

SELF-STUDY VISITING COMMITTEE REPORT

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

Cupertino High School

10100 Finch Ave

Cupertino, CA 95014

Fremont Union High School District

February, 7-9, 2022

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Preface

Cupertino High School (CHS) developed the current self-study in conjunction with its educational partners over the course of the last few years. This occurred despite the fact that the majority of the process of the self-study occurred during the unprecedented time of the pandemic. The current self-study was delayed and restarted due to pandemic restrictions.

In the last year, the staff at CHS revisited the SLOs that were developed in 2015 and assessed the extent to which students believed achievement was occurring. CHS intends to assess the attainment of the SLOs in their newly developed action plan. With a district-wide change to a new block schedule, CHS's course-alike teams took a deeper look at the SLOs and state content standards in anticipation of the new schedule. Each of these teams also has developed a Team Equity Plan.

To the fullest extent possible, CHS assessed and analyzed the entire school program. Despite pandemic-related issues, CHS analyzed available state indicators, local district and school data with regards to the achievement of CHS students. This data was shared and analyzed with the educational partners of CHS through staff and parent meetings, school site council, student representatives and the local governing board. In addition to analyzing this data, the educational partners of CHS looked at the entire school program in light of the ASC/WASC and CDE criteria; an extensive review took place as evidenced by the focus group chapters in the report. CHS leadership affirmed that all educational partners were involved in the development of the current self study.

As a result of the self-study, CHS has created a LCAP-aligned schoolwide action plan which dovetails as a SPSA. The action plan has clear accountability systems that will serve as a catalyst for continued growth in support of overall student achievement. Interviews with staff leadership affirm the notion that multiple accountability systems are in place to carry out the various action plan items.

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

Visiting Committee Rating: Effective

Narrative Rationale:

The self study report was developed with representatives of all the educational partners. While student representation existed, not all student groups believed that they provided authentic input into the current self-study. The action plan items need to be prioritized to address long-term goals.

Chapter 1: Progress Report

Since the last full self-study, CHS has had some significant personnel changes. In administration, three new Assistant Principals have been hired. Also, some other staff have retired including teachers, clerical staff and counselors. The report indicates that the culture of CHS has been strong enough to withstand these changes. CHS has seen a steady decline in student enrollment due to housing costs; the school indicates that this continued decline may present challenges in future years. District leadership interviews state that all educational partners will be involved in decision-making regarding changes as a result of enrollment decline. A third major change has been the district-wide implementation of a double-block schedule which includes two collaboration periods and three tutorials per week. At the time of visit, negotiations are underway to implement yet another bell schedule in light of state mandates. Finally, the school has undergone physical and technological infrastructure changes. A new learning management system, Schoology, was introduced and implemented. Several physical changes have improved the campus to better meet and enhance the educational experience of students.

Staff and leadership interviews indicate that there is a rigorous accountability process in place designed to ensure that action plan items are addressed. Additionally, new staff members are apprised and educated about action plan items as a part of their regular training.

CHS has continued to monitor and analyze progress in regards to the WASC goals of 2015 and subsequent mid-cycle goals in 2018. These goals are listed below along with a brief analysis.

WASC Goal (2015): Improve the achievement of our LatinX, African-American, SPED and ELD populations as well the achievement of students who are struggling outside those subgroups.

Over the last six years, CHS has continued to identify underperforming groups as they relate to the overall student body. The main vehicle for identifying ways to help students have been PLCs. While some progress has been made, groups such as Latinx, EL, African-American and SWD continue to lag behind the overall student population with multiple metrics. CHS has identified a necessity to address the needs of these student groups in the current self-study. District leadership interviews suggest that incremental progress has been made over the last several years to address this goal.

WASC Goal (2015): All students will learn at high levels based on standards set by the Common Core, Next Generation Science Standards, and Essential Learning Outcomes developed by course-alike teams.

WASC Goal (2018): PLCs can further improve on developing consistency among similar courses regarding lessons and grading policies.

The Course-Alike teams at CHS continue to develop and align their curriculum to the appropriate standards. Each department and course-alike team has developed common grading policies and practices which are consistent across most course-alike teams.

WASC Goal (2015): Create a climate of care on campus in order to develop student capacity to engage in challenging coursework while creating and maintaining healthy, balanced lives.

WASC Goal (2018): The school needs to be aware of the differences on campus and continue the work on making the campus feel inclusive.

CHS has made strides in addressing the goals of inclusivity, social emotional learning and

Anti-Bias, Anti-Racist (ABAR) issues. The Staff Equity Task Force, formed in 2018, spearheaded initiatives designed to address equity across the school. Additionally, the Student Anti-Racism Task Force, formed in 2020, further addressed equity through various initiatives. Among other things, CHS uses the advisory period as one of the main vehicles for delivering equity-related lessons. In the current self study, CHS continues to find a need to address equity issues in the broader school culture. CHS found through student surveys that students develop attitudes of anti-racism over the course of their high school career. 90% of student respondents found the advisories dealing with anti-racism/anti-bias to be valuable. CHS recognizes that, while strides have been made in regards to ABAR, the work must continue to be a priority.

