6-year plan. As stipulated by AB 1802 (Supplemental School Counseling Program), each plan is reviewed individually and annually. Counselors then meet with students and parents to explain the student's records, education options, coursework, progress and needs related to the CAHSEE.

Currently, WCHS has six counselors. To better monitor and meet the needs of our students, WCHS has assigned one counselor to students with special needs, and another to English language learners. In preparation for post secondary opportunities, students are offered ROP courses and other vocational courses. WCHS has established articulation agreements with Mt. San Antonio College in both fashion and accounting. Additionally, college fairs, college tours, outreach visits, and onsite SAT testing all promote college awareness for WCHS students.

Freshmen use the Choices Career Program which includes an interest inventory and Career Finder. As mentioned before, the AVID program continues to be expanded and used strategically to support more and more students who meet AVID requirements. In addition to nurturing students' desire to go to college, the AVID program supports students as they develop ownership of their own learning. This skill, can determine the future success of students who are accepted in a four year college or university. Therefore, expanding the AVID program is a fundamental piece of our plan for improvement.

The components mentioned above, in addition to the relentless collaboration of counselors, students, teachers, parents and administrators, have helped WCHS increase the graduation rate from 97% in 03-04, to 99.2% in 09-10. The percentage of students meeting A-G

requirements has increased from 23.8% to 32.9%. The percent of students enrolled in post-secondary education increased from 27% in 03-04, to 28% in 08-09.

To further the improvements made, and to meet students' diverse interests, WCHS plans to refine the 6 Year Plan. In addition, we plan to improve the yearly Career Fair, the interpretation of the Career Occupational Preference System Inventory (COPS Assessment), and the ASVAB Career Exploration Program, as well as the E-choices in Computer Literacy. Improved parent communication through the TeleParent system and through AERIES in addition to more successful Student Support Team meetings (SST), have helped students take ownership of their education. Other areas that WCHS will explore to secure progress in this area include credit recovery options for students at risk, the re-classification for students based on credit for privileges and promotion, weekend classes, summer school, after school classes, and workshops for parents. It is also our goal to complement these steps with the teaching of our updated ESLRs: "Goals for Bull D.O.G.S: Dedicated, Outstanding, Great Students." These goals include responsibility and academic achievement as key components of WCHS learning community.

**Goal #5: Identification and development of additional vertical teams within content areas and cross-curricular disciplines.**

WCHS has established school-wide communication on a regular basis through Content Round Tables (CRTs), leadership meetings, departmental meetings, and vertical/horizontal team meetings. This form of communication has improved cross-curricular teaming. In recent years, CRT time has been maximized to focus on meeting the needs of our special populations. Last year, a specific schedule was designed to clearly define the characteristics of our English language learners and students with needs. Counselors, support staff and teachers who work closely with these groups of students prepared presentations around critical topics involving special populations. The refinement of CRT time helps staff be informed, generate strategies, and improve the collaboration among professionals to improve the academic performance of these students.

**Goal #6: The refinement of data collection, analysis, training and reporting strategies to allow broader understanding, communication, and participation by stakeholders while allowing for the inclusion of additional assessment information.**

WCHS wants to make data based decisions a priority to identify students' most critical needs and to allocate fiscal and human resources accordingly. Every year administrators prepare a report to make data available to teachers. Additionally, student performance data is available throughout the year via School City, our student data system. Together, teachers and administrators review WASC goals and analyze student test performance data that include the results of local and state tests. The data is further reviewed and analyzed by each department. Based on these discussions, each department, with the guidance of administrators, make adjustments and decisions about the best way to deliver curriculum and improve instruction.

Edusoft was replaced with School City. This program along with AERIES (which replaced SASI) and an online grade book has increased communication of data to teachers and to parents. Teachers continue to be trained in the use of School City, with ongoing training

available throughout the year. In addition, ABI trainings for parents have been made available. As a result, communication about data and grades among counselors, teachers, students, and parents has increased. More parents are holding their students accountable for their academic success.

Another activity that has made test data results available to students is “Data Talk.” This is a modified version of the “Boost” program described in our 2003-2004 WASC document. Through “Data Talk,” teachers are able to communicate and analyze the test results of their 3<sup>rd</sup> period class. Students are instructed to identify their strengths and weaknesses. Then, they are encouraged to make plans to improve on the upcoming CSTs. Students are asked to share what they have learned about their scores and their plans to improve with their parents. It is the goal that this activity will help students give their CST scores a “boost” and identify the correlation between data and their academic success.

WCHS teachers meet regularly to develop and evaluate pacing guides, create common assessments and analyze students’ benchmark results. Formally during department meetings, and/or during CRT time, teachers discuss formative assessments and evaluate the effectiveness of informal assessments as well. Through this process teachers identify and share best practices for academic lessons. If needed, these are eventually added to the pacing guide. The benefits of these activities are reflected in the overall improvement of WCHS.

WCHS teachers had a general idea of the calibration process in the past, but this year, through WASC activities, this process was expanded to all departments. By doing this, the need to make calibration an integral part of our regular teaching practice was identified. In response to this finding, administrators will continue to integrate calibration and student work analysis in professional staff developments.

The need to carefully analyze CELDT scores and data related to ELLs continues to be of great importance. Steps have already been taken to increase the support given to students in the ELD program. Having an ELD counselor who closely monitors the data of each English language learner has helped WCHS evaluate and monitor the progress of these students and determine the best placement for them. The AVID program will also welcome ELD and FEP students who meet AVID criteria to ensure their success. An AVID teacher trained in SDAIE and the ELD counselor will monitor that these students meet A-G requirements, and continue building the skills that will make their desire to go to college a reality.

We continue to evaluate and fine tune the collaborative model for special needs students. Students with special needs receive a standards-based course of study based on IEP goals. Our model allows students an open access to regular education core and enrichment courses as they are capable of undertaking. The options include regular education courses, collaboratively taught courses (one core credentialed and one special education teacher), support courses with instructional aide support, and “pull out” specialized special education support courses taught by a special education specialist with instructional aide support. In addition, a system for monitoring student programs is in place. This begins with a dedicated special education counselor, case carrier teachers, instructional aide support, and a system for sharing and monitoring student growth towards standards and IEP goal achievement. Core classroom teachers play an integral role as they are tasked with carrying out the criteria set forth in IEPs. As such, we are working to establish clear and defined lines of communication between all stakeholders.

## **Goal #7: Evaluate the academic support/intervention strategies to explore the expansion of their benefits in support of the action plan goals.**

West Covina High School has many support and intervention programs. Tutoring, credit recovery courses, and athletic department mandatory tutoring are offered before and after school for additional support. SSTs, 504 plans, and IEPs are designed to promote academic success. In addition, CAHSEE prep, collaborative and clustered core courses, 20-1 Algebra I, 20-1 Geometry and Biology, and Applied Algebra are all in place to support at risk students through student specific interventions. The counseling office offers a wide array of services that focus on progress monitoring, communication, career and college awareness, and emotional/psychological support to keep students on track for graduation and beyond.

After a careful analysis of data, and through this WASC process, WCHS generated the goals for the 2011-2012 Single Plan for Student Achievement (SPSA). Great effort was placed to ensure that these goals were thoroughly aligned with the Critical Academic Needs identified by stakeholders.

### **Critical Academic Needs WASC 2011-2012**

- There is a need for WCHS students to improve performance in math on the CST and pass the math California High School Exit Exam .
- There is a need for WCHS students to improve performance in ELA on the CST and pass the ELA California High School Exit Exam.
- There is a need to improve the performance of our significant subgroups, specifically English language learners (ELs) and students with disabilities (SWD).
- There is a need to engage and involve all stakeholders in the learning process.

### **Single Plan For Student Achievement (SPSA)**

- West Covina High School students will demonstrate positive growth towards proficiency in mathematics as measured by California Standards Tests (CST), California High School Exit Exams (CAHSEE) results, and AP Test results.
- West Covina High School Students will demonstrate positive growth towards proficiency in English Language Arts as measured by California Standards Tests (CST), California High School Exit Exam (CAHSEE) results, and AP Tests results.
- West Covina High School students will demonstrate positive growth towards proficiency in science as measured by California Standards Tests (CST) and AP Tests results.
- West Covina High School students will demonstrate positive growth towards proficiency in social science as measured by California Standards Tests (CST) and AP Tests results.
- West Covina High School English language learner students (ELs) and students with disabilities (SWD) will demonstrate positive growth towards proficiency as measured by California Standards Tests (CST) California English Language Development Test (CELDT) and California High School Exit Exam (CAHSEE).

Chapter IV: Self-Study Findings

WEST COVINA HIGH SCHOOL



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



CHAPTER IV: SELF-STUDY FINDINGS

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

### **Organization Abstract**

West Covina High School operates with a strong Leadership Team that is representative of all aspects of the WCHS campus. The Leadership Team is comprised of department chairs, program coordinators, classified staff, cafeteria staff, Facility Manager, counseling staff, district office support staff, assistant principal and principal. The Leadership Team is empowered to establish the entire school site budget, develop the master schedule, and assist in making site policy and conducting general school business. This team reviews student achievement data to contribute in the development and implementation of campus curriculum and instruction.

**WEST COVINA HIGH SCHOOL  
WASC FOCUS GROUPS 2011-2012**

**VISION AND PURPOSE, LEADERSHIP AND STAFF COMMITTEE**

<b>Gary Charlton, Math/Science Chair</b>	Shirley Stephens, Deans' Office
<b>Neal Nakano Counselor Chair</b>	Angelina Tao, Psychologist
Samantha Agoncillo, Student	Remy Amaro, P.E.
Elsie Almer, Café FSA	Stephanie Perluss, English/Yearbook
Diane Bernhard, Administrative Secretary	Liz Chu, Math
Lia Brugger, English	Wendy Duncan, Home Economics
Greg Stanley, Assistant Principal	Robert Flores, Security
Victoria Gibson, Special Education	Alex Ruvalcaba, Principal
Bill Guzman, Science	Karen Hayden, Instructional Aide
Timothy Huynh, Student	Phuong Hoang, Social Science
Leticia Juarado, Instructional Aide	Jimmy Hua, Student
Nicole Lee, Counselor	Helen Jenkins, ROP/Sign Language
Linda Larson, AFJROTC	Charmine Kangas, Science/Psychology
Corinne Linke, Café Supervisor	Magda Khoury, World Language
Karon Walton, Math	Grace Kim, English/ELD
Mike Maggiore P.E./Football	Celina Melendez, Café FSA
Jennifer Myers, World Languages	Martha Montes, Probation Officer
Steve Olivas, Music	Connie Park, Attendance
Joe Prestella, Special Education	Brian Murphy, Math/Athletic Director
Amanda Ramirez, Instructional Aide	Robert Sanchez, Instructional Aide
Erin Reid, English/ELD	Alexandra Yao, Math
Maria Reynolds, Café FSA	Lorianne Torres, Café FSA
Evelyn Salvador, Bilingual Aide	Rachel Underwood, Custodian

**A1. Vision and Purpose Criterion**

The school has a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve at high academic levels.

Supported by the governing board and the central administration, the school’s purpose is defined by expected school-wide learning results and the academic standards.

Findings	Evidence
<p>The school has established a clear vision of what students should know and perform based upon high quality standards and congruent with research, practices, student/community data, and a belief that all students can learn.</p> <p>Development of the vision statement and ESLRs has involved representatives of the entire school community. Focus groups which included teachers, staff, parents, and students examined and discussed the vision statement and ESLRs with opportunity for input. The vision statement and ESLRs were developed from this discussion through meetings with focus group leaders.</p> <p>Students, parents, and other members of the school community are informed regarding the commitment of the school to its vision and ESLRs. The school’s ESLRs stressing academic achievement, communication, responsibility and respect are integrated within our daily lessons and expectations of students.</p> <p>The school is in the process of implementing an ongoing process of regular review/ revision of ESLRs based on student needs. This year stakeholders validated the ESLRs, and agreed on changing the name to Goals for Bull D.O.G.S. This acronym stands for Dedicated, Outstanding, Great, Students. New Posters were made and distributed to all teacher classrooms.</p>	<p><i>WASC focus groups agendas</i>  <i>Student and community data</i>  <i>Reports from focus group leaders.</i>  <i>Focus group rosters and sign in sheets</i></p> <p><i>Staff meetings,</i>  <i>Back to School Night,</i>  <i>Leadership team meetings,</i>  <i>School Site Council</i>  <i>ESLR posters</i>  <i>Student handbooks.</i></p> <p><i>ESLR reviewed</i>  <i>Feedback from teachers and students</i>  <i>District vision/mission statements.</i></p>

**A2. Governance Criterion**

The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the ESLRs and academic standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single school-wide action plan and its relationship to the LEA plan.

<b>Findings</b>	<b>Evidence</b>
<p>The School Board develops policies and procedures at regular School Board meetings.</p> <p>The schools vision and ESLRS are supported by the board and district policies</p> <p>Parents participate in school governance through School Site Council, ELAC, PTSA, school board meetings and sports booster groups.</p> <p>There is alignment between the school board’s policies, the school’s vision and ESLRs. The District Office and School Board analyze closely our proposed Single Plan to ensure alignment of programs and resources.</p> <p>The relationship between the board and the responsibilities of the professional staff is clear and understood by staff. The school has developed an organization chart detailing responsibilities and duties of administrators clearly defining their roles within the school structure. Principals and Assistant Principals meet regularly with representatives of the district administration and then communicate responsibilities back to the school staff. The teaching staff meets directly with district administration through curriculum committees.</p> <p>The board and district office monitor and review student performance overall school operations, and fiscal health of the school.</p> <p>The Single Plan for Student Achievement contains the evaluation of existing programs with the use of data; planned improvements to the instructional program; identified operation enhancements uses fiscal and human resources to achieve identified goals and actions. Our Single Plan is approved by School Site Council and then submitted to the Board of Education for their approval. Our School Site Council is charged with monitoring the implementation</p>	<p><i>School Board agendas/minutes and policies.</i></p> <p><i>Parent participation at school board meetings (board minutes), School Site Council agendas/minutes</i></p> <p><i>PTSA agendas/minutes</i></p> <p><i>Booster club agendas/minutes</i></p> <p><i>Board policies and actions, Single Plan for Student Achievement (SPSA)</i></p> <p><i>Administration Organization Chart</i></p> <p><i>Leadership team agendas</i></p> <p><i>Staff meeting agendas</i></p> <p><i>District curriculum meeting agendas.</i></p> <p><i>Board of Education agendas and minutes</i></p> <p><i>SPSA</i></p>



<p>most departments for data analysis to drive instruction. After teachers indicated a need for more reliable access/professional development to be able to use data more effectively, training has been offered to teachers on the district’s data base system. The school administration has encouraged the analysis of benchmark data to improve instruction.</p>	<p><i>Focus group</i>  <i>Site Professional Development agendas and minutes.</i>  <i>Minutes from focus group discussions.</i>  <i>Content Round Table (CRT)</i>  <i>CRT data analysis</i></p>
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**A.4 Qualified Staff**

To what extent does a qualified staff facilitate achievement of the academic standards and the expected school-wide learning results through a system of preparation, induction, and ongoing professional development?

<p><b>Findings</b></p>	<p><b>Evidence</b></p>
<p>West Covina High School and West Covina Unified School District work hard to ensure every teacher and staff member holds the appropriate credentials for their position. Credentials are reviewed by school site administrators and at the District Office by the Assistant Superintendent of Human Resources.</p> <p>All teachers hold the appropriate credentials and are deemed “highly qualified”.</p> <p>Every other year certificated staff members undergo an evaluation process with the administrator that oversees them. The evaluation process includes formal classroom observations, debrief meetings, and discussions about ways to improve the instruction. When outside the formal observation year, certificated staff engages in goals and objective meetings to continue their growth as professional educators.</p> <p>All first and second year teachers participate in the Beginning Teacher Support and Assessment program. Teachers meet with mentor teachers and complete professional growth activities designed to build their skills and confidence as beginning teachers.</p> <p>The New Teacher Academy, managed by administrators, meets monthly to provide additional support and guidance to teachers who are new to the campus. It gives new teachers an opportunity to observe other teachers and discuss teaching strategies they observed to help them continue to grow as educators.</p>	<p><i>Board Policies and contracts with bargaining unit</i></p> <p><i>Evaluation and Goals and Objectives schedules</i></p> <p><i>BTSA Rosters and meeting agendas</i></p> <p><i>New Teacher Academy agenda</i></p>

<p>Every Friday morning the certificated staff attends meetings called Content Round Tables (CRT) to collaborate, share teaching strategies, discuss issues and support each other. The CRT meetings have an explicit focus, including meeting as departments, vertical teams, ELD and SPED teams and WASC focus groups. Counselors meet every Friday, to share information, plan events, collaborate and discuss student issues that have arisen that week.</p> <p>The Leadership team, consisting of Administrators, Department chairs, teachers, special program coordinators and support staff team members, meets the first Tuesday of every month. During these meetings updates are given to the staff, school wide issues are discussed, and staff development opportunities are shared and evaluated. Feedback is received and used to drive decisions for further staff development</p> <p>Monthly staff meetings are utilized for professional development. Educational strategies are shared and discussed. Programs such as AVID, SPED, ELD and the Literacy Team share strategies teachers can use in their classrooms to increase student performance. These meetings are also used to continue the professional development focus for the year. For example, staff meetings have been used to expand professional development in the use of Thinking Maps.</p> <p>The Math and English departments have implemented new textbooks over the past two years. Both departments have sent their teachers to trainings and conferences to learn how to effectively implement the new textbooks</p> <p>Advanced Placement (AP) class teachers attend trainings to prepare for teaching the class and develop additional teaching strategies to use in the classroom.</p> <p>All teachers attended a full day in-service on differentiated instruction prior to the 2009-2010 school year. Follow up training continued throughout the year at staff meetings and CRTs.</p> <p>Staff has received additional trainings in new data information system AERIES, the new data collection system School City, and Google Docs.</p> <p>The master schedule at West Covina High School is driven by students' needs. Teachers for those courses are</p>	<p><i>CRT meeting agendas/minutes Counselor meeting agendas/minutes</i></p> <p><i>Leadership Team agendas and minutes</i></p> <p><i>Staff meeting Agendas</i></p> <p><i>Training and conference materials</i></p> <p><i>Textbook Adoption Calendar</i></p> <p><i>AP Conference paperwork.</i></p> <p><i>Training materials Staff meeting agendas School calendar.</i></p> <p><i>Staff training manuals and school calendar</i></p> <p><i>Master Schedule</i></p>
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<p>determined by their appropriate credentials in order to maintain a “highly qualified” teaching staff. In the spring time, the counselors meet with each student individually to determine course requests for the next year. From those meetings the number of sections for each course is determined and teachers are assigned to the subjects and sections.</p>	<p><i>Student Registration forms</i></p> <p><i>Roster of teachers and credentials held</i></p>
<p>Department chairs are asked for staffing preferences for which classes teachers want to teach and when they would like their conference period. At the end of the school year, the leadership team is asked to assist in the development of the master schedule.</p>	<p><i>Department Chair section request sheets</i></p>
<p>Throughout the year, support staff assignments are evaluated and reassigned as necessary. For example, the services to ELD students were revamped prior to the 2010-11 school year. A counselor was assigned to work closely with ELD students. The counselor attended conferences and trainings that helped her prepare for working with English learners. In addition, the allocation of instructional aides was evaluated during the school year as the needs of the students changed. Schedules of instructional aides were rearranged to best support the needs of the students. At the beginning of the school year, administrators publish an organizational chart showing what duties each administrator has and which departments each oversee.</p>	<p><i>Instructional Aide staffing schedule</i></p> <p><i>Counseling duties chart</i></p> <p><i>Administrator Organization Chart</i></p>
<p>At the beginning of each year, the administrators review with the staff general school policies and regulations, the evaluation cycle for the year, who is involved and the timelines for evaluations.</p>	<p><i>Staff meeting minutes and signed policy forms</i></p>
<p>West Covina Unified School District Board Policies and the contract with the Teacher’s Association of West Covina (TAWC) also clearly outline the responsibilities of the staff and the relationships between the administrators and faculty</p>	<p><i>Board Policies</i></p> <p><i>TAWC Contract</i></p>
<p>The principal publishes a weekly staff bulletin highlighting upcoming events for the week. Staff members are invited to send items to the principal for entry into the staff bulletin. Hard copies are placed in the staff mailboxes and electronic copies are emailed to the staff.</p>	<p><i>Copies of staff bulletins</i></p>
<p>The School Site Council (SSC) consists of student, faculty,</p>	<p><i>School Site Council agendas</i></p>

