



Western Sierra Collegiate Academy

SELF-STUDY REPORT

660 Menlo Drive
Rocklin, CA 95675

Rocklin Academy Family of Schools

November 17-19, 2025

ACS WASC/CDE Focus on Learning Continuous Improvement Guide
2022 Edition

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Introduction

BRIEF BACKGROUND OF SCHOOL—SCHOOL PROFILE

Western Sierra Collegiate Academy (WSCA) is a public charter school located in Rocklin, California drawing students from a variety of neighboring school districts mainly from Placer and Sacramento Counties. Our authorizing district, Rocklin Unified (RUSD), operates two comprehensive senior high schools, one alternative high school, two middle schools, and twelve elementary schools. Sierra Community Junior College and William Jessup University are also located within the city boundaries. WSCA is part of the Rocklin Academy Family of Schools and is organized as a California nonprofit, public benefit corporation 501(c)3 and is governed by a Board of Directors pursuant to its bylaws. This Board is responsible for guiding the Academy in the pursuit of its vision and mission.

WSCA features a small school community, with high academic standards and a student code of conduct. We believe that all students are capable of thriving in a demanding college preparatory program. Student success requires hard work and commitment by students, parents, and staff; collectively we know that students will flourish in an environment that allows them to achieve their full potential. Dedicated to excellence, the school is structured to recognize and respond to the developmental, cognitive, and creative needs of students. Our continued out performance of the state averages (Criterion 2) has kept us on the high performing track, making us eligible for a 5-7 year renewal in 2026.

In 2025-2026, Western Sierra has 793 students enrolled in grades 7–12. Western Sierra was always envisioned to be a small school with a focus on providing an engaging and rigorous academic curriculum. All students are enrolled in courses meeting the a-g entrance requirements for the University of California, the California State Universities, and the most selective private universities.

DIVERSITY, EQUITY AND INCLUSION

In June of 2022, our Charter Management Office for Rocklin Academy Family of Schools engaged in a new 5 year strategic planning process with a social impact organization called Friday. The Board adopted our new [Strategic Plan](#) encompassing our mission, vision and five goals to guide our organization over the next five years.

Mission Statement: Rocklin Academy Family of Schools provides a distinct educational program strengthened by community and parent partnerships to achieve high standards, rich core content, and innovative learning.

Vision Statement: We envision a school community that inspires its students to excel academically, pursue their passions, and impact the world with excellence.

Goals:

1. All students build depth of understanding in core concepts through an equitable, cohesive preschool & TK - 12th grade education program
2. Our inclusive school environment cultivates students who are responsible, compassionate, and engaged citizens
3. Our work culture supports sustainability and values continuous growth of teachers, staff, and administrators
4. Parents are valued partners who strengthen our schools and programs
5. Organization leaders, in collaboration with community partners, sustain a high quality learning experience for all students

While creating the [Strategic Plan](#), we ensured alignment between our [LCAP](#) and WASC action plan to ensure a comprehensive and cohesive set of documents to further grow and sustain achievement.

SUMMARY DESCRIPTION OF PROGRAMS OFFERED

In addition to its typical [course offerings](#), Western Sierra Collegiate Academy offers the following programs for students:

- **AP for All:** All Western Sierra Collegiate Academy students graduate UC A-G Eligible including taking four AP courses (AP World History, AP English Literature, AP US History and AP English Language). Western Sierra offers additional AP courses students can choose to take throughout high school.
- **CPREP:** Our college preparation values are instilled into graduates at Western Sierra by celebrating

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students who are Committed, Prepared, Respectful, Engaged and Professional. We use the PBIS model to celebrate these CPREP values via CPREP cards that can be exchanged for prizes, awards luncheons to a local college, and special school wide recognition.

- **CTE Pathway - Sports Medicine:** Students can participate in a three-course pathway focused on sports medicine and professional athletic training. Students complete a clinical internship as a Student Athletic Trainer in year one and act as Student Athletic Trainers in subsequent years. The dual enrollment credit earned in these courses prepare students for EMT certification and is a pathway for students pursuing nursing, EMS, and careers in medical or public health.
- **Academic Enrichment/Dual Enrollment:** Our Academic Enrichment program is designed to help students make a smooth transition from high school to college without experiencing duplication in learning. Western Sierra has a robust articulation agreement with Sierra College and is able to offer the many courses on campus, and additionally, students are able to take a wide variety of other courses through Sierra College both in person and online.
- **Summer Session:** Credit recovery or credit completion courses in all core subject areas are offered from 8:30-11:30 for a 12-13 day period after the end of the school year. All courses are monitored in person, with credentialed teacher support. Students work at their own pace to complete one or more units worth of work in order to meet class completion requirements.
- **Summer Bridge and EL Support:** Summer Bridge is an optional opportunity provided for students moving from 8th grade into 9th grade. Offered from 8:30-11:30 for 12-14 days, students have a 90 minute session each for math and English skill building. The math component focuses on high leverage skills that will support students in Integrated 1 while the English session focuses on the English 9 summer assignment and writing practice. EL students (7-12) are additionally offered online check-ins and support through Google Classroom with an opportunity for additional English language skills through the IXL platform.
- **MTSS - Intervention Team:** Updating its format and goals in 2021, this team was re-established to address the needs of students who are in need of additional layers of intervention in a variety of capacities. This team meets weekly to sift through a variety of data sources and teacher referrals to highlight students who need additional resources and support. The goal of this team is to identify and support our students before they are in need of remediation, source and provide additional interventions and supports, and ensure the academic and social emotional well being of our most vulnerable students.
- **Pre-AP/Honors:** Western Sierra enrolls all freshmen into pre-AP Biology. Additionally, all level 3 or higher Visual and Performing Arts classes have been designated as Honors.
- **Academic Seminar/RISE 1:** At Western Sierra we offer an AVID-style course open to all students which focuses on skill building in the following areas: executive functioning, goal setting, note taking, study habits, college and career readiness, problem solving and critical thinking. Additionally, there is a Dual Enrollment option provided through Sierra College called RISE 1 that enables students to work on these skills while also exploring identity and preparing for the transition to college.

COLLABORATION FOR SELF STUDY

Western Sierra staff, students, and educational partners engaged in the WASC process, per the [visit preparation timeline](#), with the intent of examining its progress toward the established Schoolwide Learner Outcomes, identifying prior growth areas, and determining new areas of need for improvement. The principal and WASC coordinator sought out teachers to lead [focus groups](#) with an average size of 10-12 members. There was a [kickoff meeting](#), and teachers took an [interest survey](#) to help decide focus group assignments. Time was apportioned on Professional Learning days for these meetings. Home groups were established using pre-existing departments (English, Math, Clerical, etc.), and focus group members regularly shared their questions and progress with them. These home groups analyzed school data collaboratively, so that data analysis took on a variety of vantage points. Under a lead or department chair's guidance, focus and home groups worked collectively to respond to provided prompts using Google Docs and linking evidence through Google Drive. This highly collaborative process resulted in a self study that was truly authored by a large group. All educational partners, including students, played a highly active role in the self-study process, participating in meetings, large surveys, providing helpful insights, drafting the self-survey, and developing the school's Action Plan. Parent input was collected through parent involvement in Operations Committee and district LCAP meetings. Parent input was also collected through annual intent to return and school site parent surveys.

Chapter I: Progress Report

Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last self-study visit.

RECRUITMENT

Western Sierra has seen several changes since our WASC visit in March of 2023. Our enrollment is currently at 779. Student disenrollment due to the COVID-19 pandemic, as well as the opening of two new local high schools, one in Roseville and one in Lincoln, continues to make our recruitment strategy more intensive - including more efforts to reach out to the feeder elementary and middle school with our sports and visual and performing arts programs via school visits, summer programs and invitations to our school events. With the transition of Western Sierra's principal to the Charter Management Office as the Director of Educational Services, WSCA welcomed a new principal for the 2022-2023 school year. The new principal came with 13 years of experience at a traditional public high school in Roseville, followed by four years serving as a vice principal in the San Juan Unified School District. School outreach has grown since the mid cycle visit with the increase in social media posts to both Instagram and Facebook highlighting extracurriculars, academics and school spirit. The charter organization has also adopted ParentSquare to improve whole school communication.

NEW STUDENT ORIENTATION

Based on parent and student input from Principals Student Forum and the PSP, New Student Orientation was completely revamped to include parent education on the mission, vision and values of Rocklin Academy, supporting both incoming seventh graders and ninth graders. Orientation changed from a class schedule pick-up and tour to a much larger event on campus that opens with an ASB led parent-student rally, small break out groups, and tours. After the rally, students meet in their home room groups led by ASB students where they participate in team building activities, receive their schedules, learn about a typical school day, take a tour and have a Q&A with upperclassmen. The parents also divided into small groups for sessions on the mission, vision and values with the principal, the Parent School Partnership with the PSP president, athletics and clubs with the athletic director and ASB, and how to academically support their students with a guidance counselor.

WOLF PACK BUDDY PROGRAM AND LINK CREW

In the 2023-2024 school year, we piloted a Wolf Pack Buddy Program to help integrate new 7th grade students to our campus and help bridge the gap between middle school and high school. Seventh graders from outside of Rocklin Academy received special invitations and other 7th graders self-selected to join. Each of these students was paired up with a 10th grade student to be their 'buddy' for the year. These buddies met with them at orientation, took them on a tour, showed them how to open their lockers and then spent six 'Fun Friday' lunches with them to play games, do arts and crafts and check-in with their buddies.

In 2024-25, we transitioned the Buddy Program to a 'Link Crew Light' called the Wolf Pack Lead. Although Link Crew is typically implemented in high schools with a focus on freshmen, the plan was to use it as a structure to help not only freshmen, but also our incoming 7th graders and any other new students to our school. This group of approximately 30 juniors and seniors was assigned to both the 7th and 9th grade Pack Times for the year. They greeted these students at orientation, spent the day with them and pushed into their pack times on Fun Fridays throughout the year to do community building activities. The Wolf Pack Leader Advisor attended the official Link Crew training to roll out an official Link Crew for the 2025-2026 school year for all incoming freshmen. The Buddy Program will continue for all incoming 7th graders.

SPORTS MEDICINE CTE PATHWAY AND DUAL ENROLLMENT

WSCA has added a CTE Pathway, dual enrollment, and articulated course offerings. Although the Sports Medicine courses were offered previous to the last visit, with the addition of the teacher credential and course description to the UC A-G portal, it is now a CTE pathway. Currently, we are seeking a grant to support the continued funding of this program at Western Sierra. Two of the Sports Medicine classes are also now dual enrolled with Sierra College. Additionally, we added two computer science courses - one in

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the fall and one in the spring, taught by our own Western Sierra teacher on site through Sierra College's articulated courses. This year we also added a dual enrollment course called RISE 1—First Year Seminar so our students enrolled in Academic Seminar could also earn college credit through Sierra College. Finally, this last year we added a professor from Sierra College on site teaching two other dual enrollment courses, Administration of Justice and Introduction to Investigations, one course each semester. Due to changes on the Sierra College end, it is unsure if this course will continue or there will be a change.

UPDATED SOCIAL EMOTIONAL LEARNING CURRICULUM AND RESOURCES

Upon reviewing CA Healthy Kids Survey data with staff and students, we decided to dive into the socio-emotional lessons taught during Pack Times. It was determined that there were inconsistencies in what was taught in each grade level. Through anonymous teacher surveys, we found that several staff did not feel well equipped to teach the socio-emotional lessons. To support the emotional wellbeing of our students, one lead teacher from each grade level, one counselor and our school psychologist worked throughout the year to develop not only a cohesive and vertically aligned curriculum, but also push into classrooms to model the delivery of these lessons and support Pack Time teachers, as they gradually took over the lessons themselves. Currently, grade level teams meet once a month during professional development days to review the month's calendar, determine the SEL lesson, and plan both enrichment and intervention for their grade levels.

For additional SEL support, starting in 2023-2024 we began to partner with Wellness Together to provide resources. Approximately ten students are able to access school site counseling with weekly sessions lasting around 8 weeks allowing for many students to access this support throughout the school year. This has been a huge benefit to students because student and family support is integrated within our school day. In the 2024-25 school year, we increased our contract with Wellness Together to be able to support 15 students weekly. However, for the 2025-26 school year, we have cancelled our contract with Wellness Together and opted to hire a part time counselor and a part time counseling technician to allow for a stronger integration of continued mental health services and whole school supports.

In 2024, Mental Health Awareness presentations were implemented for all 7th and 9th grades during their history courses covering multiple aspects of mental health. This is an expansion of our presentations given in previous years for all students during Pack Time. Implementing these presentations in history classes, allows more time to cover the material and meet the requirements for Senate Bill 224. This is a replacement for our prior Signs of Suicide presentation. Mental health is also addressed during parent night presentations. Additionally, Mental Health Posters were created and placed in multiple locations on campus to meet the requirements of Assembly Bill 748. WSCA continues to train staff on Trauma-Informed Practices and Suicide Prevention.

PROFESSIONAL DEVELOPMENT AND PLCS

With the growth of our multilingual learner population, teachers gave feedback that they would like more professional development around Integrated ELD strategies. The Intervention and EL Support Coordinator, principal, and an instructional coach from the RAFOS Charter Management Office worked together to create a [series of professional learning presentations](#) for the teaching staff that ran monthly from October of 2023 to March of 2024. These trainings focused on high-leverage Integrated ELD strategies based on research out of UCLA's school of education. Feedback on these learning opportunities was largely positive with observable practice seen in classrooms across campus.

Other professional development for the school site for the 2024-25 school year was centered around a re-commitment to the Professional Learning Community. These learning goals, developed by school leadership, included:

1. To understand what a Professional Learning Community is and why it is a valuable and powerful structure to support all students.
2. To understand and demonstrate the essential professional skills required to function as a highly effective PLT.
3. To be able to effectively engage in work that answers the first three key questions of a PLC.

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During Leadership Team meetings, the team members provided input on professional development and the department chairs supported its implementation during professional development days and Wednesday morning collaboration time.

VAPA HONORS COURSES

To provide consistency in departments and across the school, we re-named all level three courses in VAPA as Honors. This helped prevent students from overloading their schedules with all AP courses while also encouraging them to continue in a VAPA program for more than the required two years.

SCHOOL HONORS AND AWARDS

In the 2023-24 and 2024-25 school years, we received many accolades including:

- College Board's Platinum AP Honor Roll for Spring of 2024
- Placer Herald's *Best of the Best for Rocklin* for Best High School, Best Middle School, and Best Teacher for 2024
- US News & World Report: Ranked 2nd for Best High Schools, Sacramento Metro 2023-24
- National Association of Biology Teachers: CA Biology Teacher of the year for 2024
- Niche.com "[Best Schools](#)" for 2024

Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.

Western Sierra has made significant progress in the implementation and monitoring of the Schoolwide Action Plan. The principal, vice principals, Leadership Team and teachers along with our educational partners, collaborate throughout the year to engage in an ongoing, systemic analysis of our progress and overall effectiveness towards meeting program goals as they relate to the growth areas and our action plan. Each fall, during the pre-service professional development, the principal reviews schoolwide data as it pertains to the action plan including professional learning goals for staff, student learner needs, and growth areas for continuous improvement. Any available updated data is reviewed on the January PD day. After evaluating progress made towards meeting schoolwide learner goals, staff members engage in the implementation and monitoring of the schoolwide action plan through analysis and interpretation. During the summer retreat at the end of each school year, the site leadership team brainstorms and develops effective strategies to improve student achievement. Each school year includes ten professional learning days for staff during which research-based professional development is embedded. The Operations Committee meets four times a year and also reviews this data and action plan.

Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated *all growth areas for continuous improvement* from the last self-study and all intervening visits.

WASC Action Plan Goal #1: All students build depth of understanding in core concepts through an equitable, cohesive preschool & TK - 12th grade education program.

Rationale:

- The gap between the academic performance of all students compared to Special Education and Socioeconomically Disadvantaged students.
- Students perform lower on Math compared to ELA on standardized tests.