WASC Goal (2018): Continue working on offering parent education on college and career and success in general

CHS has offered multiple opportunities for parents to become informed about their students' post-secondary goals as well as overall success. Parents have access to monitor student progress on Schoology and multiple events are held throughout the year to both involve and inform parents. Additionally, parents share in decision-making on the Site Council as well as various booster clubs. Some parents interviewed by the VC would like more offerings for career pathways.

WASC Goal (2015): All students need opportunities to explore their college and career interests.

At CHS, students are given multiple opportunities to explore and learn about post-secondary options. College fairs, college visits, job shadowing, CTE pathways, dual enrollment and advisory periods are among the many ways that students plan for their lives after high school. In the current self-study, students indicate a need for more career connections in the courses being taught as well as courses designed to help them develop personal interests.

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

Visiting Committee Rating : Highly Effective

Narrative Rationale:

CHS has continued to use prior accreditation findings to drive school improvement and strive for high student achievement. The VC is satisfied that the educational partners of CHS have continued to address prior VC recommendations as stated in their previous action plan and SPSA.

Chapter 2: School and Student Profile and Supporting Data

Cupertino High School is a four-year comprehensive high school serving grades 9-12 with an enrollment of about 2,122 students. One of five local high schools, CHS serves students from Sunnyvale, Santa Clara, San Jose and Cupertino. Students mostly come from homes with parents with advanced degrees who are committed to high achievement.

The current ethnic demographics of CHS are as follows: 73% Asian, 10% White, 10% Latinx, 6% two or more races and 1% Black or African-American. Since the last self-study, there has been a 10% increase in students who are Asian. The number of EL students is 124, SWD students is 202 and students who qualify for free and reduced lunch is 185.

CHS offers numerous standards-based courses for students in all major subjects. Committed to high academic achievement, honors and AP classes are a particular focus for CHS. In the spring of 2021, 2,363 AP tests were taken in a variety of subjects.

CHS operates with a new double-block schedule which allows for three tutorial periods per week for students. These tutorial periods are used to provide extra academic support for students. CHS offers a thriving co-curricular and extra-curricular program for its students. A full range of co-curricular options include choir, drama and instrumental music. Also, a full athletic program is offered; 81% of students participate in an extra-curricular activity.

The school's mission is “to prepare students to be effective and productive members of society who possess skills in communication, critical thinking, collaboration, research, and involved citizenship”.

CHS's SLOs are the following;

Cupertino High School students will become

1. Communicators who
 - listen actively and effectively
 - write and speak clearly for a variety of purposes and audiences
 - use a range of techniques to present information
 - ask useful questions to enhance understanding
 - respond appropriately to a variety of situations
2. Critical Thinkers who..
 - read content-rich texts closely
 - observe, analyze, evaluate and question information
 - reason abstractly and quantitatively
 - critique the reasoning of others
 - construct viable arguments
 - apply skills and knowledge to solve problems and design solutions
 - reflect on learning
3. Researchers who...
 - formulate effective questions for research and analysis
 - access and evaluate sources
 - identify and prioritize relevant information
 - summarize and synthesize information from multiple sources
 - use technology, digital media and other resources effectively

- paraphrase and cite sources accurately
- 4. Creative thinkers who..
 - develop curiosity and imagination
 - generate multiple ideas, interpretations and approaches to a task
 - suspend judgment with the creative process
 - engage in intellectual risk-taking
 - demonstrate flexibility
 - maximize creative efforts by revising, refining and reflecting on work
- 5. Collaborators who..
 - create a plan and framework
 - demonstrate individual initiative
 - share equal responsibility
 - seek to understand different viewpoints
 - build on the ideas of others
 - assist and encourage groups members
 - give and accept constructive feedback
- 6. Citizens who..
 - develop habits that promote physical health and emotional well-being
 - demonstrate effective effort
 - learn from mistakes and persevere through challenges and setbacks
 - exhibit respect
 - express empathy
 - value diversity
 - advocate for self and others
 - contribute positively to school and community
 - act responsibly and with integrity

CHS self-assessed the SLOs in the fall of 2021 and found that, on the whole, most students excelled in achieving the SLOs. However, 25% of students had lower confidence in their abilities as a researcher and communicator.

The last two years have had some challenges in terms of administering and analyzing school metrics pertaining to traditional state data systems due to the pandemic. When looking at the most recent and relevant CAASPP data, CHS students saw some downward trends. From 2017 to 2019, all CHS students went from 90% proficient in 2017 to 81% proficient in 2019 on the ELA portion. In the Math section, all students dipped slightly in 2018 to 79% and then rebounded in 2019 to 84% (the same percentage in 2017). In both ELA and Math, the students with the lowest achievement rates were SED, Latinx and SWD. The students with the highest scores were Asian. In all of these metrics, CHS students far exceeded the overall performance of students throughout the state. These results are echoed in the EAP indicators.

