

Mid-cycle Visiting Committee Summary Report

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

FOR

ALBERT POWELL CONTINUATION HS

1875 Clark Avenue

Yuba City, C 95991

Yuba City Unified School District

Date of Original Self-Study Visit – March 9-11, 2020

Mid-cycle Visit – May 10, 2023

Visiting Committee Members

Nancy Brownell, WASC Vice President
Educational Partnerships

SUMMARY

Albert Powell High School (APHS) is the continuation high school for the Yuba City Unified School District. Generally, students are referred to Albert Powell from the comprehensive schools (River Valley High School and Yuba City High School) due to credit deficiency, truancy, or behavioral issues. Some students request to be transferred to APHS, often seeking an alternative to the traditional education setting; for example, flexible hours, a four-period morning or afternoon session, a small school setting, a non-traditional school calendar, or the opportunity to accelerate graduation date, and the option for variable credit earning.

Albert Powell High School is a diverse school reflected in ethnicity, gender, and socioeconomic status. The campus is approximately 85% socioeconomically disadvantaged. The school serves, on average, 180 students across the morning and afternoon sessions; attendance rates fluctuate significantly due to the transiency of many students. Students attend a four-period afternoon or morning session. A total of 8 class periods are offered each day. Students attend four periods per session for a total of 180 minutes per day. A total of 13 full-time, highly qualified teachers are employed at Albert Powell, including a Special Education teacher serving the needs of those students with an IEP. Class sizes are kept small to ensure quality education and personal relationships with staff members.

APHS' ELA CAASPP data shows that 31.43% of students scored 'Standard Met' or 'Exceeded the Standard', 15.6% lower than the average of the two comprehensive high schools in the district. However, in comparison to one hundred similar schools, APHS is ranked number one. [Albert Powell 2022CA School Dashboard Summary](#). 50 percent of students are scoring 'Below the Standard' in writing. [ELA CAASPP Results w/ link to Smarter Balanced](#)

APHS' MATH CAASPP data shows that 4.41% of students scored 'Standard Met' or 'Exceeded the Standard', math score is 12.23% lower than the average of the two comprehensive high schools. Again, in comparison to one hundred similar schools, APHS is ranked number one. As a continuation school, most of our students complete the minimum of Intro to Integrated Math and Integrated Math 1. [Math CAASPP Results w/ link to Smarter Balanced](#)

Graduation rate data shows overall graduation rate was 72.5, Hispanic performed very low (64.9%), followed by socioeconomically disadvantaged students performing low (70.5%).

Throughout the year, during staff meetings, professional development days, and during Professional Learning Communities (PLC), the school team reviews data and progress on our goals. This year the school partnered with Solution Tree to help refine PLC time given their small size of 12 teachers. The process used to prepare

this mid-cycle report began with reviewing the critical areas for follow-up and discussing progress in staff meetings. Student surveys to APHS families requested input for school improvement and the PBIS team and School Site Council provided input.

Significant Developments

Due to COVID, the enrollment numbers at Albert Powell dropped during the 2020-2021 and 2021-2022 school years, causing three teachers to be reassigned, two of whom were veteran teachers on the staff and the other was an English and Work Experience teacher. There was a sharp increase in enrollment in 2022-2023 school year, growing from 90 students to approximately one hundred and ninety students. The three reassigned teachers returned to APHS, and a fourth teacher was hired.

The increase in enrollment prompted a successful change to the schedule to accommodate the number of students. On minimum days, all students used to come to the morning session (unless they were co-enrolled at their original comprehensive high school). APHS changed the schedule to accommodate the increase in enrollment and still allow all students to attend their AM or PM session, as well as any co-enrolled classes. This change also solved past issues with minimum days being overcrowded and disrupted by a change in the academic environment.

Progress on Growth Areas

1. Strengthen opportunities for college and career readiness.
 - The school implemented a range of strategies to strengthen college and career readiness. Participating in Soroptimist “Dream it, Be it” event. The Soroptimist Club works with girls who have additional obstacles, including poverty, unstable home lives, living in foster care, or teen motherhood. reinstated “Bite of Reality,” is a hands-on app-based simulation that appeals to teens while giving them a taste of real-world financial realities. Teens are given a fictional occupation, salary, credit score, spouse and a child, student loan debt, credit card debt, and medical insurance payments. Sixty seniors attended a college information day offered by Yuba College at their main campus. Over 30 representatives from CSU, UC, and private universities were available to discuss transfer options with students. Simply Devine Barbering Academy visited to promote their new local academy, any students interested were able to ask questions and receive program information. The school continues to implement a range of college and career preparedness opportunities for students.
2. Increase stakeholder involvement—especially family engagement practices. (SPSA school goal 4)
 - Planned Family Engagement nights continue to be a priority to help build positive relationships between the school and families. Other activities

