



**SANTA CLARA HIGH SCHOOL**  
SANTA CLARA UNIFIED SCHOOL DISTRICT

**WASC MID-CYCLE PROGRESS REPORT**  
December 14, 2020

3000 Benton Street  
Santa Clara, CA 95051

Accrediting Commission for Schools  
Western Association of Schools and Colleges

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## **Chapter I: Student and Community Profile Data**

### **Community:**

Santa Clara Unified School District and Santa Clara High School serve a community from the City of Santa Clara as well as small sections of southern Sunnyvale and northern San Jose. This area is in the heart of Silicon Valley, with numerous high tech companies (including Nvidia, Intel, Sun, Apple, AMD, and many others). The community is exceptionally diverse in terms of race, ethnicity, parent education level, socioeconomic level, country of origin, and language. Santa Clara High School is one of two comprehensive high schools, with a third comprehensive high school due to open in 2022 or 2023.

### **School:**

Established in 1872, Santa Clara High School was originally located in the downtown area near the Santa Clara University campus. In 1981, it moved to its present location, on a 31.7 acre lot on Benton Street with grades 10-12. The ninth grade was added in the fall of 1987. Presently a traditional 9-12 institution, it serves students from Santa Clara, Sunnyvale, and San Jose. The service area includes the Santa Clara downtown area, retail commercial establishments, industry in the North, and residential property ranging from the area's most expensive property to the least expensive property. In this specific neighborhood, the school is surrounded by duplexes and apartments.

Over the last two decades, Santa Clara High has benefited from five bonds that funded school construction and renovation. Through this, nearly all areas of the school have been modernized, including the majority of classes, a new science building, the library, the main office, a theater, gyms, and athletic spaces. The most recent project is a renovation of our athletic fields and track, and this work is anticipated to be complete in January 2021.

Because Santa Clara High has one of the longest histories in the State of California, there is a widespread and significant sense of school pride in athletics, music, co-curricular activities and academics. As seen through our Diversity Week and monthly celebrations such as Black History month, Latino Heritage, and Filipino Heritage, our student body embraces a wide variety of cultural and ethnic backgrounds. At present, SCHS boasts students from 51 different countries and supports many on-campus clubs that celebrate our diverse cultures and interests.

The Administrative Team at Santa Clara High School meets weekly to assess our progress on WASC goals, adherence to our administrative goals, and to deal with general operational issues at hand. A large portion of the meeting is dedicated to the sharing out of the classroom observations.

Department chairs meet monthly with the admin team prior to their department meetings. The department chair team includes the nine academic departments plus a chair from counseling, AVID program, and EL program. The department chair team oversees both

day-to-day managerial work for departments as well as the primary department-specific instructional development work.

Our School Learning Team (SLT) is composed of teacher representatives from various departments, classified staff, and the administration. The team meets monthly to discuss issues around school improvement. SLT's goal is to guide the work of the school with LMI guidelines of collaboration of admin, teachers, and staff with the purpose of increasing student achievement and supporting the mental health of students and staff. It is modeled after the [Labor Management Initiative \(LMI\)](#), Consortium for Educational Change (CEC), and Teacher Union Reform Network (TURN), three groups that focus on improving collaboration both among teachers and between faculty and administrators.

Our AVID Site Team, English Learner (EL) Team, and Social Emotional Learning (SEL) Taskforce meet monthly.

Our School Site Council, composed of the principal, parents, students, and faculty, makes decisions about our curriculum, school policies, and budget. The SPSA is developed each year to align with state, district, and school goals. In 2019, noting WASC recommendations regarding data collection and collaboration, the SPSA was updated to align more closely with the California School Dashboard.

The PTSA, Athletic Boosters, Music Boosters, and Grad Night committee meet monthly to support school activities. Our English Learner Advisory Council (ELAC) committee meets quarterly and provides oversight on curriculum and the budget generated from the state for English Language Learners.

Due to the COVID-19 school closures, Spring 2020 grading was credit/no credit and marks did not affect GPAs or percentile ranking. For the Fall 2020 term, all schools in the district remained closed and all classes held virtually. Standard grading policy applies. Work on site and district reopening classes, including first a hybrid approach and then a full in person approach, is ongoing.

### **Family Engagement:**

Parents have several opportunities to partner with staff and students at Santa Clara High School. The Parent Teacher Student Association (PTSA) invites all members of the school community to join this organization devoted to supporting school events. The School Site Council, which is comprised of elected parents, students, and both classified and certificated staff members, is responsible for overseeing the School Plan and the SPSA budget. The Music Boosters and Athletic Boosters support their respective programs. Parents from the English Learners Advisory Committee (ELAC) meet throughout the year with school personnel to help us better meet their needs. We encourage all parents to register on through our schoolloop website in order to get daily updates of student progress and to facilitate communication between parents, students, and teachers.

- Santa Clara High School Athletic Boosters
- PTSA

- School Site Council
- Site English Learner Advisory Committee
- Grad Night Planning Committee
- Music Boosters
- Parent Nights
  - Seniors: Senior Parent Night, Financial Aid Night
  - Juniors: Junior Parent Night, College Application Process Night, AP Parent Night
  - Sophomores: Sophomore Parent Night, AP Parent Night
  - Freshmen: Freshman Parent Night, AP Parent Night

Parents and community members are highly encouraged to participate in the development of the LCAP goals. A timeline is posted on the district website. As of this year, we have realigned our SPSA goals to match the adopted LCAP goals and with the CA School Dashboard.

### **Community Partnerships:**

Santa Clara High School is greatly supported by community partnerships including:

- *Stem Leadership Institute (SLI)* - In 2015, we were selected as the home for the Silicon Valley Education Foundation 49ers STEM Leadership Institute. The result is a state-of-the-art STEM Fab Lab taking over the space of our former Science Lecture Hall. Part of the agreement is that the lab must be available to all of our students and not just students in the STEM Leadership Institute (SLI). The STEM curriculum is provided by SVEF. SLI students are selected through an application process at the end of sixth grade. About 60 students are selected each year for the program. Santa Clara High School is the high school component of the program. As freshmen, students take Biology and Algebra 2 Honors taught by STEM teachers. In their sophomore year, students take Chemistry Honors and Trigonometry Honors also taught by STEM teachers. In the junior year, students will take AP Seminar as a cohort and AP Research in the senior year.
- *Silicon Valley Career Technical Education (SVCTE)* educates eligible high school students for success in careers and college in a professional, hands-on environment. Courses are offered within 11 industry sectors where junior and senior high school students can explore and develop technical skills that will lead them to higher education or into the workplace.
- *Technology Education and Literacy in School (TEALS)* is a program to assist with our Computer Science program by placing industry experts in the classroom working side-by-side with our teacher.
- *Reach Foundation* provides mentorship to AVID students with support with college application and financial aid. They also provide financial aid educational scholarships to SCHS AVID students. REACH mentors meet weekly with seniors in the AVID program.
- *CYO (California Youth Outreach)* consists of counselors who provide mentoring to identified students, facilitate small group meetings, as well as tobacco and drug counseling awareness classes for students. In addition to the restorative justice

lens at SCHS, in 2020 CYO counselors have begun in-home visits to support students during distance learning.

- *Local Community* Colleges provide dual enrollment and credit recovery options for our students.