In the most recent administration of the ELPAC, CHS has seen a trend of reclassifying many students in their freshman year (60%). The percentage appears to trend downward with each grade level; 10th graders had a percentage of 48%, 11th graders 32% and 12th graders 34%. It should be noted that reclassification rates and the ELPAC administration were disrupted in the

last two years.

The graduation rate has remained consistently very high. The Class of 2021 had a rate of 98%. The two groups with the lowest graduation rates were Latinx (91%) and SWD (83%).

The College/Career indicator for CHS is high. 82.8% of students in 2020 were considered college and career ready. Student groups that have indicators below the overall school average are EL (51%), Latinx (51%), SED (46.3%) SWD (20.3%) and White (68.2%). The largest student group, Asian, has an indicator of 89.4%. The qualification methods that appear to be lower for underperforming student groups are AP exams, college courses and CTE indicators.

The percentage of students who meet or exceed UC/CSU A-G requirements as graduates has gradually risen to 88% in 2020. Groups not attaining this same percentage in 2021 are Latinx (50%), White (50%), two or more races (77%), EL (33%), SWD (38%) and SED (13%). Groups that exceeded the overall school were Asian (93%) and Black or African-American (100%).

Student performance on SAT has remained high. In 2020, the Math average was 695 and the evidence-based reading and writing average was 652. These averages are far higher than the national average.

Despite a declining enrollment, the number of students taking an AP test has increased to 927 in 2020-2021. In the same time frame, 84% scored a three or higher. Asian students comprise 90% of students taking AP exams and classes. CHS reports that some Latinx and African-American students believe a better environment is needed for them to take more AP classes. Student interviews reveal that a competitive environment exists in AP classes.

In the indicators of suspensions and chronic absenteeism, Latinx students are overrepresented. In the most recent relevant data of 2020, Latinx students accounted for 44% of suspensions and 17% of chronic absentees. Other groups that comprise a large percentage of suspensions were SWD (17%), SED (15%) and EL (10%). Additionally, the overall attendance rate of Latinx students is three to four percentage points lower than that overall attendance rate.

When looking at overall data of the school, some major critical learner needs have emerged. First, multiple metrics indicate that some student groups consistently perform below the overall school population. Latinx, EL, SWD indicators are low in college-readiness, A-G eligibility rates, CAASPP scores, attendance, suspensions and AP tests and scores. CHS has addressed these groups in the previous self-study but acknowledges the continued need for additional action and support. Second, students believe that their lowest skill as it relates to the SLOs are the skills related to being a researcher. Third, parents and students expressed a need for a better career focus in the current courses, CTE opportunities and other non-STEM related courses.

Chapter 3: Quality of the School's Program

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

A1. Vision and Purpose Criterion

Visiting Committee Comments

CHS has articulated and communicated its mission and Schoolwide Learner Outcomes with educational partners. There is no separate vision statement per administration. They adhere to the district's belief statement. While the mission and SLOs have not been revised since 2015, staff, parents, and graduating seniors were surveyed about the Schoolwide Learner Outcomes. Parent and student survey results indicate that the majority of students are making progress in the identified areas. The SLOs are reinforced in the school plan, in communications from the principal and in parent events, meetings and groups. Some classrooms display the current SLOs while others display older versions including ESLRs or none at all.

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

Visiting Committee Rating: Effective

Narrative Rationale:

CHS has a defined mission and well-developed SLOs. While CHS does not have an explicit vision statement, they do adhere to the district's belief system.

A2. Governance Criterion

Visiting Committee Comments

The Fremont Union High School District Board has policies and bylaws. CHS's purpose is aligned to those board policies which support the SLOs, academic standards and college/career readiness standards. The school board monitors student achievement results and the school plan twice a year. Educational partners are encouraged to take part in board meetings. The board visits CHS every spring semester. CHS is represented by an elected student board representative. Interviews support the positive working relationship between the district and school. CHS follows FUHSD complaint processes.

Governance that supports high achievement for all students.

Visiting Committee Rating: Highly Effective

Narrative Rationale:

CHS and the Fremont Union High School District have policies and procedures which are clearly articulated and support high student achievement. Also, district and school leadership have a strong working relationship.

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

Visiting Committee Comments

CHS uses multiple sources of data to make decisions and initiate activities and programs that focus on their goal of high levels of learning for all students. The principal leads the school leadership team and staff in annually monitoring and refining the school's action plan which merges the action plan, SPSA and LCAP goals. The plan is developed and monitored by the school leadership team and the School Site Council. Student interviews indicate that student voice is not consistently included in developing and monitoring the school action plan. Staff interviews state that student surveys are the primary way to gather student input. The departments and PLC teams collaborate and make data-based decisions. Schoology, in its second year of implementation, is used schoolwide for communication and planning. Staff interviews suggest that more learning and training is needed to adequately use Schoology for communication with parents and students.

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

Visiting Committee Rating: Effective

Narrative Rationale:

CHS staff and educational partners regularly analyze student data to support high student achievement. Students would like a larger voice in both analyzing and applying this data to address school outcomes.