<p>staff and community representatives, to discuss the proper allocation of categorical funds and their distribution to Single Plan goals.</p> <p>Every Friday, the academic support staff meets to discuss upcoming events on campus, critical student issues, and other topics that require insightful team collaboration. These meetings include: administrators, counselors, ASB director, psychologists and probation officer.</p> <p>In 2010-2011 school year, a group of Algebra I teachers were trained and participated in the Teachscape program. This was a pilot group at WCHS for this program. The process included discussions of lessons, observations of lessons given by teachers, feedback on the lessons, modifications to those lessons, and further review of the lessons given. This program is to be implemented with additional staff in the 2011-2012 school year. The participating Algebra I teachers presented an overview of the process and their feedback to the school’s Leadership Team, the school staff and to principals from other schools in the district.</p> <p>The AVID Site team throughout the past two years has presented at staff meetings various AVID strategies and techniques. Topics have included; how to implement Cornell style notes, collaborative tutorials and Socratic seminars in the classroom.</p> <p>Articulation meetings have been held between math teachers at West Covina High School and math teachers at the middle schools in the district. In those meetings, grading policies were discussed and the conversation was started about how to best prepare students at the middle school level for entering math classes at the high school level.</p> <p>At the beginning of each year, data is shared with the school staff to evaluate the progress and success students had in the previous years. The data has included: CST scores, API growth numbers by subgroups, AP scores, grades, college admissions rates, GPA, and attendance. The sharing of data has led to discussions about how programs implemented in the previous year have affected student learning and what new programs need to get implemented in the current and following years to increase student learning.</p>	<p><i>Academic Support Team Meeting agendas</i></p> <p><i>Teachscape documents</i></p> <p><i>Staff Meeting Agendas</i></p> <p><i>AVID site team agendas/minutes</i></p> <p><i>Articulation meeting notes</i></p> <p><i>Staff meeting handouts</i></p> <p><i>Staff meeting Agendas</i></p> <p><i>CST, API, AP, GPA data</i></p> <p><i>Master Schedule</i></p>
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<p>secondary options available to students.</p> <p>The district office provides staff to help with the implementation of School City, the testing database used to organize and synthesize the results of various tests, from the CST's to benchmark exams.</p> <p>Both West Covina High School and West Covina Unified School District have set aside funds to implement different professional development activities. The school set aside money to pay for the Thinking Maps training and follow up staff development meetings.</p> <p>The New Teacher Academy, led by one of our assistant principals, works with 1<sup>st</sup> year teachers to help them grow professionally and to help them get acclimated to WCHS. The new teachers meet with veteran teachers and discuss teaching strategies and meet to receive advice. They observe teachers and debrief on what they observed and what they can incorporate into their teaching styles</p> <p>The Leadership Team meets at the beginning of each month. The Leadership Team consists of administrators, department chairs, teachers, special program coordinators and support staff team members. During the meetings, past professional development is discussed to assess the value and effectiveness of the activity. Future professional development ideas are presented and evaluated based on student needs, data, and feedback from staff. Department chairs also share feedback received from faculty regarding professional development.</p> <p>Administrators hold annual meetings with staff to go over yearly goals and objectives. Yearly evaluations are held with all temporary and probationary staff. Those evaluations include classroom observations and one-on-one meetings to go over results and recommendations for growth.</p> <p>WCHS uses data to determine the effectiveness of the professional development being implemented. Test scores are looked at on multiple levels, including whole school, by grade level, special populations, department, teacher and subject.</p> <p>CST scores in math and ELA are used to determining how effective new math curriculum and different literacy strategies are having on student achievement.</p> <p>AP test scores are evaluated to determine the level of success</p>	<p><i>District support staff agendas</i></p> <p><i>Media center schedules</i></p> <p><i>School site budget</i></p> <p><i>New Teacher Academy agendas and handouts</i></p> <p><i>Leadership Team meeting agendas</i></p> <p><i>Goals and objectives forms</i></p> <p><i>School City reports</i></p> <p><i>Data presented at staff meetings</i></p> <p><i>School City reports</i></p>
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<p>and preparation the students are demonstrating on the AP tests in the spring.</p> <p>Data is collected by the counselors to see how many students were accepted and planned to attend four year colleges, who is attending community colleges, and other post-secondary educational plans.</p>	<p><i>AP test results</i></p> <p><i>Senior report</i></p>
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<p>chairs are given a budget at the beginning of the school year and are given a projected budget for the following year at the end of the school year. Needs are discussed and addressed. School administration discusses how the school budget affects department budgets. Requests for additional instructional materials and technology needs are discussed and evaluated. For major purchases, additional stakeholders are involved in the decision making process.</p>	<p><i>minutes</i></p>
<p>All WCUSD and WCHS hiring procedures are fair and equitable and follow guidelines mandated by the state and district. They include application, testing (if appropriate), interview by a panel composed of the immediate supervisor or department chair, and administrators and other staff members, as appropriate</p>	<p><i>WCHS and WCUSD hiring practices and personnel records</i></p>
<p>Evaluation of the School Wide Action Plan occurs on an ongoing basis through our School Site Council with feedback from various advisory committees, academic departments, instructional teams, parents and students.</p>	<p><i>School Site Council agendas and minutes</i> <i>SPSA</i></p>
<p>The WASC process has also served the purpose of reviewing and analyzing instructional practices, school budgets and long term plans to meet the instructional needs of our students.</p>	<p><i>WASC meeting agendas and minutes</i></p>
<p>WCHS has increased the use of data to drive and enhance the discussions around current instructional effectiveness and curricular alignment. That process has allowed us to identify what practices work, what does not work, and what can be done to improve student achievement. This occurs on a school wide basis at staff meetings, as a leadership team, and on smaller scale meetings, such as department meetings and informally as collegial discussions around daily lessons or instructional strategies. An example of this process was the research and implementation of Thinking Maps. The evaluation of the program occurred in the 2009-2010 school year and was implemented during the 2010-2011 school year. Thinking Maps methods are currently being evaluated using data and feedback from the involved stakeholders for effectiveness.</p>	<p><i>Staff Professional Development meeting agendas and minutes</i>  <i>Thinking Maps Training</i></p>
<p>WCHS has also begun to use Teachscape to evaluate trend data. Teachscape will allow us to identify instructional practices that are effective and have led to improved student instruction.</p>	<p><i>Teachscape trainings</i></p>

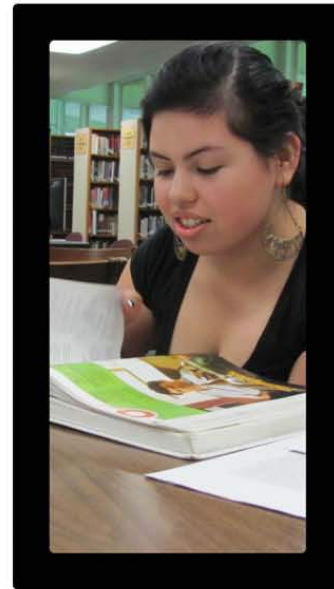
### **Areas of Strength**

- Stakeholders have an understanding of school’s vision, mission, and academic goals
- Expected School Wide learning results were evaluated collaboratively by all stakeholders
- WCHS has highly functioning governance, and leadership committees in place: SSC, ELAC, ASB, Renaissance, Link Crew, Staff Leadership, etc...

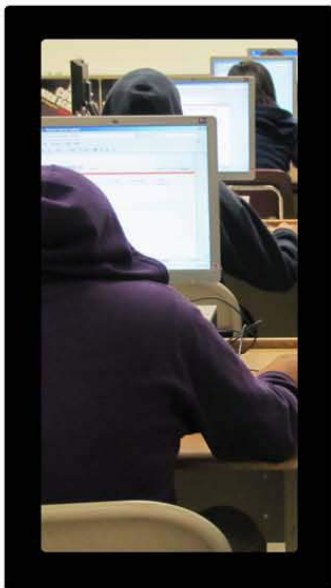
### **Areas of Growth**

- WCHS continues to focus on open communication and transparency as it relates to governance, instruction and assessment.
- Develop a system to communicate and monitor School Action Plan and SPSA goals.
- There is a need to align the district’s mission, vision and resource allocations to meet the programmatic needs of WCHS as an institution.

**WEST COVINA HIGH SCHOOL**



**B: STANDARDS-BASED STUDENT LEARNING CURRICULUM**



**CHAPTER IV: SELF-STUDY FINDINGS**

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

### **Curriculum Abstract**

WCHS students participate in a rigorous, relevant, and coherent standards-based curriculum. By using current education methods and critical thinking strategies, our students produce research papers and access a writing style manual, utilizing documents from various resources made available through research libraries and the internet. WCHS teachers collaborate through literacy, cross-curricular assignments, and grade level/vertical team meetings focusing on power standards through the use of pacing guides. These activities help teachers maintain a high level of rigor and common expectations across the curriculum. A variety of courses, ranging from ROP to honors/AP classes, are available to all students at WCHS to help challenge students. There are also courses such as CAHSEE Prep, AVID and a variety of elective courses that provide students with the tools they need to be successful and well-rounded WCHS graduates.

**WEST COVINA HIGH SCHOOL  
WASC FOCUS GROUPS 2011-2012**

**CURRICULUM**

**Tonatzin Rodriguez, English Chair**

**Jason Heilman, Special Education Chair**

Robert Birulin, Business Ed

Sharome Velez, Attendance Clerk

Erik Castro, Math

Doreen Chavez, Café FSA

Ruben Covarrubias, Custodian

Greg Emigh, English

Tom Evans, Social Science

Nicole DeShazer, Science

Margaret Holland, Science

Amber Huang, Student

Fran Karmann, Librarian Tech

Melissa Contri, ROP/Early Childhood

Stephanie Lui, Student

Kurt Messick, Social Science/AVID

Joe Osterberg, Math

Sharon Pedersen, Science

Maria Silva, Café FSA

Stewart Van Buskirk, Fine Arts

Yolanda Vigil, Café FSA

Lourdes Aguilar, Bilingual Aide

Ramiro Avila, Groundsmen

Norma Barreto, English/ELD

David Beeken/Social Science

Carol Bewley, Security

Deanna Bowman, Science

Karen Castro, Café FSA

Randy Demke, Social Science

Leticia Hernandez, Counselor

Roni Lui, Assistant Principal

Loretta Macias, Café FSA

Maria Mangini, World Language

Lisa Mo, English

Maria Olivero, Health Office

Dena Peoples, Science

Cynthia Rosales, Student

Kathy Rosales, Instructional Aide

Christine Vo, Student

Tiana Sanchez, Math

Mercury Simonian, P.E.

**B1: To what extent do all students have access to the entire school’s program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?**

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school-wide learning results. The ESLRs are imbedded in instruction, classroom expectations, and course assignments. The Goals for Bull D.O.G.S include Academic Achievement, Communication, Responsibility, and Respect.

Findings	Evidence
<p>West Covina High School currently utilizes research based state approved curriculum and supplemental resources. All students at WCHS have open access to this curriculum through our open enrollment policy, which also allows any student access to our most rigorous courses. All teachers at WCHS plan instruction utilizing California State Standards. Course pacing guides, lesson plans and learning objectives reflect this implementation.</p> <p>Core content textbook adoptions provide teachers with supplemental materials including Universal Access materials. These materials provide accessible content and academic support for all students especially for students at risk, ELD, and SPED. The use and implementation of technology is an essential component of the recently adopted curriculum, which not only facilitates the learning process, but also the teaching across content areas.</p> <p>Based on the California State Test for each subject and level, during the 2008-2009 school year, WCHS established and defined academic standards.</p> <p>West Covina High School utilizes a standards-based curriculum aligned with state content and district standards. Each subject and level adheres to a standards-based pacing guide. Pacing guides are reviewed by staff regularly at Content Round Table (CRT) meetings, conducted by level chairs, to ensure students are progressing toward standards.</p> <p>English and math departments are currently implementing their textbook adoption which involve more standards-based curriculum and are in the process of updating pacing guides accordingly. The math department is adjusting the</p>	<p><i>Course Description</i>  <i>Master Schedule</i>  <i>Counselors</i>  <i>Grade Level registration forms</i></p> <p><i>Pacing Guides</i>  <i>Learning Objectives</i></p> <p><i>Teacher’s Edition Textbooks</i>  <i>Class sets</i>  <i>Pacing guides</i></p> <p><i>Power Standards</i></p> <p><i>Pacing Guide</i></p> <p><i>CRT Meeting Minutes</i></p>

<p>CPM model by incorporating additional supplemental material to provide students with more problem sets and practice. Through CPM, all math courses up to Algebra II infuse the grouping and discovery strategies along with direct instruction.</p> <p>All core subject area classrooms have California State Standards posted in clear view for both teachers and students to refer to throughout the school year. Teachers use standards as a guide for establishing and displaying learning objectives.</p> <p>All student assignments are standards-based and are produced throughout the school year. Some of the work students produce include posters, PowerPoint, and projects. The following activities provide a snapshot of specific student work:</p> <ul style="list-style-type: none"> <li>•<b>English:</b> English Research Paper (English I-IV) Timed Writings (English I-IV, honors, and AP) Romeo and Juliet Project (English I), Author Study (English II Honors), Biographical Research Paper (English II Honors), Sophomore CAHSEE Unit (English II), American Dream Project (English III), 1920s Cross-Curricular Research Paper (English III), Mock AP Language Test (AP Language), Crucible Mock Trial (AP Language) Interview Project (English IV)</li> <li>•<b>Science:</b> Aside from their individual lab experiments, other common laboratory experiences include cat, rat, pig, fish, and squid dissection (Anatomy/Biology), Common Assessments (Biology), Controversial Issue Essay (Honors Biology)</li> <li>•<b>Social Science:</b> DBQ Cross-Curricular essay (US History)</li> <li>•<b>Math:</b> Survey Project (Statistics), Parabola Posters (Algebra)</li> <li>•<b>Foreign Language: Videos, Language recordings</b> Tutoring Program during lunch and after school (Spanish)</li> <li>•<b>Visual and Performing Arts:</b> Marching Band Performances, Dance Team Competitions, Art and Photo Shows, Yearbook, Winter Choir Concert, Jazz</li> </ul>	<p><i>Holt Literature Anthology (9-12)</i> <i>College Prep Mathematics (CPM)</i></p> <p><i>State Standards displayed in classrooms</i> <i>College Board Standards (AP and Honors)</i></p> <p><i>Student work displayed in classrooms</i> <i>AERIES/ABI grade book</i> <i>Syllabi</i></p> <p><i>Pacing guides</i> <i>Student work samples</i> <i>Samples of formal and informal assessments</i></p> <p><i>School programs on campus</i></p>
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<p>Band Performances, Drama’s Fall and Spring play, Drama’s Shakespeare Festival, Research Paper (Graphic Arts)</p> <ul style="list-style-type: none"> <li>•<b>ROP:</b> Student art work, student produced photos, student presentations, student video productions, graphic art projects and other artifacts.</li> <li>•<b>Elective:</b> Menus, meals, variety of written products, student produced pottery and artwork, individual fitness plan.</li> <li>•<b>Special Education:</b> Students receive support in their general education classes to complete their work.</li> <li>•<b>English Language Learners:</b> A variety of written pieces, public speaking, theatre productions, event programs.</li> <li>•<b>AVID:</b> Socratic Seminars, philosophical chair discussions, a variety of writing pieces, college research.</li> <li>•<b>Physical Education:</b> Individual fitness plan, mile times.</li> <li>•<b>Library:</b> Freshman Orientation familiarizes students with library/computer lab policies, operating database</li> <li>•<b>Career Day:</b> Once a year guest speakers from various businesses throughout the community come to WCHS to speak and inform our students regarding career opportunities, goals, and education.</li> <li>•<b>Counseling:</b> Four-year/Six-year Educational/Career Plans: Over the course of four years, students are guided through the development and yearly monitoring of an individual six-year plan. In a collaborative effort, the counselors and students develop this plan in March, during a student’s freshmen year, and revisit the same plan for adjustments each subsequent year thereafter. A copy of the plan, each revised draft, and transcripts, are mailed home to the parents on a yearly basis. Each student is individually counseled through the spring pre-registration process by his or her counselor, during which the counselor reviews transcripts, STAR testing data, Freshmen Orientation, and course selections for the following year.</li> </ul> <p>Results of the CAHSEE are used to create intervention and remediation programs. These assist students in the particular areas of weakness that may be keeping them from passing the test. There has been an increase in both ELA and Math pass rates and an increase in the AYP.</p>	<p><i>CAHSEE Prep-ELA and Math classes and rosters</i>  <i>CAHSEE ELA Scores pass rate</i>  <i>CAHSEE Math Score pass rate</i>  <i>Proficiency increase in AYP</i></p>
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<p>Professional development and in service days though out the year facilitate the development, evaluation and revision of curriculum. Some activities that assist this process include lesson studies, calibration, thinking maps, content specific vocabulary (CSV), special population trainings, and the dissemination of AVID methodologies.</p>	<p><i>Professional Development</i> <i>In service agendas</i> <i>CRT agendas</i></p>
<p>All teachers have adopted common policies such as, grading and attendance, assessments and syllabi. Some may vary depending on department, subject, or level.</p>	<p><i>Benchmark calendar</i> <i>School City</i> <i>Syllabi</i></p>
<p>Teachers assess benchmark results to determine student progress using a district provided site, <i>School City</i>.</p>	<p><i>CRT Minutes</i> <i>Vertical teams</i> <i>AP/honors seminars</i> <i>Inter-district cohorts</i></p>
<p>Spanish teachers collaborate with the middle school foreign language teachers to discuss curriculum and expectations. Algebra teachers also work with the 4<sup>th</sup> grade teachers in aligning standards.</p>	<p><i>Benchmarks</i> <i>Pacing guide</i> <i>EAP scores</i></p>
<p>Social Science, Science, and English are in the process of updating benchmarks to emulate CST style testing.</p>	<p><i>Benchmarks</i></p>
<p>English III teachers are in the process of incorporating nonfiction literature and timed writing into pacing guides to better prepare students for EAP and college writing.</p>	<p><i>Pacing Guides</i> <i>Student Work</i></p>
<p>The Academic Literacy Team developed a school-wide literacy plan with a focus on students acquiring academic language. The next step will be creating or adopting discipline-specific literacy strategies. The Academic Literacy Team is composed of teachers representing every core content area on campus. They meet once a month to discuss current adolescent literacy research and application in the classroom. CSV is a weekly school-wide strategy initiated by the team that targets the most frequently used</p>	<p><i>CSV (content specific vocabulary)</i></p>

<p>words in academia. This year the team requested a list from each department to implement vocabulary that was content specific. These will assist students to score better on CST and CAHSEE exams by improving their reading comprehension skills.</p> <p>English, Math, Science, and History are using CST release questions as practice in preparation of CST testing.</p>	<p><i>CST Release Questions</i></p>
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**B2: All students have equal access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals.**