### **WASC History:**

Since the full Self-Study in 2017/18, SCHS received a six- year accreditation with a three year review. The self-study report is available on the school website:

[santaclara.schoolloop.com](http://santaclara.schoolloop.com)

- [SCHS WASC Accreditation Letter for 2018-2024](#)
- [6 Year Action Plan created as part of the 2018 WASC process](#)
- [2018 SCHS WASC Self Study](#)

Previous Documents:

- [2015 SCHS WASC Midterm Report](#)
- [2012 SCHS WASC Self Study](#)
- [2009 SCHS WASC Midterm Report](#)
- [2006 SCHS WASC Self Study](#)

### **Mission and Vision Statements:**

- Mission: Our Mission is to provide a rigorous and comprehensive education that fosters inquiry, inspires compassion and develops self reliance for our diverse student body in a physically, emotionally, and socially safe environment.
- Vision: We graduate lifelong learners who aspire to improve themselves and the world.

### **Expected Schoolwide Learning Results (ESLRs):**

Students will be effective communicators who:

- read and comprehend a variety of materials
- clearly convey information and ideas in written, oral, and visual forms
- listen to understand and respond appropriately

Students will be informed, productive thinkers whose products demonstrate that they can:

- use creative thinking and critical thinking skills
- use diverse strategies in solving problems, making decisions, and evaluating results

- apply problem-solving and decision-making skills to situations found both inside and outside the classroom

Students will be self-directed learners who:

- set priorities, plan, and take action to accomplish goals
- manage time and resources efficiently and independently
- take on challenges and accept responsibility for making choices
- apply knowledge and skills in multiple settings

Students will be collaborative workers who:

- perform a variety of roles within a team
- develop high quality products and services
- evaluate the effectiveness of both individual and group contributions
- apply results of evaluation to improve performance

Students will be contributing citizens who:

- demonstrate integrity, responsibility and perseverance as productive members of society
- acknowledge cultural, physical, economic, intellectual, age and gender diversity
- recognize and respect the rules and processes that govern society
- actively participate in the community
- act as caretakers of the environment

Students will be information processors who:

- select and use a variety of resources, including current technology, to research and access information
- choose the most effective tools to gather, organize, analyze and evaluate information
- refine, synthesize, and apply information to achieve a purpose

### **Enrollment:**

The charts below show our enrollment for demographic data for 2019. The total enrollment was 2,030 for the 2019/20 school year. The ongoing housing development projects within the city, coupled with class size reduction in the last two years has created a tremendous challenge for a school that is designed for a population of about 1600 students. More and more teachers are sharing their classrooms. We estimate that our enrollment will continue to grow in the next several years as the new apartments, townhouses, and condominiums receive new tenants. The district has a plan to open a new high school in 2022 to accommodate this growth.



SANTA CLARA HIGH

## Student Population

Explore information about this school's student population.

<p>LEARN MORE</p> <p><b>Enrollment</b></p> <p><b>1,967</b></p> <p>View More Information →</p>	<p>LEARN MORE</p> <p><b>Socioeconomically Disadvantaged</b></p> <p><b>41.8%</b></p>	<p>LEARN MORE</p> <p><b>English Learners</b></p> <p><b>13.1%</b></p>	<p>LEARN MORE</p> <p><b>Foster Youth</b></p> <p><b>0.3%</b></p>
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### Enrollment

X

#### School Demographics

Student Group	Total	Percentage
Socioeconomically Disadvantaged	823	41.8%
Foster Youth	6	0.3%
Homeless	24	1.2%
English Learners	257	13.1%
Students with Disabilities	293	14.9%

Race/Ethnicity	Total	Percentage
Filipino	257	13.1%
Hispanic	682	34.7%
Pacific Islander	6	0.3%
Asian	399	20.3%
White	418	21.3%
African American	77	3.9%
American Indian	16	0.8%
Two or More Races	96	4.9%

Source: CA Schools Dashboard

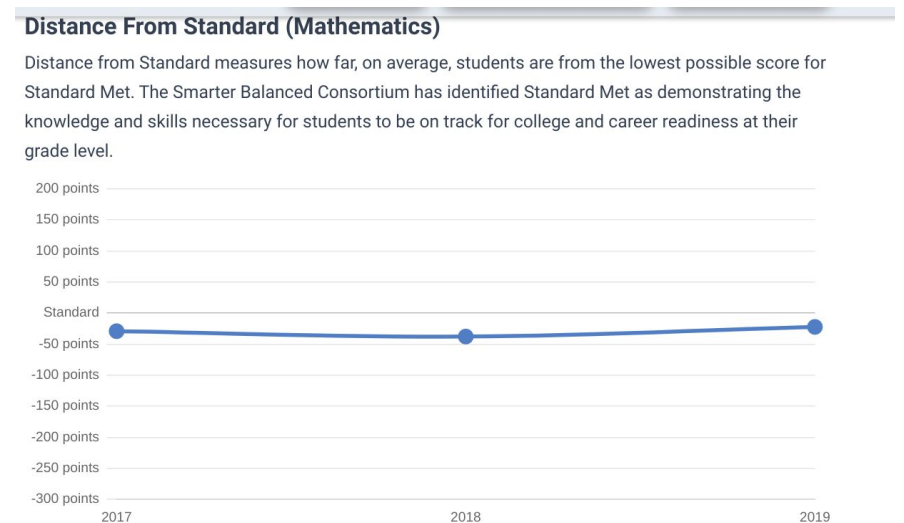
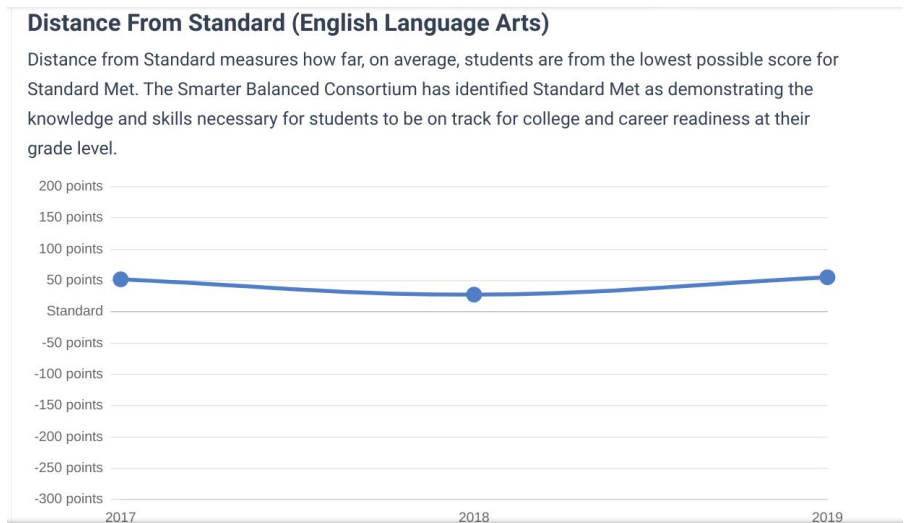
### Academics

Our core curriculum is Board adopted and aligned to the Common Core State Standards. Eighty percent of our classes are college prep. The other twenty percent are special

education classes, ELD classes, and classes that have not received a-g approval. One hundred percent of the faculty are fully credentialed to teach in their subject area.

This year we piloted co-teaching in Algebra 1 and Marine Biology with four teachers - two special education teachers and two general education teachers, respectively. We have also expanded our EL instruction model to a three-tiered model: Beginning ELD, Intermediate ELD, and Advanced ELD. In the previous model, ELD instruction was taught in a combo class (Beginning/Intermediate and Intermediate/Advanced).

At the start of the COVID-19 pandemic, all schools in the district closed and instruction took place remotely for the remainder of the Spring semester of the 2019-2020 school year. Grading was based on Credit/No Credit and not calculated into the students GPA. All district schools remained in distance learning for the fall semester of the 2020-2021 school year. Standard grading practices were reinstated along with a new bell schedule that included teacher planning time, collaboration time, and student support time.