- include holiday celebrations and partnerships with Blue Zones Project to create garden spaces to allow students of all levels to learn the social and professional importance of nature, biology, landscaping, and design.
3. Continue to invest in Technology for APHS and associated professional development.
 - Chromebooks were purchased and loaned out to students during the pandemic, so each classroom has a set of Chromebooks for student use and there is increased access to the different online curricula for students. They currently use Edmentum, Edgenuity, and ALEKS. The online programs allow students access to their work not just at school but anywhere with online access.
 - The district provides professional development for the online programs, as well as PD on new apps like the Google Classroom suite, Screencastify, and Kami.
 4. Increase Social and Emotional supports for Students. (SPAS School Goal 3)
 - The school team continues to work on Positive Behaviors and Supports for students. In September of 2022, APHS was a recipient within the California PBIS Coalition's System of recognition, reflecting excellence in the implementation of the core features of PBIS. The school team continues to improve their practices and are currently refining their Check-in/Check-out program.
 - Yuba City Unified is using PASS (Pupil Attitudes to Self and School) to identify students that may need extra support. APHS has identified students and matched them up with a staff member to give support and check in on them weekly. Social-emotional learning continues to be a priority.
 5. Work Experience-- strengthen and expand WEE opportunities for APHS students.
 - Administration and counseling have increased the support to students working while attending school by encouraging students looking for jobs to complete a statement of intent to use for their interviews. As students obtain jobs, the school team follows up to complete the student work permit. The number of work permits has increased from 27 permits in the 21-22 school year to 61 work permits in the 22-23 school year.
 6. CAASPP-- address gaps in curriculum considering test content. (SPSA Goal 1)
 - The school team continues to provide more math course taking options for

students but many stop after two years of math. Depending on when they completed their courses, the scores on the CAASPP show only 4.41% meeting or exceeding standards. There are limited options for the school team given students' needs for other course completion priorities as well.

- The English Department s adjusted the 11th and 12th-grade curriculum to focus more on writing, now closer to a 70-30 split with reading, with the focus on writing. A supplemental resource, "They Say, I Say, " supports students' writing needs and skills.
- The district purchased licenses for students to take Physics in the Universe through the online curriculum, Edgenuity, using one of their online teachers, 26 students are currently enrolled and there have been 88 students enrolled throughout this year.

7. Strengthen the leveraging of resources with Yuba Community College. (SPSA Goal 2)

- APHS scheduled three dates for Yuba Community College counselors from Educational Opportunity Program Services, a Yuba College program for first-generation students and low-income students, to be on campus and support seniors in completing the FAFSA. On these days, every senior is encouraged to meet with the college counselors. The school continues to increase dual enrollment with the college as well.

Schoolwide Strengths

1. Small class sizes and curricular flexibility provide differentiated support for students.
2. Collaborative school team has been at the school consistently resulting in increased understanding and strategies to meet students' learning needs.
3. District professional development options and support for alternative education increase school and student success.
4. School team strengthens relationships with student as the foundation for increased achievement and social-emotional well-being.
5. Changed the schedule accommodates the increase in enrollment and allows all students to attend their AM or PM session, as well as any co-enrolled classes.
6. Increased use of Aeries Communication increases timely information to families and students.
7. Increased access to the different online curricula for students provides additional learning platforms such as Edmentum, Edgenuity, and ALEKS, allowing students to access to their work anywhere they have online access.
8. APHS was a recipient was recognized for its PBIS four core features of implementation by the California PBIS Coalition, data for decision making, measurable outcomes supported and evaluated by data, practices with evidence

that these outcomes are achievable, and systems that efficiently and effectively support implementation of these practices.

Growth Areas for Continuous Improvement: The visiting committee concurs with the school's identified areas for growth:

1. APHS' graduation rate is low (72.5%), as identified by the California Dashboard, and our Hispanic student group is significantly low.
2. Our CAASPP scores continue to indicate low performance, even though we rank number one in math and ELA when compared to 100 similar schools.
3. The need to increase our elective credit options is still present. We are currently exploring additional online (Edmentum, Edgenuity) subject-specific classes, like History in film, to help students fulfill their credit needs. Another option is to find a CTE course that allows for students to enter the class at any time in the curriculum as well as having very limited classroom space.

Additional Growth Areas for Continuous Improvement

1. Continue to develop community connections such as Yuba Community College dual enrollment and Fire Academy, so students can be more successful and engaged in their school life, leading to higher achievement for students as well as the school.
2. Develop and implement school data to measure and monitor the impact of school strategies on increased student success, for example student math grades and understanding as a result of implementing ALEKS or course completion surveys to inform decisions.