Findings	Evidence
<p>West Covina High School offers a rich curriculum to all students to pursue a variety of post-secondary options. Students take a career assessment in the 9<sup>th</sup> and 10<sup>th</sup> grade to ascertain possible career options. All students have access to A-G courses. This open access policy allows students to take any class of their choosing during their four years at West Covina High School.</p>	<p><i>Course Offerings</i> <i>Counseling Office</i> <i>Bridges Transitions Inc</i></p>
<p>At the time of class registration, students are presented with a complete list of course offerings. Students who desire to enter an honors course are required to obtain a signature from their parent. If the parent signs the registration form, the student will be placed into the AP course.</p>	<p><i>Registration</i> <i>AP/honors course requirements</i></p>
<p>In 2011, there were over 1000 AP exams taken at WCHS. 612 of those exams had scores of 3 or better which is a 59.6% pass rate. Along with the increase in AP exams taken last year, WCHS has added new elective courses: Teaching Careers, Photography, Forensic Science and Sports Marketing.</p>	<p><i>AP Tests</i></p>
<p>Students can be recruited for the AVID program based on their GPA and CST scores. Then they must apply for the program and have a successful interview in order to be accepted. Through this program 100% of students are prepared and expected to attend a four-year college or university. Each year for three consecutive years, the WCHS AVID program has maintained an increase of incoming freshmen classes. 17 out of the 20 AVID seniors that graduated in 2010 were accepted to a four-year university. All are continuing their education, including at junior college. Since the expansion, there has been an increase in the number of students in the program and AVID classes offered.</p>	<p><i>Elective courses</i>  <i>AVID courses rosters</i></p>
<p>The school offers Sports Medicine, Teaching Careers, American Sign Language, Photography, Graphic Arts/Multi-Media, Forensic Science, Sports Marketing, and Business Math on campus courses through the Regional Occupational Program (ROP). Students are</p>	<p><i>ROP</i></p>

<p>also able to take ROP off campus through various participating agencies.</p> <p>WCHS works with students and parents to create a collaborative learning plan. Counselors conduct AB1802 academic reviews for each student (review of transcripts, grades, attendance, discipline, and post-secondary options). The meeting occurs once per year and parents are invited to attend. Students are advised of possible courses of study based upon the students’ strengths and learning styles. The counseling department also provides multiple student/parent workshops to assist parents in their understanding of high school and college requirements.</p> <p>For each semester, six and twelve week progress reports are sent home to notify students and parents how they are performing in each class. Parents also have an opportunity to view their students’ current grades using the Parent ABI website. WCHS also utilizes TeleParent to inform parents of current happenings and upcoming events at the school.</p> <p>Special populations at WCHS are receiving closer monitoring than ever before. A counselor has been assigned to the students identified as the English Learner (EL) and Special Education. (SWD) WCHS has a full-time transition specialist to work with special education students and their future plans.</p> <p>WCHS wants our students prepared for the demands of the classes they will take. At the time of registration, a considerable amount of information is provided to the students about the level of rigor for each class. Each student receives a course catalog providing descriptions of each course. This information also includes general estimates of how much homework is required each night for each class. Each department establishes benchmarks for success at each course level. This practice allows teachers, counselors, and parents to properly counsel students as to the level of classes they should take the following year.</p> <p>In the early spring, students are given their registration forms. Each form includes areas for both the parent and student to sign, acknowledging that once a student is enrolled in an honors course,</p>	<p><i>A-G requirements</i>  <i>CA State graduation Requirements</i>  <i>District graduation requirements</i>  <i>Parent meetings</i>  <i>Counseling</i>  <i>AB1802</i></p> <p><i>Progress reports</i>  <i>Parent ABI</i>  <i>TeleParent</i></p> <p><i>Counseling</i>  <i>EL Counselor</i>  <i>SPED Counselor</i>  <i>Workability</i></p> <p><i>Course descriptions</i>  <i>Course catalog</i></p> <p><i>Registration</i>  <i>Counseling dept. Forms</i></p>
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<p>the student will not be allowed to drop the class after the eighth week into the semester, regardless of the grade.</p> <p>AVID students are closely monitored at WCHS. A team consisting of nine teachers and three counselors meet monthly to review student progress in the program.</p> <p>All WCHS student progress is monitored by our six counselors. Counselors conduct junior and senior status checks. The counseling department also provides counseling for freshmen and sophomores to pinpoint the specific needs of each student. Students that are in danger of not graduating due to CAHSEE results or poor classroom performance are provided specialized counseling under AB1802 funding. Every six weeks, the guidance department reviews students' grades and individually meets with students who have received a D, F, or an incomplete in any class. During this process each counselor determines what intervening measures need to be taken, if any.</p> <p><b>Post High School Transitions</b></p> <p>The AVID program has been particularly successful in preparing students for transition to college. It is a goal of the AVID program to have students visit as least 3 different four-year universities per year.</p> <p>Each year, admission advisors from 15-20 different colleges and universities visit our campus. Up to 50 students sign up to attend the college admissions presentation.</p> <p>Special education seniors attend trips to two local junior colleges. These seniors also go through in-take interviews with the Department of Rehabilitation. Our site Transition Specialist runs our Workability program that provides work experience for special education students that are 16 years or older.</p> <p>WCHS juniors participate in the Early Assessment Program (EAP) to determine college readiness for the Cal State University system. The EAP is comprised of two sections of English language and one section of math. Students complete the writing section during</p>	<p><i>AVID Coordinator and Team</i> <i>Master schedule</i></p> <p><i>D, F, and I lists</i> <i>Status checks</i> <i>CAHSEE results</i></p> <p><i>AVID</i> <i>College visits</i></p> <p><i>Counseling</i> <i>College visits</i></p> <p><i>Counseling</i> <i>College admissions presentations</i> <i>Special Education Dept</i> <i>Workability</i></p> <p><i>EAP and ERWC</i></p>
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<p>March and the remaining English and math sections are pulled from selected questions on the CST tests. These scores are then provided to each student at the time of senior credit checks to provide them with valuable data for determining college classes.</p> <p>The counseling department conducts a senior survey at the end of the school year to ascertain the plans of the graduating class. Of the 684 seniors that graduated in 2011, 76% indicated intent to attend college (44% to a 2-year college, 28% to a 4-year college/university, and 4% to a trade/technical school). WCHS has a college and career fair that includes 100 guests and community speakers. The counselors also provide a financial aid workshop for students and parents, as well as application workshops.</p> <p>The counseling department organizes college fair trips. One is the National Hispanic College Fair. The other is the National College Fair. They also organize Mt. San Antonio College Day and a field trip to Fashion Institute of Design and Merchandising (FIDM).</p>	<p><i>CST Test</i></p> <p><i>Counseling Career Center Senior Survey College Fair Workshops</i></p> <p><i>College Fair trips College Days</i></p>
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**B3: Upon completion of the high school program, students have met all the requirements of graduation.**

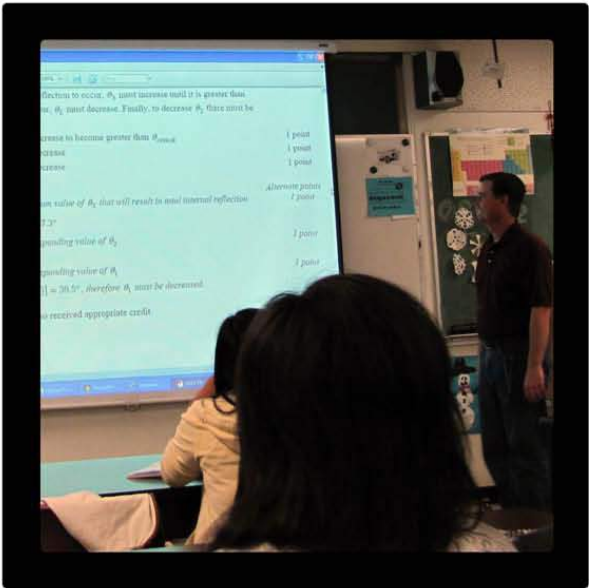
Findings	Evidence
<p>Each West Covina High School student is expected to complete the A-G requirements for graduation. A four-year academic plan is developed with a counselor and evaluated each year.</p> <p>The ROP program is in place for students seeking career technical training during or after completion of high school.</p> <p>West Covina High School maintains a College and Career Center for students needing assistance choosing a college or setting up career goals.</p> <p>Students meet one-on-one twice a year with their counselors to discuss progress on earned credits, to plan course schedules that will meet graduations requirements, and to discuss college and career planning.</p> <p>The AVID program is available to college bound students who desire or require necessary skills and information needed to get or transition into college. It is a goal of the AVID program to have students visit as least three different four-year universities per year.</p> <p>Each year, admission advisors from 15-20 different colleges and universities visit our campus. Up to 50 students sign up to attend the college admissions presentation.</p> <p>West Covina High School English department recently adopted new textbooks. The curriculum selected to be taught in class are aligned with the State’s power standards seen on the CST tests. Lessons are connected to the activities completed in class and are aimed at reinforcing standards, enhancing student learning, and understanding the concepts covered in English.</p>	<p><i>Individualized Student Counselor meetings</i></p> <p><i>ROP</i></p> <p><i>College and Career Center</i></p> <p><i>Counseling records</i></p> <p><i>AVID Counselors</i> <i>AVID Coordinator</i> <i>College visits</i></p> <p><i>College and Career Center</i></p> <p><i>Textbook Adoption-Holt Literature and Language Arts</i></p>



**WEST COVINA HIGH SCHOOL**



**C: STANDARDS-BASED STUDENT LEARNING INSTRUCTION**



**CHAPTER IV: SELF-STUDY FINDINGS**

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

### **Instruction Abstract**

All students in WCHS participate in a thinking, meaning-centered academic process that prepares them to think conceptually, solve problems, and communicate their ideas effectively. Teachers at WCHS emphasize learning about subjects in depth, by using research based strategies that help students connect new learning to prior knowledge, constructing new knowledge, and applying in real-world context. All academic and career program majors are meaningful and open to all students.

**WEST COVINA HIGH SCHOOL  
WASC FOCUS GROUPS 2011-2012**

**INSTRUCTION**

Maya Maroun, Math/Link Crew <b>Chair</b>	Maria Nash, Counselor
Samuel Sanford, Social Science/AVID <b>Chair</b>	Karen Wirth, Social Science
Dora Alvidrez, World Language	David Beck, Social Science
Jeff Amimoto, Business Education	Linda Butler, In-House Instructional Aide
Brian Barnes, Math	Phoebe Nakamura, English/Skills
Grace Choi, Student	Kim Whitten, English
Sonia Cordero, Girls P.E. Attendant	Alex Chen, Science
Kevin Cox, Math	Bernadette Ferraco, Counselor
Trini Diaz, Café FSA	JoAnn Gonzales, Café FSA
Jocelyn Ghaoui, Café FSA	Regina Guerrero, Instructional Aide
Ruth Holguin, Counseling Clerk	Janelle Lawson, Special Education
Jim Jastrab, P.E./Health	Guadalupe Manzano, Café FSA
Shannon Jessen, Science	Rosemary Martinez, Security
Travis Johnson, English/Thinking Maps	Emily Milon, English/ELD
Howard Lui, Special Education	Fred Myers, Science
Margie McCrummen, Instructional Aide	Andrea Poma, English
Chris Pirraglia, English	Becky Powers, ASB Clerk
Chau Phung, Bilingual Aide	Zamantha Ruiz, Student
Bernie Proch, Social Science	Roger Velasquez, Custodian
Christine Schwandt, Fine Arts	Dan Woodward, P.E.
Melina Saucedo, Math	Ledell Moorer, ROP/Admin of Justice
Lydia Terriquez, Instructional Aide	

**C1. Instruction Criterion**

**C1: Challenging Learning Experiences: To achieve the academic standards and expected learning results, all students participate in challenging learning experiences.**

<b>Findings</b>	<b>Evidence</b>
<p>West Covina teachers closely examine student work to drive their instruction. A large percentage of students are actively involved in their education and academic achievement. We use multiple forms of assessment to guide instruction such as analyzing CST scores and benchmarks using School City. Teachers analyze this data, individually and with departments during CRT time. We also use summative and formative evaluations, authentic assessments, including the use of rubrics, essays, homework, and informal assessments such as checking for understanding.</p>	<p><i>District assessment</i></p> <p><i>Teacher assessments</i></p>
<p>Student observation also drives our instruction. In some classrooms, teachers require students to show answers on mini-white boards, allowing the teacher to quickly assess general understanding of a concept. In addition, some teachers utilize exit tickets in which students are asked to solve a problem or answer a question before they leave the classroom. Often, daily warm-ups and quizzes influence instruction and the pace of an upcoming lesson. Other strategies include using the “thumbs-up/thumbs-down” technique to check for understanding . When students work in groups, teachers are able to circulate the room to make observations and further assess student understanding and concept mastery.</p>	<p><i>Student work</i></p>
<p>Student observation guides instruction on a daily basis. Our Algebra 1, Geometry, and Algebra 2 classes are being taught using group-based learning. Our mathematics teachers are constantly looking at student work throughout the lessons and modifying instruction accordingly. This may include re-teaching a previously covered concept, or moving on from an easier concept. Many of our math teachers also use test retakes for students who score below a 70% on a test. Students are expected to come in for extra tutoring in order to practice standards they are not proficient in. After that, they come after school on a assigned day, and have the chance to retake the chapter test.</p>	<p><i>Standards posted</i></p> <p><i>Daily objectives</i></p> <p><i>Syllabi</i></p> <p><i>CPM strategy</i></p> <p><i>Benchmark analysis</i></p>
<p>Student work is regularly calibrated to apply assessment criteria in a uniform manner, and faculty routinely check for consistency among all instructors. AP teachers attend tailored workshops that help them align their expectations with the AP grading scale. Administration</p>	<p><i>Calibration</i></p> <p><i>Rubrics</i></p> <p><i>Pacing guides</i></p>

<p>provides data demonstrating grade distributions by teacher in order to help facilitate discussion about standards and expectations. To ensure effective calibration, teachers routinely develop and share common rubrics for major assignments and projects.</p>	<p><i>Website</i></p>
	<p><i>Rubrics</i></p>
<p>Moreover, many of our teachers evaluate the efficacy of their rubrics at the end of an assignment to ensure students are properly challenged and are turning in appropriate work. For example, after reviewing the psychology research and experiment project last year, our psychology teachers modified the rubrics to prepare for the upcoming year. Other departments refuse to accept a D or an F on major projects as graded on a rubric. Teachers give those projects back to the students and the students are expected to redo the assignment in order to get a better grade and to master the standard being addressed.</p>	<p><i>Teacher Assessments</i></p>
	<p><i>Benchmark analysis</i></p>
<p>Most of our departments administer benchmarks, and the test questions are modeled after CST-style questions. After administering a benchmark, many teachers will analyze results by standard using the School City functions. These results drive our instruction and our teachers work to ensure standards are mastered. The item analysis that we perform also helps us adjust our pacing guides for the current and upcoming years.</p>	<p><i>Pacing Guides</i></p>
<p>Instruction at West Covina High School is based on the California State Standards. Content-specific standards are posted in every classroom. Daily objectives are posted by teachers and are based on content standards and ESLR objectives. Common syllabi are being used among the mathematics and English teachers, and courses are designed so that teachers use common grading scales. Each content area has developed a pacing guide that is available on the school website. Departments have worked to make sure grading is calibrated across the district.</p>	<p><i>CA Content Standards Objectives ESLRs Syllabi Pacing Guide Website Calibration</i></p>
<p>Teachers place great value on modeling to give students a clear understanding of what is expected during the lesson/activity. Teachers incorporate standardized lab report formats, homework logs, and unit planners to help students further understand the expectations. Syllabi inform students of content and behavioral expectations which help establish content norms. For example, many of our departments develop rubrics to address projects, homework, tests, and written work. Our science department uses laboratory procedures to help</p>	<p><i>Classroom Observations Lab write-ups Teachers' lesson plans Hands-on activities AVID tutorials Rubrics Syllabi Homework assignments</i></p>

<p>understand the scientific method. AVID classes run tutorials twice a week to help students enhance their understanding of the content standards. The ELD program also runs tutorials once a week. Directed study classes provide students with opportunities to complete homework, make up missing work, and receive help on projects. These classes serve a diverse group of students and promote organizational and study skills to increase student achievement.</p>	<p><i>ELD Tutorials</i></p>
<p>A variety of methods are used to differentiate instruction in classrooms. Teachers incorporate hands-on demonstrations, activities and realia in their lessons. Students are given opportunities to learn in the modality of instruction that works best for them, whether it be auditory, verbal, or kinesthetic. Many classes are taught using hands on activities or ‘learn-by-doing’ strategies, especially classes such as Graphic Arts, Digital Photography, Foods, Art, and so on. In science and psychology classes, students are taught to develop hypotheses and experiment through the use of the lab hours. ELD classes include a unit where students write and perform a play in order to experience literature in a more relevant way.</p>	<p><i>Classroom observations</i>  <i>Differentiation strategies</i>  <i>Hands-on activities</i>  <i>Lab Procedures</i></p>
<p>Group learning has been growing here at West Covina High School. Algebra 1, Geometry, and Algebra 2 classes are using CPM (College Preparatory Mathematics) materials that use collaborative student study teams and problem-based lessons to deepen student concept understanding. This promotes rich academic discussions within the small group and as well as among the whole class. Group size varies from two to four students, homogenous and heterogeneous grouping strategies are used. This type of grouping allows an easy transition to think-pair-share activities and jigsaw instruction strategies. Socratic Seminars are used in English, AVID, ELD, history, AP Spanish, and psychology classes which promote independent and critical thinking and lively debate. Many teachers use guided discussions in their classroom day to day, as well. Projects are designed so students can frequently work in groups, benefitting from the ideas and strengths of others.</p>	<p><i>CPM Curriculum</i></p> <p><i>Socratic Seminars</i></p> <p><i>Student choice assignments</i></p>
<p>Thinking Maps, which are research-based task-specific graphic organizers, have been adopted by the district and widely used among our teachers and students across content areas. These maps help students organize their thoughts and notes on a day-to-day basis. Each map provides students with a standard template that can be</p>	<p><i>Thinking Maps</i></p>

<p>consistently applied in all content areas to demonstrate understanding.</p>	
<p>The staff has participated in several professional development sessions in support of Thinking Maps. We also utilize a shared drive on our computers where we share strategies on adopting Thinking Maps across the curriculum standards. Thinking Maps are especially reinforced in ELD and Directed Study classes to support the concepts taught in core academic classes. Furthermore, under-performing students have benefitted from the implementation of Thinking Map as they learn to process and manipulate information.</p>	<p><i>Thinking Maps</i></p>
<p>Other strategies, such as SDAIE strategies, aide our teachers' instruction. Science and math courses use manipulatives to help make concepts more tangible to our students. Other non-linguistic representations, such as PowerPoints with images, music, gestures, graphic organizers, are used in many departments. Equity cards are used to select students randomly to answer questions. This ensures that all students are equally engaged in classroom discussion.</p>	<p><i>SDAIE Strategies</i> <i>Classroom observations</i> <i>Differentiation strategies</i></p>
<p>Teachers seek to provide students with a variety of assignments in the hopes of increasing motivation and investment. One method used on campus is a "must do, may do, can do" homework system. All students "must do" a certain assignment, and if they need more of a challenge they "may do" an additional assignment. Finally if they still need a greater challenge, they "can do" the final assignment. This allows students to be in control of their learning even if they are at different levels. Their grades are based largely on the degree to which they challenge themselves. Also, when assigning projects, many teachers give students options between projects. In this way they can utilize their individual strengths to complete the project.</p>	<p><i>Differentiation</i> <i>Student choice assignments</i></p>
<p>"Fast Facts" are provided for all our ELD students and Special Education students. ELD students follow an ILP and Special Education students follow an IEP. The ELD counselor makes sure these ILPs and IEPs are being taken under consideration to plan instruction.</p>	<p><i>Fast Facts</i></p>
<p>Student survey results indicate that our students feel that West Covina High School offers classes that are challenging and rigorous. Students feel that they spend an adequate time on homework and that the tests they receive are accurately covering what they have learned</p>	<p><i>Student Survey</i> <i>Teacher tutoring schedules</i></p>

<p>in class.</p> <p>Students are also supported through tutoring before school, during lunch, and after school. The majority of teachers have tutoring schedules to provide additional and more individualized support for students. Specifically, math and foreign language departments have tutoring schedules that are shared with other departments and the counseling department. ELD instructional aides are in the media center during nutrition break and lunch to provide tutoring for all ELD students.</p> <p>Counselors visit classrooms once a year to make students aware of the graduation requirements, and teachers regularly mention them as well. They are told about the A-G requirements to graduate, the CAHSEE, and college requirements. Math and English teachers address the CAHSEE standards within their 9th and 10th grade classes. Intervention programs also exist for 11th and 12th grade students that have not passed the CAHSEE.</p> <p>Systems are in place to ensure all students receive support with instruction. Link Crew, Renaissance, ASB, Best Buddies, AVID and ELD offer student support as well. Link Crew helps the freshmen transition from middle school to high school. Renaissance works to reward and recognize students for academic achievement and attendance. ASB helps make the school environment welcoming to all students. Best Buddies provides support for our special education population by pairing a special education student with a regular education student. AVID helps support students that need an extra push to be successful in all their classes. ELD classes have specific curriculum to support students in the CAHSEE, CST, and the CELDT exams.</p>	<p><i>Counselor schedules</i></p> <p><i>Academic Counseling</i></p> <p><i>ELD instructional aides</i></p> <p><i>tutoring schedule</i></p> <p><i>Counselors' Schedules</i></p> <p><i>A-G requirements</i></p> <p><i>Academic counseling</i></p> <p><i>Link Crew</i></p> <p><i>Renaissance</i></p> <p><i>ASB</i></p> <p><i>Best Buddies</i></p> <p><i>AVID</i></p> <p><i>ELD program</i></p>
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**C2: Strategies and Resources Criterion:** All teachers use a variety of strategies and resources – including technology and experiences beyond the textbook and the classroom – that actively engage students, emphasize higher order thinking skills, and provide challenging learning experiences.