Source: CA Schools Dashboard

### AP Course Enrollment & Selection

Enrollment in AP courses is open to all students who've met the prerequisites or have a strong desire to learn at a higher level. Several AP courses do not have any prerequisites. Several years ago, SCHS adopted a contract system that requires students to get administrative approval if they choose to change courses after the fall semester begins. On average, about 27% of the total student body take at least one or more AP courses.

The screenshot below shows a five year comparison of the number of students who took at least one AP exam. In 2018, the 457 number of students represent 78.5% of all AP students. In 2019, this number rose to 90.4% of all AP students; and, 92.2% in 2020. We believe that the higher number of exams is due to the district's financial backing to fund all exams taken.

 SCHOOL SUMMARY

	2016	2017	2018	2019	2020
Total AP Students	359	432	457	479	502
Number of Exams	614	774	893	991	1080
AP Students with Scores 3+	222	292	309	352	405
% of Total AP Students with Scores 3+	61.8	67.6	67.6	73.5	80.7

### Advanced Placement (AP) Course Sections

AP course offerings adjusted in 2018 with the addition of the AP Capstone courses: AP Seminar and AP Research and the removal of AP Human Geography. The addition of the AP Capstone courses add to the SLI program goals and available to all students.

For the 2020/21 school year, SCHS offers 19 AP courses.

- AP Biology
- AP Chemistry
- AP Physics 1
- AP Calculus AB
- AP Calculus BC
- AP Statistics
- AP English Language & Composition
- AP English Literature & Composition
- AP Psychology
- AP American Gov't & Politics
- AP Macroeconomics
- AP US History
- AP Spanish
- AP Research
- AP Seminar
- AP Computer Science A
- AP Computer Science Principles
- AP European History

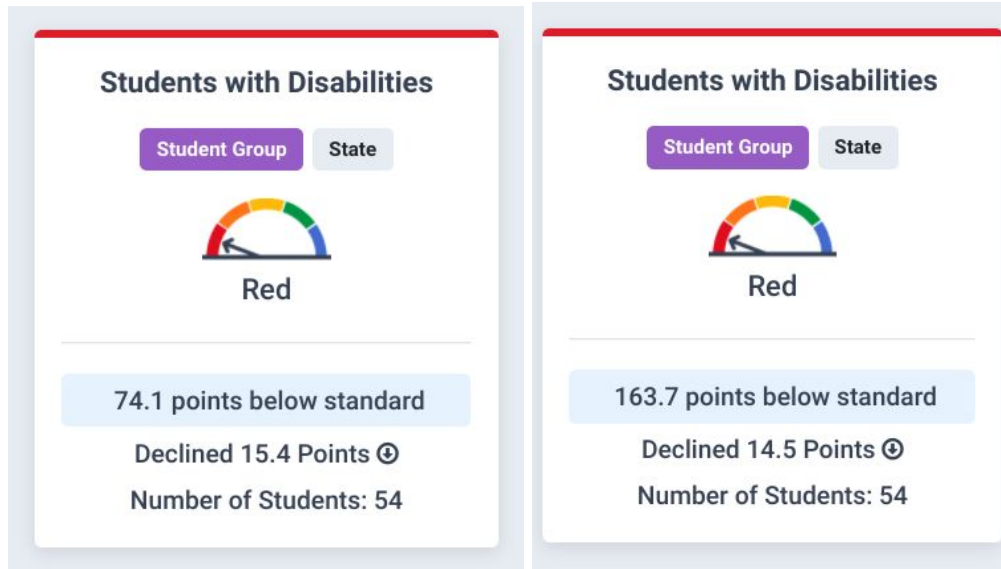
#### **Honors Courses**

- English 9
- English 10
- Algebra 2
- Geometry
- Trigonometry
- Chemistry
- Human Physiology
- Spanish 3

#### **Special Education**

The population of Special Education students at SCHS decreased after the 2019/20 enrollment from 332 students to 317 in 2020/21.

Students with Disabilities scored 74.1 points below the standard in English Language Arts and 163.7 points below the standard in Mathematics. Therapeutic and Life Skills Program (mod/severe- description and different needs from mid/mod) are exempt from the testing.



Source: CA School Dashboard

**Career Technical Education (CTE):**

Career technical education (CTE) prepares students to continue on to postsecondary education with expertise in specific areas. CTE supports high academic standards, includes career exploration, and is designed to offer students exposure to a broad range of career opportunities, access to relevant and rigorous educational programs that help them achieve their career aspirations, and opportunities to benefit from workplace learning experiences.

**Career Technical Education Participation (School Year 2018-19)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	868
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	73.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	92.8

Source: Data Zone

**AVID**

Our robust AVID program covers the span of four grade levels with a counselor assigned to each grade level. The AVID teacher stays with the cohort for four years. Santa Clara has invested a lot of resources to expand AVID strategies in every classroom. Over half of the faculty have attended the AVID Summer Institute training with many utilizing AVID strategies in their classroom. Through our newly implemented Teacher Peer to Peer Observations, we were able to collect data on WICOR strategies used schoolwide. AVID has partnered with the nonprofit organization, The Reach Foundation which brings in professionals varying from doctors, engineers, retired teachers, etc who volunteer their time to mentor our AVID students their senior year and guide them through the college

application, FAFSA and scholarship process. AVID has also worked on creating a buddy system within our program. Seniors paired with Sophomores and Juniors paired with Freshman. This has formed a more unified family type relationship between all four grade levels. We continue to work with local college students to tutor our AVID classes and are taking as many field trips to local or Southern California colleges as we can. Our program has grown tremendously in the last few years and we hope to continue making positive changes.

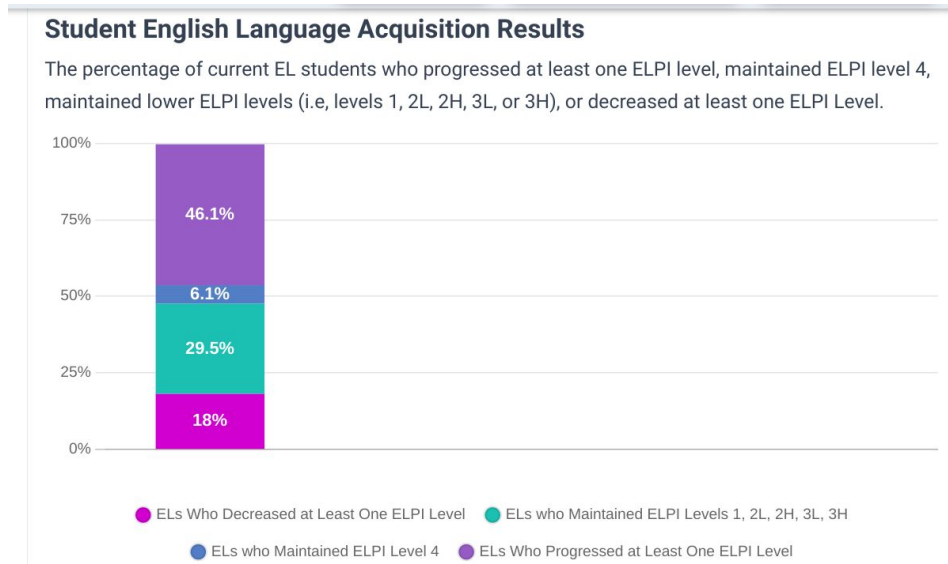
In addition to the partnership with the REACH foundation, Peer to Peer Teacher Observations, and the Buddy System, the AVID Site Team has been established and meets monthly. The site team includes AVID teachers, AVID coordinator, District TOSA, Admin, and Counselors with the goal of collaboration in order to best serve our AVID students.