A4. Staff: Qualified and Professional Development Criterion

Visiting Committee Comments

CHS has a highly qualified staff and leadership team to facilitate achievement of academic standards and schoolwide learning outcomes through a system of preparation, induction and ongoing professional development. New teachers go through a multi-day district orientation, are assigned New Teacher mentors, and are invited to monthly new teacher lunches. Second year teachers benefit from the Skillful Teacher program. Teachers are regularly evaluated according to the collective bargaining agreement. All teachers can take part in various professional development opportunities. Staff interviews state that funding is not an issue for outside professional development training and conferences. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs and research. Teachers meet twice per week as course-alike teams. Staff interviews indicate that ABAR, SEL, diversifying curriculum and social justice are more recent areas of PD focus.

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

Visiting Committee Rating: Highly Effective

Narrative Rationale:

All staff are qualified to teach in their respective content area. Multiple professional development opportunities are available for all staff which support the high achievement of students. There is protected collaborative time for teachers to further develop as educators.

A5. Resources Criterion

Visiting Committee Comments

CHS effectively and appropriately utilizes physical and financial resources in accordance with the legal intent of the programs and the LCAP. The site budget is developed in collaboration with the district, site leadership, and department leads. The School Site Council sets its budgeting priorities in the spring and monitors spending of grants and other funding throughout the year in monthly meetings. Facilities have been built and renovated since the 2015 visit. A continuous cycle of facilities renovation is in place. Teachers benefit from additional resources for release time, professional development and purchases.

Resources that supports high achievement for all students.

Visiting Committee Rating: Highly Effective

Narrative Rationale:

Resources to support high student achievement are plentiful as confirmed by staff, students and district. The VC noted many resources are spent on STEM-related subjects.

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

Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

1. Ample opportunities for professional development and release time for teachers exist to enhance student achievement.
2. All staff participate in dedicated PLCs to further student achievement.
3. The working relationship between the district and school leadership is positive.

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

1. Expanded opportunities to participate in decision-making processes are needed for all student groups.

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

CHS self-study
 Student interviews
 Parent interviews
 Classroom visits
 Focus group meetings
 Classified and certificated staff interviews
 Survey data
 Leadership interviews
 District leadership interviews

CATEGORY B. CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

Visiting Committee Comments

CHS develops and provides a rigorous, relevant, coherent, standards-based curriculum. The curriculum has been revised to incorporate more real-world connections. Teachers have worked to redesign their curriculum utilizing an anti-bias anti-racist (ABAR) lens. Literature classes changed the novels that they are reading to be more inclusive of authors representing diverse groups. The VC observed intentional connections made in lessons to social justice issues both past and present. The Spanish classes incorporated more stories from marginalized voices that have not been amplified. All courses at CHS have defined and published academic standards and college/career standards that meet or exceed graduation requirements. Every course offering is transparently defined with the Green Sheet syllabus. The VC met with parents who praised the use of the Green Sheet. All subject areas continue to work to ensure there is congruence between concepts and skills taught and the SLOs through work and PLCs. The VC observed similar lessons being taught in multiple classes. Many teams have common essential learnings and assessments as well as common rubrics or shared opportunities for remediation or redemption. Many teachers use strategies to support students skills that integrate across disciplines. CHS has regular articulation with its feeder schools, provides dual enrollment and provides opportunities for students to take courses at the local community college.

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

Visiting Committee Rating: Highly Effective

Narrative Rationale:

The curricular resources available to students are both rigorous and relevant. The course-alike teams at CHS ensure that the curricular resources are at or above the state standards to support high achievement for students.

B2. Equity and Access to Curriculum Criterion**Visiting Committee Comments**

There are several subject areas that have a variety of offerings at both college prep and honors/Advanced Placement levels. There are also a variety of electives available such as music and art. Student interest was gauged to determine which new courses to offer within the school and through Dual Enrollment partnerships. CHS has developed an advisory curriculum that covers a number of different topics. These include technology, school culture, social justice, building a positive school climate, stress and wellness, current events, and guidance presentations. However, the student ad-hoc interviews indicated a need for more student voice and community partners and experts to develop and present the advisory curriculum. Students also indicate the need for follow-up conversations and actionable items related to the advisory topics.

Students who are not performing at grade level and are in need of additional support through Special Education have a variety of specialized academic instruction courses in core subjects as well as support classes.

Parents were surveyed to determine their feelings about how well they felt CHS was preparing the students in terms of the SLOs and college readiness. Parents wish there was better career preparation and exploration. CHS also provides one-to-one meetings with students during class to work on and revise college essays.

The College and Career Center works to support transition to career by holding career fairs that allow students to learn from and shadow local business leaders. The counseling team works with most students in post-secondary planning. Students have regular access to the College and Career center. Students work with counselors to develop a four-year plan as well as to complete course selection.

While the dedication from the school and community focus on STEM related education and careers is commendable, student and teacher interviews yielded the desire for more emphasis on non-STEM related courses and careers.