Findings	Evidence
<p>Teachers at WCHS employ the latest research-based instructional methodologies. For example, SDAIE strategies (context-embedded instruction, comprehensible input, cooperative learning) are used in sheltered and clustered classrooms. Also, we have adopted proven instructional strategies described in Marzano’s <i>Classroom Instruction that Works</i>. These methodologies center around cooperative learning, non-linguistic representations, summarizing and note taking, homework, inquiry, generating and testing hypothesis, setting objectives and providing feedback. School City has bolstered student achievement by allowing each department to use common assessments and review pertinent data. Content Round Tables (CRTs) provide invaluable opportunities for staff to share and fine-tune best practices. AVID strategies such as Cornell note-taking, Socratic Seminars, and Costa’s Levels of Questioning have also been adopted school-wide and teachers continually receive support from AVID teachers throughout the process. Additionally, we have adopted Thinking Maps – a form of non-linguistic representations – school wide.</p> <p>At WCHS, teachers work as coaches, taking a more interactive approach as they provide support and instruction to students. For example, College Preparatory Mathematics (CPM) – an instructional approach adopted by Algebra I, Geometry and Algebra II classes – implements a collaborative approach to learning where the teacher works more as a facilitator to guide instruction as a opposed to a presenter of information. Our AVID and ELD teachers also take on the role of facilitators as they teach students critical thinking skills and coach students to succeed in all of their classes. Some WCHS teachers also have tutoring time, before, after and during the school day. The foreign language and Mathematics departments have built tutoring programs into the after school culture at WCHS. These tutorials are meant to create environments of encouragement. Lastly, in individual classrooms, periodic progress reports, e-mails, and phone calls home provide opportunities for teachers to act as sources of support and mentorship for students.</p>	<p><i>SDAIE strategies</i></p> <p><i>“Classroom Instruction that Works”</i></p> <p><i>Daily objectives</i></p> <p><i>Common assessment School City</i></p> <p><i>Content Round Tables</i></p> <p><i>AVID methodologies</i>  <i>Cornell note-taking</i>  <i>Costa’s Levels of Questioning</i>  <i>Thinking Maps</i></p> <p><i>CPM curriculum</i></p> <p><i>AVID</i></p> <p><i>After school tutoring</i></p> <p><i>Mentorship programs</i></p> <p><i>Progress reports e-mails</i></p>

<p>On a daily basis, teachers help students take on and manage responsibilities. With all of the choices presented to adolescents, programs such as AVID, ELD, ASB, Link Crew, and Renaissance give students the tools to manage the responsibilities of high school and increase self esteem. In addition to these programs, WCHS offers ABI access for all parents and students, thus allowing for opportunities for additional coaching. Lastly, in individual classrooms, periodic progress reports, email and ABI provide opportunities for teachers to communicate progress towards grade level subject matter standards.</p> <p>WCHS recognizes that at risk students require extra support in order to meet their instructional goals. Therefore, a partnership with the Los Angeles County Probation Department allows closer monitoring of this group of students. In working with the court-ordered probation program headed by our probation officer, a number of male teachers work closely to mentor students who are on formal probation and those who are on informal probation. Mentors make contact with mentees once a week and serve as positive role models. Additionally, the students are required to turn in weekly reports and discuss progress or concerns with their mentors. Once a month, the whole group – mentors and mentees – meet to create a sense of community. Also, the facilitators of the program set up field trips that provide new experiences for at-risk students.</p> <p>In English classes, student work demonstrates structured learning. Students have clear expectations and these expectations are conveyed through rubrics, thinking maps, modeling, guided instruction, and independent practice. Students are also instructed in prompt analysis and narrative analysis/planning charts, which are used to compose essays, questions, projects, research papers, etc. When teaching the process of writing, it is essential that the information be organized in such a way that the application of knowledge is obvious. Thinking Maps and graphic organizers help to facilitate this process. For example, 10th graders are taught how to work through the research process from choosing the topic to the final product. This is a lesson in access, organization and direct application of knowledge. Common content-specific vocabulary adopted from the Jane Schaffer Writing Program also permeates writing lessons. Through this process students learn to write coherent and direct thesis statements and find an appropriate balance between concrete details and commentary. In this way, ELD teachers are better able to support the development of writing skills</p>	<p><i>AVID</i>  <i>ASB</i>  <i>Link Crew</i>  <i>Renaissance</i>  <i>ABI grade book</i>  <i>Progress reports</i></p> <p><i>Probation Officer Records</i></p> <p><i>Mentoring program</i>  <i>Field trips</i></p> <p><i>Weekly progress reports</i></p> <p><i>English teachers' syllabi</i>  <i>Classroom observations</i>  <i>Notes and Cornell Notes</i>  <i>Narrative charts</i>  <i>Journals</i></p> <p><i>Portfolios</i></p> <p><i>Learning Logs</i>  <i>Rubrics</i>  <i>Thinking Maps</i>  <i>Research papers</i></p>
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<p>through scaffolding.</p> <p>In order to ensure structured learning, Social Science regularly employs a lecture/discussion format. Students are required to employ Cornell note taking, class exercises, regularly assigned homework, frequent assessments (quizzes and exams), and major projects sometimes involving cooperative learning.</p> <p>Science classes follow a general instructional routine, consisting of an opening activity followed by a content review. Students are expected to write lab reports in paragraphs, thus synthesizing and conveying information in meaningful ways. MLA formatting is expected in homework as well as projects.</p> <p>In Fine Arts, larger projects are always broken down into stages or phases that help students navigate more easily through the creative process. Students will watch videos, read directions, observe modeled examples, and engage in step-by-step assignments. At the end of the assignment, students create a unique project related to the objective. Art and ceramics are both hands-on courses and provide students with structured learning experiences every day. These courses offer students hands-on experience with materials that they would use if they choose art or ceramics as a career path. The tasks students complete in these courses require students to learn new skills and techniques, think critically, and plan and organize their ideas so they can apply this knowledge to produce a work of art.</p> <p>In theater courses, students brainstorm ideas, rehearse, perform and critique for the majority of assignments. Photography students are expected to follow step-by-step directions for each worksheet assignment, tutorial, project, and photo shoot. There is a digital photography folder in the school’s S:drive (shared drive) where students can access all information related to coursework. All students work on projects to apply the knowledge that they obtain during lectures, worksheet assignments, and tutorials.</p> <p>Students in the instrumental music department demonstrate learning through participation and hands-on activities. Organization and application of knowledge is demonstrated through performance on the chosen instrument as an individual and as a member of the ensemble. Students not only access prior knowledge of their instrument or voice, but also use tutorials from class, worksheets, and other technological sources to apply knowledge and skill while singing or playing an instrument.</p>	<p><i>Cornell Notes</i>  <i>Homework</i>  <i>Assessment</i>  <i>Student work</i></p> <p><i>Lesson plans</i>  <i>Lab reports</i>  <i>Student work</i></p> <p><i>Lesson plans</i>  <i>Projects</i>  <i>Student work</i>  <i>Rubrics</i></p> <p><i>Classroom observations</i>  <i>Performances</i>  <i>Student handouts</i>  <i>Rubrics</i>  <i>Network share folder</i></p> <p><i>Classroom observations</i>  <i>Lesson plans</i>  <i>Student handouts</i>  <i>Worksheets</i>  <i>Student work</i></p>
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<p>Student work in mathematics reveals structured learning. For example, Algebra I homework is sequenced and organized with daily class work and notes. Additionally, in Geometry structured learning is demonstrated through daily warm-ups, quizzes, Thinking Maps, and notes. In Algebra II composition notebooks are used to organize notes and homework, while in Pre-calculus, students take notes which include examples. Many teachers use Cornell Notes and students are often required to write explanations of their problem-solving process.</p> <p>At West Covina High School, teachers are ensuring that students demonstrate their ability to think, reason, and problem-solve by using various grouping strategies, and by individual activities, projects, discussions, debates and inquiries. For example, senior language arts students are required to complete a comprehensive interview project and research paper. Students are also required to fill out reading logs where they react to their own choice of reading materials. Sophomore language arts students work on group projects relating Maslow’s Hierarchy of Needs in relation to the death camps by choosing images that represent concepts such as scapegoat, genocide and holocaust. Thinking Maps are used in all language arts classes to aide in thinking, reasoning and problem solving skills. For example, double bubble maps are often used to compare and contrast things such as schools and death camps and literary foils. Other Thinking Maps are used to share personal experiences using literary devices, explicate a famous passage from reading, and brainstorm ideas for writing assignments.</p> <p>In preparing for the CAHSEE, teachers put the students into cooperative learning teams who attempt to figure out the answers by consensus. To increase the rigor, students are asked to justify the answer choice they have selected. Many teachers also use Cornell note taking strategies to help the students think, reason, and organize information in a way that makes sense to them.</p> <p>Social science teachers encourage participation during lectures and discussion by awarding students with points for sharing presentations. In our senior Government and Economics class, students work in groups to complete many projects, such as presidential campaign simulation, and current event reports. In AP Psychology and general Psychology, students work to analyze their own research as well as published research.</p>	<p><i>Students’ homework</i>  <i>Assessment test and quizzes</i>  <i>Thinking Maps</i>  <i>Students’ notes</i>  <i>Composition notebooks</i>  <i>Cornell Notes</i></p> <p><i>Classroom observations</i>  <i>Blooms Taxonomy</i>  <i>Costa’s Levels of inquiry</i>  <i>Student work</i></p> <p><i>Research project</i>  <i>Reading logs</i>  <i>Differentiation strategies</i>  <i>Student work</i>  <i>Thinking Maps</i></p> <p><i>Classroom observations</i>  <i>Cooperative Learning strategies</i>  <i>Cornell Notes</i>  <i>CAHSEE prep courses</i></p> <p><i>Project presentations</i>  <i>Interview projects</i>  <i>Thinking Maps</i>  <i>Project Presentation</i>  <i>Presidential Campaign Simulation/Project</i>  <i>Research Paper</i></p>
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<p>Students in science classrooms demonstrate the ability to think, reason, and problem solve in groups and as individuals everyday when they are working with data and observations from lab experiments. For example, students in biology work in small groups to model the steps of meiosis and attempt to identify the cause of Down Syndrome or other trisomy conditions. Small groups are also asked to hypothesize how dialysis tubing represents a selectively permeable membrane during osmosis and diffusion labs. Following exams and benchmarks, students work in pairs or small groups to correct the questions they have missed. By the time students take AP Biology, they work with lab partners to complete pre-lab exercises requiring them to formulate a hypothesis, identify what they are measuring, assess how they are measuring, identify independent variables and sources of error, and label the experimental controls.</p> <p>In Mathematics including Algebra I, Geometry and Algebra II, students demonstrate individual learning through daily homework and quizzes and/or warm-ups. Students also take individual assessments tests and benchmarks. Moreover, students are taught content standards through cooperative learning teams while working on class work. With the adoption of CPM (College Preparatory Mathematics), group work is the foundation of these courses. In Pre-calculus, AP Calculus, and AP Statistics, students work together to complete class assignments and review for tests. For example, in AP Calculus the teacher has brought in an AVID strategy of tutorials to help her students prepare for tests and review newer material.</p> <p>In the foreign language department, teachers use strategies such as flashcard games with questions, inside-outside circles, quiz-quiz-trade (where students walk around and trade questions after they have answered each other’s questions), and match-mine (where students look at patterns of things and are encouraged to come up with a rule) to demonstrate the ability to think, reason and problem solve in groups and as individuals. Foreign language teachers constantly use graphic organizers such as Thinking Maps to provide students the opportunity to organize their thoughts. Thinking Maps are also used to teach the weekly CSV.</p> <p>Fine arts classes such as Graphic Arts have a variety of group and individual projects, which helps make the curriculum more accessible. Ceramics employs class discussions, critiques, and problem-solving activities. Theatre classes regularly engage in</p>	<p><i>Biology Projects</i>  <i>Benchmarks</i>  <i>Lab Reports</i>  <i>Student work</i></p> <p><i>Homework</i>  <i>Quizzes</i>  <i>Warm-up’s</i>  <i>Tests</i>  <i>CPM curriculum</i>  <i>Classroom Observations</i>  <i>Student work</i>  <i>AVID tutorials and TRF</i></p> <p><i>Kagan strategies and resources</i></p> <p><i>Thinking Maps</i></p> <p><i>Classroom observations</i></p> <p><i>Rehearsals</i>  <i>Critiques</i></p>
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<p>classroom discussions, rehearsals, evaluations, and critiques. In photography, students are paired with new students for every photo shoot. Directions for photo shoots are specific and require students to use the proper academic language to help each other set manual settings and to compose a shot.</p> <p>In musical performance classes, students regularly demonstrate knowledge and application of instruction through performance on their chosen instrument. Repertoire and etudes are the standard materials used during demonstration which occur as each student participates in group/ensemble activities. Students regularly rehearse in groups using self and aural assessment to determine performance and sound quality. With guidance from an instructor, they make adjustments to benefit and increase performance quality of the entire group. While the group rehearses, they also work on other musical or extra-musical ideas to create a better performance quality and style.</p> <p>Our students use technology to achieve the academic standards and ESLRs - Expected School Wide Learning Results. The mathematics classes regularly employ technology. Students in Geometry and higher level classes are required to use graphing calculators. Scientific calculators are also regularly used in Foundational Mathematics and Algebra I. Mathematics teachers also regularly utilize document cameras. Students in Pre-calculus are often required to display work using the document camera and explain their problem solving processes. Instructional videos are used to model high level mathematical skills. CPM-based curriculum includes an online help component, which our students regularly access. In all mathematics classes, students use teacher websites to access homework and ancillary materials.</p> <p>The social science classes also require student use of technology. In government, students use Classroom Response Systems (CRS) which allows the teacher to rapidly adjust instruction depending on student need. World history students use the internet databases to access primary source documents and peer-reviewed journal articles. World history students generate websites and “digital stories” using multimedia software. Psychology students use the internet to research peer-reviewed journal articles for their research projects. They also, on occasion, use survey software (i.e. Google Documents) to acquire research data about the student population. In addition, psychology students complete an end-of-year project which requires the integration of technology (video, website, etc.).</p>	<p><i>Photo shoots</i></p> <p><i>Musical performances</i> <i>Lesson plans</i> <i>Rehearsals</i></p> <p><i>ESLRs</i> <i>Graphing calculators</i> <i>Scientific calculators</i> <i>Document cameras</i></p> <p><i>Instructional Videos</i> <i>CPM online homework help</i></p> <p><i>Websites</i></p> <p><i>CRS</i> <i>Google Documents</i></p> <p><i>Student work</i> <i>Research projects</i> <i>End of year student projects</i></p>
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<p>Students enrolled in fine arts extensively use technology to achieve the academic standards. For example, photography students are issued digital cameras (Canon PowerShot SX120IS) for most of their projects. The photos are stored on network drives and submitted to the instructor on a network drop-box. In addition, all lessons are paperless and shared on the network drive for student access. Photography students also use Adobe Photoshop CS2 to edit photos.</p> <p>Students enrolled in Language Arts use technology on a regular basis. Language arts students in 10<sup>th</sup> -12<sup>th</sup> grades are expected to complete a research paper in which the internet serves as an indispensable resource for academic research. Also, websites such as Purdue’s Online Writing Lab, and Proquest, serve to supplement students’ understanding of MLA citation format and sources. In many Language arts classes, students are required to compose PowerPoint presentations throughout the school year. <i>Turnitin.com</i> is used to verify the authenticity of student written work and discourage plagiarism.</p> <p>Student work demonstrates use of materials and resources beyond the textbook. Social science students regularly use resource materials beyond the textbook. In US and world history classes, students must analyze primary source documents. Documents are gathered from online resources or primary source readers. AP history students must extensively analyze primary source documents and answer Document Based Questions (DBQs). World history students’ educational experience is enhanced by peer-reviewed journal articles and other secondary sources. In world history classes, students’ educational experience is enhanced by trade books, such as Diamond’s <i>Guns, Germs and Steel</i>, Hesse’s <i>Siddhartha</i>, and Dickens’s <i>Hard Times</i>. Psychology students’ educational experience is enhanced with the book <i>40 Studies that Changed Psychology</i> and the <i>Discovering Psychology</i> telecourse.</p> <p>English students regularly use materials beyond the textbook. These include research papers, projects, and action steps. Students also engage in SSR, using a book of their choice. They regularly respond to their reading and share with the group. Power point notes, and notes from the whiteboard are also used. Released AP exam material is used to supplement learning in AP classes. The Research paper unit goes beyond the textbook. In order to prepare for the CAHSEE exam, a supplemental preparation book (Holt’s <i>Literature and the Arts: Focus on Standards with Support for CAHSEE</i>) is</p>	<p><i>Canon PowerShot SX120IS</i>  <i>Network dropbox</i>  <i>Student work</i>  <i>Adobe Photoshop CS2</i></p> <p><i>Internet Research</i>  <i>Purdue’s Online Writing Lab</i>  <i>MLA citation format</i>  <i>Turnitin.com</i></p> <p><i>DBQ’s</i>  <i>Journal Articles</i></p> <p><i>SSR (silent sustained reading)</i>  <i>PowerPoint</i></p> <p><i>Research papers</i>  <i>SSR (silent sustained reading)</i>  <i>PowerPoint</i>  <i>Classroom observations</i></p>
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<p>used in English classes. Additionally, the CAHSEE prep unit takes released test questions and provides opportunities for analysis and test taking skills to develop outside of the text book in a game-like setting. Character posters and illustrated timelines allow for comprehension and analysis to be displayed rather than by just answering questions. Webquests allow students to gain knowledge through research and discover the answers themselves instead of being directly instructed. Students use technology on a regular basis. For example, English teachers at every level employ the use of <i>Turnitin.com</i> to discourage plagiarism and academic dishonesty. Language arts students in 10<sup>th</sup> -12<sup>th</sup> grades are expected to complete a research paper in which the internet serves as an indispensable source for academic research. Purdue's Online Writing Lab serves to supplement students understanding of MLA citation format.</p> <p>Foreign exchange/EL students use an electronic dictionary during class. Websites are used for assignments, materials, and grades. Students also use technology to look up word meanings, find biographical information on authors, locate detailed information about an event from literature, and find visuals for student presentations. Students regularly use the computer lab to type written compositions according to MLA format. Students use Google forms to select answers to multiple-choice questions or short answer questions. Additionally, students produce video technology to demonstrate their understanding of the social and political climate of the 1950's (cross-curricular project). In journalism, computers are used to type up stories, research statistics and studies, and design newspaper layouts. Students are also instructed to critique whether websites are credible. They research the Renaissance Period and produce a Fandex (a brief presentation of information on cards arranged like a fan). Students use email as a regular form of communication. They also create many documents, including memos and flyers, and they design graphics and other print materials using Adobe Photoshop.</p> <p>Mathematics students regularly use materials beyond the textbook. For example, Algebra I students use manipulatives such as algebra tiles to deepen understanding and to make real world connections. In Geometry, students also use manipulatives to enhance understanding and make real world connections. Algebra II teachers draw on other textbooks and online sources to find application problems that deepen student understanding, broaden the scope of lessons, and foster real world connections. Finally, Pre-calculus and AP Calculus teachers use other textbooks and online sources to</p>	<p><i>CAHSEE prep courses</i></p> <p><i>Student work</i>  <i>Purdue's Online Writing</i>  <i>Web based research</i>  <i>Lab</i>  <i>MLA format</i></p> <p><i>Computer labs</i>  <i>Google documents</i>  <i>Turnitin.com</i></p> <p><i>Adobe Photoshop</i>  <i>Student work</i>  <i>Computer lab schedules</i>  <i>Student produced videos</i>  <i>Cross-curricular project</i>  <i>Research project on</i>  <i>Renaissance Period</i>  <i>Student e-mail samples</i>  <i>Student created memos</i>  <i>and flyers</i></p> <p><i>News Bites</i>  <i>Student work</i></p> <p><i>Algebra Tiles</i></p>
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<p>broaden the scope of lessons for real-world applications and for historical background.</p> <p>All Fine Arts classes are beyond the textbook. For example, there is no textbook for graphic arts. Additionally, ceramics does not use a textbook, so teachers use research materials and resources that come from outside sources. Theatre classes use technical theatre software, video clips, live performances, the internet, and a library of plays in the classroom. Photography classes do not have a textbook. All resources are found on the S:drive&gt;digital photography folder. This class also uses programs on the computer such as Adobe PDF, Photoshop, and Microsoft Word. Students in this class also research on the internet. While a textbook is not used in the instrumental music programs, student work is conducted through the use of etudes, exercise books and music literature. There are no textbooks for vocal classes, so the students always demonstrate beyond a textbook.</p> <p>Computer classes regularly employ materials beyond the textbook. Software applications, such as Word, Excel, PowerPoint are used. The internet is regularly used to research topics and for career exploration.</p> <p>In foreign language, students present some projects on PowerPoint. They also use the computer to look up information for assignments or projects, to write essays, to look up clip art for their flashcards and projects.</p> <p>Students in science classes regularly employ the use of technology. In AP Biology classes students use computer simulations for various labs (meiosis, mitosis, regulation of enzyme activity, gel electrophoresis) and other forms of technology in other labs students build respirometers to measure rates of cellular respiration, students build and use an apparatus to measure transpiration in plants, students design choice chambers for an animal behavior lab. Microscopes and dialysis tubing are used to study cells and cellular processes. Web-based assignments are also used during the genetics unit, using a genetics web program at University of Utah to master fundamentals of genetics. The textbook also comes with a CD ROM consisting of animations, quizzes, and other activities useful for review. Electronic balances, graduated cylinders, thermometers, and other standard lab equipment are also used for various lab activities. In college prep biology classes students use computers to simulate natural selection (peppered moth predator-prey lab). Computers are</p>	<p><i>Theatre Software Teachers' lesson plans S:Drive</i></p> <p><i>Microsoft Word, Excel and PowerPoint</i></p> <p><i>Student work Adobe PDF</i></p> <p><i>Computer simulations</i></p> <p><i>Student work Classroom observations Rubrics</i></p> <p><i>Microscopes Dialysis tubing University of Utah web program Textbook animations Electronic balances Student lab work</i></p> <p><i>Computer labs Lab equipment</i></p>
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<p>used to research different taxa for presentations in the taxonomy unit at the end of the year. Students also utilize the Classzone.com website for vocabulary review, animations and games to learn core content (assigned as extra credit). The publisher-provided supplemental materials are used during instruction (videos, animations and tutorials).</p> <p>Students at West Covina High School have many opportunities to acquire real world experiences through programs and classes offered on campus. For example, ROP courses (i.e. ASL, Sports Health Medicine, Graphic Arts, Business Math, Digital Photography), and a variety of clubs and organizations, prepare students for the real world.</p> <p>West Covina High school offers many courses that assist in preparing students for the outside world and provide them with real-life experiences. ROP, Bulldog Bistro, and drama provide students with the opportunity to experience what jobs in these fields would be like. Drama, a course which requires many practice hours after school, works to produce shows which are performed for a wide range of audiences that include the student body, staff, and the community. These productions offer students theater experiences that may lead to a life-long career. Graphic Arts combines the skills of graphic design, software usage and long-term projects. Other courses that provide real-world experiences include yearbook and Journalism. Both require students to converse with advertisers and handle their fees, operate on timely deadlines, and produce a tangible product for distribution. These courses provide students with hands-on experience for immediate employment following graduation.</p> <p>The counseling department works with students on an educational continuum which focuses on their post secondary goals. Using the National Standards for Counseling, counselors design career-centered lessons for each grade level, and create a specific plan and revise a four-year learning plan with students. Furthermore, some ROP teachers assist students with cover letter and resume building skills, and guide students through the job application process. Finally, the Career Center coordinates visits from college representatives on a consistent basis, which provides opportunities for students to meet with, discuss, and prepare for college with these individuals.</p>	<p><i>Classzone.com access</i> <i>Textbook adoption materials</i></p> <p><i>ROP</i></p> <p><i>ROP courses</i> <i>Bulldog Bistro</i> <i>Drama</i> <i>Student work</i></p> <p><i>Yearbook</i> <i>Journalism</i></p> <p><i>National Standards for Counseling</i></p> <p><i>Job Applications</i> <i>College Representatives</i></p> <p><i>Student resumes</i> <i>Career Center</i></p>
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<p>The district sponsored Workability Program is designed specifically for special education students to gain experiences in real-world jobs. This program works with local businesses to give special education students a job, in which they receive minimum wage pay through the district. The job itself carries all the same responsibilities and expectations of a job, and the students are able to see what they might be doing in the future. This program also provides career lessons in special education classes, where students practice interviewing skills, dress for success, and a variety of other skills.</p> <p>One of the primary goals of the AVID program is to prepare students for college admissions and their subsequent careers. The lessons and activities are focused on WICR (writing, inquiry, collaboration, reading), which include AVID components of time-management, Cornell Note-taking skills, organization, and critical thinking. AVID site team plans field trips to various college campuses, schedules numerous guest speakers from a wide range of career fields, and provides highly qualified and experienced AVID tutors to work with AVID students. The school also uses other programs, such as Link Crew, Renaissance, and ASB, to cultivate teamwork and foster leadership in planning events, like dances, and rallies or individual items, like floats for homecoming.</p> <p>Clubs such as Leos, Key, Red Cross, CSF, Interact, UNICEF, and NHS offer opportunities for community projects through blood drives, food drives, toy drives, and disaster relief projects. These activities give West Covina students a sense of civic pride and raise their level of consciousness for others who are less fortunate.</p> <p>The AP program is a cooperative educational program between secondary schools and colleges and universities. The program has motivated students with the opportunity to take college-level courses in a high-school setting. Students not only gain college-level skills, but in many cases they also earn college credit. Teachers follow course guidelines developed and published by the College Board.</p> <p>To promote and encourage leadership, use of initiative, and good judgment by all athletes, the athletics program provides opportunities for many students to participate in a wide variety of sports.</p> <p>West Covina High School recognizes that school sports programs</p>	<p><i>Workability informational paperwork</i></p> <p><i>AVID WICR Cornell Notes</i></p> <p><i>Link Crew Renaissance ASB</i></p> <p><i>Community Service clubs</i></p> <p><i>Advanced Placement Classes</i></p> <p><i>Athletics Program</i></p>
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<p>must be conducted in a manner that enhance the academic, emotional, social, physical and ethical development of student athletes and teaches them positive life skills that will help them become personally successful and socially responsible. Athletic programs foster teamwork, endurance, resiliency and determination.</p> <p>West Covina High School staff works collaboratively to engage and prepare students for post secondary experiences. West Covina classes provide a foundation for skills needed in the “adult” world: math, communication, organization, personal/social, and various others. The mastery of these lessons and skills will help prepare students for a world where they will have to cooperate, solve complex problems, and effectively manage conflict and diversity.</p>	
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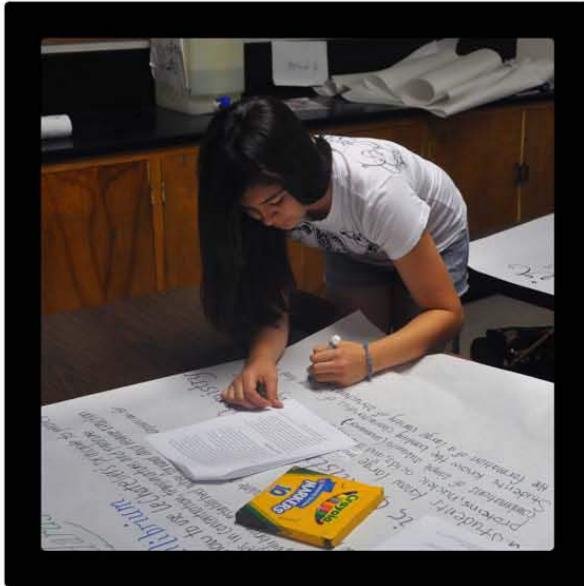
**Areas of Strength**