**English Language Learners**

Currently, Santa Clara High School’s ELL program includes ELD (English Language Development) and SDAIE (Specially Designed Academic Instruction in English) classes in the core academic subjects. Given the size of student enrollments in our EL and SDAIE classes, some of the courses offered listed below are offered every other year. Our ELD and SDAIE classes are designed to support ELLs as they work to achieve fluency in the English language. Our district is currently going through an adoption of a new EL Master Plan, and that could end up changing our offerings for next year.

English	Social Science	Science	Other
<ul style="list-style-type: none"> <li>● EL English Beginning</li> <li>● EL English Intermediate</li> <li>● EL English Advanced</li> <li>● SDAIE 9/10 English</li> <li>● SDAIE 11/12 English</li> </ul>	<ul style="list-style-type: none"> <li>● EL World History</li> <li>● SDAIE World History</li> <li>● EL US History</li> <li>● SDAIE US History</li> <li>● SDAIE Economics</li> <li>● SDAIE Civics</li> </ul>	<ul style="list-style-type: none"> <li>● EL Earth Science</li> <li>● SDAIE Earth Science</li> <li>● EL Biology</li> <li>● SDAIE Biology</li> </ul>	<ul style="list-style-type: none"> <li>● EL Academic Support</li> </ul>

English Language Proficiency Assessment for California (ELPAC). ELs typically take the ELPAC exam annually in February to measure progress towards English language proficiency. However, due to the current pandemic, 2019-2020 scores are incomplete. While most students were able to complete the reading, writing, and listening portions of the ELPAC prior to shelter-in-place, 45% were able to complete the speaking portion which requires one-on-one administration.



Source: CA School Dashboard.

### Student Council & Clubs

Our ASB students are enrolled in a leadership class, taught by the Student Activities Vice Principal. They formulate activities to empower students and provide the opportunity to take ownership in our school. Below is a list of clubs from the 2019/20 school year.

<b>Special Interest Clubs</b>	<b>Academic and Service Clubs</b>	<b>Diversity and Faith Clubs</b>
Acts of Random Kindness Blue Hole Club Drama Club Maker Club Project Earth Club Wanna Be Doctors Weight Lifting Club The Smash Society The Danny Devito Society March for Our Lives Lemonade Club League of Legends Club Girls Make Games Florists Club Craft Club Chess Club Calligraphy Club Board Game Club Bears to Share Automotive Enthusiasts Club Assoc. of Urban Dancers	Bruin Book Club California Scholarship Federation (CSF) FCCLA Interact Club Journalism Club Key Club Math Club Mock Trial Club SC UNICEF Club Youth Activists Living Poets Society Link Crew Law and History Society HEART (Heritage Ethnicity, and Race Together) Club Girls Who Code College Prep Bring Change 2 Mind Best Buddies	Black Student Union Celtic Club Chinese Student Union Filipino-American Student Assn. French Club Gay-Straight Alliance Raza Latino Club Secular Religious Alliance Vietnamese Student Assoc. Ovi Teora Poly Dance Multicultural Dance Desi Student Assoc. Awakening Christian Club

### **Athletics**

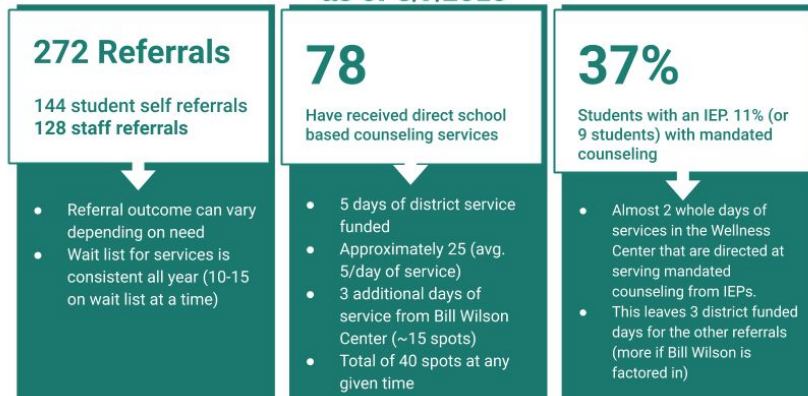
Our athletic program is very competitive and has achieved many league and section titles over the years. We are members of the Central Coast Section (CCS) and the Santa Clara Valley Athletic League (SCVAL). We are in the process of expanding our athletic offerings to include Girls Golf, Field Hockey, and Stunt Cheer for the 2020/2021 season. Our marching band competes and wins in multiple competitions throughout the year.

### **Wellness**

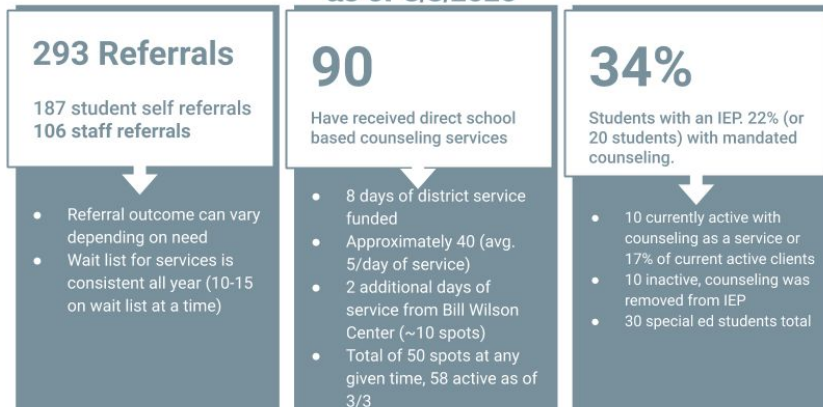
The Wellness Center is located on campus with support staff who are available to address student socioemotional concerns and mental health needs. The Wellness Center housed a license therapist, associate therapists, Bill Wilson therapists, and CYO (California Youth Outreach) counselors. Wellness services include: individual school based counseling services, mental health education, suicide prevention and intervention, crisis intervention and high risk case management, staff professional development on mental health topics, and school wide preventative measures.



**Wellness Services Snapshot  
as of 3/7/2019**



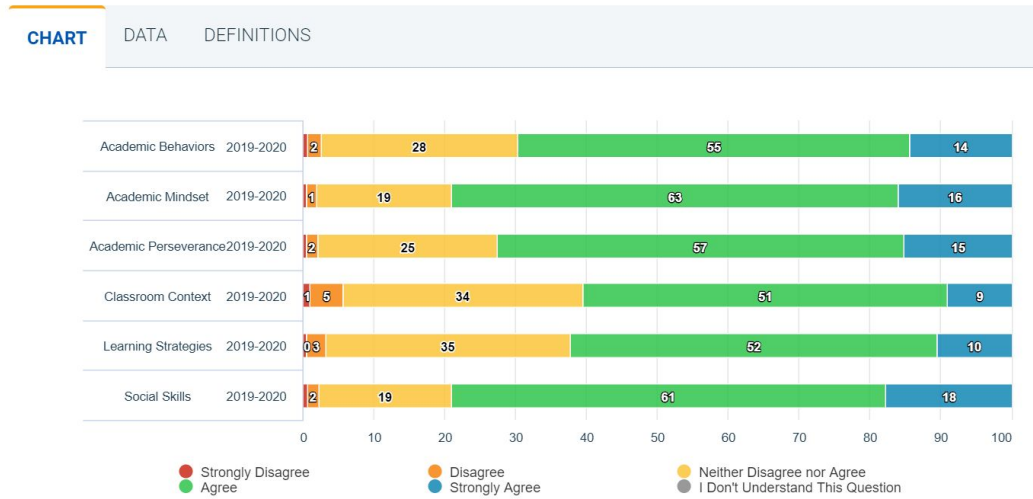
**Wellness Services Snapshot  
as of 3/3/2020**



**Healthy Kid Survey - SEL**

The California Healthy Kids Survey (CHKS) is an anonymous, confidential survey of school climate, safety, student wellness, and youth resilience. It enables schools and communities to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence. At SCHS, 746 students completed the survey. This data information was also in a survey administered by our SEL Taskforce in the summer of 2020 and Fall of 2020 to get a pulse on the student body during distance learning.