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| 2025 LCAP/SPSA GOAL # 1 | Rocklin Academy Family of Schools will maintain the high academic achievement levels of all students in core content subjects while increasing performance outcomes with underperforming student groups. |
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| PROGRESS | IMPACT | EVIDENCE |
|--|---|--|
| Professional Development: <ul style="list-style-type: none">• Evaluate the achievement gap between subgroups to determine additional professional development needs.• The process for implementing and monitoring this goal includes: target professional development with EL strategies AP Expectations: | Teachers participated in a series of professional learning regarding research-based strategies to support English Learners. | <ul style="list-style-type: none">• 2022-23 PD Agendas• 2023-24 PD Agendas• 2024-25 PD Agendas |

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| <ul style="list-style-type: none"> AP teachers send emails to every student/parent regarding AP exams and how to sign up Continue to administer and analyze student survey data asking why students did/did not sign-up for AP exams Counseling to continue to create lists and communicate with teachers which students have not signed up Continue to monitor class enrollment with percentage of exams <p>Career Exploration:</p> <p>Within WSCA:</p> <ul style="list-style-type: none"> Review career interest survey results Revise parent survey to include: career, availability to present, availability to host a shadow day <p>Outside of WSCA</p> <ul style="list-style-type: none"> Sierra College: CTE Day Fieldtrip, advertise academic enrichment courses, attend CTE workshop for counselors Revise and publish internship opportunities Plan and implement new ideas based on learning from PCOE and counselors at other sites <p>Resources and Services:</p> <ul style="list-style-type: none"> Continue to offer free school supplies to SED students and seek out SED students to cover the cost of fee based programs/items (AP test, graduation products, etc) Continue to improve the structure and content of Parent University based on stakeholder input Reflect and revise the structure and content of 1x1 counselor mentoring for subgroup students Continue to update and share bank of community resources to support parents and students with stakeholders <p>K-12 Math Team:</p> <ul style="list-style-type: none"> Implement and vet district benchmarks (this has not occurred) <p>Data and Grading:</p> <ul style="list-style-type: none"> Analyze CAASPP data to determine a focus domain for assessment and gaps in Standards for Mathematical Practices Analyze MAP data to monitor growth and areas of need Monitor assessments and grading rubrics to ensure alignment with identified needs Monitor the effectiveness of standards-based grading and compare to standardized test achievement (Integrated Math 1 piloted this during the 24/25 school year and will continue its pilot into the 25/26 school year with a few revisions, continuing to track its effectiveness on MAP scores and grades) | <p>EL & Hispanic data reviewed in winter and fall each year with all staff.</p> <p>Western Sierra was recognized by the College Board on the AP Honor Roll as the highest level, platinum.</p> <p>AP coordinator continues to work closely with teachers, counselors and students to personally reach out to every student regarding AP exam sign-ups</p> <p>Increase in Parent University attendance</p> <p>Includes both in-person and Zoom workshops</p> <p>K-12 Math Team no longer a focus</p> <p>CAASPP data continues to be monitored, analyzed and discussed annually</p> | <ul style="list-style-type: none"> 2024-25 Professional Learning Goals AP Data, CAASPP Data & Survey Data Reviewed with Staff in Fall 2024 2025-26 PD Agendas (in progress) 2025-26 Professional Learning Goals EL Professional Learning Data review with staff regarding English Learners and Hispanic population Increase in number of students taking AP exams WSCA Career Exploration |
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WASC Action Plan Goal #2: Our inclusive school environment cultivates students who are responsible, compassionate, and engaged citizens.

Rationale:

- Suspension rate increased and is disproportionate for Special Education and Socioeconomically Disadvantaged students.
- Mental health support for students as they manage the rigorous course load of our school.

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| 2025 LCAP/SPSA GOAL #2 | Rocklin Academy Family of Schools will support the development of students to become responsible, compassionate, and engaged citizens. |
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| PROGRESS | IMPACT | EVIDENCE |
|--|---|--|
| <p>In 22-23 we worked on goals from 21-22 and postponed these actions to 23-25 during which most were completed.</p> <p>MTSS team action steps:</p> <ul style="list-style-type: none"> Complete Tier 3 training as determined as a need for the team Revise list of Tier 3 strategies as needed Continue to monitor data weekly for all students and student groups Continue to identify Tier 2 and Tier 3 students and implement appropriate interventions <p>Restorative Practices:</p> <ul style="list-style-type: none"> Admin, counseling and teachers revise and monitor restorative practice interventions Admin to monitor effect on suspension rates for all students and student groups <p>Social Emotional Learning Curriculum</p> <ul style="list-style-type: none"> Revise, align and make relevant grade level SEL lessons Grade level leads meet with grade levels monthly to share and update lessons | <p>MTSS Team has replaced the PBIS team. Tier 3 training has occurred as needed</p> <p>Restorative Practices embedded in discipline matrix now including vape education modules and admin student conferences to find the root cause for the behavior</p> <p>Restorative practices reviewed with staff in August and January annually</p> <p>Pack Time leads work with grade level teams to determine</p> | <ul style="list-style-type: none"> Decrease in Suspension Rate Tier 3 training for MTSS team members included: November 7, 2024: PCOE training on Handle with Care and to refer students and families to the PCOE Prevention, Supports, and Services team and September 28, 2023: Behavioral Threat Assessment Screener, Suicide Risk Screener, Re-entry student support plans, and parent resources |

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| <ul style="list-style-type: none"> • Implement targeted Tier 2 interventions <p>Mental Health Awareness Presentations</p> <ul style="list-style-type: none"> • Review S.O.S curriculum and make changes to the implementation process • Assemblies for 7th and 9th grade • Implement reinforcement S.O.S. strategies to other grade levels <p>Professional Development and Resources</p> <ul style="list-style-type: none"> • Review Trauma-Informed Practices with staff • Review staff roles within the Mental Health Flowchart • Implement additional student mental health support for staff • Continue to participate in the K-12 MTSS team • Continue to partner with community resources • Review CHKS data with whole staff and LCAP goal progress and modify actions as needed | <p>socio-emotional learning lesson of the month and grade level intervention plans including a weekly grade check and ELT planning with students</p> <p>Wellness Together Mental Health Posters, Annual training for staff Mental Health Week - coordinated by HS ASB One Pill Can Kill Assembly (spring 2023 and spring 2025)</p> | <ul style="list-style-type: none"> • SST Flowchart updated at MTSS summer retreat (summer 2024) • Updated Discipline Matrix 2025-26 • Vape Education Module • Enrollment in program Vape Education • Pack Time Calendar including socio-emotional lessons and community building activities |
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Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.

It was recommended we include [Hispanic student subgroups](#) to Goal 3 as it is a growing student population at Western Sierra. We have begun to include this in our regular data review/analysis beginning with the 2024/25 school year.

Comment on why any growth areas for continuous improvement are not in the current schoolwide action plan/SPSA.

It was recommended that we consider reviewing the demographic data for the school compared to the district and county, as the Visiting Committee identified the enrollment of Asian students is much higher than the local area. However, because we enroll students through a lottery system, we do not have control over rates of enrollment by sub group. All growth areas for continuous improvement are in the schoolwide action plan/SPSA.

Chapter 2: School Profile and Supporting Data and Findings

For additional information about our school, see the introduction for a brief background on the school and the self study process, and in Chapter 3 Category A, we provide our mission vision and schoolwide learner goals. Other additional information on teacher assignment monitoring outcomes, professional development, school safety, facilities, and more can be found on our [SARC](#).

STUDENT DEMOGRAPHICS

Current Data Trends:

- Although grade level cohort sizes vary each year, our overall enrollment has stayed steady.
- There has been a 33% increase in 7th grade enrollment targets, pushing classes from 3 sections each to 4.
- Overall high school enrollment has seen a 5% decrease.
- Our population continues to skew male; 54% male vs. 46% female
- Western Sierra continues to grow in its diversity; 8% growth in Asian population (the diversity of home languages shows that this is, in and of itself, a very diverse group), 2% growth in our population of students who identify as two or more races, 1+% growth for our Filipino and Hispanic populations, 12% drop in our White population. This reflects the growing diversity of our surrounding communities.
- Modest 2% increase in Socioeconomically Disadvantaged population

Analysis: Diversity continues to grow as a strength of our campus, and we should continue to leverage the benefits of our multilingual community and make sure we implement culturally responsive practices. With the growth in our SED population, we need to continue to make sure that we are providing proper support and opportunities on campus. As our population continues to skew more male, we may need to revisit support structures to make sure that they are appropriately responsive. With attrition between middle school and high school, it would be beneficial to work with families and students to find retention strategies.

STUDENT PERFORMANCE DATA—CA School Dashboard Summary

CAASPP- English Language Arts

Current Data Trends:

- Overall, significant improvement in performance above standard, from 51.8 above standard in 2022 to 71.1 point above standard in 2024.
- Reading scores rose with the percentage of students above standard moving from 31.4% to 40.54% and a decrease in students below standard from 10.06% to 6.76%.
- Writing scores also had a strong upward trend with an increase in students scoring above standard from 34.15% to 47.55%. Below standard scores remained relatively flat.
- Listening scores saw little improvement with under 3% growth in students above standard and a slight growth in students below standard.
- Achievement on Research/Inquiry standards also improved with a rise in students above standard from 33.23% to 40.81%, while the number of students below standard had steadily decreased to the 2024 rate of 5.14%.
- Seventh graders showed notable improvement in Writing going from 23.46% to 50.82% Above Standard, but saw less dramatic progress in reading, though the rate of students Below Standard dropped from 9.88% to 3.28%.
- Eighth grade Reading and Writing gains were both more gradual and Listening and Research saw small, but steady improvements.
- Eleventh grade showed strong gains in 2023, especially in Writing, which scored 71.7% Above Standard. Even with its slight regressions in 2024, eleventh grade still outperforms other grades across all domains.
- A negative correlation can be seen between grade levels with large cohorts and class sizes and English achievement.
- Asian student group consistently has the highest performance in all domains.
- Hispanic/Latino population shows steady, but slower gains over time.
- SED student group has shown gains in Reading and Writing, but still lag behind non-SED peers.

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- Multilingual learners show the largest improvement with Writing Skills, growing from 35.42% to 52.17%, and additional growth in Research/Inquiry in 2024, but consistently score lower in Listening.

Analysis: In general, Western Sierra saw growth across nearly all domains and student groups with steady improvement in ELA outcomes, especially in Writing and Research. This highlights the strong Tier 1 instruction in writing (Jane Schaffer and CER) that happens across campus, namely in English, History, and Science courses. Listening stands out as an area where growth is minimal and changes in instruction may warrant investigation. Two notable equity gaps stand out: our Asian students are significantly outperforming other groups while Hispanic/Latino, SED, and Multilingual Learners show slower progress and warrant targeted support. Western Sierra 11th graders consistently outperform other grade levels, particularly in Writing and Research, showing the success of our rigorous curriculum and ample student support measures. Our most notable improvements school-wide have occurred in writing, also reflecting Western Sierra's targeted instruction and interventions.

CAASPP- Mathematics

Current Data Trends:

- Overall, Western Sierra students have made steady growth in Mathematics, with a growth in students performing above standard, from an average of 12.9 above standard in 2022 to 36.6 points above standard in 2024.
- The domain of Concepts and Procedures saw an increase in students scoring Above Standard, increasing from 27.33% to 35.33%. However, the movement of students from At or Near Standard to Above Standard is not mimicked with the percentage of students Below Standard remaining above 16% in 2024.
- Scores in Problem Solving and Modeling saw a general increase, with a rise in students scoring Above Standard from 29.23% to 38.32% and a slight decline in students scoring Below Standard.
- Similar score increases were seen in Communicating Reasoning, with an increase from 26.43% to 35.05% achieving Above Standard and the percentage below standard decreasing by over 3%.
- There is consistent upward momentum in all math domains, especially in moving students into the Above Standard range, suggesting that targeted interventions would still benefit students in the Near Standard and Below Standard ranges.
- Seventh grade students show steady improvement in all performance areas, with a significant reduction in the percentage of students Below Standard.
- Eighth grade has experienced more fluctuation in growth, with uneven results in the different domains.
- Eleventh grade has also experienced fluctuation in growth, showing the largest percentages of students Below Standard in Concepts/Procedures at over 25% in 2024, highlighting this as an area for curriculum growth.
- Asian students at Western Sierra continue to lead performance across all math domains with less than 5% scoring Below Standard in any area in 2024.
- Hispanic/Latino students show slow and steady improvement, however, the equity gap persists with the percentage scoring Below Standard remains relatively high, especially in Concepts/Procedures.
- SED students showed a polarization of growth/decline with both an increase in students moving from At Standard to Above Standard and from Near Standard to Below Standard, highlighting a need for continued targeted, individualized support.
- Multilingual Learners showed the next best growth trajectory among student groups, after Asian students, with marked growth in Concepts/Procedures and an overall decline in Below Standard performance across domains.

Analysis: Western Sierra students show continued improvement in overall math proficiency, with skill proficiency steadily improving across all domains. This highlights the successful collaborative inquiry and PLC work that the Math department engages in on Late Start Wednesdays and Professional Development days, as well as the growth and success of the Building Thinking Classrooms model. The domain of Problem Solving saw the most consistent improvement, while the domain of Concepts/ Procedures remains an area of need for most Western Sierra students. Seventh grade scores show the strongest growth year over year, while 11th grade scores show that curriculum may need attention to maintain or

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improve skill mastery, particularly in Concepts/Procedures. While our Asian and Multilingual Learner groups are progressing well with math competencies, other student groups, namely Hispanic/Latino, SED, and SWD, would benefit from more focused support and targeted interventions.

NWEA MAP–Math and English

Current Data Trends:

- Overall, across courses, the majority of students are starting each with Average-High levels of skills, with the percentage average hovering around 85-90%.
- This data allows us to see which 10-15% of students scoring Low-Low Average can be supported proactively into an Academic Seminar (with or without math support) or early ELT periods.
- The data indicates that our 7th grade cohort from 2024/2025 came in with a higher level of reading and math skill than previous cohorts, which may correlate to higher achievement overall.

Analysis: As a charter school, our demographics can shift so rapidly that it is important to use NWEA MAP data to assess where students are as they enter a grade level. Staff can use this data to proactively support students with considerations on scaffolding, peer grouping, and intervention design.

English Learner Data

Current Data Trends:

- Despite our large Multilingual student population, our number of students categorized as EL or RFEP-M remains relatively small, hovering around 5.5%.
- The majority of our data is unreportable because we have no years with 11 or more students designated EL.
- Our reclassification rate remains above that of the state and the county.
- Comparison of achievement from 2023 to 2024 shows that our Recently Reclassified English Learners showed a 37.1 point increase, averaging 46.2 points above standard for ELA and a 34.6 point increase, average 49.6 points above standard for Math.

Analysis: Despite our small population of English Learners, Western Sierra makes sure that these students have ample support within an Academic Seminar class that caters to their need for designated ELD instruction. Additionally, all staff participated in an Integrated ELD training in the 2023-2024 school year, implementing strategies that effectively supported both our EL and RFEP students within each of their content courses. Continuity of support and continued communication with this population is needed to ensure we continue to provide opportunities for high levels of growth.

COLLEGE AND CAREER PREPARATION

Current Data Trends:

- Overall, per the CA Dashboard, college/career preparedness increased from 83.6% in 2023 to 91.6% in 2024.
- Western Sierra maintains a high percentage of graduates meeting A-G requirements at 98.2% in 2024.
- Hispanic/Latino and SED students saw growth in this area, with 100% of graduates meeting A-G requirements in 2024.
- The A-G requirement rates are lower for SWD had lower completion rates (~86–90%) with missing data in 2023-24.
- Enrollment in our Sports Medicine CTE Pathway is steadily increasing; participation is diverse across ethnic groups, with notable growth among Asian and White students.
- AP exam participation overall continues to increase while performance on AP tests (earning a score of 3 or higher) also continues to increase, growing from 72.08% in 2022 to 81.48% in 2024.
- While AP scores for most sub groups have increased, scores for SED students' fluctuated, increasing from 50.4% to 66.7%, but dropping to 53.9% in 2024.