- Instruction at WCHS is standards based
- Instructional strategies are in place to meet the learning need of all students
- Learning opportunities extend beyond the text book and classroom
- School-wide implementation of AVID strategies and Thinking Maps
- School-sponsored support programs, such as AVID, Renaissance, and Link Crew
- Technology utilization; AERIES, document cameras, LCD projectors
- Teachers offering additional tutoring and assistance time

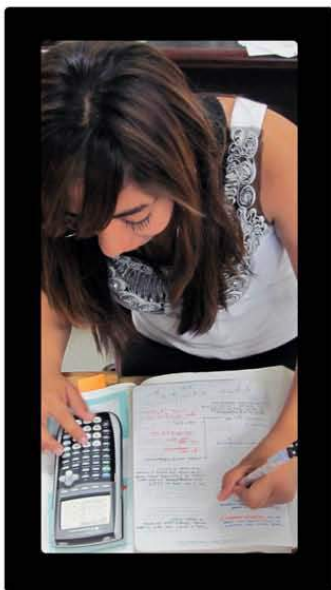
**Areas of Growth**

- Better utilization of staff development for exploration of instructional strategies
- School City and Google Apps are in place but more teachers need to be trained to use it more effectively.

**WEST COVINA HIGH SCHOOL**



**D: STANDARDS-BASED STUDENT LEARNING  
ASSESSMENT AND ACCOUNTABILITY**



**CHAPTER IV: SELF-STUDY FINDINGS**

### **Assessment and Accountability Abstract**

Faculty and staff regard assessment integral to the educational process. A wide variety of formal and informal assessment systems are in place. Student data, including assessment of student performance relative to academic standards, is regularly analyzed to evaluate student performance levels and reflect on the effectiveness of instruction as well as to determine grades and plan subsequent instruction. Teachers incorporate a variety of assessment tasks into instruction to stimulate thinking and learning including students' abilities to analyze, organize, plan, interpret, explain, synthesize, evaluate, and communicate important experiences and ideas. Students are purposely involved in this process via the review of their specific performance data and subsequent performance goal setting.

**WEST COVINA HIGH SCHOOL  
WASC FOCUS GROUPS 2011-2012  
ASSESSMENT**

Lucie Pelleriti, English Chair	Sihan Xu, Student
Klaus Hornell, World Language/GATE Chair	April Leon, Math
Vicky Abbott, Math/World Language	Linda Alvarado, Security
Sarah Barthel, Student	Reinhold Geist, English
Betty Castruita, Counseling Clerk	Jeannette Conklin, Café FSA
Peggy Costales, World Language	Christina Mansour, Math/AVID
Jill Cyhaniuk, Special Education/Workability	Candace Franck, Science
Thomas Puentes, Social Science	Esther Girion, Special Education
Tania De Anda, Café FSA	Betty Harralson, Café FSA
Sally Duke, Business Education	Sal Hernandez, English/ELD
Amy Heilman, Counselor/ELD Coordinator	Nicole Jones, Instructional Aide
Cynthia Hernandez, Health Office	Mark McConville, P.E.
Thomas Hyun, English	Linda Miller, Instructional Aide
Jeffrey Kelley, Math/AVID	Robert Nickum, Custodian
Drew Lorenger, Fine Arts	Michael Ohyiah, Student
Mark Lytle, Speech Therapist	Kerry Phan, Student
Rosa Manzano, Café FSA	Barbara Rivera, Technology Instructional Aide
Araceli Medina, Bilingual Aide	Celia Rodriguez, Media Center
Kyle Osborne, Science	Lois Shade, Assistant Principal Secretary
Fernando Pelaez, Security	Rosie Soto, Workability Office
Lorena Pinal, Bilingual Aide	Corey Tello, Math
Sergio Ruiz, Custodian	

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

**D1: The school uses a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community**

Findings	Evidence
<p>West Covina High School uses a variety of formal and informal assessments to collect data, which serves as the driving force behind curriculum planning and programming at the school. Assessment results are used to check for understanding and monitor student growth over time. Data indicates an ongoing trend of significant increases in the number of students scoring advanced and proficient on state tests, district assessments, and teacher-made tests and assignments. Concurrently, there has been a significant decrease in the number of students scoring in the basic, below basic and far below basic categories on state testing and district benchmarks.</p> <p>Due to the understanding that analysis of the data must be school wide, WCHS employs regular staff-wide and department meetings to review data rather than utilizing a data team per se. Friday Content Round Table Meetings (hereafter referred to as CRT's) are held by each department. CRT's run from 7:30AM to 8:15AM and are devoted to professional development needs. Typically, two of the four monthly CRT meetings provide opportunities for vertical articulation (Honors, AP, ELL, CAHSEE) as well as cross curricular teams to meet, collaborate and share data. In order to accommodate CRTs, WCHS implemented a late start schedule once a week on Fridays.</p> <p>In addition to these weekly CRT meetings, district time is also provided for the collaborative study of various academic topics across the district. During the 2010-2011 school year, several WCHS teachers were involved in district-sponsored workshops that provided training on various topics such as differentiated instruction, thinking maps to help support the learning of special populations, and the use of collaboration to improve instructional practices. The opportunity for staff members to attend trainings and confer with colleagues has been invaluable to the teaching and assessment process. After attending district-sponsored workshops, faculty members return to WCHS and share what they have learned either in staff meetings or in department workshops. Furthermore, each month various teachers are asked to demonstrate best practices that have resulted in higher levels of student achievement. To help</p>	<p><i>CST data</i></p> <p><i>District data</i></p> <p><i>SchoolCity.com</i></p> <p><i>CRT Meetings</i></p> <p><i>Department Meetings</i></p> <p><i>CRT calendar</i></p> <p><i>Staff meeting agendas</i></p> <p><i>SchoolCity.com</i></p> <p><i>District professional development</i></p> <p><i>Staff meeting agendas</i></p> <p><i>Department meeting agendas</i></p>

<p>support staff knowledge and awareness, the administrative team disseminates a weekly staff-wide bulletin that contains information regarding the academic week ahead, counseling news, the word of the week, strategies for implementing Thinking Maps, and strategies for test taking. This collective data sharing helps to inform and support the WCHS faculty and staff in doing the absolute most to help support student learning.</p>	<p><i>Staff bulletins</i> <i>Counseling agendas</i></p>
<p>Data is collected through a variety of methods prior to the start of each new school year. Most departments review data from the previous year during the staff development days that proceed the first days of instruction. This data includes CST results, CAHSEE scores, AP scores, SAT/ACT data, CELDT scores, and other reports/analyses generated by the district’s online data system, School City. West Covina Unified School District partnered with School City beginning in the 2009-2010 academic year and will continue that partnership through the current academic year. School City provides educators a greater ability to evaluate the specific strengths and weakness of individual students, entire classes, and grade levels than previous data collection systems.</p>	<p><i>Schoolcity.com</i> <i>Benchmark data</i></p>
<p>Reports are currently being compiled to show the effectiveness of School City as it has streamlined our district’s benchmark assessment administrations as well as compiled the necessary data to allow administration and teachers to pinpoint student performance and areas of academic need. Previously, administration used to periodically provide teachers with printouts of students’ test scores. The data from School City guides instruction during the upcoming year in addition to providing areas of focus for staff. This new software allows for instant access of student data anytime a WCHS staff member sees fit. For example, School City has simplified and streamlined the assessment process from the printing of student documents and tests to the ease of scanning and accessing data upon the completion of the assessment.</p>	<p><i>SchoolCity.com</i> <i>Benchmark data</i> <i>Test scores</i> <i>ABI data</i></p>
<p>All staff were trained in using School City by WCUSD’s coordinators of technology and assessment. Several CRTs were devoted to training the staff in how to best use School City. In addition to individual tutorials and staff workshops, one page FAQ’s are available. Teachers report that School City is more user-friendly and accessible than the previous programs utilized by the district.</p>	<p><i>District professional development agendas</i> <i>District support staff</i> <i>SchoolCity.com</i></p>
<p>In addition to School City, a transition was made to the Internet-based AERIES attendance system and online ABI platforms. This</p>	<p><i>ABI</i></p>