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

Visiting Committee Rating: Effective

Narrative Rationale:

CHS offers a variety of courses to students. The majority of classes are geared to AP, honors and STEM interest. Some students and parents express the desire for more access to courses outside of those parameters.

CATEGORY B: CURRICULUM

Areas of Strength for Curriculum:

1. CHS staff have access to robust staff professional development opportunities towards meeting state and national standards.
2. Course-alike teams effectively collaborate to design and implement rigorous curriculum

Growth Areas for Continuous Improvement for Curriculum:

1. CHS needs to continue to expand the delivery and implementation of meaningful SEL and ABAR lessons within the curriculum.
2. CHS needs to expand access to course and career exploration of non-STEM related fields.

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

CHS self-study
 Student interviews
 Parent interviews
 Classroom visits
 Focus group meetings
 Classified and certificated staff interviews
 Survey data
 Leadership interviews
 District leadership interviews

C. LEARNING AND TEACHING

C1. Student Engagement in Challenging and Relevant Learning Experiences Criterion

Visiting Committee Comments

CHS provides opportunities for students to be involved in challenging and relevant experiences. Projects, assignments and assessments are evidence of these experiences and opportunities across curricular areas. Student surveys demonstrate the majority are challenged. Overwhelmingly, students state they grow in the core schoolwide learner outcome skills desired. Rubrics are provided with the desired outcomes explicitly given for most projects. There is evidence that students are provided with the learning targets. Students were observed engaged in group collaboration within various subjects including the hands-on lab work, evaluating evidence, responding to formative assessments and participating in discussion groups using academic language. Observations demonstrated that teachers are less involved in direct instruction and are working in many classrooms as coaches or facilitators for their students to participate in active learning such as think-pair-share, group projects, student discussions and

socratic seminars. Some lessons included essential questions surrounding social justice/injustice and current events. There were also classes working with primary sources.

The Administration and Leadership team gave voice to the way PLC work has evolved over the years. It began with focus on common expectations but has progressed to analyzing where the PLC's fall on a rubric for excellence. Teachers have incorporated more student outcome analysis, within PLC's. There was agreement that within some PLC's vertical alignment may be needed especially with the declining enrollment and the potential need for teachers to be able to teach different subjects in the future.

Through interviews teachers acknowledged that they appreciated being able to participate in two collaborative sessions per week and are working to assess student learning outcomes while maintaining course alignment and expectations. Each PLC is at a different level of work analysis but they are actively engaging in the process for teaching/learning cycles. Teachers report that they continue to work with others within the school and some throughout the district to be able to find effective strategies and keep curriculum relevant and engaging while meeting standards. Students and staff acknowledged that students have opportunities for academic excellence. Overwhelmingly students specifically spoke clearly to the emphasis on STEM opportunities citing a need for more emphasis and funding towards the Humanities and those who do not desire a career path within STEM. This was corroborated by various staff members as well.

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

Visiting Committee Rating: Effective

Narrative Rationale:

The VC observed challenging learning experiences supported by highly effective instructional strategies. The concern of the VC is that not all instruction points all students to their intended college and career goals.

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

Visiting Committee Comments

Teachers are provided with and appreciate the District professional development offered. Professional development has helped ensure the teachers have current and relevant methodologies. The core classes adhere to the content standards. Research-based methodologies are apparent in many classes such as the flipped science classroom and the Academic Communication curriculum. Rubrics and expectations for student work are evident throughout various departments. Student work provides evidence of reading, writing, speaking, listening and some life skills.

As observed, there are resources for hands-on learning in various disciplines including the focus on NGSS in science, the focus on communicative approaches in World Languages and

throughout the various projects and assessments in core subject areas. Students were able to see a rubric and address questions prior to creating a product. In addition, students were given models of exemplars in some classes. During class observations, differentiated instruction was not observed. Students indicated in the student interviews that not all learning styles are addressed within the general education classroom.

CHS has evidence of integration of technology throughout various departments. Gizmos, Padlet, Zoom, PearDeck and other educational platforms were incorporated in distance learning and are proving useful as they are incorporated into in-person learning. In addition, students are provided various opportunities for projects/tasks that require critical thinking, creativity that help students see real world applications. As observed, students were involved in group discussions, collaborative projects and assessments as well as socratic seminars. Teachers were observed extending the learning within classrooms and many students participated at high levels of engagement in various classroom activities.

Students spoke to feeling completely prepared for STEM careers and for college academics. They spoke to the need for social, financial and life skills as they prepare to live life with people who are not living in their immediate Cupertino area. They are feeling the academic skills are applicable to their future careers. In addition, student interviews highlighted the ability of students to be reflective, think critically, analyze and problem solve.

In advisory, students agreed they are provided with lessons that are applicable to their current life in high school but also are applicable to life after high school and their future career. The student survey demonstrated a need to incorporate more career connections within the coursework. However, the majority of students did see the connection to college in their classes. Student interviews spoke to the value of lessons like the personal financial literacy lesson and how they would like to see more of those lessons to prepare for living after high school.