Analysis: Despite a decline in total graduates due to fluctuating cohort sizes, college/career preparedness and UC/CSU eligibility remained high and/or improved, showcasing Western Sierra's strong focus on academic preparation. Academic preparation is strong across most student groups, with notable equity gains in A-G completion and AP success. In addition to the hard fought gains our AP Coordinator has achieved, continued focus is needed on support for SED. Growing participation in our Sports Med CTE pathway indicates the clear interest in and success of the program. Western Sierra is proud of this

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consistent, measurable progress in college and career readiness metrics and success supporting our diversity of student groups, and closing equity gaps.

GRADUATION REPORT

Current Data Trends:

- Cohort graduation rate has remained consistently high, with a dropout rate that has consistently remained at 0% across all three years
- Noticeable increase in the percentage of graduates earning the Golden State Seal Merit Diploma, rising from 40.5% in 2022 to 72.5% in 2024
- The percentage of graduates earning a Seal of Biliteracy peaked in 2023 at 24.9% before dropping to 18.3% in 2024.
- For post-secondary plans, most graduates continue to 4-year colleges/universities or community colleges.
- Number of students going to 4-year colleges remained steady (around 71-73 students per year), while those going to community colleges decreased from 82 in 2022 to 35 in 2024
- Almost all students applied for scholarships/financial aid, maintaining a high rate of application.
- Socioeconomically disadvantaged students and students with disabilities have shown strong graduation rates, although the latter group saw a drop in 2023.
- Asian and White students consistently maintained high graduation rates, while Hispanic or Latino students achieved 100% graduation in both 2023 and 2024.

Analysis: Overall, all groups, including socioeconomically disadvantaged students, students with disabilities, and Hispanic/Latino students show strong graduation rates. With a dropout rate of 0%, it is clear that all students who are not in the graduation percentages are still completing high school through alternate means. Between lessons in grade-level Pack Time classes, workshops through the CCC, and one-on-one meetings with counselors, Western Sierra continues to make sure that graduating students have a strong college-readiness foundation as we support them in applications for college, financial aid, and scholarships.

SCHOOL CLIMATE

Current Data Trends:

- Suspension rates decreased from 2.2% in 2023 to 0.9% in 2024. The most common offenses in 2024 were violent incidents without injury (5) and violent incidents with injury (3). Students with Disabilities had a suspension rate of 10.3% in 2023, which dropped to 0% in 2024, indicating significant improvement.
- Maintained a 0% expulsion rate from 2022 to 2024, which is significantly lower than both county and state averages (0.1%).
- Perception of school cleanliness decreased significantly from 73% in 2022 to 55% in 2024, but perception improved in 2025 to an average of about 65%.
- Perceived school safety remained high, although there was some fluctuation. The uptick in reports of harassment or bullying have declined over time from 53% in 2023 to 37% in 2025 among 7th graders.
- School connectedness, overall, has remained relatively stable with percentages generally hovering around 70% for all groups.
- Academic motivation decreased, particularly among 9th/11th graders from 67% to 59%, but rebounded in 2025 to 73% (7th) and 68% (9th/11th)
- Percentage of parents feeling welcome increased from 51% to 57% (as reported by students) and parental satisfaction remained consistently high, with over 90% of families responding positively. The participation in school events and committees rose from 90.9% to 93.93%.
- Slight increase in reported chronic sadness among 9th/11th graders, rising from 31% in 2023 to 36% in 2024; but we saw a notable decrease in 2025 to just 25% (7th) and 23% (9th/11th) .

Analysis: Western Sierra continues to provide a safe and encouraging community that students and parents are happy to be a part of. We have continued positive trends in suspension and expulsion rates that are significantly lower than county and state averages. Despite these improvements, some challenges persist regarding student motivation, students' sense of connectedness, and perceptions of school cleanliness. Parental involvement and community engagement increased. However, mental health

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concerns remain, with reports of chronic sadness and bullying fluctuating. In the 2024-25 school year a stricter cell phone policy was put in place to see if that may have a positive impact on student well-being, but the data is not available yet. Additionally, Western Sierra has struggled to consistently keep custodial staff, negatively impacting perception of facilities. A comprehensive Classified Compensation study was completed in the 2024-25 school year and we anticipate that this will lead to improved retention with new compensation and increased pay for custodial staff in the 2025-2026 school year. Additionally, we are adding part-time counseling staff in Fall 2025. These efforts support our continued work to enhance the school environment and address staff and student well-being, which are essential.

ATTENDANCE DATA—Chronic Absenteeism

Current Data Trends:

- Overall chronic absenteeism decreased slightly from 13.6% in 2022 to 11.3% in 2024.
- SWD saw the largest decline in chronic absenteeism, from 21.9% to 1.9%.
- Asian and Hispanic/Latino groups saw a decline in chronic absenteeism, from 10.8% to 8.8%, 15.8% to 9.5%, respectively.
- The rate for Two or More Races and White students remained steady, but higher than average at ~14.5%, showing a need for continued monitoring .
- Chronic absenteeism for SED students remains high, increasing to 16%, suggesting continued barriers to attendance and need for more targeted intervention.
- Internal student survey data shows that the most common reasons for absences were illness/mental health (with ~70% of students reporting an absence due to this reason), travel/vacation (with ~30% of students reporting an absence for this reason), and family events/issues (with around ~20% of students reporting an absence for this reason).

Analysis: Chronic absenteeism has improved overall, especially from 2021–22 to 2022–23, and remains below state thresholds of concern. To support students and lower rates, Western Sierra has continued to work with individual families to meet the needs of students who are chronically ill. In the Spring of 2025, an updated ISP process was piloted with middle school students to see if we could help further lower rates. However, persistently high chronic absenteeism rates for our SED students and other student groups show a need for further support and intervention to be considered, such as deeper analysis into underlying causes, an enhanced family engagement strategy, additional socio-emotional or academic supports, and continued gathering of student and family input to help drive equitable solutions.

MAJOR PRELIMINARY STUDENT LEARNER NEEDS

- We continue to see equity gaps in achievement for SED, SWD, EL and Hispanic/Latino students and a dip in scores for White students for both English and Math.
- English scores for the Listening domain showed the most room for improvement.
- Math scores for the Concepts/Procedures domain showed the most room for improvement among 11th graders.
- Across campus, students need continued and expanded social-emotional support; targeted support for SED students may support efforts to decrease chronic absenteeism.
- Facilities expansion and improvements would lessen the current strain on space and resources.

IMPORTANT QUESTIONS RAISED BY ANALYSIS OF STUDENT PERFORMANCE DATA AND DEMOGRAPHIC DATA

- How are we being responsive to our shifting demographics: change in gender distribution, change in ethnic distribution, etc.?
- How can we continue to close the equity gaps in English and math for our SED, SWD, EL, and Hispanic/Latino students?
- Would it benefit students to learn more about how to earn a Golden State Seal and Seal of Biliteracy as early as 7th grade?
- How can we increase academic motivation, particularly with our high school students?
- How can we better implement social-emotional support for students throughout our rigorous program to increase student connectedness and improve reports of overall well-being?
- What communication and family engagement strategies would help reduce our chronic absenteeism?

Chapter 3: WASC Criteria and Indicators

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

Criterion A1: Vision and Purpose

Directions

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the schoolwide learner goals/Graduate Profile reflect the vision and mission and impact student learning and well-being.

Criterion A1: Vision and Purpose

The school has established a clearly stated vision and purpose reflecting students' needs, current educational research-based practices, with a focus on diversity, equity, inclusion and a belief that all students can learn and achieve. Supported by the governing board and the district Local Control and Accountability Plan, the school's purpose is defined further by schoolwide student goals/graduate profile and academic standards, supported by the governing board and the district Local Control and Accountability Plan.

A1.1 Vision and Schoolwide Learner Goals/Graduate Profile: The school has established a clear, coherent vision and purpose and schoolwide learner goals/graduate profile based upon high-quality standards, congruent with research and school practices, and aligned with district goals for students.

A1.2 Equity and Inclusion: The vision and purpose of the school reflects a belief that all students can learn and achieve.

A1.3 Development/Refinement of Vision and Purpose: There are effective processes in place to ensure involvement of all stakeholders/educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/graduate profile.

A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals: There are effective processes for communicating with all stakeholders/educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile.

| Findings | Evidence |
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| <p>As a part of Rocklin Academy Family of Schools, Western Sierra has clearly defined vision, mission, core values, and organization-wide learner goals rooted in students' academic, personal, and civic development. The mission emphasizes inspiring students to "excel academically, pursue passions, and impact the world with excellence" which directly aligns with our organization/schoolwide learner goals. WSCA ensures high standards by mapping a 7-12 college preparatory curriculum that integrates Advanced Placement coursework, aligning with University of California "a-g" requirements.</p> <p>The refinement of WSCA's vision is a dynamic, inclusive process. A five-year Strategic Plan (2022) was developed in collaboration with a social impact organization and is supported through LCAP community meetings, Operations Committee oversight, Principals Student Forum input meetings, and regular Board engagement. Feedback loops, including surveys and Healthy Kids data, ensure responsiveness to a variety of educational partner needs.</p> <p>Equity and inclusion are integral to Western Sierra's mission. By fostering a culture where all students feel supported, WSCA ensures equitable access by utilizing diverse and inclusive perspectives, in combination with utilizing the experience and expertise of the diverse families/staff to remove barriers</p> | <p>WSCA Mission, Vision, Core Values, and Goals</p> <p>Graduation Requirements</p> <p>Strategic Plan</p> <p>DEI Connection Statements</p> <p>Annual LCAP/LCFF Workshop</p> <p>PSF LCAP meeting 2025</p> <p>CA Healthy Kids Survey</p> <p>Ops Committee Agenda (Sample)</p> <p>Board Meeting Agendas</p> <p>MTSS Tier 2 Team and</p> |

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| <p>to academic success and allowing students to meaningfully engage in learning. This can be seen in the work of our MTSS Tier 2 Intervention team and support provided within the Academic Seminar course, both created to serve our highest need student populations. Additionally, in communicating and adhering to a clear Honor Code, Western Sierra has successfully built and maintained a school culture of respect and interpersonal safety, which allows students to express their personal identity and culture openly.</p> <p>Students with special education needs are integrated into all classes, empowering their access to learning at high levels (AP), and encouraged to advocate openly for themselves to their teachers or peers. Individualized Education Plans are aligned with student needs and accommodations and support are provided fluidly, to help each student achieve success within their rigorous courses. The AP Equity and Inclusion Award highlights these efforts. Academic Seminar and the developing Career Technical Education (CTE) Sports Medicine program have both proven successful in strengthening support for a diversity of learners. Beyond this, all students are given a mentor teacher in Pack Time and have additional access, as needed to their core teachers through our offering of daily Extended Learning Time.</p> <p>Communication of the mission, vision, and schoolwide learner goals occurs through multiple channels such as Parent Orientation Nights, staff meetings, New Teacher Orientation, and campus displays. Despite strong efforts, WSCA has identified a growth area in refining communication processes to centralize and streamline information delivery.</p> <p>Summary Analysis: With a bell schedule, course offerings, and multiple modes of additional academic and social-emotional support offerings that center around our vision of equity, WSCA effectively embodies a coherent mission, vision, and purpose that positively impacts student learning and well-being. Continued work on broadening educational partner awareness and refining communication systems will strengthen the collective commitment to student success.</p> | <p>Academic Seminar</p> <p>WSCA Honor Code and CPREP</p> <p>Inclusive AP Messaging and Easy Access</p> <p>AP Equity and Inclusion Award Recognition</p> <p>Sample Pack Time and ELT Calendar</p> <p>ELT Presentation</p> <p>Sports Med Demographic Data</p> <p>Website and Newsletter</p> <p>PowerSchool</p> <p>ParentSquare</p> <p>Facebook and Instagram</p> <p>New Teacher Orientation</p> <p>New Student Orientation</p> <p>New Student Parent Orientation</p> |
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Criterion A2: Governance

Directions

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the **governing board impacts student learning and well-being**.

Criterion A2: Governance

The school's purpose is aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness.

A2.1 Relationship Between the Governing Board and the School: The school community has a clear understanding of the role of the governing board and how the governing board's decisions, expectations and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.

| Findings | Evidence |
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| WSCA is part of the Rocklin Academy Family of Schools (RAFOS) and operates under the governance of a nonprofit public benefit corporation with a Board of | RAFOS Board of Directors |

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| <p>Directors. The Board's responsibilities include guiding the school in pursuit of its vision and mission. Governance is transparent and participatory, with Board members actively engaged through event attendance, the site operations committee, and campus walk-throughs. Policies, bylaws, and a Board Governance Handbook ensure clarity of roles and responsibilities. As part of its regular responsibilities, the board vets new course proposals and curriculum updates as needed, to ensure that new adoptions reflect the RAFOS focus on academic excellence and student well-being.</p> <p>Summary Analysis: WSCA benefits from a supportive and engaged governing board whose clear policies and practices directly contribute to the academic achievement and well-being of students. Continuous engagement with the school community strengthens this alignment.</p> | <p><u>Board Governance Handbook</u></p> <p><u>Board Meeting Agendas and Minutes</u></p> <p><u>New Course Proposal Form</u></p> <p><u>Curriculum Review Process</u></p> |
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Criterion A3: Leadership for Learning

Directions

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how ***leadership actions impact student learning and well-being.***

Criterion A3: Leadership for Learning

The school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students' needs and achievement. The result is accountability for implementing practices and programs, including providing services based on the school's purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP.

A3.1 Broad-based and Collaborative: The school's leadership, faculty, staff a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.

A3.2 Leadership Role in Accountability: The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.

A3.3 School Action Plan/SPSA Correlated to Student Learning: The schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.

| Findings | Evidence |
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| <p>In conjunction with our Core Values and Strategic Plan, leadership at Western Sierra fosters a culture of collaboration and shared accountability. The alignment between the Strategic Plan, LCAP, and WASC Action Plan ensures that all initiatives are integrated and support student outcomes.</p> <p>The Leadership Team (LT) meets twice a month and is composed of the three administrators, six department chairs, a representative each from counseling, SpEd, and the MTSS Intervention team, and additional voluntary staff who commit to be present at all meetings. Data-driven decision-making is foundational, utilizing both external data (CAASPP, CHKS, etc.) and internal data, such as Renaissance DnA Illuminate assessments, NWEA MAP testing, collaborative inquiry data from Alpha/Beta assessment cycles, and student, staff, and educational partner survey feedback. This group supports administration in data analysis, site-wide problem solving and system rearrangement, scheduling and planning professional development, creating Change Groups and vetting Change Group suggestions, and other large scale</p> | <p><u>Strategic Plan</u></p> <p><u>SARC and LCAP</u></p> <p><u>Action Plan Alignment</u></p> <p><u>Leadership Team Description</u></p> <p><u>Leadership Team Agenda</u></p> <p><u>Change Group (23/24)</u></p> <p><u>2024-25 Professional Learning Goals</u></p> |

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| <p>decision-making.</p> <p>Professional Learning Communities (PLCs) meet weekly during Late Start Wednesdays to analyze student data, reflect on instructional practices, and adjust curriculum based on essential standards and learning targets. Leadership also regularly and effectively facilitates teacher development through Professional Development (PD) days, emphasizing topics such as trauma-informed practices, PLC structures, and student-centered learning. This paired with our use of the Danielson protocol, ensures continual individual and team reflection. Each department has an assigned administrator responsible for fostering this reflection in one-on-one meetings, PLC meetings, and whole-staff professional learning.</p> <p>Summary Analysis: With the support of RAFOS CMO staff, WSCA's leadership effectively promotes a collaborative culture that prioritizes student achievement and well-being. Continuing work toward our Strategic Plan, LCAP, and Action Plan goals while further developing systems to monitor the impact of initiatives will ensure deeper support of continuous improvement across campus.</p> | <p>PLC Slides</p> <p>PLC Late Start Wed Sample Agenda</p> <p>Alpha and Beta Assessment Process</p> <p>PD Agendas showing PD Data Analysis</p> <p>Danielson</p> |
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Criterion A4: Qualified Staff and Professional Development

Directions

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how **leadership and staff actions impact student learning and well-being**.