<p>allowed uniformity of data access and equity in terms of what data is available. Teachers and parents using AERIES can see attendance patterns and student data including transcripts, attendance and test scores. Teachers are able to access ABI and AERIES on campus and remotely.</p> <p>ABI allows for teachers to see both individual student and class achievement trends in academic performance. Teachers within the English department, notably some 10<sup>th</sup> grade teachers and a majority of 11<sup>th</sup> grade teachers, have created their grade book categories to correspond with state standards. Other departments are following suit. As a result, stakeholders are able to see which strands students are progressing forward on and which ones need work. This is especially helpful when in IEP and ELL reclassification meetings. In addition, it is extremely useful in individual remediation cases or in ELA and Math CAHSEE prep courses as it identifies areas of growth to be addressed.</p> <p>Critical academic school-wide goals are in the process of being developed. In response to these school-wide goals, individual core department goals have informally been created. After looking at CST data, trends have been noted and there is a need to increase proficiency in Algebra, Geometry, Chemistry, Biology, World History and Earth Science. At the same time, there is a need to decrease FBB/BB in Algebra I, World History and the CAHSEE. Additionally, there is a need to increase the proficiency of ELA and math scores for WCHS’s special populations-notably ELL students and Special Education students.</p> <p>Pacing guides are used in all core classes and a majority of elective classes. Pacing guides are available on the WCHS main website and can be found for the following departments: Science, English, Math, Social Science, World Languages, Health, Applied Arts and Fine Arts. Other pacing guides are in the process of being developed and will be made available on the WCHS website upon completion.</p> <p>The common assessments used for core classes are based on the pacing guides that, in turn, are largely influenced by the CST, CAHSEE and AP exams. These common assessments were created by teams of representative teachers from the various subjects and grade levels and are aligned with the standards with a special emphasis on those standards most reflected on state tests.</p>	<p><i>ABI parent trainings</i></p> <p><i>ABI staff trainings</i></p> <p><i>ABI reports</i></p> <p><i>ELD meetings</i></p> <p><i>IEP meetings</i></p> <p><i>Department meeting minutes, CRT minutes, staff development</i></p> <p><i>Pacing Guides</i></p> <p><i>CAHSEE prep courses</i></p> <p><i>Remediation courses</i></p> <p><i>SchoolCity.com</i></p> <p><i>Pacing Guides</i></p> <p><i>Critical Academic Needs</i></p> <p><i>CST data</i></p> <p><i>CAHSEE</i></p> <p><i>Benchmark data</i></p> <p><i>Course Syllabi</i></p> <p><i>Pacing guides</i></p> <p><i>WCHS website</i></p> <p><i>Common assessments</i></p> <p><i>Benchmark assessments</i></p> <p><i>Pacing guides</i></p> <p><i>CST, CAHSEE, AP exams</i></p>
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<p>The WCHS curriculum is under annual reevaluation based on data to best meet student academic needs in addition to keeping the material current, relevant, and rigorous for all levels of students. WCHS’s curriculum is geared toward all students achieving success. All core classes are approved by the UC system and meet the A-G requirements. In 2008, WCUSD decided to create an even tighter focus on A-G college requirements and eliminated some elective courses that did not meet A-G requirements.</p> <p>Courses that do not meet the strict standards for the A-G requirements have been eliminated including Contemporary Fashion and Family Living. This was done so that WCHS students have more access to a curriculum that is grounded in A-G requirements to best prepare them for their education after WCHS. As a result of this college focus, more A-G aligned elective courses have been created in the following areas: Multi-Media Graphic Arts, Photography, Technical Theater, Creative Writing, AP Environmental Science, Sign Language, Business Math, Advanced Math Topics and Psychology. Furthermore, previously existing courses and course outlines were re-written so that they satisfied the A-G requirement, most notably in Journalism and Theatrics.</p> <p>Data shows that the number of students meeting the A-G requirements grew significantly from 2007 to 2010. The biggest increases were seen in the number of Asian, Filipino and Latino students who attempted A-G requirements. In regard to gender, WCHS has also seen an increase in the amount of both genders completing A-G requirements with a significant increase in the number of female students from 46 (04/05) to 125 (08/09). An increase was also seen in the number of male students which was 35 (04/05) to 85 (08/09). In terms of the number of actual graduates who complete A-G requirements, a significant increase has also been seen. There was an increase from the total number of graduates at 550 (04/05) to 642 (08/09). The number of graduates completing A-G requirements was 81 (04/05) and rose to 210 (08/09) An increase was also seen in the % of students completing A-G requirements.</p>	<p><i>Department meetings</i>  <i>Pacing guides</i>  <i>District Curriculum Meeting Agendas</i>  <i>ESLR’s</i>  <i>Master Schedule</i>  <i>A-G requirements</i></p> <p><i>Course catalog</i>  <i>Course descriptions</i>  <i>Master Schedule</i></p> <p><i>A-G requirements data</i>  <i>Graduation data</i>  <i>Student transcripts</i>  <i>ABI</i></p>
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<p>During the course of the school year, teachers employ a variety of formal and informal assessments. These assessments include:</p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Test</li> <li>• Midterms</li> <li>• Essays</li> <li>• Finals</li> <li>• Short responses             <ul style="list-style-type: none"> <li>• standards based projects</li> <li>• oral presentations</li> <li>• research projects</li> <li>• one-on-one interactions</li> </ul> </li> <li>• District Interim Assessments</li> <li>• (in subject areas)</li> <li>• multimedia research and presentations</li> <li>• homework</li> <li>• Thinking Maps</li> <li>• journals</li> <li>• Cornell notes</li> <li>• teacher observations</li> <li>• group work (labs, projects)</li> </ul> <p>CRT meetings, held each Friday, are designated for specific purposes, whether content oriented, collaborative, or specific population based (i.e., ELL, GATE or SPED) to facilitate learning and student success in PLC's. These meetings provide time to break down and analyze the data being collected to best assess students. To provide an area of concentration for the staff, the administration often compiles the data and trends being observed. Now with the information being so readily available, it is much easier to see individual and class-wide results of the various assessments.</p> <p>All teachers have access to School City and AERIES systems. This access allows teachers to monitor the progress of students over the course of the year. While student data is available to teachers for their own classes, teachers are also able to see previous student achievement through transcripts and testing data from prior years.</p> <p>In previous years, multiple measures have been taken to achieve student success. One such example is WCHS's implementation of a school-wide program known as BOOST. Through this program teachers utilized the data provided to help two to five selected borderline students to advance their academic performance bands. A decision was made to try something different based upon the desire to increase the number of advancing students. During the 2010-2011 school year, 3<sup>rd</sup> period teachers conducted STAR Test Talks with grades 9-11. Students in grades 9-11 were provided with their STAR testing data from the previous school year. Teachers guided the students to interpreting their scores and performance. Students were asked to reflect on their previous year's performance and set goals for the upcoming 2011 tests. Students were then asked to bring the data home and share this with their parents/guardians.</p>	<p><i>Department benchmarks</i>  <i>District Assessments</i>  <i>Student Work</i>  <i>Teacher Created Assessments</i></p> <p><i>CRT calendar</i>  <i>Administration data reports</i></p> <p><i>Schoolcity.com</i>  <i>AERIES</i>  <i>Student transcripts</i></p> <p><i>BOOST</i>  <i>Data talks</i>  <i>Star Test Talk Papers</i>  <i>Leadership agendas and minutes</i></p>
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<p>To further include parents in their students’ academic progress, parents were asked to support their students in preparing for the upcoming state tests by agreeing to a variety of supportive measures. These forms, signed by parents, were then returned to WCHS. During this time, grade 12<sup>th</sup> students performed exit interviews.</p> <p>Additionally, we are exploring and implementing a variety of interventions including: counseling, SART/SARB teams, Student Success Teams and a school-wide daily time period devoted to intervention called Response to Intervention (RTI). Furthermore, our deans and counselors are looking closely at freshmen and sophomore grades after the first six weeks to help identify those students most at risk for placement in Coronado Alternative High School and those likely to drop out.</p> <p>Information on student performance is provided to community shareholders through a variety of means. The use of AERIES and ABI has been an extremely valuable tool for keeping parents informed on the progress of their students. Parents can create their own portal account which allows them access to their child’s grades for each grading period, daily attendance records, and overall credit status. The AERIES online system also provides an easy line of communication with the classroom teacher via email. This is often the easiest way for parents to receive up-to-date grade reports. Parents have been very receptive to this new initiative. To further encourage parents, WCHS has held multiple workshops to explain and instruct parents on the ABI systems. Furthermore, WCHS students now are made aware of their academic performance through the student ABI portal. The access to the online information informs students of any missing work and allows them to instantly see their academic standing so they may address areas of concern with their teachers.</p> <p>There are several other conduits of information which parents can utilize to stay apprised of current events and issues affecting WCHS including, but not limited to: postcards, mailers and the grading period progress reports. Another important source of communication with stakeholders is our school’s website, which is currently being updated and revamped in order to make it more user-friendly and relevant with current and up-to-date information regarding various WCHS events.</p> <p>A school message system called TeleParent was also set up last year in order to keep parents abreast of school activities. TeleParent is available in 21 different languages. While this is an effective tool now, the next goal is to give each teacher access to Tele-parent so</p>	<p><i>Student and parent data talk forms</i></p> <p><i>Counselors’ records</i></p> <p><i>SART/SARB</i> <i>Attendance reports</i> <i>Counseling agendas and records</i> <i>Response to Intervention</i></p> <p><i>AERIES</i> <i>ABI Parent Portal email</i></p> <p><i>Grading Programs</i></p> <p><i>Teacher Website</i> <i>ABI parent workshops</i></p> <p><i>WCHS parent newsletter</i> <i>WCHS website</i> <i>Financial Aid Night flyer</i> <i>College Night flyer</i> <i>Progress reporting</i> <i>ABI Parents Portal</i></p> <p><i>Tele-Parent</i></p>
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that a more specific WCHS population can be reminded of upcoming events, such as key public and informational events that are held each year including Back-to-School Night, held in September, as well as Open House in April.

Our Guidance and Counseling departments are in direct contact with parents on a daily basis. Parent calls/emails are responded to within 24 hours. An “open door” policy is in effect to facilitate walk-in parents who do not have appointments. The Counseling department communicates with parents through several direct mailings during the year regarding various academic issues and concerns. The Counselor Newsletter is mailed to all parents three times a year. Additionally, senior parents receive two letters with graduation information. The information included concerns credits/classes needed for graduation and updated transcripts that are sent beginning of Fall semester and beginning of Spring semester. Parents of seniors “At Risk” receive a third letter after the 5<sup>th</sup> grading period. Parents of Junior students receive a fall letter explaining graduation status, credits and grades with a current transcript. Parents are invited to attend Score Return workshops after Mock SAT and PSAT testing so that the data sent by the testing company can be “translated” so parents can see exactly how their students performed

During the annual spring registration, 9<sup>th</sup>-11<sup>th</sup> grade parents are invited by letter to attend registration meetings with the student and counselor to discuss topics like grades, credits and attendance as a means to develop future goals. A Financial Aid Night for all Senior parents is also held in the spring.

In order to communicate effectively regarding assessment, progress reports are mailed home to parents after each six and 12-week grading period of the semester with the final report card issued at the end of each semester’s 18 weeks. In the past, parents who were looking for closer monitoring of their students could also request a Weekly Progress Report for continual updates. The Weekly Progress Report form was filled out by all of the student’s teachers and provided parents with an update of the current grade, any missing assignments, or other issues including attendance and tardies. This weekly progress reporting has seen less use as more parents have been utilizing the online ABI system but it is still available to complement ABI. Starting in the 2009-2010 school year, students in all classes were encouraged to regularly check their grades online which can give them a detailed look at their current grades, the most current assignments, and any missing work. This access to data is proving to create more informed students and parents. As a result students are taking a more

*Counseling agendas and minutes*  
*Counseling newsletters emails*  
*Correspondence*  
*Student transcripts*

*Registration process*  
*Correspondence*  
*Counseling agendas*

*Progress reports*  
*ABI*  
*Weekly progress report*

<p>meaningful ownership of their academic progress.</p> <p>Moreover, a priority of the 2010-2011 school’s administration is to improve communication with stakeholders by providing the highest degree of transparency.</p> <p>To best serve the academic goals of all our students, there are also various programs that work toward meeting the needs of specific populations. Most notably, parents of WCHS’s English Language Learner population are made aware of relevant information during the course of the year through the two English Language Advisory Council meetings that are held on site to review resources, curriculum and progress of ELL students. The Fall meeting is held prior to the annual Back to School Night. The Spring semester meeting takes place before the annual Open House.</p> <p>Data is what determines and drives reclassification. The ELL coordinator, along with the ELL counselor, reviews CELDT, CST, and CAHSEE scores in conjunction with classroom performance during the annual meetings for the reclassification of ELL students. However, there are often significant delays in the reclassification of transfer students as their scores can take up to one year to arrive at WCHS. Currently there are between 200 and 300 students involved in the ELL program. At this time, there is no articulation between the middle schools and WCHS in regard to ELL students. WCHS has made great improvements in its ELL program by creating a more data driven and uniform process for reclassification. This new and improved process also includes significant parent involvement. Other advances in the ELL program include an ELL specific counselor and the development of an annual ELL Fast Facts form similarly used in IEPs for special education students. These forms help to provide specific data regarding the students’ academic progress and their various strengths and weaknesses. These forms are then given to the classroom teacher to best aid the English Language Learner. The four academic areas that are now monitored for growth are: CST scores, the CAHSEE scores, the CELDT score and the Math and English grade point averages. This combination of data allows the ELL coordinator, the classroom teacher, the counselor and the parents to have an accurate assessment of the student’s strengths and weaknesses.</p> <p>Pacing guides and benchmarks for the specific levels of ELL are in the process of being created that are guided and defined by the ELL standards and the CELDT assessments. ELL students are provided with several opportunities to practice for the CELDT exam which is given in August with a make-up test date in October. Additional support for the STAR exams and the CAHSEE exam is also</p>	<p><i>ESLR’s</i></p> <p><i>Administration agendas</i>  <i>School Site Council</i>  <i>SPSA</i>  <i>SSC agendas and minutes</i>  <i>ELAC agendas and minutes</i></p> <p><i>ELD reclassification Data.</i>  <i>WCHS website</i>  <i>Back to School Night</i>  <i>Open House</i>  <i>ELAC agendas/minutes</i>  <i>Open House and Back to School Night attendance</i></p> <p><i>CELDT data</i>  <i>CST data</i>  <i>CAHSEE data</i>  <i>Weekly Progress Reports</i>  <i>ELL counselors</i>  <i>ELL Fast Facts</i>  <i>ELD reclassification data</i></p>
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<p>provided.</p> <p>To further serve the needs of our ELLs, WCHS has partnered with East Los Angeles Classic Theater (ECT) program, which offers high school comprehensive literacy skills, English language development, and interpersonal awareness programs. This is accomplished through school day theater-based courses that expose youth to theatre arts in a fun, contemporary, and interactive manner. With more than 14 years experience, ECT’s unique approach improves students’ reading and verbal skills, writing ability, classroom participation and comportsment, as well as their overall self-confidence. Professional dramatic artists from the East L.A. Classic Theatre (ECT) team work with classroom teachers, utilizing innovative educational techniques as they guide students through the program.</p> <p>Beyond Borders is a theatrically-based in-school educational program, which seeks to improve language, literacy, and life skills. The program is designed to serve at-risk youth and English Language Learners in the greater Los Angeles area, as well as other communities seeking an inventive approach to help address the social and academic challenges faced by many of these students. The Beyond Borders curriculum is aligned to the California Language Arts, English Language Development and Visual and Performing Arts (VAPA) Educational Standards in an effort to assure that the program compliments and supports the students’ existing educational programming. Students are directed to focus on the development of individual creativity, while simultaneously cultivating community skills through the process of building an ensemble.</p> <p>Theatrical techniques inspired by Viola Spolin, Constantin Stanislavski and Augusto Boal focus on character development, imagination and improvisation skills; providing students with new skill sets which support the development of advanced social skills. A variety of dramatic texts are read, discussed and reflected upon through creative writing activities - promoting improved language and literacy skills. Finally, students work together in collaborative playwriting groups to write, edit, produce and perform their own original dramatic works.</p> <p>A key method of reporting data to the community at large is the SSC (School Site Council) of WCHS. This group, made up of parents, teachers, students, administrators, classified and community members, come together monthly to discuss issues affecting the school and how best to proceed. Data often becomes the paramount consideration when looking to expend resources or</p>	<p><i>Pacing guides</i>  <i>Testing schedules</i>  <i>ELL benchmarks</i>  <i>CELDT data</i></p> <p><i>East Los Angeles Classic Theater program</i></p> <p><i>Beyond Borders curriculum</i></p> <p><i>Student interviews</i>  <i>Teacher interviews</i></p> <p><i>Student work</i>  <i>Student performances</i></p>
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<p>make program changes. Each year, the SSC reviews school scores, attendance and behavior data. This data is used to produce the goals of the Single Plan for Student Achievement.</p> <p>The purpose of the School Site Council is the following: develop, approve, implement, and monitor the School Plan; approve allocation and expenditure of the School Plan Budget; review school-wide discipline/attendance plans, by identifying and implementing any necessary changes and improvements; ensure that staff development is aligned with the school plan and make decisions when additional funds become available to the site; and develop schedules for activities within the school day. The School Site Council offers both parents and students a voice in the process of school decision making.</p>	<p><i>SSC agendas/minutes</i> <i>SPSA</i></p>
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**D2: Teachers employ a variety of assessment strategies to evaluate student learning. Students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student.**

Findings	Evidence
<p>The standards-based instruction of West Covina High School is embedded with assessments designed to monitor student mastery of CA state standards. A majority of these assessments incorporate higher level thinking skills. The various departments come together with specific goals in mind and set clear expectations for the achievement of students.</p> <p>District Benchmarks are specifically used to evaluate students’ skills in regard to future lesson planning and to pacing guide development. After each administration of district and departmental exams, teachers discuss their results and specific strategies that can be used to reach those students who did not meet the standards. CRTs prove to be the best arena for discussions surrounding data analysis.</p> <p>In analyzing WCHS assessment strategies and techniques, WCHS centered their findings around these three questions:</p> <ol style="list-style-type: none"> <li>1. What activities are being done in each course that specifically assess student learning?</li> <li>2. What sort of collaborative assessment and data analysis happen?</li> <li>3. How are special education students and ELL students included in these assessments?</li> </ol> <p><u>A note about Special Populations</u></p> <p>In order to best serve the academic needs of our special populations, specifically Special Education students and English Language Learners, WCHS has been making a noticeable effort to equip all teachers with the tools and information needed to provide an equitable, rigorous and relevant learning environment. At the start of each year, classroom teachers are provided with special population lists and are encouraged to color code these students on their class rosters for quick reference.</p> <p>Special Education students are assessed using the same general education rubrics but with accommodations made per student IEP or 504 plan. Special Education students are provided with a more structured support system within the classroom, but the work products and exams are graded on the same scale as that of general education students. These special population students are accessing the same material and at the same level of rigor. However,</p>	<p><i>Common Assessments</i>  <i>Teacher Created Assessments</i>  <i>Teacher observation</i>  <i>CA state standards</i></p> <p><i>District Benchmarks</i>  <i>CRT meeting/agendas</i>  <i>Assessment data</i>  <i>Lesson Plans</i>  <i>Pacing guides</i></p> <p><i>CRT agendas/minutes</i>  <i>Professional development agendas/minutes</i>  <i>WASC process</i></p> <p><i>Special Populations Listings</i></p> <p><i>Rubrics</i>  <i>IEP</i>  <i>504 Plans</i></p>