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

Visiting Committee Rating: Effective

Narrative Rationale:

Teachers are current in their instructional pedagogy to meet the instructional needs of students. Students and teachers use a variety of technology and other materials to make learning relevant and rigorous. Most students feel prepared for the academics associated with a 4-year college experience.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength for Learning and Teaching:

1. CHS teachers facilitate learning and clearly identify expectations for student work that are inclusive of skills that enable students to graduate prepared for college.
2. Students are provided multiple resources beyond the textbook, including technology, primary resources and varied hands-on activities that allow students to engage in various opportunities that enable them to demonstrate critical thinking, problem solving and skill sets necessary to launch them into successful college and career opportunities.

3. CHS teachers are provided with and take advantage of multiple opportunities for professional development and collaboration time to use current methodologies and analyze student outcomes to improve instruction.

Growth Areas for Continuous Improvement for Learning and Teaching:

1. Continue to develop ways to encourage and emphasize additional career pathways beyond the STEM field and connect those to the classroom learning
2. Develop additional tracking methods for analyzing and modifying the SLOs across disciplines.
3. Continue to identify ways to differentiate instruction.

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

- Focus groups with parents, students and staff members
- Syllabi, pacing guides, curricular maps
- Rubrics, assessment, projects and performance samples
- Classroom visits and observations
- Website
- Evidence links in report

CATEGORY D. ASSESSMENT AND ACCOUNTABILITY

D1. Reporting and Accountability Process Criterion

Visiting Committee Comments

CHS effectively collects, disaggregates, analyzes and reports assessment data to all of its educational partners. Teachers regularly disseminate course assessment data through Schoology. Alpha Intervention teams regularly review student progress and student engagement data are annually analyzed to inform the school program. Focus group interviews suggest a need for more teacher training in the use of Schoology as it pertains to classroom demographics and other student achievement indicators.

Course expectations in regards to grading practices, growth and performance levels are consistent and coherent across each section of each course. A vast majority of students (80%) report that expectations are clear and 67% of students report that teachers give timely feedback. School leadership monitors grades every three weeks, SLOs are self-assessed every year, and the college and career readiness standards are monitored by all educational partners.

CHS, along with district partners, regularly analyzes programs and expectations. Most recently, CHS decided to offer a new course entitled Science and Society in response to a need for an A-G, NGSS-aligned course. The district plans to offer the Ethnic Studies course in 2023 in response to state requirements. CHS makes programmatic changes in response to assessment results.

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

Visiting Committee Rating: Highly Effective

Narrative Rationale:

CHS effectively uses data to inform its entire school program and make programmatic changes. Teachers and course-alike teams use data to provide interventions for students to attain course standards.

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

Visiting Committee Comments

Teachers use a variety of assessment strategies to evaluate and guide learning and to inform instruction. In classroom observations, the VC noted several formative assessments. Teachers and departments use formative and summative assessments and many students take advantage of redemptive or revision strategies to negotiate their learning on previously taken assessments. Focus group interviews suggest that the common formative and summative assessments are regularly used within course-alike teams. Focus group interviews also suggested that teachers use formative assessment to guide intervention strategies rather than a modification of teaching practices. Students indicated in interviews that they are not always fully aware of the redemptive policies of each teacher.

CHS teachers provide timely and consistent feedback to students in regards to assessment performance and learning goals. This is done through timely returns of assignment, assessments and through feedback on grades in Schoology.

Students indicated in interviews that they are aware of the preparation they are receiving in classes as it pertains to college. Student surveys and interviews indicate that they are less aware of the career implications and connections that each course provides.

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

Visiting Committee Rating: Effective

Narrative Rationale:

Teachers give regular and timely assessment feedback. Teachers use formative and summative assessments and grades to determine if additional interventions are needed by students. Teachers report that summative assessments are not as heavily used to inform and modify instructional strategies.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength for Assessment and Accountability:

1. Course-alike teams have coherent and consistent grading practices and are mutually accountable.
2. A variety of assessment types are used that allow students to show proficiency in different ways
3. There is encouragement to use revision and redemption practices.

Growth Areas for Continuous Improvement for Assessment and Accountability:

1. Revision and redemption practices need wider usage
2. CHS needs to better utilize assessment data to modify instruction.
3. Professional development is needed to support CHS teachers to better utilize Schoology to assess and disaggregate student data

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

CHS self-study

Student interviews

Parent interviews

Classroom visits

Focus group meetings

Classified and certificated staff interviews

Survey data

Leadership interviews

District leadership interviews

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

E1. Parent and Community Engagement Criterion

Visiting Committee Comments

CHS is a safe, clean, and orderly campus that is characterized by collegial trust, professionalism, and high expectations for all students. Since the last WASC visit, CHS has built or remodeled the following spaces: Buildings 6000, 7000, 500, 300, and the baseball fields and athletic entrance. Other buildings are on rotation to be renovated later this school year.

