

**Areas of Growth: Sample for Part III WASC/CDE Training**

<b>Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources</b>	<b>Standards-based Student Learning: Curriculum</b>	<b>Standards-based Student Learning: Instruction</b>	<b>Standards-based Student Learning: Assessment and Accountability</b>	<b>School Culture and Support for Student Personal and Academic Growth</b>
<ul style="list-style-type: none"> <li>• Implement fully all common core standards.</li> <li>• Integrate fully various assessments, including common assessments.</li> <li>• Continue focus on action plan that addresses interventions, numeracy/literacy, and technology.</li> <li>• Seek more individual time for students with counselors.</li> <li>• Address the consistency of discipline for all students and the support needed from the district.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance ongoing strategies and programs to support all students’ performances on statewide assessments (CSTs and CAHSEE) and in the classroom.</li> <li>• Support the needs of students who are neither classified as at-risk nor high achieving.</li> <li>• Continue the refinement and assessment of the common assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Further refine common assessments and align to the new Common Core.</li> <li>• Further teaching strategies that improve numeracy and literacy skills across the curriculum in order to master critical and abstract thinking skills.</li> <li>• Increase staff development on applying various teaching strategies to meet the needs of all students, especially students who demonstrate below expected grade-level performance within the classroom and on standardized tests.</li> <li>• Expand staff training in and application of educational technology software and curricular materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate, cohesive common assessments need to be further developed and evaluated to ensure appropriate academic opportunities for all students (both college-bound and noncollege-bound).</li> <li>• Initial academic assessments (including reading level tests and math placement tests) are needed to determine students’ mastery in core classes before placement. Currently, the assessment results are insufficient and not communicated to parents and students in an effective way.</li> <li>• Data from assessments is not sufficiently utilized by all departments to develop and identify appropriate, empirically proven interventions.</li> <li>• Assessment systems have been implemented by the district, though its use is not yet used by all.</li> </ul>	<ul style="list-style-type: none"> <li>• Greater teacher use of the website to post class expectations, assignments, digital material, and student achievements (currently only used 54%).</li> <li>• Students and parents would like more interaction with counselors as part of academic and career planning.</li> <li>• A more strict and consistent student discipline policy and access to student discipline records is wanted by many teachers who would like more support from the front office regarding student discipline and rule enforcement.</li> <li>• Weaknesses involve the lack of a challenging schedule for seniors who complete requirements and thus need take only 3-4 classes their last year.</li> <li>• Need to create clearer articulation from the middle schools about the preparation and opportunities high school.</li> </ul>