Criterion A4: Qualified Staff and Professional Development

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

A4.1 Qualifications, Preparation, and Supervision of Staff: The school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.2 Professional Learning and Impact on Student Learning: The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college and career readiness expectations.

A4.3 Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

| Findings | Evidence |
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| <p>All WSCA teachers are credentialed and highly qualified according to California guidelines. New teachers are supported through New Teacher Orientation, a structured mentorship program with a "New Teacher Buddy," and regular meetings with administration. Teachers who still need to clear their credentials through induction are enrolled through PCOE's Teacher Induction Program and are paired with a TIP coach on site, who acts as an additional mentor.</p> | <p>SARC(page 10)</p> <p>New Teacher Orientation</p> <p>PCOE TIP</p> |

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| <p>With 13 Professional Learning days embedded into the school calendar, professional development is a clear priority and strength at Western Sierra. Monthly PD sessions, focused on instructional improvement, are responsive to the needs of teachers and students, focusing on areas of need highlighted by continuous data analysis. Beyond professional learning that is provided on site and by the RAFOS CMO, staff is encouraged to consider additional personalized pathways for professional development such as attendance at CASE, NABT, Pre-AP/AP Institutes, ASHA, and CMEA conferences. These are often in support of individual goals that teachers make throughout the year as part of their Danielson reflections. All teachers are also provided up to 2 days per year of “release days” during which they can participate in professional development, curriculum planning, or other activities meant to support the work being done in their courses.</p> <p>A RAFOS Staff Handbook is updated each year clearly outlines policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Before the beginning of each school year, staff complete required SafeSchools training that touches on Mandated Reporter requirements and other workplace protocol and safety issues. A parent/student Handbook is also updated and reviewed each year, to make sure that communication of school-wide policies is consistent across campus. Throughout the school year, staff communication around policies and expectations is robust through resources like the Syllabus Drive, Employee Portal, weekly WAG (Weekly Activity Guide) with links to important resources, and ongoing safety and procedural training, drills, etc. However, classified staff professional development is an identified growth area.</p> <p>Summary Analysis: WSCA provides a strong system for investing in staff qualifications and professional learning. Continued investment in classified staff development and refining evaluation practices to ensure growth beyond compliance will further enhance student outcomes.</p> | <p>PD Agendas</p> <p>Danielson Goals</p> <p>SPED Specific PD meetings</p> <p>College and Career Services</p> <p>Staff Handbook</p> <p>Student Handbook</p> <p>Syllabus Drive</p> <p>WAG</p> <p>LT Mtg agendas</p> <p>SEL Calendars</p> <p>Employee Portal - Edlio</p> <p>Grading FlowChart & Grading Norms</p> <p>Summer Extension Procedures Overview</p> <p>Calendars</p> <p>Procedures included in sub folders</p> |
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Criterion A5: Resources

Directions

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the *distribution of resources impacts student learning and well-being*.

Criterion A5: Resources

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

A5.1 Resource Allocation Decisions: School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and the goals of the schoolwide action plan/SPSA and the LCAP.

A5.2 Practices and Procedures: Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices.

A5.3 Instructional Materials: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology,

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manipulatives, and laboratory materials are effective.

A5.4 Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.

| Findings | Evidence |
|---|---|
| <p>Resource allocation at WSCA is tightly aligned with the LCAP and strategic goals. Budget development involves input from all educational partners through LCAP forums, Principals Student Forum meetings, and department-specific budget consultations. Transparency and fiscal responsibility are prioritized through weekly meetings between the principal and business technician, quarterly meetings between the department chairs and principal, monthly meetings between the principal and director of finance, annual budget reviews, and Board oversight.</p> <p>Instructional materials acquisition is streamlined and responsive to departmental needs. The principal meets with each department early in the spring term to share the projected budget for that department. Based on the needs for curriculum for the coming year (ex: new course, or changes to an AP course), the budget is adjusted to meet those needs. All students are provided 1:1 Chromebooks and some students are provided personal hot spots, as needed, to take home to ensure equity of access to technology, as the school utilizes Google Classroom and other web-based platforms daily. Students expressed a desire to allow a 'bring your own device' policy for upper classmen. However, after piloting this in the spring term with a few students and from teacher feedback, we found that this opens up concerns regarding integrity for testing and a lack of control over what sources they research on the internet. Rather than allowing this BYOD policy, we decided to move forward with a plan to cycle out old Chromebooks with all ninth grade students each year. This allows our school to maintain internet safety and surveillance and also keep our devices current and workable.</p> <p>Facilities are safe and functional, though cleanliness and storage availability remain challenges. In the spring of 2025, students, parents, and CMO staff took FACE walks around the campus noting areas to highlight/expand upon and other areas of safety concerns. Together they used a rubric to determine the highest levels of needs for campus upgrades over the next few years. In response to walkthroughs and surveys we completed these projects this summer 2025: a crosswalk, a cement pathway from the sidewalk up to the side of the building, resurfacing and painting of the school's parking lot, increase signage for safety, two speedbumps in the senior parking lot, two new storage sheds (opening up the old storage sheds for added VAPA storage), and safety fencing along the front of the building. Investments in technology (e.g., smart boards, Chromebooks, improved Wi-Fi) and facility upgrades, specifically for the Visual and Performing Arts Program through Prop 28, reflect the school's commitment to a conducive learning environment. With the use of these Prop 28 funds, we were able to purchase: microscopes, a safety cage over the stage lights, sound software, instruments, photography equipment and computer software for digital media, a kiln for the ceramics class, a</p> | <p>Annual Budget Summaries</p> <p>Annual review of LCAP For Staff Board Agendas</p> <p>LCAP & Budget Development Workshop 23-24</p> <p>Principal / Student Forum LCAP meeting 2025</p> <p>Curriculum Ordering Procedures</p> <p>Facilities Inspection Report - FACE Walk</p> <p>Threat Vulnerability Assessment Report</p> |

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| <p>piano for the theater class, storage spaces and other supplies for theater, choir, band, art and physical education.</p> <p>The 2025-26 school year marks the transition to a new ASB Director and Business Technician. In August 2025, both of them will be attending a FCMAT training and an ASB Work training late January. They will work to streamline the fundraising requests, purchase requests and reimbursement processes for all ASB clubs throughout this year.</p> <p>In the 2023-24 school year, RAFOS conducted a compensation study for all certificated staff with input from survey data, empathy interviews, and a compensation committee. This process was replicated during the 2024-25 school year for the classified staff. These collaborative committees worked to adjust the pay scales to be more comparable to similar surrounding school districts and were then board approved.</p> <p>Summary Analysis: Resource management at both RAFOS and WSCA effectively support student achievement and well-being. Continuous improvement of school policies, procedures, and facilities ensures that staff can provide safe and equitable experiences for all students. Addressing ongoing custodial challenges and expanding storage capacity will further improve the learning environment.</p> | <p><u>ASB Accounts</u></p> <p>Compensation Committee Work: <u>Certificated</u> <u>Classified</u></p> <p><u>Salary Schedules</u></p> |
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ACS WASC Category A. Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources Summary

Areas of Strength

1. Western Sierra's strong professional development is linked clearly and coherently to our vision and mission, promoting teacher reflection and growth, and leading to strong student outcomes.
2. The highly collaborative RAFOS leadership and well organized governance structures ensure efficiency with progress and initiatives.
3. Transparency in our strategic resource allocation processes allows all educational partners to be informed and understand local decision making.

Areas of Growth

1. With many streams of communication, it would be beneficial for Western Sierra to streamline and centralize its communication processes for all educational partners.
2. Western Sierra would benefit from the development of evaluation systems that more clearly measure the impact of professional development on student learning.
3. Enhanced facility upgrades to expand storage solutions would help raise perception and functionality of the Western Sierra campus.
4. Classified staff would benefit from an increase in professional development opportunities.

Category B: Curriculum

Criterion B1. Rigorous and Relevant Standards-Based Curriculum

Directions

- Evaluate the school's effectiveness in addressing the Curriculum criteria and the supporting indicators
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the *rigorous and relevant curriculum impacts student learning and well-being*.

Criterion B1. Rigorous and Relevant Standards-Based Curriculum

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

B1.1 Current Educational Research and Thinking: The school provides an effective, rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals and academic standards.

B1.2 Congruence with Schoolwide Student Goals: There is congruence among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators.

B1.3 Academic Standards and College and Career Readiness Indicators: The school has college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.4 Curricular Integration: There is integration between/among areas of study, academic standards, and college and career readiness indicators.

B1.5 Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.

| Findings | Evidence |
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| <p>As an AP for all school, Western Sierra effectively uses current educational research to maintain an effective, rigorous, and relevant instructional program for students across subject matters. Our school strives to offer a variety of rigorous and accessible AP courses to our students that are carefully aligned to standards and have embedded scaffolding and support for the diverse needs of our learners. As an AP for all schools, the following AP classes are graduation requirements: AP World History, AP US History, AP Language, AP Literature. Sixteen other AP classes are offered on campus and all of our non-AP courses are UC A-G approved, meaning that every student who graduates has completed all requirements to be eligible for acceptance to any public state college or university. Crucial to the successful implementation of these courses is frequent and consistent training for our teachers and our continued practice of collaborative inquiry. As an organization, we focus on standards-based mastery learning and have developed essential standards for each course that align with our schoolwide student goals.</p> <p>Our AP instructors attend College Board's AP Summer Institute for initial training and resources, before teaching their courses, and take advantage of aligned resources available on the College Board website such as community discussion boards, videos, practice modules, and released exams. Additionally, we have a number of staff members that take advantage of other content area specific professional development opportunities including but not limited to training offered through the PCOE, SCOE, and other county offices, Gilder Lehrman, NABT, etc., in order to expand content knowledge and assure that pedagogical practice is inline with the most current educational research. Our Sierra College Dual Enrollment instructors also attend training through Sierra College, undergo</p> | <p>Mastery Based Learning</p> <p>Essential Standards Development</p> <p>WSCA Math 6-8 Essential Standards Table</p> <p>WSCA Math 9-12 Essential Standards Table</p> <p>Humanities Essential Standards and Curriculum Updated Needs Assessment</p> <p>PreAP Biology Course Map</p> |

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| an evaluation process, and communicate with a department liaison. | VAPA/PE Standards |
| As part of our PLC work, collaborative inquiry teams have worked together to create and fine tune a set of Essential Standards for each course within a department. Each team began with the state and/or AP standards, narrowing down the standards to essentials for mastery that would ensure college and career readiness. Additionally, department teams have collaborated to create 7-12 articulation, assuring proper progression of skill development and content mastery. As high functioning PLCs, departments meet weekly to talk with each other and share practices, to maintain consistency. Department leads use agendas to help facilitate effective team time and collaboration. Teams also compare assessment data for possible reteach lessons or intervention. Teachers who work on "singletons" use thought partners so they have someone to bounce ideas off of, and an additional lens through which they can consider standard and curriculum focused work. | Humanities Agenda VAPA PLC Calendar World Language Sample Unit Overview Document WSCA PLC Goals PLC Slides |
| PLC members teach across grade levels; members speak out on how they think things will be best scaffolded. For example English and history meet as a Humanities department. As part of this collaborative PLC, our AP teachers in the Humanities department met to discuss grading and writing norms. This collaboration led to the creation of shared professional development, with the goal that students would get consistent writing instruction throughout their time at Western Sierra. With this common goal in mind, this professional learning series was held together and focused on streamlining writing standards and curriculum 7-12 through the use of similar vocabulary, the sharing of graphic organizers, and a focus on a modified Jane Schaffer style proven to support clarity and organization in student writing. | PLC Late Start Wed Sample Agenda Jane Schaffer Cross-departmental Training |
| Department leads are also resources for cross-collaboration, and groups have met to normalize practices. For example, Science and Humanities meet to share writing techniques and come up with scaffolds for students that have some overlap and address some subject specific code switching. Both departments agreed to use the terms "evidence" and "reasoning", in Humanities, as part of a modified Jane Schaffer scaffold, and Science, as part of their CER (Claim, Evidence, Reasoning) format. This continuity means that students can receive additional support on writing from Academic Support (SpEd), Academic Seminar (Tier 2 Intervention), partner teacher ELTs, and peers in After School Tutoring. | Jane Schaffer Scaffold Sample CER Explanation CER Samples |
| In addition, departments scaffold the curriculum to support a diversity of learners in accessing rigorous curriculum and being "AP ready" by 10th grade. For example, the Pre-AP Biology adoption is supporting access to College Board cross-curricular standards, emphasizing analytical reading and writing, modeling, and a strategic use of mathematics. This ensures all of our students are accessing college preparatory and college-level classes creating an equitable environment, meeting our school-wide student goals. Our Special Education team works closely with teachers to ensure proper support for our students with additional needs. In addition to tracking IEP goals, lead teachers and aides provide curriculum supplements and support during Academic Support periods (in the Academic Commons) or as push-in reinforcement during lessons. This fluid communication about curriculum and standard goals allows our students with IEPs to participate most fully in core academic classes with their peers. | Syllabus Drive Syllabus Folder 24-25 |
| Likewise, our MTSS Tier 2 team works to identify students that would benefit from additional curriculum support or work toward standard proficiency and offer | Intervention forms: MS and HS |

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| <p>them placement in an Academic Seminar class. The Academic Seminar offering provides curriculum on executive functioning skills meant to supplement work in core class and skill remediation to bring students up to grade-level standard. These students can be referred at any time by parents, teachers, and counseling staff through a form, or email. Students can also register for an Academic Seminar class when meeting with the counselors.</p> <p>Beyond our school-site, Western Sierra works closely with our two feeder schools, Rocklin Academy Gateway and Rocklin Academy Turnstone working toward our shared mission, vision, and Strategic Plan goals. Regular alignment work is supported by CMO personnel, so that standards and curriculum are aligned from TK-12. Our middle school acts as a bridge between the elementary Core Knowledge program and the high school "AP for All" approach. Grades 7 and 8 utilize some Core Knowledge curriculum paired with initial AP skill building, scaffolds, and prep work. Our schools work to create consistency for students. Teams align lessons and assessments across grade levels so that it should not matter which teacher you have, the overall program and lessons will be the same between teachers. This ensures we are working together toward the same goals.</p> <p>A variety of data sources show that a significant majority of Western Sierra students are college-ready upon graduation. State and local assessments show that our curriculum is effective in supporting students in meeting state standards. Additionally, our increasingly high AP exam participation and scores, earning us a Gold Award in 22-23 and Platinum Award 23-24 for AP access, show that we are meeting our school-wide student learning goals and effectively preparing our students for college and beyond. Additional data from the CA Dashboard and internal data from the College and Career Center shows that Western Sierra has a high percentage of students meeting college and career readiness indicators.</p> <p>Summary Analysis: Western Sierra successfully offers a rigorous and coherent standards-based curriculum that is collaboratively developed and aligned with state and college readiness expectations. Instruction is supported by ongoing professional collaboration and a clear K-12 academic pathway that promotes continuity and progression. Vertical alignment, instructional scaffolds, and consistent expectations ensure equitable access to high-quality learning experiences for all. Multiple academic pathways and support systems are in place to meet diverse student needs and prepare all learners for college, career, and life beyond high school.</p> | <p>academic concern forms</p> <p>Academic Seminar</p> <p>Rocklin Academy Gateway Mission and Vision</p> <p>Rocklin Academy (Turnstone) Mission and Vision</p> <p>Western Sierra Mission and Vision</p> <p>Curriculum Overview</p> <p>CAASPP testing</p> <p>MAP testing</p> <p>AP results</p> <p>College and Scholarship Data</p> |
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Criterion B2. Equity and Access to Curriculum

Directions

- Evaluate the school's effectiveness in addressing the Curriculum criteria and the supporting indicators
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the equitable and accessible curriculum impacts **student learning and well-being**.

Criterion B2. Equity and Access to Curriculum

All students have equal access to the school's entire program and the school prioritizes opportunity and advancement for all students. Students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals.

B2.1 Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.