CHS has a school culture that is caring while maintaining extremely high expectations for students. Staff and parents stated that there is a focus on creating an environment that is conducive to learning by honoring individual differences, and social emotional needs. Student

interviews reflected a culture that is highly competitive and extremely focused on academic achievement. The VC observed that the campus is physically safe for students.

The advisory system is utilized to provide a plethora of support for social emotional wellbeing. Schoolwide lessons include topics such as responsible social media use, anti-Asian bias, and other social and emotional wellness activities. Students report that the advisories are not always as effective as desired; students stated there would be more value if teachers received further training on sensitive issues so that they were more knowledgeable and more empathetic.

The CHS Social Science Department is specifically responsible for developing curriculum that supports the social emotional well being of students on campus through a variety of assignments. These assignments include a Life and Personal Finance Project during the senior year, and a study of diverse narratives to broaden students' understanding of their connection to history.

Other avenues available for students' social emotional well being include two full time MFT's , an on-line wellness check, Tino Crew Orientation, and Pioneer Days. Parents described CHS as a "Culture of Care" during the interview process.

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

Visiting Committee Rating: Effective

Narrative Rationale:

CHS is a physically safe campus with a staff that understands the importance of creating a safe learning community. Some students indicated a lack of empathy regarding the diverse needs of students on campus.

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

Visiting Committee Comments

CHS is a community that has an atmosphere of trust, respect, and professionalism based on the students who responded to the 2021 student survey . School wide advisory periods are utilized to present lessons on a wide range of lessons to celebrate differences, including language, ethnicity, gender, and sexuality.

Staff report that they are actively involved in supporting a climate of respect and trust amongst each other as evidenced by an active Faculty Advisory Board, Pioneer Props, a monthly staff brunch, and honoring retiring teachers.

Student interviews indicate that they feel as though they do not have a voice with how decisions are made. There are concerns with some adults not responding to concerns expressed by minority groups on campus; students added that their concerns are not always addressed by adults in positions of authority in regards to microaggressions, use of slurs, etc. Students also stated that while they feel physically safe, some student groups do not feel emotionally safe due to differences. Students stated that there is a lack of connection between students and

administration.

CHS students are able to receive appropriate academic, social, emotional, and multi-tiered support to help ensure student learning, college and career readiness and success. Classes are strongly encouraged to have revision and redemption practices to allow students to demonstrate mastery of materials in multiple ways, including test retakes, test correction, the acceptance of late work, and essay revision. Some students reported that they were unaware of revision and redemption opportunities, or that the policies were so restrictive that they were not of any benefit.

Teachers use Schoology to post their grades on a regular basis, with the goal of grades being updated every three weeks. Students can find curriculum and assignments in Schoology and communicate for needed support as well via this system. Students can receive additional support through alpha intervention teams, administrative tutorial, the Student Center for Success, Writers Lab, Guided Studies, etc. CHS staff also implemented lessons in tolerating uncertainty, stress management, and combating automatic negative thoughts.

CHS staff and students report that there are a variety of co-curricular activities available to students. These activities include dress up days, rallies, athletic events, and clubs that include the Gender and Sexuality Alliance, LatinX Student Union, Black Student Union, dance teams, cheer etc. It was noted that students struggle to balance co-curriculars in addition to their homework and outside responsibilities.

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

Visiting Committee Rating: Somewhat Effective

Narrative Rationale:

CHS has been diligent in making changes to curriculum, however the level of response to equity issues voiced by students and some staff remains an area of needed growth. Students clearly articulated some disconnect and tension issues between student groups and with some adults on campus. CHS's strengths lie in its ability to be reflective in its efforts to support students and a willingness to further address issues of equity and access.

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

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

1. The school is physically safe, clean, and updated.
2. There is a multi-tiered intervention system that actively seeks ways to address student wellness and needs.
3. Over 80% of students participate in co-curricular and extra-curricular activities.

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

1. Create a system for regular student participation that elevates student voices, especially those of marginalized groups.
2. Assess the quality and effectiveness of the support programs on students' stress management and well being.

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

CHS self-study

Student interviews

Parent interviews

Classroom visits

Focus group meetings

Classified and certificated staff interviews

Survey data

Leadership interviews

District leadership interviews

Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

The visiting committee identified the following specific schoolwide strengths and their rationale for the identification:

1. The working relationship between district and school leadership is positive which supports programmatic efforts to improve student achievement.
2. Collaboration between course-alike teams have coherent and consistent grading practices, implement rigorous curriculum and are mutually accountable resulting in high levels of student achievement.
3. The school is physically safe, clean, and updated which provides an orderly campus conducive to learning.
4. There is a multi-tiered intervention system that actively seeks ways to address student wellness and needs.
5. CHS teachers facilitate learning and clearly identify expectations for student work that are inclusive of skills that enable students to graduate prepared for college.