<p>accommodations are being made to ensure student access, such as test taking in a separate environment, extra time given on a written project, assistance from a special education teacher or instructional aide, and extra time and assistance on the research paper or other major projects during the student’s Directed Study period.</p> <p>A portion of the monthly CRT meetings are designated as vertical team meetings. During this time the various teachers meet together with ELL specialists, SPED specialists, GATE, Honors and AP coordinators. Throughout the 2010-2011 school-year, the administrative team has made it a priority to make sure that WCHS teachers are equipped with techniques and relevant educational theory to best serve the students who have been identified as special populations. These vertical team meetings have become more structured regarding topics and resources available to WCHS teachers. These meetings provide concrete material and strategies regarding accommodation, modification, differentiation and equity. These strategies are useful to classroom teachers when assigning and assessing a variety of work including: homework, class work, quizzes, and district assessments such as benchmarks. At these CRT meetings, general education teachers are encouraged to ask questions, engage in discussions and voice concerns. After the meetings, administration shares the data collected with the faculty and staff so that all stakeholders are aware of the discussions held amongst the other departments which leads to a greater sharing of the specific knowledge and techniques best suited for reaching these students.</p> <p>Within the English department, a variety of assessment strategies are used to gauge student performance. In addition to conventional assessments such as multiple-choice tests, short answer questions, essays, and book reports, teachers also use Socratic seminars, Thinking Maps, group projects, graphic presentations, and performance assessments in which students might perform a rap that demonstrates their understanding of subtle details in a text. Furthermore, English teachers report that they are implementing ongoing verbal checks for understanding throughout the class period using higher-level thinking questions, which are often asked to randomly selected students. Frequent checking for understanding is used to determine whether to continue on one topic or transition to another.</p> <p>All core subject areas including the world languages department have developed a content, standards-based pacing guide which drives instruction in each subject area within the departments. Other</p>	<p><i>Classroom observations</i></p> <p><i>Subject area CRT calendar</i>  <i>CRT minutes</i>  <i>SchoolCity.com</i>  <i>District Assessments</i>  <i>Common Assessments</i>  <i>Teacher Created Assessments</i>  <i>Student work</i></p> <p><i>Teacher Created Assessment Subject Area CRT</i>  <i>Socratic seminars</i>  <i>Thinking maps</i>  <i>Student group work</i>  <i>Student performances</i>  <i>Classroom observations</i></p> <p><i>English department minutes</i></p>
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<p>departments utilized standard assessments and are in the process of aligning curriculum and pacing, when applicable.</p> <p>Pacing guides ensure that, across each department, the instruction is aligned and the same standards and topics are being covered in all classes regardless of teacher. Each unit in the pacing guide is assessed using district benchmarks created by department teachers. After these benchmarks are given, the grade level teams look at data to determine how to proceed or how to supplement the lessons. Teachers access the results of these tests via School City, our student assessment data system.</p> <p>These site-specific district tests are considered to be department common assessments. Student performance on these tests, and lesson plans related to them are shared at the weekly CRT meetings and through staff meetings and professional development. Teachers report that lesson plans shared at these meetings are helpful, and they receive some of the best information about student learning from their own assessments that teachers have developed specifically for use in their classrooms. Common rubrics and grading scales are used in conjunction with common assessments and lessons to calibrate teacher assessment of student performance.</p> <p>Multiple measures are used through the school’s departments to assess student achievement and advancement on performance bands. The following formative and summative assessments are utilized by department:</p> <p><b>English</b></p> <ul style="list-style-type: none"> <li>•Benchmark assessments, multiple-choice tests, short answer questions, essays, timed writings, book reports, graphic presentations, performance assessments, research papers, final exams.</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>•Standards plus program, daily/weekly quizzes, team tests, district benchmarks, final exams.</li> <li>•Unit and Chapter Tests</li> <li>•Informal questioning strategies</li> <li>•Teacher Observations</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>•Student notebooks, lab notebooks, journals, lab reports, PowerPoint and oral presentations, individual and group projects, posters, quizzes, tests, practice review, illustrations, concept maps, reports, peer teaching, Cornell notes, lecture notes, benchmarks, final exams.</li> </ul>	<p><i>Pacing guides</i> <i>Department assessments</i></p> <p><i>Pacing guides</i> <i>District Assessments</i> <i>Common Assessments</i> <i>Teacher Created Assessments</i> <i>Schoolcity.com</i> <i>CRT minutes</i></p> <p><i>District benchmarks and assessments</i> <i>Department assessments</i> <i>Student Work</i> <i>Rubrics</i> <i>CRT minutes</i> <i>Calibration process</i> <i>District Benchmarks and assessments</i></p> <p><i>District benchmarks and assessments</i> <i>Student work</i> <i>Student presentations</i> <i>Research papers</i> <i>Rubrics</i></p> <p><i>District benchmarks and assessments</i> <i>Student work</i> <i>Student presentations</i></p> <p><i>Benchmarks and assessments</i> <i>Student work</i> <i>Student presentations</i> <i>Rubrics</i> <i>Labs and reports</i> <i>Cornell notes</i></p>
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<p><b>Social Science</b></p> <ul style="list-style-type: none"> <li>•Map activities/quizzes, chart and graph activities, writing assignments (essays, short answer), benchmarks, chapter quizzes/tests, released test questions, Standards Plus, group projects, business/marketing projects, role playing activities, final exams.</li> </ul> <p><b>World Languages</b></p> <ul style="list-style-type: none"> <li>•Listening activities, reading activities and questions, one-three paragraphs, journals, letters, short stories, oral/PowerPoint presentations, live skits, student conversations and recordings, benchmarks, vocabulary/grammar quizzes, unit tests, final exams.</li> </ul> <p><b>Applied Arts</b></p> <ul style="list-style-type: none"> <li>•Quizzes, tests, keyboard diagnostic writings, projects (Word, Excel, PowerPoint), common assessments, final exams.</li> </ul> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>•Timed runs, extended walk/runs with lap counts, fitness runs incorporating toning exercises, California Fitness Test.</li> </ul> <p><b>Fine and Dramatic Arts</b></p> <ul style="list-style-type: none"> <li>•Performances, work products, performance tasks, self- evaluation, critiquing, oral and written assessment, quizzes and tests.</li> </ul> <p><b>Graphic Arts</b></p> <ul style="list-style-type: none"> <li>•Tests, quizzes, projects, peer review and whole class critiquing, weekly labs, research projects, and college/career projects</li> </ul>	<p><i>Benchmarks and assessments</i>  <i>Student Work</i>  <i>Rubrics</i>  <i>Standards Plus</i></p> <p><i>Student presentations</i>  <i>Benchmarks and Assessments</i>  <i>Rubrics</i>  <i>Student work</i>  <i>Recordings</i></p> <p><i>Benchmarks and assessments</i>  <i>Student work</i>  <i>Rubrics</i></p> <p><i>CA fitness test</i>  <i>Observations</i></p> <p><i>Student work</i>  <i>Performances</i>  <i>Rubrics</i>  <i>Grades</i></p> <p><i>Student presentations</i>  <i>Rubrics</i>  <i>Assessments</i>  <i>Labs</i></p>
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**D3: The School with the support of the district and community has an assessment and monitoring system to determine student progress toward achievement of the academic standards and student outcomes**

Findings	Evidence
<p>WCUSD has been supportive in ensuring that the WCHS faculty has the tools needed to provide the highest level of instruction. Content Round table (CRT's) have been created with the support of the district. Some of the guiding principles of these CRT's are to always seek improvement in student achievement, and to use data to make informed decisions about existing programs and curriculum. Data is also used to make decisions regarding how to make instruction better. CRT's encourage teachers to use accountability and collaboration for continuous data-driven school wide improvement. Other key principles for these CRTs are to change from a culture of blame to a culture of inquiry. The goal is to shift from a focus on teaching to a focus on learning, in addition to shifting from a focus on teaching in isolation to teaching as a collaborative practice.</p> <p>WCUSD has set a goal of alignment of high school curriculum with that of the middle schools.</p> <p>Testing data is used to evaluate program successes and needs. At the district level, WCUSD tracks students, groups, cohorts, significant subgroups, grade levels, school wide and district wide testing, attendance, behavior, and parent participation data. Decisions are based on data trends and patterns.</p> <p>The district uses the West Covina High School data retrieved from CST, CAHSEE, Benchmark Assessments and CELDT, to understand the academic needs of the high school and then to allocate resources to address those needs. The district aggregates and analyzes all data and confers with site staff to determine what resources are needed and how they are to be employed. Furthermore, parents, students and the community are included in this collaborative approach to increase student achievement.</p> <p>Within departments, teachers met to develop and confer regarding curriculum for middle schools in the core content areas. Data from the high schools is shared with the middle school as a means of suggesting areas of weaknesses that students bring to high school with them. The data helps to shift attitudes from a culture of blame to a culture of collaboration in working towards the highest possible student achievement.</p>	<p><i>District agendas/minutes</i></p> <p><i>District-wide professional development</i></p> <p><i>CRT agendas/minutes</i></p> <p><i>District professional development</i></p> <p><i>Testing and reporting of data</i></p> <p><i>District support personnel</i></p> <p><i>SARC</i></p> <p><i>District professional development</i></p> <p><i>SARC</i></p>

<p>The district supports the use of ABI as a means of communication with students and stakeholders. Teachers have been trained and are able to create class-specific sites .This allows students and parents to have direct, real time class information such as, attendance, homework assignments, and teacher contact information.</p> <p>The School Accountability Report Card (SARC) is published and available in the Principal’s office as well as at the district office. This document is revised yearly to keep all community stakeholders apprised of the progress that WCHS is making towards attaining its goals.</p> <p>In the process of examining data from the Cal State EAP portion of the CST test, it can be seen that WCHS students are continuing to improve in the areas of math and English.</p> <p>The Leadership Team is a site-based leadership group comprised of department chairs, counselors, key academic program leaders, and administrators who meet monthly to monitor school programs and events. Achievement data is often discussed first in this small group setting before being disseminated to departments and other stakeholders for further discussion and action.</p> <p>The Leadership Team also assists in the implementation and monitoring of the Single Plan for Student Achievement and the WASC action plan.</p>	<p><i>ABI</i></p> <p><i>WCHS website</i></p> <p><i>SARC</i></p> <p><i>SSC agendas/minutes</i></p> <p><i>Staff development agendas</i></p> <p><i>Cal State EAP</i></p> <p><i>Leadership agendas/minutes</i></p> <p><i>SPSA</i></p> <p><i>WASC action plan</i></p>
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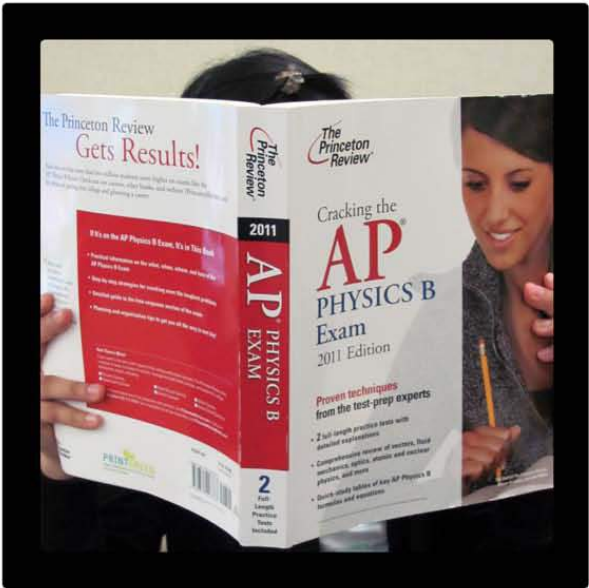




**WEST COVINA HIGH SCHOOL**



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



**CHAPTER IV: SELF-STUDY FINDINGS**

## Culture Abstract

A vibrant learning community, West Covina High School provides a wide range of support services to all students, their parents and the community at large. Extracurricular activities are abundant on this campus. Social, psychological, and health services help students flourish. A safe and supportive campus environment is in place to ensure students succeed academically and socially. Resources for parents include the West Covina High School website, ABI (Online Grade book / Attendance), Teleparent, Back to School Night, Open House, numerous newsletters and more. Efforts to involve the students in the community include fine arts programs, ROTC, AVID, ASB/ Renaissance, Link Crew, and various service clubs. Additionally, teacher collaboration on school wide methodologies promotes student access to a rigorous core academic program based on the California content standards. West Covina High School has created a culture where student participation extends well beyond the classroom and long after the official school day has ended.

**WEST COVINA HIGH SCHOOL  
WASC FOCUS GROUPS 2011-2012**

**CULTURE**

Lyndie Lorenger, English/AVID Chair	Genely Beleno, ROP/Photography
Kim Segura, Drama Chair	Countney Breidinger, Math
Don Allen, P.E./Health	Dan Cun, Biligual aide
Marcelina Carrera, World Languages	Earl Goforth, Custodial Supervisor
Melinda Clark, Registrar	Ilene Gonzales, Social Science
Esther Escandon, Café FSA	Cathi Julien, Art/Dance
Cynthia Espinoza, Café FSA	Kristin Kajikawa, Counselor
Monica Gutierrez, Instructional Aide	Cindy Lara, Café FSA
Rena Hacker, Assistant Principal Secretary	Denise McPherson, Special Education
Jose Jacobo, Math	Kurt Messick, Social Science/AVID
Edward Madrid, Custodian	Veronica Miranda, Café Cook
Diana Paraiso, Student	Ted Moser, English/Journalism
Greg Perez, Dean	Sharon Pedersen, Science
Jeff Platt, P.E./Health	Julian Prado, Student
Adriana Ramirez, Athletic Training	Ralph Renteria, Boys P.E. Attendant
Daniel Robbins (Capt.), AFJROTC	Robin J Reyes, Student
Donnie Stephens, Security	Aileen Ritchie, Clerical Assistant
Mike Okura, English	Maria Garza, English/ELD
Melanie Wong, ASB/AVID/ELD	Alex Ruiz, Security
Wei Hsuan Yi, Student	Mike Sherman, Instructional Aide
Jin Zhou, Science	Jennifer Sun, English/ELD
May Casas, Math	Jeremy Wiggins, Music/Choir

**E1: The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process.**

Findings	Evidence
<p>Prior to the beginning of the school year, a registration packet is mailed home for every student. Each packet contains a broad range of information about school policies, procedures, and other news and information. The counseling department uses WCHS website to keep parents and students informed and up to date. During the school year, parents may request conferences with counselors and/or teachers to discuss their student’s progress. Counselors meet with all students annually to discuss their graduation status and post secondary plans. In the 11<sup>th</sup> and 12<sup>th</sup> grade students have a conference with their counselors in the Fall semester to discuss post secondary plans and high school graduation status. These meetings help counselors, students, and parents determine what the student still needs to complete in order to achieve their long-term goals. During spring registration, counselors meet with every student to schedule the following year’s classes. Parents are encouraged to attend these meetings. Individual Educational Plans (IEP) are created for Special Education students. The meetings to create and modify the IEP involve the student’s counselor, school psychologist, teachers, case-carrier, parents, student, and transition specialist.</p>	<p><i>Registration packet</i>  <i>WCHS website</i>  <i>Parent-teacher conferences</i>  <i>AB1802 Plan</i>  <i>Spring registration</i>  <i>IEP meetings and reports</i></p>
<p>West Covina High School’s website is continually updated to convey current news and information. Here, parents may read about events, test scores, programs, athletics, etc. Parents are also able to use the WCHS website to email any staff member. Links to teacher websites are also available from the school’s main page. Teacher websites allow parents to see the teacher’s schedule, contact information, and daily agenda/homework assignments. Teleparent was implemented during the 2009/2010 school year. Parents now receive automated calls regarding school events, special testing, schedule changes, and attendance. Parent ABI is a website that allows parents online access to view their students’ information. Parents and students may log in to Parent ABI (linked from WCHS website) to see their data including: grades, attendance, class schedules, and class assignments in real time. Teachers update their website at least once every two weeks. If the parent or child notices a discrepancy, they may contact the teacher immediately.</p>	<p><i>WCHS website</i>  <i>Teacher websites</i>  <i>TeleParent</i>  <i>Parent ABI</i></p>
<p>West Covina High School encourages parental involvement through parent outreach meetings, counseling events, parent ABI, and email. Parents receive grade reports every six weeks. During each semester, the first two grade reports are considered progress</p>	<p><i>Six week grade reports</i>  <i>Semester report cards</i>  <i>Reminder postcards</i></p>

<p>reports. Based on these progress reports parents may understand how well their student is progressing toward the California Standards. Reminder postcards may be mailed home prior to evening events. The student-run school newspaper, <i>Newsbytes</i>, is published on campus an average of seventeen times per year.</p> <p>Various informational meetings are held every year for parents and community members. Career Day/College Night allows parents and students to explore different career options, meet community leaders, and talk to representatives from many private and public colleges. PTSA meetings are held for parents and community members alike to support the students and staff at WCHS. The English Learners Advisory Committee (ELAC) meets quarterly to inform parents of issues regarding testing, placement, attendance, academic support and budget. The District ELAC (DELAC) communicates parent concerns to the governing board. School Site Council meetings are held once a month to develop, review, and evaluate school improvement programs and school budgets. Parents and community members are invited to be a part of the School Site Council.</p> <p>West Covina High School’s Open House and Back to School Night play an important role in parent involvement. During Open House every spring, parents of current eighth graders are invited to an informational meeting facilitated by the administration and counselors of West Covina High School. Open House allows the parents of future Bulldogs to hear information regarding various academic programs, extra-curricular activities, clubs, registration, and school policies. In an effort to assist with the transition from middle school to high school and to promote the programs at WCHS a carnival is held at Open House. Parents and students were treated to various foods sold by WCHS clubs, performances, music, and carnival games. Back to School Night (BTSN) is held every fall within 4 to 5 weeks of the start of the new school year. Another short informational meeting is held for parents prior to the start of BTSN. This meeting is held to review school policies and explain how BTSN is run. Once BTSN begins, parents visit each of their student’s classes. Teachers are able to meet the parents and convey classroom policies, highlights of the year, and contact information to them.</p> <p>Each year Senior Awards Night is held where families can celebrate the achievements of their seniors. Awards given that night may include but are not limited to: scholarships, Senior Medallions, Outstanding Senior plaques, and California Scholarship Lifetime Members.</p>	<p><i>Newsbytes</i></p> <p><i>Career Day/College Night</i></p> <p><i>PTSA Meeting minutes</i></p> <p><i>ELAC Meeting minutes</i></p> <p><i>District ELAC minutes</i></p> <p><i>School Site Council meetings and roster</i></p> <p><i>Eight Grade Parent Meeting</i></p> <p><i>Open House</i></p> <p><i>Open House Carnival</i></p> <p><i>Back to School Night</i></p> <p><i>Back to School Night Parent Meeting</i></p> <p><i>Back to School Night classroom visits</i></p> <p><i>Senior Awards Night records</i></p>
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<p>WCHS enjoys an ongoing and close working relationship with the City of West Covina (WC), WC Police and Fire Departments, WC Chamber of Commerce, WC Rotary, WC Lyons, WC Kiwanis, AFJROTC, and all WCUSD feeder schools. WCUSD feeder schools are supportive through site visits, combined projects and articulation meetings.</p> <p>Parents and community members are encouraged to take part in booster clubs and other school organizations and activities that are specific to their students' school involvement or areas of expertise. The AVID program holds several parent events during the year, including inviting eighth grade parents and students to a recruitment meeting and interviews.</p> <p>With the help of the community, WCHS focuses on the development of real-world/career-focused programs. Three city service clubs sponsor their student counterpart clubs on campus. These clubs enable our students to go into the community and explore various philanthropic activities. The AVID club invites community members to be guest speakers in the AVID classes.</p>	<p><i>Probation Officer Every 15 Minutes Red Ribbon Rally AFJROTC Content area articulation meeting minutes and records Color Guard and Honor Guard</i></p> <p><i>Band Boosters minutes Choir Boosters minutes Various athletic teams' boosters minutes Dance/Drill Boosters minutes Various student activity boosters minutes Service Clubs' Boosters minutes AVID Parent meeting PowerPoint AVID 8<sup>th</sup> Grade Recruitment records ROP instructors on campus LEOS Club minutes Key Club minutes Interact Club minutes Bulldog Bistro/Foods Program</i></p>
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**E2: The School is (a) a safe, clean, and orderly place that nurtures learning; and (b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.**

Findings	Evidence
<p>West Covina High is a clean and safe campus that provides an effective learning environment. Over the past seven years WCHS has undertaken several beautification projects. Some of these projects were sponsored by service clubs such as ASB who meet two times a year to clean up the campus. We have a recycling program on campus that provides a recycling bin in every classroom. Several teachers maintain the foliage outside of their classrooms which provide an attractive and comfortable environment for students and staff to enjoy. Several tables and benches were added around campus for students to relax and eat their lunch. The counseling department, administration, and campus security supervise lunch and nutrition while many teachers open their classrooms during lunch to provide a safe and comfortable place for students to have lunch meetings and extra help. The school grounds are cleaned immediately after nutrition and lunch by the custodial staff. Large trash cans are widely distributed through the campus to encourage students to be responsible for their trash. WCHS went through a DSA inspection and was recognized as a school that is very conscious of safety.</p> <p>West Covina High provides a safe campus through the support of two full-time administrative deans, seven on-site campus supervisors, one probation officer, two psychologists, two assistant principals, and one principal. The campus is completely fenced with gates monitored by security. Video cameras are placed strategically throughout the campus providing an additional means of monitoring the safety of our school. All visitors are required to check-in and receive visitor badges that they must wear while on campus. The probation officer helps provide several support groups for students on probation including the probation mentor program. This program pairs male teachers with at risk students, who need a positive male role model in their life. Teachers are often at their doors between classes monitoring students and encouraging students to hurry to class before the bell rings.</p> <p>WCHS has excellent extra-curricular programs that foster student learning and provide a safe haven for students. WCHS consistent supervision plan provides a community atmosphere from well</p>	<p><i>Campus beautification</i></p> <p><i>Fire and disaster drills</i></p> <p><i>DSA inspection</i></p> <p><i>Checklists</i></p> <p><i>Custodial staff</i></p> <p><i>Counselor and administration lunch duty</i></p> <p><i>Two Full time discipline/attendance deans</i></p> <p><i>Five full-time security monitors</i></p> <p><i>Probation officer and administrative assistant</i></p> <p><i>School resource officer</i></p> <p><i>Probation mentor program</i></p> <p><i>Campus video monitors, campus alarms</i></p> <p><i>Before and after school supervision</i></p>