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

B2.3 Student-Parent-Staff Collaboration: Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

| Findings | Evidence |
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| <p>As a mid-sized school, Western Sierra is able to leverage flexible teacher placement and additional community resources to ensure that students have access to a full range of curricular choices. Our course catalog shows the wide range of electives provided on campus, including several Dual Enrollment classes: Sports Medicine, Computer Science, RISE 1, etc. Additionally, students are welcome, starting in 9th grade, to find courses not provided on campus and complete them through the Sierra College Academic Enrichment program. Our counselors are cross-trained and able to support students enrollment in these Sierra College classes to make the educational experience seamless for WSCA students. For students needing supplemental or credit recovery courses, APEX is also provided as an option and overseen by a teacher in-house.</p> | Course Catalog Academic Enrichment and Dual Enrollment APEX |
| <p>Student choice enhances classroom engagement by allowing learners to pursue their interests and make real-world connections. Yearbook offers editor positions that require an application and interview process; students in these roles take on leadership responsibilities throughout the year and earn honors credit. Similarly, courses like Middle School and High School ASB give students a voice in school governance while developing leadership, collaboration, event planning, and school culture-building skills. Sports Medicine and VAPA classes also provide leadership training and opportunities for active student involvement. Advanced World Language classes in Spanish and Mandarin allow students to explore both language and culture in greater depth. Across these programs, students engage with standards-based curriculum while gaining hands-on, real-world experience, ensuring a range of opportunities that support their passions and long-term goals.</p> | Yearbook Syllabus ASB Syllabus CTE–Sports Med Syllabus VAPA Offerings |
| <p>All student groups are provided equity of access to curriculum through everyday classes and resources, like Google Classroom. In addition, we recognise that students learn in different ways and at different speeds. Because of this we have Extended Learning Time(ELT) daily. Students can choose to go to a teacher's ELT session or, if a teacher is concerned, they can pull the student for a workshop or tutorial, allowing for more focused instruction or additional work time. Pack teachers and counseling can also place students in ELTs if they see a need. For additional help or a safe and quiet place to study, students can select peer tutoring after school. Students teach one another, deepening the students' sense of community.</p> | ELT After School Tutoring |
| <p>Pack Time is a mid-day class that provides space for social-emotional learning and executive function skill development. Teachers and counselors collaborate to balance cohorts and create a positive environment, with teachers reaching out to their groups before the first day of school to jump-start student-teacher connections. Throughout the year, teachers act as mentors, conducting regular check-ins and supporting students with personal plans and academic goals. Pack Time also strengthens school-home communication, as teachers can contact parents or refer students for Tier 2 Intervention support when concerns arise. Students work on grade-level appropriate skills—for example, 7th graders focus on foundational academic strategies like note-taking and understanding brain development, while seniors practice complex life skills such as decision-making</p> | Pack Time Pack Time SEL Calendar SEL Guiding Document - Focus Area 3 |

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| <p>and managing real-life situations like handling a flat tire or making medical appointments. SEL lessons and Pack Time activities support college and life readiness, promote teacher-student mentoring, and foster emotional regulation. Additionally, California College Guidance Initiative (CCGI) 2026 goals are integrated into Pack Time with counselor support to ensure equitable access to academic planning and progress monitoring.</p> <p>There are multiple educational partner groups that support curriculum work. Principal Student Forum provides student centered feedback on current courses and new curriculum. Additionally, counseling gathers feedback from students during course registration, helping inform which courses and curriculum may be expanded or put on hold. The Operations Committee provides parent feedback on new courses, making sure that their input is valued and that full collaboration is taking place when developing and implementing curriculum that meets state and AP standards and fits with a wide range of student learning needs, and college and career goals.</p> <p>Summary Analysis: The school fosters equity and access by offering a full range of course options, between in-house courses and community collaboration. Additionally, Western Sierra provides flexible academic support and personalized learning opportunities that allow for meaningful student engagement at all levels. Structures like Extended Learning Time and Pack Time provide targeted academic and social-emotional support, while varied course offerings and leadership opportunities ensure all students can explore their interests and take ownership of their learning. Through intentional programming and inclusive practices, the school ensures that every student is supported in achieving academic success and preparing for future goals. To further support this success, Western Sierra can better involve parent and community partners in bringing in additional, hands-on and real-world learning opportunities.</p> | <p>Pack Time Survey Check-in Form CCGI</p> |
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ACS WASC Category B. Curriculum Summary

Areas of Strength

1. Western Sierra has strong curricular programs that have been thoughtfully developed and are deeply rooted in content standards. Teachers have built scaffolds into this curriculum to help support all students, utilizing a variety of instructional techniques.
2. The school provides ample time for teachers to collaborate during Late Start Wednesday mornings, shared ELTs, common preps. Through our solid collaborative teams and partnered up singeltons who talk on a regular basis, teachers work together to create curricular programs, which fosters consistency across our program.
3. Western Sierra teachers value student voice and well-being. We can see this in the work of the Principal's Student Forum, where students are given a place to advocate and help shape the school learning experiences and extension activities. Within each course, teachers look for ways to give students choice and increase student ownership of the curriculum.

Areas of Growth

1. As a small school, Western Sierra struggles with limited staff, to fulfill student and teacher elective requests.
2. Currently, with limited facilities, many spaces are shared which can strain resources and create conflicts. Coordinating use of shared classrooms and common spaces can be difficult with overlapping schedules for different activities such as PE, choir, band, etc.
3. Western Sierra can better partner with our school community by tapping into our parent population to come speak during classes and ELTs, which would give Western Sierra students a more well-rounded educational experience grounded in further real world applications.

Category C: Learning and Teaching

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences

Directions

- Evaluate the school's effectiveness in addressing the Learning and Teaching criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the *equity-centered learning environment impacts student engagement, learning and well-being*.

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences

All students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting school wide goals, academic standards, and college and career readiness indicators.

C1.1 Results of Student Observations and Examining Work: All students are involved in challenging and relevant work in an equity-centered learning environment.

| Findings | Evidence |
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| As a collegiate academy, Western Sierra aims to provide a college preparatory education of the highest standard to every student. All of our courses are University of California a-g certified, and our diploma requirements are such that any student who graduates from WSCA is eligible for acceptance to any California State University or University of California. Additionally, starting in 9th grade, all students are eligible to take classes through Sierra College's Academic Enrichment Dual Enrollment program for free. | Course Catalog Academic Enrichment |
| Furthermore, because we are an "AP for All" school, our vertical articulation and curriculum is aligned and designed to prepare all students to begin AP World History in their sophomore year and AP English Literature and AP US History in their junior year. Each department has backwards mapped curriculum to ensure that students are prepared for and can access as many Advanced Placement courses as they would like, before they graduate. For each course, teacher teams have created assessment rubrics that are used consistently across a course or grade level, to ensure that all students are meeting the same expectations. Likewise, teacher teams use the same exemplars, across a course, to ensure that the same expectations are communicated. Regularly, on late start Wednesdays, during common prep times, and on professional development days, teacher teams meet to norm grading practices, using these rubrics, and calibrate standard mastery expectations. | CAASPP ELA CAASPP Math MAP ELA MAP Math College and Career Preparation/AP Data |
| Through rubric calibration, data discussions, peer-to-peer observation, etc., teacher teams aptly notice trends in student mastery and identify holes in student learning that need to be addressed in order to make sure that students meet the preparation standards of our vertical articulation. Teacher teams then create intervention plans and lessons, working to address these areas of need. While some concepts or content needs to be addressed across a grade level, often individual students or student groups are identified as needing extra support in meeting the essential standards. In order to support all students in academic college preparedness, we have implemented an Extended Learning Time period. ELT is held Monday-Friday, typically as the last 55 minute period of the day. There is a 5 day rotation, during which teachers have one Workshop day, and two Tutorial days. On Workshop days, teachers have priority to pull groups of approximately 10-15 students that need support with learning a particular concept or skill. On Tutorial days, teachers can also pull groups, with secondary priority, or | Bell Schedule/ELT |

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| <p>students can sign up for extra support as they desire. These students receive additional instruction, support with practice, and participate in reassessment opportunities, as needed. As student needs are remediated and standards are met, teachers change curriculum and intervention plans, to keep students moving forward toward readiness for the next level of academic mastery and achievement.</p> <p>In addition to embedded support opportunities within the school day, students who need additional executive functioning or academic support can enroll or transfer into an Academic Seminar course that runs year-long. The course focuses on time management, note taking skills, study habits, and additional skills that support student well-being and academic progress. Additionally, multilingual students still in need of Designated ELD support receive that support within the Academic Seminar course. Students with IEPs have access to Ed Specialists and aides as needed, throughout their day, and can also be enrolled in a period of Academic Commons support that allows them to better manage their course load. This is both a time for targeted goal work and for additional accommodation support needed per their IEP. To further ensure equity, in the Fall of 2024, the After School Tutoring program was created to give students an additional opportunity to get academic support from teachers and peers on campus. This program runs from 3:30-4:30, Monday through Thursday, and is available to all students on a drop-in basis. Students can also sign up ahead of time, so that they can ensure tutors for their desired subject will be available on the day of attendance. WSCA Mentorlink is being piloted in Fall 2025 to give struggling students additional access to peer tutoring and support during ELT.</p> <p>Summary Analysis: With many carefully planned and calibrated learning goals, the work of teacher teams to maintain consistency of rigor, and ample opportunities for support and intervention, the diversity of Western Sierra students maintain a high rate of academic success. The systems we have created at Western Sierra allow us to hold all students to a rigorous standard and ensure them equity in access to a truly college preparatory high school education.</p> | <p>Academic Seminar</p> <p>After School Tutoring</p> <p>WSCA Mentorlink</p> |
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C1.2 Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

| Findings | Evidence |
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| <p>Student understanding of standards and expectations remains at the crux of our staff development and planning. Each department and course teams standard aligned course syllabi and assessments, students, teachers, and parents all start with a clear understanding of the work to be done in the upcoming course year. For each unit, students start by reading through and discussing upcoming Learning Targets, which are communicated on Target Sheets that students can use to monitor their progress throughout the unit and course. In many courses, students engage in creating personal SMART Goals for each unit and can inquire about or clarify expectations. As units progress and students engage in content and skill work, teachers provide rubrics and exemplars, so that students can evaluate their own work in regards to the expectations. This embedded reflection and use of metacognitive strategies supports students in their understanding of the standards and learning expectations.</p> | <p>Class Syllabi</p> <p>Sample Math Learning Targets</p> <p>Sample English Learning Targets</p> <p>Sample Science Learning Targets</p> <p>Sample History Learning Targets</p> |
| <p>Across campus, Western Sierra teachers use standardized rubrics to assess student learning, creating better clarity of expectations. Teachers engage students</p> | <p>Rubric Training</p> |

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| <p>in rubric analysis, sample grading, and self-grading activities to help them make connections between the learning target and expectations for performance. Exemplars provide further opportunity and support of understanding, allowing students to analyze samples of projects, essays, short answers, diagrams, etc., that showcase the expectations for meeting standard. As we continue to develop and refine our PLT process, teachers are updating those Exemplars and thinking through their strategic use, to help student understanding of Learning Targets and skill growth.</p> <p>Furthermore, WS teaching staff has successfully worked to ensure student understanding and achievement through our Target Practice, Alpha, and Beta assessment system. Throughout a unit, teachers use formative assessments and Target Practices to get a pulse on student understanding and progress. Then, toward the end of a unit, students perform on an Alpha assessment (similar to a pre-test) that gives the student and the teacher a chance to see where students are in regards to meeting the essential standards for a unit. Based on the data from that Alpha assessment, teachers efficiently plan review activities and effectively differentiate instruction or offer individualized intervention to prepare students for the unit's Beta assessment. Through this system, we have seen a larger proportion of students who master a unit's essential standards by the unit's final assessment, and have fewer students who need to reperform.</p> <p>Summary Analysis: The standardization of formative and summative assessment terminology and practice across Western Sierra's subject areas allows students to fluidly understand the learning expectations of each course. With continued professional development and PLC work, we continue to strengthen our introduction of units with Learning Targets, our communication of expectations through rubrics and exemplars, and student ability to reflect on their learning through several formative and summative opportunities in each unit. While this work is never done, Western Sierra has a strong foundation upon which we can continue to build and refine, ensuring clarity of learning expectations for all students.</p> | <p>English Rubric</p> <p>Math Rubric</p> <p>Science Rubric</p> <p>VAPA Rubric</p> <p>History Rubric</p> <p>World Language Rubric</p> <p>Exemplars– Sample</p> <p>Alpha/Review/ Beta Cycle–Slide 18</p> |
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Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources

Directions

- Evaluate the school's effectiveness in addressing the Learning and Teaching criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain *how teachers' use of a variety of strategies and resources impact student learning and well-being.*

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

All teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engages all students in creative and critical thinking, problem solving and application of learning.

C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies to promote student learning and encourage student agency.

C2.3 Digital Learning and Problem Solving: Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.

| Findings | Evidence |
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| Western Sierra students are provided with one-to-one Chromebooks allowing for both teachers and students to use a variety of technology tools throughout their | SMART Boards GoGuardian |

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| <p>classes. Students are educated on digital citizenship through their Pack Time classes and teachers can monitor student work throughout the day using GoGuardian. This effectively allows teachers to use a variety of platforms and digital tools to facilitate and support student learning. Teachers either post on Agenda boards or share the class objectives and agenda via SMARTboards, each period, to anchor each lesson. Google Classroom is used weekly/daily, in every course to communicate content and assignments, as well as collect work, provide assessment, and facilitate communication between teachers and students. Other platforms such as Code.org, Delta Math, IXL, Khan Academy, Phet Simulations, AP Classroom/Springboard, Edunovela, Interactive CPM textbook eTools, Desmos, SeTerra, and PearDeck allow for teachers to assign work, provide supplemental instruction, and gather student performance data.</p> | <p>Google Classroom Teacher Agendas Graphic Organizers Think-Pair-Share Cooperative Group Activities Math Student Survey on Building Thinking Classrooms IXL Khan Academy Phet Simulations Pear Deck Sample Slides</p> |
| <p>Western Sierra teachers have partnered to streamline instructional strategies, providing consistent, effective, and equitable opportunities for student learning. The Jane Schaeffer writing methodology is used 7-12 in both history and English, with a clear articulation of expectations and modifications as appropriate for grade levels and writing tasks. In Science classes students use a similar CER (claim, evidence, reasoning) protocol for responses and teachers give explicit instruction on how the different formats overlap or differ. This allows students to understand the common language and expectations surrounding writing assignments. Several annotation protocols are taught, per the type of reading and analysis expected: SOAPSTone and SPACECAT for informational and historical text, DIDLS and TPCASTT for literature and poetry, etc.</p> | |
| <p>Many cooperative learning experiences are offered in the form of Think-Pair-Share, Jigsaw, Socratic Seminar, and group projects or poster making activities. Math classes have begun to implement the Building Thinking Classrooms framework, having students work in groups to complete thinking tasks on vertical whiteboards placed around the room. This has proven very effective in both teaching students to solve problems by working together, supporting one another and in expanding student achievement and understanding of the content. In many classes, students work in groups to critique sample work/exemplars and build shared understanding of rubrics.</p> | |
| <p>Project-based learning is common across disciplines, providing learning opportunities for research and promoting critical thinking and real-world application. Phenomena-based or inquiry-based learning are used in many science classes, utilizing group lab work, whiteboard discussion, and questioning to facilitate the learning process. A variety of presentation tools are used in classes by both teachers and students: Google Slides, Prezzi, Canva, Padlet, and Slide Carnival, etc. Western Sierra students frequently practice how to present information clearly and act as purveyors of class content.</p> | <p>Quizziz and Quizlet Code.org AP Classroom/ Springboard Delta Math, Desmos, Edia, Kuta, Graphing Calculators Online Textbooks/ Videos</p> |
| <p>Western Sierra teachers frequently include metacognitive practices, reflection on learning, and self-assessment activities for both student benefit and as formative assessment. Teachers use methods like warm-ups, exit tickets, Learning Target assessments, Google quizzes, Kahoots, Blookets, journaling, and other learning games. Student agency is further encouraged through Workshops and Tutorials in ELT, where they can come with individualized questions and intervention needs. Students often also reach out via email or in Google Classroom notes to pose questions and/or indicate their needs. Students use the Powerschool Adaptive Scheduler daily, to choose where they want to go for ELT support or enrichment.</p> | <p>Digital Planners and Organizers Edunovela</p> |
| <p>When implementing mastery based learning and assessment Reperformances and</p> | |

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| <p>Extensions, teachers are able to make mastery based accommodations and shortened assignments for multilingual learners, and students with IEPs, 504s, ensuring equitable access. Google classroom allows you to assign by student within a class so that it is easy for teachers to make accommodations without a student feeling singled out. Diffit is also supplementally used to support students with IEPs and help differentiate learning, as it can modify any subject for the appropriate grade level, support with vocabulary, provide summary and additional comprehension questions.</p> <p>Summary Analysis: Each classroom is equipped with a SMART Board which allows digital presentation of content, videos, activity instructions, etc. With the provision of one-to-one devices, teachers are readily able to utilize technology and digital learning tools across campus. As Generative AI use becomes more widely available and used, school leadership has identified this as an area for investigation and growth.</p> | APEX Diffit |
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C2.2 Student Voice and Agency: Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking, and problem solving.