Schoolwide Growth Areas for Continuous Improvement

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below:

1. CHS Guidance and Mental Health Teams will lead all staff in the efforts to increase and improve the social emotional competencies of students in the areas of self-awareness, self-management, social awareness, relationship skills and decision-making
2. The CHS Leadership Team, which includes administrators, guidance and teacher leaders, along with the College and Career Advisor will lead efforts of all staff to increase career exploration and awareness for all our students so that all students graduate with a tentative plan for their post-secondary lives.
3. CHS administrators, teacher leadership, and course alike teams will develop and implement strategies to improve proficiency in math, writing and reasoning for student groups of Students with Disabilities, Socioeconomically Disadvantaged, Black and Latinx students and English Learners.
4. The CHS Equity Task Force, together with the administrative team, will develop and oversee efforts to ensure that the school's programs, policies and practices are evaluated with and Anti-Bias, Anti-Racism (ABAR) lens, and appropriately revised, so that all students and staff are treated as valuable and respected members of the CHS community

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed:

1. In addition to the achievement indicators in goal #3, the VC recommends that CHS administrators, teacher leadership, and course alike teams develop and implement a plan to address the climate and engagement indicators of the student groups of Students with Disabilities, Socioeconomically Disadvantaged, Black and Latinx students and English

Learners.

CHS has identified in the data profile that these groups are overrepresented in the indicators of suspensions, chronic absenteeism and low overall attendance.

2. While CHS has an action plan item addressing student voice, the VC believes that the plan is restricted to student leaders. Based on multiple student interviews with varying student groups, the VC recommends that CHS leadership create and implement systems and venues for authentic, at-large student input resulting in measurable actions.

Chapter 5: Ongoing School Improvement

The current action plan addresses the four major areas of growth with which the VC concurred. These are:

1. CHS Guidance and Mental Health Teams will lead all staff in the efforts to increase and improve the social emotional competencies of students in the areas of self-awareness, self-management, social awareness, relationship skills and decision-making
2. The CHS Leadership Team, which includes administrators, guidance and teacher leaders, along with the College and Career Advisor will lead efforts of all staff to increase career exploration and awareness for all our students so that all students graduate with a tentative plan for their post-secondary lives.
3. CHS administrators, teacher leadership, and course alike teams will develop and implement strategies to improve proficiency in math, writing and reasoning for student groups of Students with Disabilities, Socioeconomically Disadvantaged, Black and Latinx students and English Learners.
4. The CHS Equity Task Force, together with the administrative team, will develop and oversee efforts to ensure that the school's programs, policies and practices are evaluated with and Anti-Bias, Anti-Racism (ABAR) lens, and appropriately revised, so that all students and staff are treated as valuable and respected members of the CHS community

The CHS action plan also includes a fifth area which is the following: The CHS Library Media Teacher and the CHS Administrative team will lead the development of a plan to more systematically develop student competence in the Schoolwide Learner Outcomes, starting with research skills, and to create a method for regularly assessing that mastery. While the VC does not disagree with this goal, it does not appear to be a major area of concern.

The current action plan adequately addressed the four major areas with which the VC concurs in the short term. However, the VC recommends that CHS, with educational partner input, revise the action plan to extend over six years which will involve prioritization and extended implementation of goals. CHS aligns its action plan to the LCAP, and the action plan items are all incorporated into the SPSA.

The VC recommends that CHS incorporate robust action plan items that address the two additional recommendations of the VC.

After further development of its action plan, the VC is confident in the capacity of the CHS team to carry out the revised action plan items. The level of commitment and collaboration is commendable.

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

Visiting Committee Rating: Highly Effective

Narrative Rationale:

CHS assessed itself in regards to their SLOs and found that a majority of students are achieving at high standards. All schoolwide academic indicators are exemplary.

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

Visiting Committee Rating: Somewhat Effective

Narrative Rationale:

CHS has done the initial job of forming an action plan; however, the action plan is not designed to address long-term goals over the course of six years. The VC has recommended that CHS both prioritize, extend and add to the current action plan.

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

Visiting Committee Rating: Highly Effective

Narrative Rationale:

The VC is confident in the capacity of the CHS team to carry out the revised action plan items. The level of commitment and collaboration is commendable.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.		X		
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.	X			
Vision and Purpose (A1)		X		
Governance (A2)	X			
Leadership: Data-Informed Decision-Making and Continuous School Improvement (A3)		X		
Staff: Qualified and Professional Development (A4)	X			
Resources (A5)	X			
Resources (Charter only) (A6)	NA			
Rigorous and Relevant Standards-Based Curriculum (B1)	X			
Equity and Access to the Curriculum (B2)		X		
Student Engagement in Challenging and Relevant Learning Experiences (C1)		X		
Student-Centered Instruction through a Variety of Strategies and Resources (C2)		X		
Reporting and Accountability Processes (D1)	X			
Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)		X		
Parent and Community Engagement (E1)	X			

School Culture and Environment (E2)		X		
Personal, Social-Emotional, and Academic Student Support (E3)			X	
Acceptable progress by all students	X			
Alignment of a schoolwide action plan/SPSA to the school's areas of greatest need			X	
Capacity to monitor and implement the schoolwide action plan/SPSA	X			