How did students respond overall on our SEL survey?



**Attendance:**

Over the past three years, the rate of attendance has steadily improved for nearly all student demographic groups. The implementation of tardy slips has continued to be implemented by office staff, administration, and campus security before school and during passing periods and lunchtime detention is given to students who are tardy.

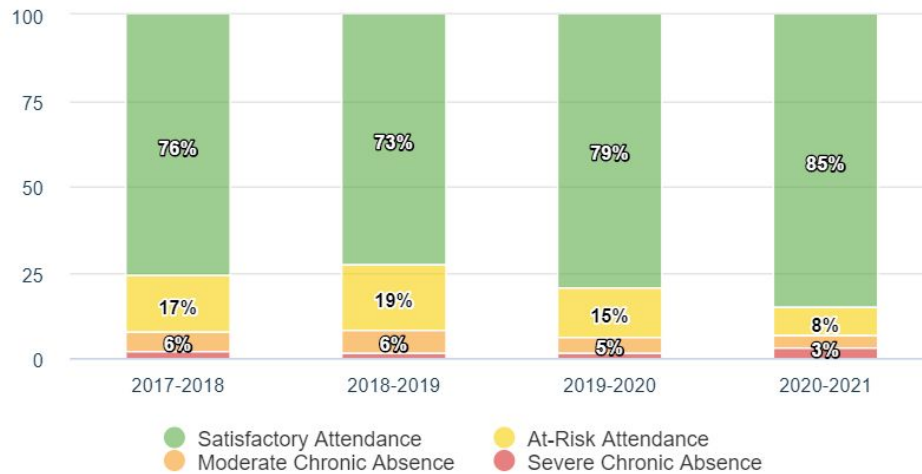
**Attendance % by Ethnicity Detail and School Year**

STUDENT ETHNICITY	YEAR				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
American Indian or Alaskan Nat			92.76%	97.07%	99.4%
Asian Indian		96.8%	97.45%	97.7%	98.95%
Black or African American		97.76%	95.45%	96.34%	96.98%
Chinese	97.79%	99.54%	99.3%	99.12%	99.71%
Declined to State		96.8%	96.47%	96.71%	91.73%
Filipino	78.98%	97.37%	96.93%	97.43%	98.03%
Hispanic	93.65%	95.33%	95.07%	96.03%	96.4%
Japanese		100%	98.33%	98.44%	100%

Korean		98.23%	98.78%	98.74%	99.38%
Multiple		97.96%	96.31%	96.74%	98.39%
Other Asian		98.39%	96.11%	96.44%	99.16%
Other Pacific Islander		99.44%	89.17%	98.3%	93.33%

Source: Data Zone

### How Have Attendance Patterns Changed Over Time?



Source: Data Zone

### Discipline:

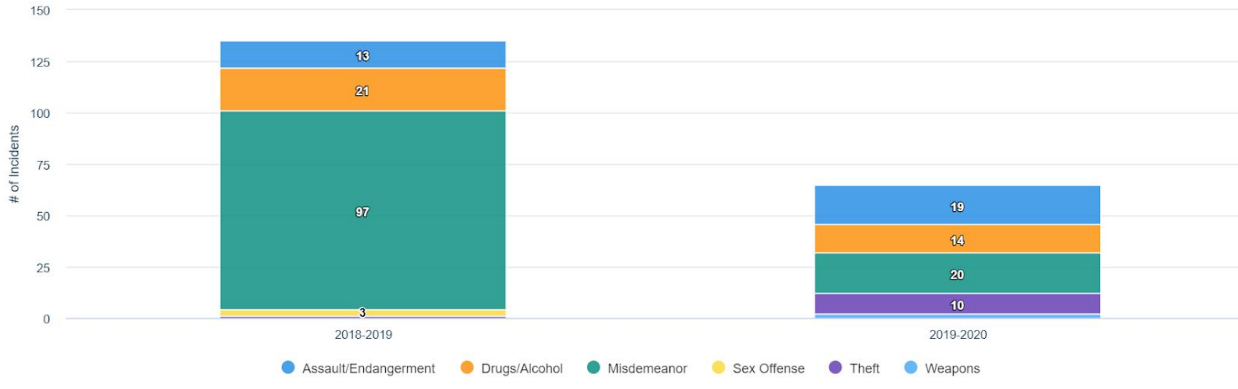
Each year, SCHS administration reviews and updates the Student/Parent Handbook for updates to disciplinary policies. Students and parents must sign that they have read and agree to the policies therein. Administration meets with the entire student body, at the beginning of the year, and updates the students with the rules and guidelines.

Reducing time spent out of class for disciplinary events has been a significant administrative priority for the last three years, and our two primary approaches have been in the form of developing relationships with students to prevent disciplinary incidents and to focus on alternative disciplinary measures that address any inappropriate behaviors in ways that reduce time out of class. Overall incidents have decreased from 134 incidents to 63 incidents in the year 2019/20. The implementation of restorative justice practices greatly impacted the number of misdemeanor incidents.

In addition to decreasing discipline incidents, SCHS has decreased the number of suspensions in the year 2019/20, including declines in nearly all student demographic groups. As mentioned in Chapter 2, Significant Changes and Developments, the collective commitment to restorative justice practices have led to alternative options for students

when the rules and guidelines in the Student/Parent Handbook have not been followed and provide resources to change behavior.

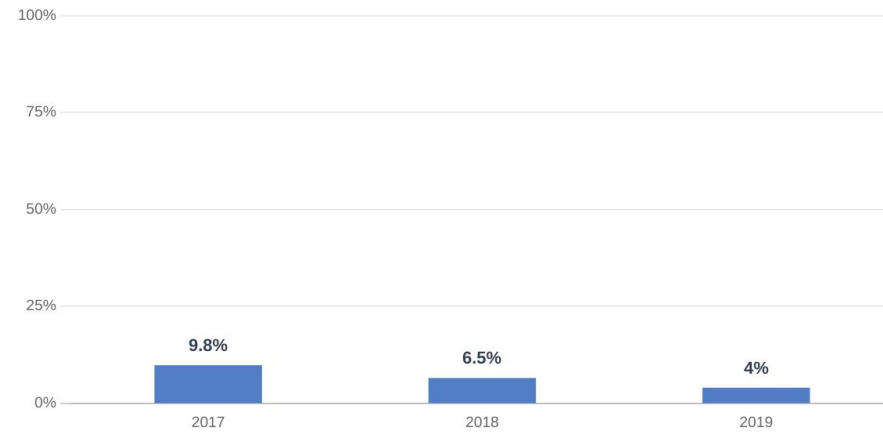
# Incidents



Source: Data Zone

Suspension Rate By Year


Percentage of students who were suspended.