<p>before the start of school until well beyond the close of the school day. Staff members are assigned to supervise games and events and often times show up to events outside of their adjunct duty. WCHS provides proactive, preventative measures to ensure campus and student safety. WCHS teams up with the WCPD to bring “Every 15 Minutes” to our campus every two years. The counseling office coordinates support groups, some of which focus on eliminating and preventing dangerous behaviors. Foothill Family Services also help provide support groups and individual counseling for students.</p> <p>AVID, GATE, and CSF are programs which support and encourage the ongoing academic, personal, and social development of the students who are involved in each program. These programs are designed to meet the needs of each individual student. Our AVID program, which targets the average student, has increased its numbers each year and continually has more students entering into four year colleges. Students in special education programs and English Language Learner programs are provided with a nurturing staff who has received the proper training to assist these students. Interventions such as IEP’s and SST’s are scheduled to support and track the educational progress of students as they strive to meet high expectations. Counselors regularly meet with students to encourage and support academic excellence. The counselors encouraged all students to meet A-G requirements. The counseling department also hosts awards nights to further encourage students to achieve.</p> <p>The Renaissance Program regularly recognizes the academic achievements of students by awarding incentive cards. At the end of the year assembly, students are recognized for their noteworthy improvements. The Renaissance club recognizes staff members for their continued support of our students. Every month, Renaissance also celebrates “Students of the Month” along with “Staff of the Month” for their dedicated work and contributions to maintaining high expectations and quality education.</p> <p>ASB holds a leadership summit during the summer that involves all of the student leaders on campus. The leadership summit provides training that guides students towards professionalism and</p>	<p><i>Extra-curricular supervision by staff</i>  <i>Student support groups(anger management, addiction, eating disorders, parenting skills, etc)</i>  <i>“Every 15 Minutes” program with the WCPD and local businesses</i>  <i>Red Ribbon Week</i>  <i>Academic programs</i></p> <p><i>AVID</i>  <i>GATE</i>  <i>CSF</i>  <i>Special Education</i>  <i>ELL</i>  <i>IEP’s</i>  <i>SST’s</i></p> <p><i>Counselors</i>  <i>A-G requirements</i></p> <p><i>Renaissance Program</i>  <i>Student and teacher of the month awards</i></p> <p><i>ASB</i>  <i>Leadership summit</i></p>
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**E3: All students receive appropriate support along with an individualized learning plan to help ensure academic success.**

Findings	Evidence
<p>During freshman year, all freshmen meet with their counselor to discuss their long term goals and establish graduation plans. These plans are revisited and evaluated each year. Freshmen also have access to the Link Crew, a group of staff and older students who are there to help encourage our youngest students and help them transition to high school. In addition Link Crew is offering tutoring to all freshman students.</p> <p>All staff (certificated and classified) take active interest in the academic, social, and personal development of WCHS students, specifically the students in their classes and/or the ones with whom they have routine contact. All staff maintain confidential roll books that have a color coding system to help identify the specialized groups (ELD, Special Education, AVID, and GATE) allowing teachers to provide necessary personalized instruction that each group needs. Staff members are also provided with copies of Individual Education Programs (IEPs), 504s, ELD Fast Facts, and SST notes. These inform teachers about any modifications and accommodations needed for individual students. Students have access to general education classes as well as specialized classes such as CAHSEE Prep, AP/honors courses, ELD, SDC, and ROP. Students are placed in these programs based on various test results, teacher recommendations, counselor recommendations, transcripts, and student choice.</p> <p>CAHSEE prep classes are available to any juniors and seniors who have not passed the CAHSEE. Students are given specialized instruction to make them successful on the CAHSEE. Once the student passes the test, they are able to exit the class.</p> <p>All staff employ a wide range of supportive instructional strategies to assist students in succeeding academically and socially as a member of the WCHS Bulldogs. WCHS has school-wide strategies that focus on checking for understanding and time on task, based on a daily</p>	<p><i>Meeting with Counselors</i>  <i>AB10802</i>  <i>Link Crew</i>  <i>Link Crew Tutoring</i></p> <p><i>Color coded roll books</i>  <i>IEP</i>  <i>504 Plans</i>  <i>ELD and SWD Fast Facts</i>  <i>SST</i>  <i>Psychologists/counselors/deans records and reports</i>  <i>Special Education placement</i>  <i>Differentiated grading standards for Special Education</i>  <i>Bilingual aides schedules</i>  <i>Special Education aids</i>  <i>ROP classes</i>  <i>Open testing for honors and AP classes</i>  <i>Master Schedule</i>  <i>ELD</i>  <i>SDC</i></p> <p><i>Directed Studies</i>  <i>CAHSEE Prep classes</i>  <i>CAHSEE results</i></p> <p><i>WCHS/teacher websites</i>  <i>After school credit recovery classes</i>  <i>Revolutionary Prep</i>  <i>Bulldog Planner</i></p>

instructional agenda. To enhance student learning in many courses, a variety of modalities are used including hands-on projects, videos, and individual computers. Other instructional strategies include cooperative groups, peer reviews and partner activities and skill development. Thinking Maps are being implemented school-wide to support differentiated instruction. Staff has received multiple trainings to ensure proper use of Thinking Maps in all classrooms. All strategies are designed to ensure that all students have the opportunity to be challenged academically and to receive the instructional support to succeed.

All students receive consistent direction and encouragement to enroll in a rigorous curriculum as well as support services when necessary. All students also have complete access to the large variety of academic support services that are available: math department tutoring schedule, foreign language tutoring schedule, AVID tutoring schedule, after school credit recovery, CAHSEE prep classes, on campus SAT testing, and individualized content-specific tutoring offered by many staff members any day of the week. This year Link Crew began to offer tutoring to freshmen to support them in their courses in a comfortable and relaxed environment.

*SAT on campus*  
*PSAT on campus*  
*LCD projectors and technology presentations*  
*Thinking Maps*  
*Guest speakers*  
*Student conferences*

*AP/honors classes*  
*AVID Program*  
*Standards posted and used in all classes*  
*Standards incorporated into pacing guides*  
*Cornell Notes across content areas*  
*Accessibility of computer labs*  
*Internet services*  
*Scientific and graphing calculators in math courses*  
*School website includes access to online encyclopedias*  
*Teacher websites*  
*ABI*  
*After school tutoring*  
*ROP classes*  
*Parent-teacher conferences*  
*Grade level one-on-one meetings with counselors*  
*Senior status conference*  
*School-wide individual registration*  
*Ninth grade Six Year Educational/Career Plan*  
*Graduation status reports for juniors and seniors*  
*ASVAB*

<p>The English Language Development (ELD) program is highly organized, strongly supported, and carefully coordinated by a staff coordinator. Students are placed in this program based on a review of multiple assessments, teacher evaluations, CELDT scores and transcripts from previous schools. A strong team of ELD teachers collaborate with each other and with content teachers to help assure ELD students receive an academically-rigorous and supportive curriculum. Bilingual aids (Spanish, Chinese, Vietnamese, and Tagalog) also provide necessary support in sheltered classrooms. Several members of our staff are multi-lingual and are readily available to help translate for our parents as needed. WCHS has a dedicated ELD Counselor who collaborates with the students and ELD teachers to help provide the best possible education. At the beginning of every school year, ELD students write letters to all of their teachers. In the letters, the students briefly introduce themselves, explain their involvement in the ELD program, and explain their academic strengths and weaknesses. In order to accommodate our non-English speaking parents/guardians, mailers are sent home in English and Spanish.</p> <p>All support and academic outreach programs are widely publicized through various means. Different programs and departments use the school website, mailers, and postcards in order to inform parents, staff, and community of events.</p> <p>The school-wide focus on literacy (reading and writing) across all curricula continues to support student academic development and achievement throughout all classes. A school-wide vocabulary development strategy has been implemented by the literacy team. Content Specific Vocabulary lists (CSV) developed by each department are posted in all classrooms, and the word is incorporated into content being taught. As a part of literacy, writing is encouraged across all content areas. Students may take notes, have writing assignments, or take written tests in all classes. A push for school-wide use of Cornell Notes is also being used to help increase literacy. The AVID program has a focused research process paper at the junior</p>	<p><i>ELD meeting minutes</i>  <i>CELDT</i>  <i>Round Table minutes</i>  <i>Bilingual aids on campus</i>  <i>ELD Counselor</i>  <i>ELD students' letters to content teachers</i>  <i>Counseling Newsletter</i>  <i>Reminder Postcards</i></p> <p><i>WCHS website</i>  <i>Letters from various student organizations</i>  <i>Newsbytes</i>  <i>AVID Probation/Positive letters</i>  <i>Access to ABI</i></p> <p><i>Teacher Literacy Training</i>  <i>Literacy Team</i>  <i>CSV</i>  <i>Increased writing across the curriculum</i>  <i>Cornell Notes</i>  <i>AVID WICR</i>  <i>AVID Summer Institute</i>  <i>AVID day conferences</i></p>
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and senior levels.

In addition to extensive district-provided staff development, WCHS has been able to provide extensive staff development. Staff development has focused on literacy, Thinking Maps, differentiated instruction, technology, on-going operations improvements, AVID methodologies, and textbook training. All honors/AP teachers have been able to attend AP conferences, and extensive staff development has been implemented based on the instructional needs of the staff.

Students receiving special education support are mainstreamed into the general education program. Several core classes offer team teaching that benefits both special education and general education students. Students have access to opportunities that develop work skills through the Workability program that gives them job experience while being paid minimum wage salaries. Special Education Special Day Classes (SDC) classes provide small group education allowing students more one-on-one time with their teacher. Although content may be modified in these classes based on student learning needs, all lessons remain standards-based. Modifications include extended time on assignments, shorter assignments, and flexible settings. SDC classes are available to students with moderate to severe disabilities. School Psychologists and the Special Education counselor provide support to these students as part of their IEP.

Students who are identified as needing personal support are referred to their counselor, administrator, district nurse, or psychologist as appropriate. Students are encouraged to access appropriate resources for themselves. At the beginning of every year, counselors visit all English classes to give a presentation of the counseling groups available on campus. Students hear information on all groups, and are asked to fill out a paper either declining or signing up for groups. Each counseling group meets for a predetermined length of time based on the needs of the students.

- Literacy training*
- District technology training*
- Holt Training for English Dept.*
- UC/Cal State conferences (counselors)*
- Financial Aid Conference*
- CRT Minutes*
- AP Conference*
- Writing Trainings*
- District Bilingual Aide training*
- TESOL Conference*
- Teachscape*
- Math Department CPM training*
  
- Team teachers*
- Workability*
- SDC program*
- School Psychologist*
- Special Education Counselor*
- IEPs*
- Student referrals*
- Counseling Groups*
  
- Student referrals*
- Counseling presentation*
- agendas*
- Sing up sheets*

**E4: Students have access to a system of personal support services, activities, and opportunities at the school and within the community.**

Findings	Evidence
<p>West Covina High School provides appropriate resources and a variety of support services to help ensure academic success. Personal student support services are addressed through support staff and other personnel, school activities, and a selection of other opportunities for growth and development.</p> <p>WCHS English Language Learners (ELL) are placed in appropriate classes based on a review of multiple assessments, teacher evaluations, CELDT scores, and transcripts from previous schools.</p> <p>Special Education students are supported through a variety of programs and mainstreamed as much as possible. They are involved in a wide variety of clubs and electives. A workability program, supported by a teacher and linked to a local community college, help prepare students for life after high school. School psychologists provide support and counseling services to special education students as part of their IEP.</p> <p>All students entering West Covina High School are assigned a guidance counselor alphabetically based upon their last name, exceptions being students in a specialized program (English Learners or Special Education/IEP students). All students have access to a wide range of support services: small pull-out groups, individual counseling through partnership with Foothill Family Services, extensive SST/SART conferences and a full-time Los Angeles County probation officer on campus.</p> <p>WCHS AVID, AP and CSF programs encourage students to take a more rigorous course of study to give them a competitive edge when applying to four-year institutions of higher learning while being involved in co-curricular activities and opportunities. These include college visits and guest speakers for AVID and CSF students. All students have access to honors and AP level courses.</p>	<p><i>ELD program</i></p> <p><i>Workability records</i></p> <p><i>Workability</i></p> <p><i>Best Buddies</i></p> <p><i>CELDT Scores</i></p> <p><i>IEP</i></p> <p><i>ITP</i></p> <p><i>Behavior teaching plan</i></p> <p><i>Deans</i></p> <p><i>Individual counselors</i></p> <p><i>2 School psychologists</i></p> <p><i>Group counseling records</i></p> <p><i>Foothill Family Services referral records</i></p> <p><i>Counseling assignments</i></p> <p><i>SST/SART records</i></p> <p><i>Individual/group counseling</i></p> <p><i>District nurse- vision/hearing screening</i></p> <p><i>Vision therapist</i></p> <p><i>Speech therapist</i></p> <p><i>AVID</i></p> <p><i>AP program</i></p> <p><i>California Scholarship Federation</i></p>

<p>The Career Center provides opportunities for exposure to the real world of careers and colleges. The center also offers information on scholarships and financial aid. In addition to the annual College Career Fair, individual college, military, and vocational advocates visit regularly. All ROP courses offer instruction and curriculum that prepares students for entry level vocational/technical jobs.</p> <p>In preparation for becoming a member of the West Covina High School, students and parents from our eighth grade feeder schools are invited to a parent information evening regarding high school expectations and responsibilities, graduation requirements as well as college admissions. Visits to the feeder middle schools and various evening events encourage incoming freshman and parents to feel at home at WCHS and become involved in the life at school. All freshmen are invited to participate in freshmen orientation and are served by the Link Crew program. Link Crew assists incoming ninth grade students and helps them make the transition from middle school to high school a more personal and friendly experience. All through the ninth grade year, these students are supported and mentored by an upper classman and are encouraged to participate in support services that emphasize academic success and social networking.</p> <p>To add to these support services and activities, ASB organizes many activities to build school spirit and involve all students. The Renaissance program provides incentives for grade improvements and recognizes student progress at a rally before the closing of the school year.</p> <p>Club Rush takes place a few weeks after the beginning of each school year. WCHS has a variety of clubs for students to become a member of and participate in activities. Teachers sponsor a variety of clubs that explore academic, career, recreational, entertainment and personal pursuits. These include community service, cultural and ethnic pride, performance, technology and personal interest. Awards won by students in these clubs foster the culture of school pride and reputation for excellence at West Covina High.</p>	<p><i>Career Center</i>  <i>College career fair</i>  <i>Military recruiters' visits</i>  <i>ASVAB tests for juniors and seniors</i>  <i>AFJROTC</i>  <i>ROP</i></p> <p><i>8<sup>th</sup> grade Orientation</i>  <i>Freshman Orientation</i>  <i>"New" Parent Information Night</i>  <i>PSAT Parent Night</i>  <i>Link Crew</i></p> <p><i>ASB</i>  <i>Renaissance</i></p> <p><i>Campus Clubs</i>  <i>Club Rush</i>  <i>Multicultural clubs</i>  <i>Religious clubs</i>  <i>Service clubs:</i>  <i>Interact</i>  <i>Leos</i>  <i>Key club</i>  <i>Hope</i>  <i>CSF and NHS</i>  <i>Academic Decathlon</i>  <i>Speech</i>  <i>Robotics</i>  <i>Be the Change</i></p>
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Fostering leadership amongst students is a valued focus of our student activities program. Prior to the start of the school year, student club leaders participated in a two-day Self-Development Retreat. These students represent a variety of clubs, sports, and campus organizations and demonstrate a commitment to self-growth and working with others. The off-site retreat provided students a forum in which to self-reflect and set goals for themselves as well as learn how to effectively communicate with others to promote school spirit and pride.

West Covina’s four disciplines in the arts program are dance, music, theater, and the visual arts. All four disciplines are taught by highly qualified teachers who are professionals dedicated to their respective fields. Several of WCHS’s visual and performing arts programs have parent booster clubs to provide financial assistance to our arts program. Parent financial support and participation have allowed the arts program to grow and thrive by enabling the arts teachers to create an environment that encourages students to develop an appreciation and support for the visual and performing arts.

The dance program at West Covina High School is one of academic and performance rigor. WCHS Dance students perform in several competitions throughout the year and have been recognized as National Champions. Another venue of performance for WCHS dance students is during school and community events such as rallies and football games.

Music is an integral part of West Covina High School. Both the band and choral program compete in local and state competitions, earning many accolades and awards. WCHS’s band is known for their performance in the West Covina Christmas Parade, countless field shows, and competitions. The success of the marching band, color guard, and drum line is primarily the result of the skills they acquire through countless hours of practice, both during the week (during the day and evenings) and weekends. WCHS students enrolled in band develop discipline, commitment, love of music, creativity, self-expression, and higher-order thinking abilities.

*Leadership Summit*

*Performing and visual arts:*

*Dance Drill  
Step Squad*

*Band  
Choir*



### **Areas of Strength**

- WCHS offers an extensive array of clubs/activities to appeal to all students and allow them the opportunity to become involved. These extra-curricular activities promote positive self-esteem, and success skills to a significant percentage of the student population.
- Multiple support programs are available to students ensuring that students succeed both academically and socially.
- WCHS staff continually works to provide school-wide methodologies such as Content Specific Vocabulary, Thinking Maps, and Cornell Notes.
- Staff collaboration is used to guarantee that students are receiving equal learning opportunities in all classes and that they have adequate access to the California Content Standards.
- Students and their families can easily access social, psychological, and health services through a school-based network.
- The campus environment is safe and supportive.
- The core academic program is rigorous and continues to expand through the efforts of outstanding teachers.
- The physical appearance of the campus has shown continued improvement over the past several years.
- Incoming freshmen have many support systems in place to help them transition into high school.

### **Areas of Growth**

- Tardy policy needs to be reworked in order to address the first period tardy issue.
- Administration should continue to work with the teachers on implementing existing technology in the classroom.
- Technology needs to advance with the current needs of the time.
- Further adjustments to student placement should be made in order to guarantee that all students are placed in appropriate classes.

## **Prioritized Areas of Growth Needs from Categories A through E**

- Develop a system to communicate and monitor School Action Plan and SPSA goals.
- WCHS staff needs to have a standardized methodology in place to interpret data and identify next steps.
- WCHS staff needs to focus on subgroup performance data more critically to identify strengths and areas for growth.
- Continue the implementation of school wide literacy plan: Content Specific Vocabulary, thinking Maps, and AVID methodologies
- Implement Lesson Study protocol campus wide
- Better utilization of staff development for exploration of instructional strategies
- Improve consistency in curriculum with in departments
- WCHS continues to focus on open communication and transparency as it relates to governance, instruction and assessment.
- There is a need to align the district's mission, vision and resource allocations to meet the programmatic needs of WCHS as an institution.
- Further adjustments to student placement should be made in order to guarantee that all students are placed in appropriate classes.
- School City and Google Apps are in place but more teachers need to be trained to use it more effectively.
- Technology needs to advance with the current needs of the time.
- Administration should continue to work with the teachers on implementing existing technology in the classroom.
- Tardy policy needs to be reworked in order to address the first period tardy issue.