C2.4 Career Preparedness and Applied Learning: Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.

| Findings | Evidence |
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| <p>To support student agency and critical thinking, Western Sierra teachers work choice into many projects and assignments. For example, inquiry-based projects for classes such as English 9, Advanced Art/AP 2D design, and the AP English Language and Composition Senior Project allow students to tap into their interests and research meaningful real-world problems, offering possible solutions. Western Sierra teachers go above and beyond to provide hands-on learning experiences for students across subject areas. In history courses, simulations such as 8th grade Moot Court allow students to learn about historical events and concepts through interactive games, role playing, etc. to deepen their understanding of the material. Science classes frequently engage students in lab experiments, developing hands-on sciences skills. For example, AP Biology students walk to the local creek to gather specimens for examination, Physics students build rockets and have a launch day, and Chemistry students participate in a Career Project each year that allows them to investigate and hear about a variety of careers related to the chemistry field.</p> | English 9 Technology Research Project Senior Project Moot Court Physics Rocket Project Chemistry Career Project |
| <p>Our VAPA classes provide students with ample chances to participate in competitions, festivals, and community art shows. Students show work at the Rocklin fine arts show annually and frequently enter work into local, state, and national art contests. Our band and choir go to state competitions, yearly, bringing home many accolades. Choir students work with a professional choreographer guest speaker and receive additional performance training within class and outside of school hours. Theater students participate in the Lenea festival each year, having brought home gold, bronze, and honorable mention awards for both performances and original scripts. Additionally, many courses, such as Choir, Theater, Sports Med, Yearbook, Band, and Student Government cultivate student leaders with the expectation that elements of the course or activities are completely run by students.</p> | VAPA PLC Calendar VAPA Offerings |
| <p>A wide variety of clubs on campus allow students to meaningfully engage in</p> | Clubs and |

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| <p>additional learning opportunities aligned to their personal interests. Academic Decathlon allows students to explore a topic in depth each year, and challenge themselves as they prepare to compete against their peers and students from other schools. Model UN meets weekly to provide students opportunities to have discourse about what is going on in the world, involving problem solving meetings and discussions. Dragon/Lion Dance club gives students additional opportunities to connect with Chinese cultural learning, performing both at school and at outside events. This breadth of club offerings allows additional leadership opportunities for students beyond our high school ASB, middle school Leadership class, Link Crew Pack Leaders, Principal Student Forum, etc.</p> <p>In Pack Time, Academic Seminar, and Academic Commons support classes, students participate in a variety of college and career exploration activities provided by the California College Guidance Initiative that help students consider future goals, desired lifestyles, and education plans, resulting in a list of suggested career options and pathways which links to suggestions on college or post-high school plans. Additionally, English courses embedded opportunities for high schoolers to work on resumes, college applications, personal statements, etc., to make sure that all students have ample support in being eligible and prepared for future opportunities. Our College and Career Center provides students an opportunity to take the ASVAB assessment each year. To ensure equity, our SPED and counseling departments work one-on-one with students and their families to make sure that</p> <p>Throughout the year, Western Sierra's College and Career Center hosts college representatives from across the country during Pack Time/Lunch or ELT. Although we do not have our own college or career fair on campus, our CCC staff make sure that students get weekly communication about a variety of college or career fair opportunities along with potential volunteer opportunities. The CCC also hosts a variety of college and career related workshops to help students explore majors, get connected to colleges and alumni, and find internships based on their interests. Western Sierra staff continues to work on its alumni connections, inviting guest speakers and encouraging networking in fields of interest. To further connect students to outside careers, and in line with our school vision/mission, Western Sierra students are required to complete at least 60 hours. Students are encouraged to use this requirement as an opportunity to explore a variety of fields and interests in their service learning work. Additionally, many field trip options are offered to students throughout the school year. Each year a group of students goes to the Placer County Justice Center in Roseville to take a tour and hear from career speakers in various fields. Several college visit field trips to Sac State, UC Davis, and some private colleges are open to Juniors and Seniors.</p> <p>Students from Western Sierra Sports Medicine CTE pathway are afforded many fieldwork opportunities as they work alongside the WSCA Athletics program to provide first aid support at games and practices. These students also work with Sutter to provide a Blood Drive each year on campus and have multiple chances each year to work with EMTs to get hands-on practice with rescue and first aid techniques. In addition to the wide access to AP classes and our CTE pathway, students have ample additional learning opportunities through the Sierra College Academic Enrichment program. They can choose foreign language learning opportunities not offered on campus and participate in a wide variety of classes offered through Sierra College. Additionally, APEX can be used for credit recovery options or to offer independent learning through course options not available on campus.</p> | <p>Activities page</p> <p>CCGI</p> <p>Resume Workshop</p> <p>CCC Newsletter</p> <p>CTE–Sports Med</p> <p>Academic Enrichment</p> <p>APEX</p> |
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Summary Analysis: Western Sierra staff work hard to make sure that students have a wide variety of access to meaningful and appropriate learning opportunities and environments that reflect their needs and interests. Course teachers and counseling survey students regularly to see how learning strategies are supporting them and identify areas for growth. Principal-student forum representatives also regularly check in with Pack Times and provide feedback through student voice about interest in electives. The use of a variety of strategies and resources empower students to be meaningfully engaged in decision making about their own learning, think strategically about their present and future choices, setting them up to be knowledgeable and capable problem solvers as they move into college and career.

ACS WASC Category C. Learning and Teaching Summary

Areas of Strength

1. Western Sierra students are provided with one-to-one devices which allows for a large variety of technology platforms and tools to be used across campus and subject areas, and our students have strong technology skills and digital literacy.
2. Western Sierra staff embed a variety of tools within instruction that allow us to utilize embed formative assessment within the instruction to make moment-to-moment adjustments.
3. The use of common tools, such as Google Classroom, common language (learning target, exemplar, alpha, beta, etc.), and common unit cycle procedures allow students to focus on content learning.

Areas of Growth

1. Western Sierra students would benefit from more field trips and outside of the classroom learning experiences for non-VAPA classes
2. The addition of on-site career fairs or career speaker opportunities, possibly tapping into our parent population to come speak during ELTs, would give Western Sierra students a more well-rounded educational experience grounded in further real world applications.
3. More opportunities for Western Sierra students to focus on individual passions would get a broader variety of students involved in learning opportunities that extend beyond the classroom.

Category D: Assessment and Accountability

Criterion D1: Reporting and Accountability Process

Directions

- Evaluate the school's effectiveness in addressing the Assessment and Accountability criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the ***schoolwide reporting and accountability practices impact student learning and well-being.***

Criterion D1: Reporting and Accountability Process

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

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

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

D1.3 Assessment of Program Areas: School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.

D1.4 Schoolwide Modifications Based on Assessment Results: School leadership partners with district leadership to periodically assess programs and expectations for students' academic growth and progress.

| Findings | Evidence |
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| <p>Western Sierra Collegiate Academy continually pursues excellence and evaluates effectiveness of instruction through assessment and accountability measures that are equitably collected, analyzed, and reported schoolwide by leadership and instructional staff. The schoolwide grading policy ensures that performance levels are consistent both within content areas and grade levels. School teams use assessment data to inform changes to professional learning, within the school improvement process, to drive continuous improvement for all learners. Site-based leadership partners with CMO, department, and course-level leadership to assess school expectations in a multidirectional, responsive system that allows for agile responses to student needs and builds accountability and efficacy within our organization. School goals are carefully outlined in our LCAP and updated each year with the regular cycle of data analysis as it informs our direction when implementing the RAFOS Strategic Plan.</p> <p>Assessment policies and processes have been developed over the last decade with staff, student, and family input, agreed upon by all educational partners, and adopted school-wide. Our culture of continuous improvement is consistent across each course and department team. Feedback is frequently collected through staff, student, and parent surveys, and data is regularly reported to all partners through informational meetings, the school newsletter, ParentSquare, PowerSchool, and Google Classroom. Coursewide PLTs have shown success and improvement of instructional design, as well as enhancement of communication between all educational partners, as staff collaborate to streamline and standardize the use of these systems of communication.</p> | <p>Assessment Cycles</p> <p>Beta Assessments Linked to Standards</p> <p>Beta Reperformance and Extensions</p> <p>LCAP</p> <p>Strategic Plan</p> <p>CAASPP and CAST</p> <p>Leadership & PLC</p> <p>CHKS</p> <p>AP exams</p> <p>AP Honor Roll</p> <p>AP Rubric</p> <p>Dept. Rubrics</p> |

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| <p>Western Sierra has met or exceeded standards in AP readiness by earning the AP School Honor Roll status from the College Board.</p> | <p>WIAT 4 (IEPs) Grading Policy (page 44) PD on PLCs</p> |
| <p>Evidence of consistent understanding of performance across and within grade levels and courses is grounded in ongoing, collaborative efforts among staff to improve assessments that support student learning and professional growth. Teachers work together on common assessments within each course, conducting three to four instructional unit and assessment cycles per semester. These cycles include material introduction, formative practice, learning target check-ins, an alpha exam (formative quiz), and a beta exam (summative assessment). Student equity is enhanced through agreed-upon reperformance and extension opportunities, allowing individualized mastery and multiple chances to demonstrate proficiency in standards. Mastery learning at Western Sierra is extensively backwards-mapped within departments using standardized course rubrics aligned with California State Standards, AP standards, and other applicable standards for each course. AP and Pre-AP courses apply nationally-standardized, externally-validated rubrics, with norming and score validation among instructors to promote equity and accuracy. Additionally, AP Rubrics have been shared across grade bands within subject-matter teams as capstone criteria in order to scaffold skills appropriately from 7-12th grades to ensure that students are prepared for AP level work when they enter their required AP courses. Further support is provided for all students by counseling and special education team assessment data, continually improving and ensuring equity for all student groups.</p> | <p>World History PLT Agenda English Rubric Math Rubric Science Rubric VAPA Rubric History Rubric World Language Rubric</p> |
| <p>Assessments are built collaboratively and data is analyzed on a local level within grade and course teams. Academic infrastructure such as bell schedules and school calendars support data-driven instruction by setting aside monthly professional development whole-school and weekly collaboration times before school during Late Start Wednesdays and monthly professional development Days. Schoolwide understanding of expectations for both students and staff at Professional Learning help build a collective understanding of excellence in data analysis and responsive teaching to meet the needs of all students. Since our last WASC report, some staff turnover has increased the need for school-wide norming and building common understanding on Universal Design for Learning and PLT collaboration practices.</p> | <p>2022-23 PD Agendas 2023-24 PD Agendas 2024-25 PD Agendas</p> |
| <p>Program areas are continually reevaluated by counseling teams using yearly 1:1 student interviews for course selection and master scheduling to support accelerated coursework off-campus. Programs are also evaluated administratively. Performing arts programs are internally and externally evaluated as students compete in festivals within California where they have received high ratings. Leadership drives school improvement by involving teachers in data discussions with MAP standardized assessment data analysis in ELA and math, CAASPP, California Healthy Kids Survey, and AP Exam data analysis multiple times per year during staff development. Additional professional development on effective use of data in PLC teams allows all educational partners insight to school priorities such as equity, academic achievement, and student well-being.</p> | <p>Sample Dept/LSW Agenda NWEA MAP</p> |
| <p>RAFOS CMO initiatives periodically assess programs and expectations, reviewing Western Sierra students' 7th/8th ELA MAP and Math MAP 7 through Int 3 , AP, CAASPP Testing (7th, 8th, 11th), and CAST (8th, 11th) scores on regular intervals to seek out staff and instructional improvement based on cohort</p> | |

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| <p>data and year-over-year data. Western Sierra students' achievement is compared to the state of California, Placer County, and nationwide and cross-referenced for validity using MAP, CHKS, and AP data to identify areas for growth and areas of strength using the 4 Questions of a PLC.</p> <p>Summary Analysis: Western Sierra Collegiate Academy maintains a strong, data-informed culture of accountability that integrates equitable assessment practices, consistent grading policies, and multidirectional leadership collaboration to drive schoolwide improvement. Assessment processes—developed collaboratively with staff, students, and families—ensure consistency within and across grade levels through course-aligned rubrics, common assessment cycles, and shared AP-level scoring practices. Teachers work within PLCs to analyze data from formative and summative assessments, MAP, CAASPP, and AP exams to guide instruction and resource allocation, while maintaining equity through reperformance and extension opportunities. Regular feedback is shared with stakeholders through tools like ParentSquare and PowerSchool, and professional development structures, including Late Start Wednesdays and monthly PD days, reinforce common expectations and data literacy. Leadership teams use comprehensive data analysis, including CHKS results and year-over-year cohort comparisons, to evaluate academic programs, inform scheduling, and enhance student well-being. Together, these practices ensure a responsive, transparent, and student-centered system that supports high achievement and continuous growth across the 7–12 program.</p> | |
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Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

Directions

- Evaluate the school's effectiveness in addressing the Assessment and Accountability criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the teachers' use of assessment strategies to monitor and modify instruction impact student learning and well-being.

Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments.

D2.1 Monitoring Student Growth: Teachers determine and monitor all students' growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.

D2.2 Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.