Source: CA School Dashboard

**African American**

Student Group State



Red

---


12.3% suspended at least once

Increased 1.4% Ⓢ

Number of Students: 81

**English Learners**

Student Group State



Yellow

---


6.3% suspended at least once

Declined 6.7% Ⓢ

Number of Students: 287

**Homeless**

Student Group State



Yellow

---


6.8% suspended at least once

Declined 6.6% Ⓢ

Number of Students: 44

**Students with Disabilities**

Student Group State



Yellow

---


7.2% suspended at least once

Declined 5% Ⓢ

Number of Students: 321

**Filipino**

Student Group State



Green

---


2.7% suspended at least once

Declined 0.7% Ⓢ

Number of Students: 263

**Hispanic**

Student Group State



Green

---


5.8% suspended at least once

Declined 4.5% Ⓢ

Number of Students: 726

**Two or More Races**

Student Group State



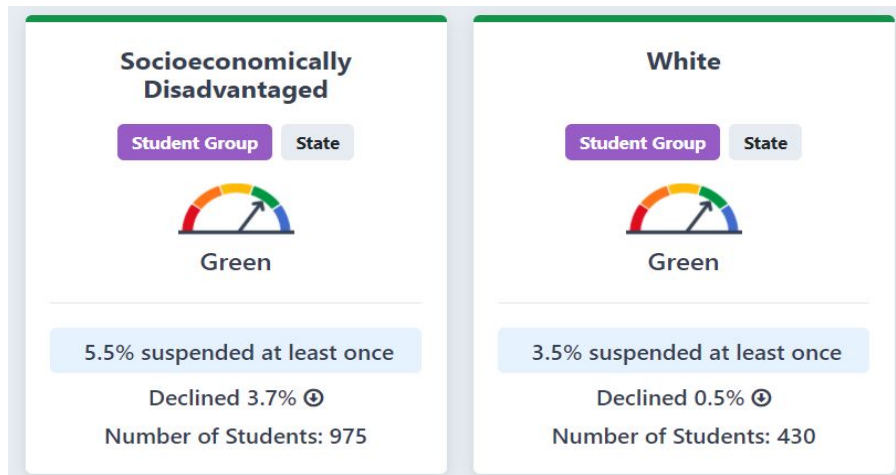
Green

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4.2% suspended at least once

Declined 4.6% Ⓢ

Number of Students: 119



Source: CA Schools Dashboard

### School Safety

On March 4, 2020 the [School Safety Plan](#) was presented to SCHS School Site Council (SSC) and adopted. The safety plan is written and developed with collaboration from students, parents, community, and law enforcement. It is reviewed and updated annually with the School Site Council (SSC). The plan will provide a safe learning and working environment for all Santa Clara High School students, faculty, and staff.

Our School Site Council and/or Safety Committee developed our safety goals and the plan after reviewing the following components:

- Law Enforcement Fire Review of Hazards and Threats
- Situational Emergencies
- Tactical Response Procedures
- Evacuation Maps of our campus

Based on our on-going assessment of school disciplinary and safety needs on school campuses and at school-related functions, SCHS has implemented the following:

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline

### Staff History:

Santa Clara High School has a very dedicated certificated faculty of 125 for the 2019-20 school year. The certificated staff is comprised of five administrators, seven counselors, and 113 teachers. All certificated faculty are fully credentialed or actively working toward their credential in their subject areas. In addition to certificated staff, we have a dedicated classified staff consisting of paraeducators, office staff, campus security, custodians, and wellness staff.

**Teacher Credentials**

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	113	110	111	942
Without Full Credential	0	1	2	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
 \*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Source: SARC data - State Priority BASIC

**Standardized Testing:**

In both English and Math, student performance has improved. In Math, we have identified the decrease in staff turnover, increased collaboration, and the addition of the STEM program to our school as possible reasons for this improvement. In English, increased collaboration and an increase in enrollment in AP English Language have been identified as possible factors that led to the improvement. The CAST test for Science was piloted in 2018/19 and not offered in 2019/20 due to COVID. The data from the CA Schools Dashboard was presented to the faculty in February 2020.

**CAASPP Test Results in ELA and Mathematics for All Students  
 Grades Three through Eight and Grade Eleven  
 Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	59	70	58	62	50	50
Mathematics (grades 3-8 and 11)	34	41	51	52	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

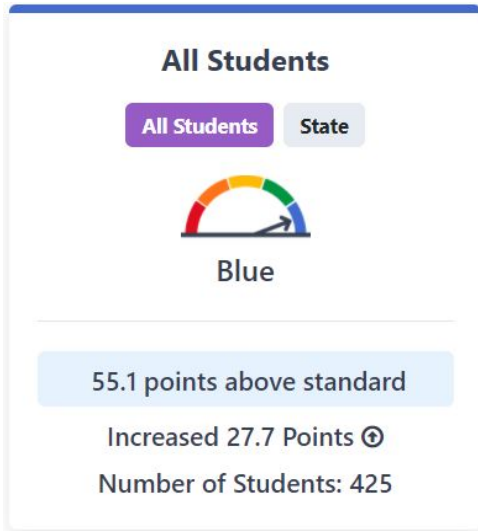
**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	455	436	95.82	4.18	69.95
Male	246	238	96.75	3.25	64.71
Female	209	198	94.74	5.26	76.26
Black or African American	18	18	100.00	0.00	61.11
American Indian or Alaska Native	--	--	--	--	--
Asian	97	95	97.94	2.06	81.05
Filipino	69	68	98.55	1.45	73.53
Hispanic or Latino	158	145	91.77	8.23	56.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	83	80	96.39	3.61	72.50
Two or More Races	24	24	100.00	0.00	91.67
Socioeconomically Disadvantaged	216	202	93.52	6.48	59.41
English Learners	82	74	90.24	9.76	25.68
Students with Disabilities	64	54	84.38	15.62	22.22
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.





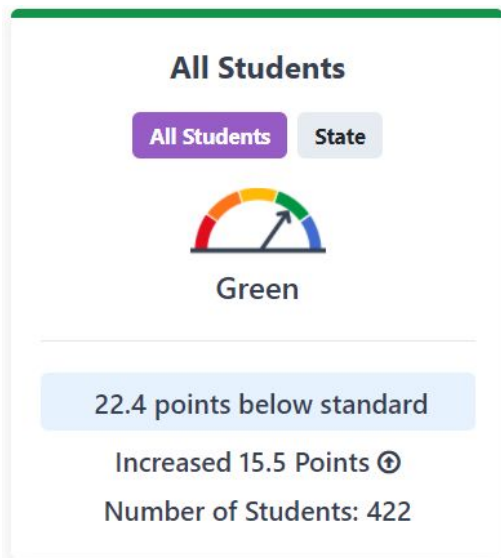
**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	455	435	95.60	4.40	40.69
Male	246	235	95.53	4.47	38.72
Female	209	200	95.69	4.31	43.00
Black or African American	18	18	100.00	0.00	22.22
American Indian or Alaska Native	--	--	--	--	--
Asian	97	96	98.97	1.03	70.83
Filipino	69	68	98.55	1.45	45.59
Hispanic or Latino	158	144	91.14	8.86	20.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	83	79	95.18	4.82	39.24
Two or More Races	24	24	100.00	0.00	41.67
Socioeconomically Disadvantaged	216	202	93.52	6.48	24.75
English Learners	82	76	92.68	7.32	15.79
Students with Disabilities	64	54	84.38	15.62	7.41

<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



Source: DATA Zone and CA Schools Dashboard

### Physical Fitness Testing:

The Physical Fitness Test (PFT) is a comprehensive, health-related physical fitness battery of tests for students in California. The State Board of Education designated the FITNESSGRAM® as the PFT for students in California public schools. The test has six parts that show a level of fitness that offer a degree of defense against diseases that come from inactivity. 83.5% of students at SCHS are considered in the healthy fitness zone.

#### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	18.9	31.7	32.9

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Source: DATA Zone

### AP Testing:

AP scores for May 2020 included 502 students who took 1080 tests. 80.7% of the scores were 3 or higher.

- AP Scholars: 68

- AP Scholars w/ Honors: 31
- AP Scholars w/ Distinction: 76
- AP National Scholars: 20
- AP Capstone Diploma: 30
- AP Seminar & Research Certificate: 9

**SAT/ACT:**

SAT was administered at SCHS with no fee for students. In March 2020, 390 students completed the SAT.

- Mean Total Score: 1055
- Mean ERW Score: 527
- Mean Math Score: 528

ACT scores for the Class of 2018 included 102 students.

- Mean English: 22.8
- Mean Math: 23.9
- Mean Science: 22.3
- Mean Composite: 23.0

**Graduation:**

In addition to the following academic course requirements, each student must complete 20 hours of community service.

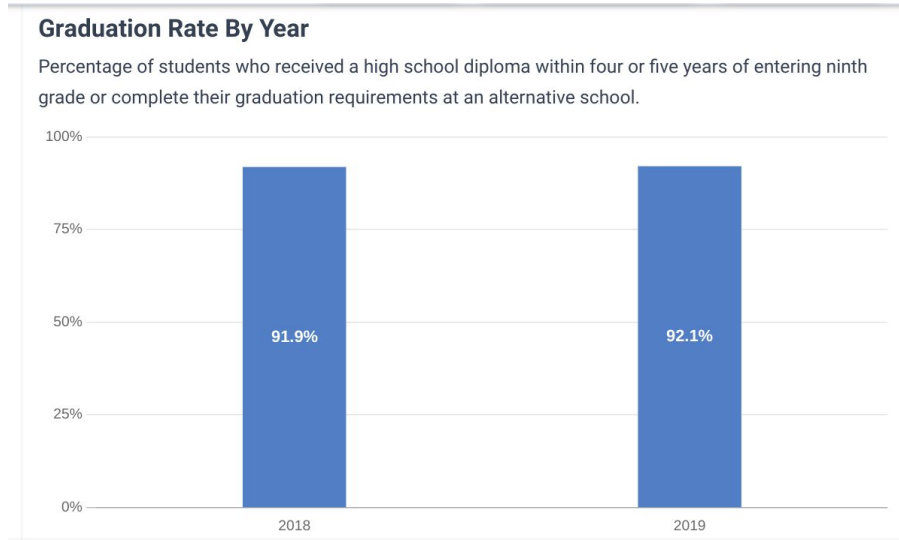
English	40 units
Math (must pass Algebra 1)	20 units
Science(1 year life, 1 year physical)	20 units
Social Science (includes Gov't/Econ)	30 units
World Languages	10 units
VAPA and/or Practical Arts	15 units
Physical Education (includes Health Mandate)	25 units
Electives	<u>70 units</u>
<b>Total</b>	<b>230 units</b>

**Total Grade Point Distribution for Class of 2020**

(As of August 2020)

<b>Total GPA</b>	<b>Weighted</b>	<b>Non-Weighted</b>
4.0 or Higher	19.5%	2.8%
3.0 - 3.99	38.8%	50.6%
2.0-2.99	35%	39.9%
< 2.0	6.7%	6.7%
<b>10-12 GPA</b>	<b>Weighted</b>	<b>Non-Weighted</b>
4.0 or Higher	21.1%	2.7%
3.0 - 3.99	34.4%	46.7%

2.0-2.99	33.2%	38.3%
< 2.0	11.3%	12.4%



Source: CA Schools Dashboard

**UC/CSU Subject Requirements:**

49% of the Class of 2019 completed the UC/CSU a-g requirements.

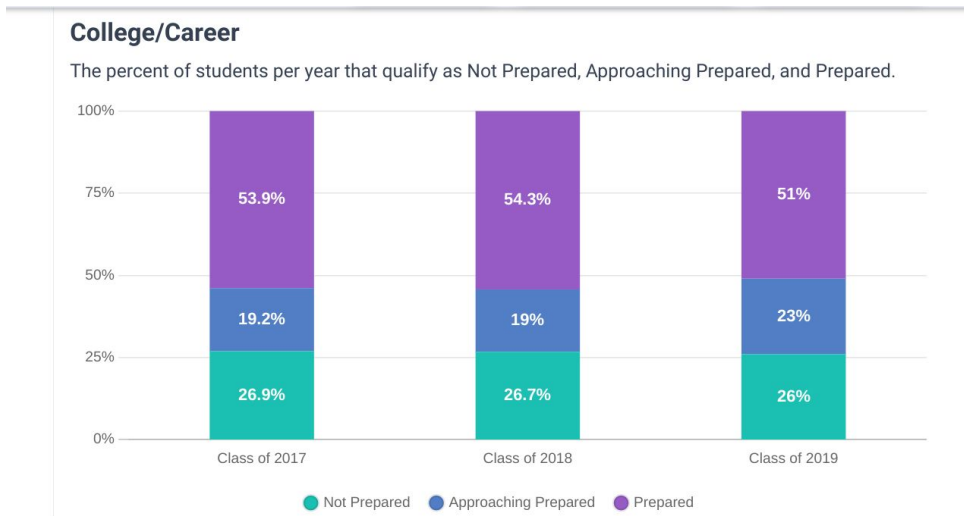
**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	97.82
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	51.33

Source: DATA Zone

**College and Career Readiness:**

With the current CA Schools Dashboard data, we have started the process of understanding how to navigate the Ca Schools Dashboard site and address the data with Faculty and Staff to determine our goals and next steps to meet the needs of our students. The data was presented at the February 2020 Faculty Meeting and Department Chair Meeting to look for trends and understand the achievement gap that affects our underrepresented students.



Source: CA School Dashboard.

## Chapter II: Significant Changes and Developments

### District Changes:

In 2018, a new superintendent, Dr. Stella Kemp was hired for the Santa Clara Unified School district and a subsequent update of the district’s Strategic Plan and Strategic Visioning began. The process included nearly 2,000 students, families, and community members who committed a combined 6,000 hours towards creating [Vision 2035](#).

### Alignment of Goals:

During the previous three years, led by collaborative teams, Santa Clara High School has undergone a number of significant changes. This includes aligning the CA School Dashboard data with our [SPSA](#) and 6 Year Action Plan. In 2019, the SPSA underwent a complete restructuring in order to align its goals with the data topics in the CA Schools Dashboard, which includes academic performance, academic engagement, and conditions and climate. Specifically, through our new conditions and climate goal, we are now able to focus on student wellness, which is also an integral piece of our 6 Year Action Plan. In addition to being aligned with the Dashboard, the SPSA also notes how each action item within each goal is aligned with a specific WASC goal. Aligning SPSA action items with WASC goals and the CA Dashboard has allowed the SSC to support our school through a more data-driven lens.

In addition to the alignment of the SPSA, CA School Dashboard, and WASC 6 Year Action Plan, SCHS updated the vision and mission statements through a series of activities with classified staff, certificated staff, parents, and students. A committee was formed to administer the activities, collect data, and share out with the staff which led to a cohesive and mutually agreed upon vision and mission statement. The update to the vision and mission statements has also given our school a focus to work toward.

### **Labor Management Initiative (LMI):**

As a result of a commitment to collaboration, SCHS administrators and staff attended the LMI conference in the summer of 2020. In 2017, SCUSD district created the District Learning Team in order to support the collaboration effort and SCHS created the School Learning Team (SLT) to lead the development of collaboration on a site level. The SLT is an LMI endeavor due to the inclusion of voice from admin, classified and certificated staff. At SCHS, SLT has continued to make consistent improvements in creating processes and procedures to ensure collaboration on campus.