D2.3 Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

| Findings | Evidence |
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| <p>Western Sierra teachers actively monitor students' achievement and growth toward learning standards, graduation, and college readiness in multiple ways, and the organization is aligned to monitor student growth from 7-12th. Reporting of student achievement is completed through grade requirements at five-week</p> | <p>NWEA MAP Formative</p> |

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| <p>intervals (P1, Q1, P2, S1, P3, Q3, P4, S2) via PowerSchool and notification home to parents. Concurrently, grades are reported monthly for the Early Out Program in a separate grade and attendance check to determine eligibility for leaving campus before 3:20 PM. Additional grade and behavior data monitoring is completed by athletic teams on a per-semester basis to determine academic eligibility to play, and extracurricular rewards such as 8th grade promotion, senior activities, and dance attendance are determined by behavior data from administration and teacher referral and attendance. Academically, all Western Sierra Students are enrolled in University of California A-G classes in order to meet high school graduation requirements. As per charter, graduates of Western Sierra meet UC A-G Requirements to enter a 4-year University immediately upon graduation based on the coursework that they have completed. Additionally, all students are required to enroll in at least three AP classes while in high school. AP Scores inform instructional improvements and show student progress. High expectations are balanced with high support systems such as the Counseling and Career Presentations, CCGI (California College Guidance Initiative), College and Career Center Newsletter, Transition Interviews for IEP Students and Tier 2 Interventions for students with attendance and academic complications. These drive student success by partnering counseling and multilevel support.</p> <p>Within each course, teachers provide timely, specific and descriptive feedback in order to support students in achieving learning and behavior goals. Western Sierra instructors have spent years developing and improving shared coursewide instructional materials, student-friendly outcomes, learning target sheets, and formative feedback methods in order to give clear, specific, and timely feedback to students and their parents based on classroom instruction. Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches. Teachers assess student work in real-time using technology, and through building strong relationships with students to assess student well-being through daily check-ins. Unit-based practice, formative quizzing, Alpha assessment and shared course Beta assessments process allows teachers to directly link classroom experiences to student achievement while meeting state and national standards. Classroom feedback is supported by technology including Illuminate, GoGuardian, Pear Deck, AP Classroom, and Google Classroom, enabling teachers to monitor writing, content retention, and practice. 1:1 Chromebooks enable equity in student participation and assurance that all students have access to targeted and actional feedback.</p> <p>Simultaneously, interpersonal skills are built across subject areas by using modeling discussions with student whiteboard presentations and Socratic Seminars to assess critical thinking skills linked to content. Adjustments to the curriculum are made in real time to meet the needs of students based on immediate instructor feedback, allowing teachers to respond to student misconceptions and build relevant, just-in-time instruction for students. Across the school, feedback is delivered with a variety of techniques, for example through written and voice-recorded feedback on student writing, verbal feedback during 1:1 meetings in class, during ELT Workshops, and Tutorial ELTs. Student feedback is provided through exit tickets, quizzes, student-facing rubrics, and self-checking assignments. For example, the Illuminate digital testing tool shows students which questions or concepts they missed on standards-linked assignments so that students can customize their study sessions to fit their needs, these PRA (personalized review assignments) are</p> | <p>Assessment Data</p> <p>Shared Summative Assessments</p> <p>UC A-G Requirements</p> <p>AP Scores 23/24 (slide 32)</p> <p>Counseling and Career Presentations</p> <p>CCGI</p> <p>CCC Newsletter</p> <p>Transition Interview for IEP Students</p> <p>Tier 1 vs. Tier 2 Interventions</p> |
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| <p>specifically given across all Biology courses. Similarly, Delta Math Software provides all mathematics students with timely feedback on math skills and provides additional support for students who need intervention, giving students instant feedback and adaptive skill-building, supporting students where they are and delivering custom study opportunities for all students.</p> <p>While multiple means of delivering feedback exist, all teachers use the Alpha/Beta system with a linked practice assignment (Bridge to Beta) to ensure students have had adequate practice with content before progressing to summative work. Teachers use student feedback and daily discussion to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.</p> <p>Beyond academic assessment, student well-being is monitored regularly with the California Healthy Kids' Survey and weekly with First 5 PackTime Check-ins. Along with providing students with executive functioning training to identify and prioritize goals that align with their personal needs and take ownership of their learning, these weekly check-ins assure a face-to-face assessment of every student, allowing teachers to intervene earlier, making sure students are supported from a whole-child standpoint. Within each course, daily individual teacher check-ins such as greeting students at the door with a handshake, high-five, or fist bump, feeling scales in daily work PearDecks, and daily opportunities for student leadership across courses provide teachers with opportunities to collect relevant data on students' to drive instruction using personal experiences and community-building to support classroom communities that enhance learning.</p> <p>Student achievement is recognized and celebrated by teachers and students as an expression of class culture in many classrooms, such as middle school Scientist of the Week voting. Whole-school achievement is recognized in semester awards assemblies where students' academic and work habits are celebrated in a whole-school assembly. This includes each teacher recognizing a student of the semester, mission award, and academic excellence award for each class. Parents are invited to attend the assembly, and the event is commemorated in the yearbook.</p> <p>Summary Analysis: Western Sierra teachers consistently use a wide range of assessment strategies—both formative and summative—to monitor student progress, adjust instruction, and support personal and academic growth across grades and subjects. Through structured systems such as five-week grading intervals, AP and A-G course tracking, and ongoing academic eligibility checks tied to programs like Early Out and athletics, the school ensures continuous monitoring of achievement. Teachers deliver timely, descriptive feedback using digital tools like Illuminate, Pear Deck, and Delta Math, while also incorporating personalized strategies such as one-on-one conferences, student-facing rubrics, and self-assessment activities. Instruction is further informed through PLC collaboration, Alpha/Beta assessments, and student feedback mechanisms that help ensure curriculum relevance and rigor. Simultaneously, student well-being is monitored through Pack Time check-ins, social-emotional surveys, and community-building activities, fostering a culture of recognition, support, and growth. This integration of academic data, student voice, and real-time instructional adjustment ensures that students are not only meeting high expectations but are also personally supported in achieving college and career readiness.</p> | <p><u>Assessment Cycles</u></p> <p><u>First 5 PackTime Check-ins</u></p> <p><u>Pear Deck</u></p> |
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ACS WASC Category D. Assessment and Accountability Summary

Areas of Strength

1. Western Sierra staff exemplify adaptability, providing multiple modes of assessment and adjusting assessments as needed to better highlight student success on specific learning targets.
2. Western Sierra staff provide a variety of formative and summative assessment opportunities that engage student reflection throughout the learning process.
3. Western Sierra staff provide clearly defined learning targets and expected outcomes that are strongly aligned with the appropriate subject standards.

Areas of Growth

1. Western Sierra staff can continue to use our PLC structure to grow and improve our assessment and feedback loop.
2. Staff can better ensure there is enough formative feedback throughout learning units and clear connections between Alpha and Beta assessments to make sure that student growth can occur in between assessment opportunities.
3. Western Sierra staff should engage in additional professional development to support the use of Illuminate or other technology to assist in giving targeted feedback and empower students to self-assess and take ownership over their learning.

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

Criterion E1: Family and Community Involvement

Directions

- Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the family and community involvement impacts student learning and well-being.

Criterion E1: Family and Community Involvement

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

E1.1 Strategies and Processes: School implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.

E1.2 Inclusive Cultural Understanding: School leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding.

E1.3 Rapport and Trust: School leadership develops rapport and trust with students, staff, families, and the community, valuing the identities of all individuals.

| Findings | Evidence |
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| <p>To ensure consistent and accessible communication, we utilize several platforms that enhance our outreach efforts. Parent communication is primarily managed through ParentSquare, a user-friendly tool that allows for direct messaging, event updates, and important announcements. This platform ensures that parents receive timely and relevant information, with the ability to respond and stay engaged with school activities. Additionally, Facebook Groups and Instagram posts are used to create dedicated spaces for specific groups, enabling focused communication and community-building. These pages provide a forum for parents to share information, ask questions, and connect, which has contributed to more attendance to campus events. Our social media presence plays a vital role in sharing school news, student achievements, and upcoming events, successfully engaging a wider audience and ensuring that parents are able to stay connected.</p> | ParentSquare Facebook PSP Group (private) WSCA Facebook and Instagram |
| <p>Our ASB Coordinators work every year on recruiting parents to get cleared for volunteering. This ensures we have parents a chaperone for dances and are present for events on campus. In 2025 this enabled us to have a Kindness week that involved parents, students and staff. With the participation of parents, we were able to let friends take photos at our KND poster to become the I in Kind. Our administration used a megaphone to celebrate students during lunch. Students donated time to treat teachers with a coffee cart delivery to the classroom as the school day started. Teacher involvement of parents as early as 7th grade, is increasing parent participation through all grade levels.</p> | Kindness Week Video |
| <p>The Parent-School Partnership (PSP) who hosts monthly meetings, fundraisers, and events is at the heart of Western Sierra's success in meeting student needs. PSP meetings allow parents to give input and help our school through fundraising for supplies and facility enhancements, planning activities for students and staff, providing a safe space for parent input and feedback, and volunteer opportunities to support school events.</p> | PSP |
| <p>Our Parent University series and Parent/Student grade level presentations were created to support parents in acquiring knowledge to support their children in</p> | Parent University College Night |

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pursuing their interests, both within and beyond high school. Each year, the counseling department and administration select what information to focus on as parent and student needs vary, often bringing in teachers or outside experts to present. Topics include PowerSchool, Advanced Placement, grading policy, college information, FAFSA, mental health, CTE programs, etc. Our parents have become more educated on Western Sierra policies and supports, as well as post high school planning. These seminars promote school engagement, foster collaboration, and include parents as a part of each students' supportive environment.

New Student and Parent Orientations occur in the spring for potential incoming new students and at the beginning of the school year for incoming 7th and 9th grade students. The goal is that, by the end of orientation, every 7th grade student will know/understand odd/even day schedules, where their classrooms are, general location of important places, how to open their locker, and be familiar with at least a few other students in their Pack Times. Parents are given instruction on Western Sierra policies and practices as well as resources and information on how to support their students. This has had a positive impact, supporting new students and parents in feeling comfortable in a new environment.

Information provided by our **College and Career Center** is extensive. Western Sierra has two full time counselors (a third part-time counselor was hired for the 25-26 school year) along with a College and Career Specialist. They go to great lengths to inform families, providing extensive post high school planning opportunities and support. These include college exploration, visits, tours, application guidance, etc. Some career exploration through presentations and guest speakers is provided. CCC staff sends out a weekly newsletter informing students and parents of scholarship and volunteer opportunities, events, and other time-sensitive information. Western Sierra holds a Senior Awards Night that highlights the accomplishments of the senior class, along with presenting new scholarships and awards. All of these events foster a supportive environment and help students gain confidence about their future plans.

Student, staff, and parent involvement in extracurriculars fosters the development of our students both academically and socially. Students develop leadership, creativity, and teamwork through ASB leadership and VAPA performances. We guide and mentor students, ensuring activities align with school goals while enhancing school spirit. Parents support by volunteering and fundraising, for the programs both before and on the night of performances. Together, they create opportunities for students to excel and feel connected to their school community.

School field trips in subjects like Science, VAPA, Mandarin, and the 8th grade trip to Washington D.C. provide opportunities for social-emotional and academic growth, offering hands-on learning experiences beyond the classroom. These trips enhance academic engagement, deepen subject understanding, and encourage curiosity. Socially, they provide opportunities for students to build relationships, collaborate, and develop empathy. For 8th graders and Seniors promotion and graduation related activities milestones and achievements, fostering pride and motivation for future success. Science students that visit the Sacramento State Planetarium to enhance their understanding of astronomy through interactive exhibits and expert-led demonstrations. When students return to the classroom they are then better able to ask questions to dive deeper into their understanding of astronomy. These field trips help students connect to the world and their peers.

Shadow Days at Western Sierra and Rocklin Academy K-6 offer prospective students a chance to experience the middle/high school experience when they

[Parent Grade Level Presentations](#)

[Student Grade Level Presentations](#)

[New Student Orientation](#)

[New Student Parent Orientation](#)

[College and Career Parent Communication](#)

[College Application Bootcamp](#)

[Senior College Application Timeline](#)

[Senior Awards Night and Senior Recognition](#)

[Parent volunteers for VAPA](#)

[Teacher Participation Video](#)

Field Trips Promotion, Graduation, VAPA, [Justice Center](#))-Call

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transition to our site. At WSCA, middle and high school students spend the day viewing classes, participating in activities, and interacting with peers to get a feel for the academic environment. For Rocklin Academy K-6, younger students can shadow a current student and ask probing questions about the social atmosphere. This shared experience provides valuable insight into our culture at WSCA helping families feel more connected to the transition to our 7-12 site.

[Shadow Days](#)

Staff members at Western Sierra utilize Google Classroom and Powerschool to ensure Assignments, Grades, Classroom Announcements, and Notes are available at any time for all students and their parents/guardians. In addition to academic Google Classroom use, each grade level has a “Class of 20XX” Google Classroom that admin, counselors, and other campus staff can use to relay important and time sensitive information. These resources are constantly updated by staff, so parents and students have a consistent place to check for information.

[Google Classroom](#)

Counselors not only help students with academic planning for their future year, but make a point to meet with all students one-on-one to help give guidance and make personal connections. Along with one-on-one meetings, counselors also make a point to meet with all incoming students from feeder schools as well as have parent nights to help parents understand Western Sierra course offerings and programs. These personal touch points help students feel connected to staff as well as feel supported in their individual future plans.

[Student and Parent Registration Meetings](#)

Along with incorporating mental health information into grade level student and parent presentations, counselors also give 7th and 9th grade students targeted mental health information and resources. Counselors help students gain important mental health information and strategies to manage stress. They also learn when and who to reach out to if they are experiencing mental health challenges.

[Trauma and Suicide Prevention Training](#)

Providing a safe place for students to talk and get guidance is crucial for students. Counselors also give Trauma and Suicide prevention presentations to all Western Sierra staff so they recognize the signs of trauma and suicidal ideation, provide the best support for students and know when it is necessary to reach out to trained staff for further assistance.

[Staff Trauma and Suicide Prevention Training](#)

Operations Committee is a group made up of administration, parents, teachers, and students which discusses and recommends policy change, curriculum adoption, and other programmatic elements to the Rocklin Academy Family of School’s Board. Past topics have been the grading policy, how to recognize seniors graduating with honors, curriculum adoption, and dress code. This group meets monthly and discusses topics, comes up with a plan, presents the plan to all educational partners, and implements changes as needed.

[Ops Committee](#)

The **Principal-Student Forum** provides a platform for open dialogue between school leadership and students, fostering collaboration on academic, social, and institutional development. It encourages student input in decision-making, ensuring continuous improvement and alignment between administration, teachers and students. After students make decisions with the guidance of the principal, student leaders are sent back to their Pack Time class to disseminate information or poll students. This forum provides a meaningful avenue for our student body to have consistent input toward changes at our site.

[Principal Student Forum PackTime Presentation](#)

The staff at Western Sierra takes the time to meet with the families of their students towards the beginning of the year to introduce themselves and their content. Back to School Night is a great opportunity to connect with the parents/guardians, and allow them the chance to get to know their children’s teachers and better

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| <p>understand their day-to-day experience. This event promotes parent-teacher connection and the formation of relationships early in the school year.</p> <p>The student-led International Taste Fest event encourages students and their families to share their culture and heritage through food. Students bring a dish to the event, explain why the dish is important, and educate their peers on how it is either used to celebrate a day of cultural significance or is incorporated into daily life. This, and similar cultural events, ensure that all students and families feel connected and celebrated on campus.</p> <p>The California Healthy Kids Survey (CHKS) is a voluntary, anonymous survey that helps us understand student well-being, school climate, and safety, ultimately guiding the development of more effective health, prevention, and programs. We have used the feedback from these surveys to restructure PackTimes and create the Link Program. The surveys are used to improve students' perception of school safety and belonging. Additionally, we conduct a local Parent Engagement Survey through our enrollment and registration process.</p> <p>Summary Analysis: Post-Covid, we have harnessed technology and social platforms to rebuild a strong community, welcoming parents back onto our school campus. Through a variety of communication tools, we ensure that our school community is well-informed, engaged, and actively involved in the educational process. We have made strides in our outreach into the community with several field trips. We recognize that continued efforts to bring parent volunteers to campus and connect with local educational partners will further benefit students and staff, with more events and extra curricular activities supported by parents both within and in addition to the school day.</p> | <p>Back to School Night</p> <p>International Taste Fest (Multicultural Club)-Min</p> <p>California Healthy Kids</p> <p>Parent Engagement Survey</p> |
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Criterion E2: School Culture and Environment

Directions

- Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the school culture and environment impact student learning and well-being.

Criterion E2: School Culture and Environment Criterion

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

E2.1 Policies and Resources: The policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety.

E2.2 Trust, Respect, and Equity: The school culture demonstrates caring, concern and high expectations for all students in an environment that honors individual differences, social emotional needs and is conducive to learning.

E2.3 School Culture: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

| Findings | Evidence |
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| <p>At the beginning of each year, Pack Times review the WSCA Honor Code and CPREP expectations. Mutually accepted guidelines and behavioral expectations between administration, staff, students, and parents that focus on respect for academic integrity, respect for yourself, respect for others, and respect for school property. The Honor Code is helping build better relationships between students/peers. Additionally, staff recognize students for upholding the CPREP</p> | <p>Parent/Student Handbook</p> <p>PBIS</p> |

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| <p>values by handing out CPREP cards that can be redeemed for prizes or snacks. Bi-monthly, teachers vote for exemplary students and staff who emulate a particular CPREP value and these winners are treated to an off campus lunch.</p> | |
| <p>Our administration has created a flipchart for emergency procedures that is easy to use and can be found in all classrooms. This has made looking for the correct response in any situation simple to locate. We practice evacuation, fire, lockdown and earthquake drills regularly. These give staff, students, and parents peace of mind, knowing that our school is doing everything we can to protect our community.</p> | <p>Emergency Plan Safety Plan</p> |
| <p>Western Sierra hosts both fun and informative assemblies. One Pill Can Kill has raised awareness about drug use through personal connection in our community. Parents of students killed from Fentanyl presented to our students and remained to speak with any student one-on-one. This has helped parents feel safer due to taking an active role in educating students not to use drugs.</p> | <p>One Pill Can Kill DUNK Distracted Driving Kindness Week Other Rallies</p> |
| <p>The Pack Time Buddies program was created to help 7th graders transition WSCA. 7th graders are partnered with high schoolers to help them feel more connected to our site and comfortable on campus. Monthly events are planned to foster relationships. This relationship builds ownership, reducing attrition and supports longevity for our student population.</p> | <p>Pack Time Buddies Joy Jumpstart Presence/Scientist of the Week Talk Topic</p> |
| <p>Teachers at Western Sierra build time into their beginning of class routine to foster student connection and build inclusive classroom culture. Teachers greet students at the door. Throughout the day, teachers facilitate non-curricular discussions that allow for students to express themselves and feel seen/validated. Additionally, teachers give students the opportunity to lead/take ownership of start-of-class routines. Teachers do student-check-ins to gain insight into the daily fluctuation of their students' social and emotional needs. Throughout the year, teachers and staff highlight student success through a variety of means. These activities help students know that their mental health is equally as important as academic success.</p> | <p>Student Check-In Respectful and Affirming Environment</p> |
| <p>At Western Sierra, ASB plays a central role in organizing exciting events for both high school and middle school students: memorable dances, spirited rallies, and fun-filled themed weeks which promote positivity and respect. These events foster school unity, encourage student participation, and create an inclusive, vibrant atmosphere. Through ASB, students have the chance to develop leadership skills, engage with peers, and contribute to the overall school culture, making it an essential part of the Western Sierra experience. To make learning fun and engaging and support student-teacher and peer-peer connections, our ASB frequently runs a spirit week prior to many events including middle/high school dance, PowderPuff, and Secret Teacher Spirit Weeks.</p> | <p>Spirit Week/ Dances Goodwill/ Fundraiser Events</p> |
| <p>Our Sports Medicine program provides not only a unique academic experience, but also has had a noticeable, positive impact on our school culture. The program sets a tone of professionalism, leadership, and respect across campus, increasing school pride. Internally, the program provides students with the opportunity to lead peers through relationship building, and increases student ownership of our school and school cultural dynamics.</p> | <p>Sports Medicine Awards and Ceremony Sports Medicine Website</p> |
| <p>Western Sierra supports a wide range of clubs that enrich our student experience, such as Maker Club, D&D club, Christian Club, CSF, Interact, Feminism Club, Rubik's Cube, Dragon and Lion Club, and Amnesty Club. These clubs strengthen connections within our school, our families, and broader community. We continue to find ways that these clubs can create opportunities for additional parent</p> | <p>Maker Club Fox40 TV Spotlight</p> |

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| <p>participation and connection to our other educational partnerships.</p> <p>Summary Analysis: The recent focus for our site has been implementing ways for parents, students and teachers to feel connected. In the 2024-2025 school year, we have had an increase in successful rallies with higher rates of student engagement, teacher participation, and overall improved school spirit. Clubs have had more success in connecting parent volunteers, and we aim to continue to build these relationships to foster accessibility to a greater variety of interest in on campus activities and support the retention of RAFOS students from K-12 grade.</p> | |
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Criterion E3: Academic, Social-Emotional, and Multi-tiered Supports

Directions

- Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the multi-tiered support systems impact student learning and well-being.

Criterion E3: Multi-tiered Personal, Social-Emotional, and Academic Supports

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

E3.1 Multi-tiered Support: School leadership implements personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.

E3.2 Multi-tiered Support Effectiveness: School leadership assesses the effectiveness of multi-tiered support for students' social-emotional learning needs.

E3.3 Student Involvement: The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college and career readiness.

E3.4 Student Self Advocacy: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

| Findings | Evidence |
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| <p>Teachers utilize time in both PackTime and ELT to conduct regular check-ins with students to check on grades and well-being. As needed, teachers help students create a plan to study or complete missing assignments. Pack Time is a place where SEL lessons are delivered and opportunities for learning how to deal with difficult social situations. In ELT, students are provided time to work on missing/late work, current homework, get direct teacher instruction/feedback, and anything else they might need academically. Both of these classes ease the transition to middle school and high school by providing a place for students to get assistance, as well as provide the first line of defense to catch students who may need to be referred to our MTSS Tier 2 team for further support.</p> | <p>Sample Pack Time and ELT Calendar</p> <p>First 5 Check-in</p> <p>ELT Presentation</p> |
| <p>WSCA provides multiple avenues to support student academic and social-emotional growth, helping students feel successful and supported. Academic Seminar is a course created to help students with executive functioning skills and generalized academic needs. In addition, students are able to attend After School Tutoring to receive peer mentoring in academic subjects. Our MTSS Team ensures a variety of academic and social-emotional supports, whether they are needed as part of a student's day-to-day routines or are a measure for a student in crisis. Students are encouraged to report any issues through Speak Up and administration can keep tabs on student safety with</p> | <p>Academic Seminar</p> <p>PD Intervention Reminders</p> <p>MTSS Tier 2 Agenda</p> |

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| <p>Gaggle. With guidance from the MTSS Tier 2 Intervention and SPED department teams, teachers are able to provide thoughtful, individualized support for high need student groups. With these supports in place teachers are better able to support student learning and differentiate instruction.</p> <p>All students have access to a grade level counselor, as needed, and additional appointments can be arranged at any time. The past two years, Wellness Together has supported the counseling department, providing additional services for high need students. However, an additional part-time counselor has been hired for the 2025-26 school year, replacing the outsourced support. As members of the MTSS Tier 2 team, counseling staff is in regular communication with all staff about student needs as they arise, allowing for fluid and timely response.</p> <p>Along with the grade level counselors, our College and Career Technician provides extensive college and career preparation including presentations during Pack Times and ELTs as well as parent meetings. The culture of WSCA is to have a solid college or career plan after high school graduation. WSCA also offers PSAT and SAT testing for students as testing has been more challenging for students to access. CTE programs are also highlighted and students are supported in whatever path they choose. WSCA offers the ASVAB and multiple assessments each year for students to understand their strengths and potential career options. These assessments are essential in helping students and parents prepare for life outside of the classroom at WSCA. Western Sierra provides financial support to any SED students or students struggling to pay for exams, making equity of access a priority.</p> <p>Summary Analysis: With rising mental health issues, we knew we needed to implement a system for students to get help on campus. We also feel that parents need support to help their students be successful at school. We restructured our PackTimes to provide additional mental health, academic and social support.</p> | <p>MTSS</p> <p>Counseling Staff</p> <p>Wellness Together</p> <p>College and Career counseling</p> <p>College and Career Newsletter</p> <p>PSAT</p> <p>Course Catalog</p> <p>AP for All</p> <p>Reduced Cost Exams and Other Opportunities</p> |
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ACS WASC Category E. School Culture and Support for Student, Personal, Social-Emotional, and Academic Growth Summary

Areas of Strength

1. By utilizing extra learning time through ELT and Academic Seminar, Western Sierra staff provides targeted support to enhance student achievement.
2. At Western Sierra, the foundation of our success lies in the strong teacher-student relationships we cultivate.
3. Western Sierra students have a variety of opportunities to get involved, from clubs and sports teams to academic competitions and leadership roles.

Areas of Growth

1. Western Sierra can renew efforts to increase parent participation and volunteering onsite.
2. To develop school pride and help students feel ownership of their school site, Western Sierra staff can renew school spirit and emphasize shared responsibility for maintaining a clean and respectful environment.
3. Western Sierra can further utilize Link Crew, with a focus on supporting 9th graders, to keep them engaged with school, peers and leaders, which will provide routine academic and social check-ins to help with transition to high school.

Prioritized Areas of Growth Needs from Categories A through E

To prioritize areas of growth, administration met with the school Leadership Team, the school Ops Committee, and Principal's Student Forum. Below we have highlighted the agreed upon priorities:

Category A

- With many streams of communication, it would be beneficial for Western Sierra to streamline and centralize its communication processes for all educational partners.
- Western Sierra would benefit from the development of evaluation systems that more clearly measure the impact of professional development on student learning.
- Enhanced facility upgrades to expand storage solutions would help raise perception and functionality of the Western Sierra campus.
- Classified staff would benefit from an increase in professional development opportunities.

Category B

- As a small school, Western Sierra struggles with limited staff, to fulfill student and teacher elective requests.
- Currently, with limited facilities, many spaces are shared which can strain resources and create conflicts. Coordinating use of shared classrooms and common spaces can be difficult with overlapping schedules for different activities such as PE, choir, band, etc.
- Western Sierra can better partner with our school community by tapping into our parent population to come speak during classes and ELTs, which would give Western Sierra students a more well-rounded educational experience grounded in further real world applications.

Category C

- Western Sierra students would benefit from more field trips and outside of the classroom learning experiences for non-VAPA classes
- The addition of on-site career fairs or career speaker opportunities, possibly tapping into our parent population to come speak during ELTs, would give Western Sierra students a more well-rounded educational experience grounded in further real world applications.
- More opportunities for Western Sierra students to focus on individual passions would get a broader variety of students involved in learning opportunities that extend beyond the classroom.

Category D

- Western Sierra staff can continue to use our PLC structure to grow and improve our assessment and feedback loop.
- Staff can better ensure there is enough formative feedback throughout learning units and clear connections between Alpha and Beta assessments to make sure that student growth can occur in between assessment opportunities.
- Western Sierra staff should engage in additional professional development to support the use of Illuminate or other technology to assist in giving targeted feedback and empower students to self-assess and take ownership over their learning.

Category E

- Western Sierra can renew efforts to increase parent participation and volunteering onsite.
- To develop school pride and help students feel ownership of their school site, Western Sierra staff can renew school spirit and emphasize shared responsibility for maintaining a clean and respectful environment.
- Western Sierra can further utilize Link Crew, with a focus on supporting 9th graders, to keep them engaged with school, peers and leaders, which will provide routine academic and social check-ins to help with transition to high school.

Chapter 4: Summary from Analysis of Identified Major Student Learner Needs

| Prioritized Strengths | | | | |
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| A | B | C | D | E |
| Western Sierra's strong professional development is linked clearly and coherently to our vision and mission, promoting teacher reflection and growth, and leading to strong student outcomes. | Western Sierra has strong curricular programs that have been thoughtfully developed and are deeply rooted in content standards. Teachers have built scaffolds into this curriculum to help support all students, utilizing a variety of instructional techniques. | The use of common tools, such as Google Classroom, common language (learning target, exemplar, alpha, beta, etc.), and common unit cycle procedures allow students to focus on content learning. | Western Sierra staff provide a variety of formative and summative assessment opportunities that engage student reflection throughout the learning process. | At Western Sierra, the foundation of our success lies in the strong teacher-student relationships we cultivate. |
| Prioritized Growth Areas | | | | |
| A | B | C | D | E |
| Enhanced facility upgrades to expand storage solutions would help raise perception and functionality of the Western Sierra campus. | Western Sierra can better partner with our school community by tapping into our parent population to come speak during classes and ELTs, which would give Western Sierra students a more well-rounded educational experience grounded in further real world applications. | More opportunities for Western Sierra students to focus on individual passions would get a broader variety of students involved in learning opportunities that extend beyond the classroom. | Staff can better ensure there is formative feedback throughout learning units and clear connections between Alpha and Beta assessments to make sure that student growth can occur in between assessment opportunities. | To develop school pride and help students feel ownership of their school site, Western Sierra staff can renew school spirit and emphasize shared responsibility for maintaining a clean and respectful environment. |

The analysis of our programs confirms our identified student learner needs identified below:

- We continue to see equity gaps in achievement for SED, SWD, EL and Hispanic/Latino students and a dip in scores for White students for both English and Math.
 - English scores for the Listening domain showed the most room for improvement.
 - Math scores for the Concepts/Procedures domain showed the most room for improvement among 11th graders.
- Across campus, students need continued and expanded social-emotional support; targeted support for SED students may support efforts to decrease chronic absenteeism.
 - *As a charter management office, this is a priority amongst our schools and is aligned with*

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Strategic Plan Goal #2 and LCAP Goal #2. A charter-wide team is already engaging in these efforts. (Western Sierra team members are two counselors and one assistant principal.)

- We can enhance students' real-world learning and individualized growth by involving parents and community partners to expand opportunities that engage a broader range of students in ELTs and beyond the classroom.
- Facilities expansion and improvements would reduce the current strain on space and resources.

Throughout our analysis of our school CAASPP data, NWEA Map data, and other local formative data, we found clear evidence of persistent and emerging gaps for specific student groups in both ELA and Math. Digging deeper into the SBAC Domain data, allowed us to see pedagogical areas that would make the best focus in order to close these gaps, as well as supporting the learning of all students. Through staff and student reflection, it was highlighted that while certain areas of our learning continuum were operating strongly, that an emphasis on formative assessment to support learning earlier in a unit would benefit both our highest need students and our general student population.

Analysis of CHKS data and information collected through other in-house surveys made it clear that our focus on SEL education was beneficial, yet still left room for improvement. However, since there is currently a RAFOS-wide emphasis on increasing social-emotional learning and supports for both our highest need students and our general student population, we did not see the need to make this an individual school focus at this time. Training will be provided for all schools as part of a CMO-wide initiative and the Charter Management Office will be tracking progress through our LCAP and other internal processes.

The need for an enhancement of individualized learning grounded in real world opportunities came up as a theme in our analysis of College and Career Preparation data, the Chapter 3 focus group work, and survey data. Although many of our systems and traditions had been revitalized post-Covid, we are still behind in our practice of regularly welcoming parent volunteers on campus, hosting a career speaker series, and supporting students in relationships with outside educational partners. We acknowledge that this is an area where we can better provide access and individualization for students that will support them in pursuing their educational and professional passions.

Also highlighted by CHKS and internal survey data, the work of our Principal's Student Forum, and Chapter 3 focus group work, is that facilities redesign and improvement would go a long way to enhance the student and staff experience on campus. A committee walkthrough with CMO staff, students, parents and WSCA staff also highlighted some concrete areas for improvement, such as a repaving and painting of the school parking lot. The relocation of lunch services is also in progress. Additional survey data will be collected as we work to enhance spaces around campus. Continuous improvement of school spaces is an important focus as we create more functional spaces, alleviate strain on high traffic areas, and aim to provide the best possible daily experience for students and faculty.

As a result of our self-study findings the following schoolwide growth areas for continuous improvement are our priorities:

1. Western Sierra staff can enhance the use of formative feedback throughout learning units and strengthen alignment between Alpha and Beta assessments to ensure students receive timely, actionable input that supports growth.
2. Western Sierra can strengthen partnerships with parents and our broader school community to expand learning opportunities beyond the classroom, enabling students to cultivate personal interests and pursue their passions.
3. To foster a stronger sense of school pride and student ownership, Western Sierra staff can revitalize school spirit, improve functionality of shared campus spaces, and promote shared responsibility for maintaining a clean and respectful school environment.

Chapter 5: See link for Schoolwide Action Plan (2025-2027)

WASC Report Appendices

- A. [Local Control and Accountability Plan](#)
- B. [WSCA California School Dashboard School Performance Overview](#)
- C. [Results of student questionnaire/interviews](#)(slides 9-13)
- D. [Results of parent/community questionnaire/interviews](#) (slides 18-22)
- E. [WSCA 2025 California Healthy Kids Survey Summary Results](#)
- F. [Master Schedule](#)
- G. [Approved AP course list 2024-25](#)
- H. [UC A–G Approved Course List 2025-26](#)
- I. [WSCA College and Career Center Resources](#)
- J. [WSCA Academic Support and Counseling Resources](#)
- K. [WSCA School Website and Additional Resources](#)
- L. [School Accountability Report Card](#)
- M. [WSCA Graduation Requirements](#)
- N. [WSCA LCFF School Budget Overview](#)
- O. [RAFOS 2025-26 Budget Report](#)
- P. [Glossary of Terms Unique to WSCA](#)
- Q. [AP Scores 5-year Report](#)
- R. [Western Sierra WASC Data](#)