### **Collaborative Teams**

Starting in August 2018, the SLT took on the initiative of implementing a school wide approach to collaboration. After the Faculty voted to have one hour of designated collaboration time on Wednesday mornings, teachers were assigned into collaboration teams based on subject or grade level teams. We are in year three of a six year plan to develop collaborative teams. SCHS underwent a thorough process of creating a culture of collaboration at our campus. In the summer of 2018, a selected group of teachers, administrators, and office staff met to discuss how to develop a plan for creating a culture of collaboration at SCHS. In the 2018-2019 school year, SCHS worked with the SLT, developed a book study on collaboration strategies, and worked with departments to implement a collaborative structure at SCHS. In the spring of 2018, departments were asked to pick a collaborative structure to implement in the Fall of 2018. The overwhelming majority of teachers wanted to collaborate using the PLC model as described by Richard DuFour and his collaborators in Learning by Doing. The PLC cycle of inquiry was a focus to ensure consistent approaches to collaboration and data analysis. In this PLC model, collaborative teams 1) determine essential standards, 2) determine how to assess those standards, 3) determine how to intervene when students don't meet those standards, and 4) determine how to provide enrichment when students do meet those standards. We chose to focus primarily on steps one and two in the 2019/2020 school year, and then expand to include steps three and four starting in the 2020/2021 school year.

To support the efforts of adopting PLC, teachers were given the opportunity to attend PLC Conferences in 2018 and 2019. During the 2019-2020 school year, we dedicated weekly time for collaborative teams to create norms, minutes for weekly meetings, and artifacts that demonstrate the work towards goals outlined by a 100 Day Plan that was developed by a group of teachers who attended the 2019 San Jose Solution Tree conference. The purpose of this 100 Day Plan was to introduce the faculty to the PLC cycle of inquiry, develop the culture of collaboration within each collaborative team, and build understanding of the need for interventions and enrichments. The 100 Day plan called on all teams to:

- By Day 10 - Create Collective Commitments and Team Norms
- By Day 20 - Create consensus around 3-5 essential standards
- By Day 40 - Create a common formative assessment and data analysis method (assessment and data analysis is then implemented)

- By Day 80 - Create a second set of 3-5 essential standards, formative assessment, and refined data analysis method (which is then implemented)
- By Day 100 - Submit specific examples of an intervention or enrichment they could implement based on the analysis of their data from their common formative assessment

An SCHS Collaboration Google Classroom was created where all minutes and artifacts are stored. We also began work with Solution Tree, the company founded by Richard DuFour that provides instruction about the PLC model. We have about 25% of teachers who have attended a Solution Tree PLC summer institute , and we have brought Solution Tree consultants onto campus twice to work both individually with specific collaborative teams, as well as the faculty at large.

- School Learning Team (SLT) 2018/19
  - Summer 2018 Retreat attended by admin, classified, and certificated staff to create the purpose, roles and goals.
  - [SLT Charter](#)
  - [Innovation Fund for Certificated Staff](#)
  - [100 Day Plan](#)
  - [Reflection and Planning](#)
  - [Collaboration Google Classroom](#): Code: **khhigrg**
- School Learning Team (SLT) 2019/20
  - [SLT Charter](#)
  - [Innovation Fund for Certificated Staff](#)
  - [Innovation Fund "Collaboration Fund"for Classified Staff](#)
    - Implementation of Paraeducator Collaboration Monthly Meetings
    - Implementation of Office Staff Collaboration Monthly Meetings
- School Learning Team (SLT) 2020/21
  - [SLT Charter](#)
  - [Innovation Fund for Certificated Staff](#)
  - [Innovation Fund "Collaboration Fund"for Classified Staff](#)
    - Paraeducator Monthly Collaboration Meetings
      - Implementation of additional monthly meetings for General Education Collaboration Meetings for Paraeducators, Life Skills Collaboration Meetings for Paraeducators, and Therapeutic Collaboration Meetings for Paraeducators
    - Office Staff Monthly Collaboration Meeting

SCHS's commitment to building a culture of collaboration is an ongoing multi-year process. The WASC Visiting Committee identified that SCHS had a great need for collaboration. Therefore, our commitment to collaboration brought the pathway for collaborative teams to initiate a cycle of inquiry and align assessments following the PLC model for the purpose of creating data that will inform curriculum improvement.

## Curriculum:

As a result of our large and ever-changing student population and the data from the CA Schools Dashboard, we have identified a number of students who qualify for special education services. To meet the needs of our students, the following courses have been added.

- Inclusion classes have been added for the 200/21 school year:
  - Physical Education
  - World History
  - English 9
  - English 10
  - English 11
- Co-teaching classes have been added for 2020/21 school year:
  - Marine Biology
  - Algebra 1

In addition to the inclusion and co-teaching classes, a testing room has been added for students with IEPs, so that they have a quiet setting to take tests during the school day. The testing room is staffed by a special education teacher.

Furthering the mission to provide a rigorous and comprehensive curriculum, SCHS has added AP Seminar and AP Research classes. To meet the needs of our EL students, we have redefined our EL courses to be more accessible for our students (Beginner, Intermediate, and Advanced). Lastly, we have created a-g alignment by adding Symphonic Band 1 & 2 and Concert Choir 1 & 2. The addition of Cyber Security and additional art classes have given students additional elective options.

The SCHS counseling department has adopted a Counseling Core Curriculum. The scope and sequence of the curriculum outlines grade level standards to promote the academic, college/career, and social/emotional development of all students. This Tier 1 work is done during class time both semesters. Assigned counselors also meet with each student individually each year, using the 10th grade year to help students build an academic plan which includes post high school goals.

The counseling department addresses some topics through small groups. This includes a series of presentations on each type of college application a senior might encounter, called "AppChats". This has been particularly important this year with the changes in the college requirements that seniors need to stay updated on. The application presentations cover everything a student/family would need to know on The Common Application, The UC, The CSU, and the California Community College. Content is then posted in the senior classroom for students to refer back to as needed. Counselors also host three college applications workshops during the month of November where students can get individual questions answered on their college applications.

Students that need college recommendation letters are carefully advised through small groups as well. Students must attend a meeting to learn what contents they will need to build a "Blue Folder" for their recommenders. Counselors host Blue Folder informational



meetings from May-October to instruct students on all they need to know about obtaining letters of recommendation.

During the spring of Junior year counselors do large and small group instruction with a primary focus on the details of college and career planning.

### **Discipline and Safety:**

Our school climate continues to be a focus at SCHS. Through collaboration with administration, campus security, and the California Youth Outreach program (CYO), the suspension rate reduced dramatically from 2018/19 school year to 2019/20. The following programs lead to the decrease in suspensions and increase in safety at SCHS

- Restorative Justice Implementation
  - Cell Phone Chart Policy implemented school wide
  - Collective agreement by teachers to call parents if a referral is written in order to discuss with parents and work to support the student.
  - “Code 1” process created for office staff, counselors, Wellness staff, and admin to have clear communication when a student is in personal danger. Mental health related support.
  - Peer Court
    - A program run by Santa Clara County Courts as an alternative approach to the traditional juvenile justice system where youth charged with an offense have the option to waive the hearing and sentencing procedures of juvenile court and agree to a sentencing forum with a jury of their peers.
  - Decrease the number of students using vape pens and e cigarettes on campus
    - Implement tobacco/drug/alcohol classes by California Youth Outreach (CYO) as consequence for first time discipline issues
    - Drug awareness program led by the SCPD Community Service Officer. The 50 minute presentation was attended by freshman classes.
  - Student Centered Programs were presented to all grades.
    - Part 1: “See Something, Say Something” by the SCPD.
    - Part 2: Meaning of Consent by outside consultant, Anea Bogus.
  - Implementation of weekly Admin/Campus Security Meetings
    - ProAct Training for all campus security
- Tardy Policy Committee to review impact of referrals on the pipeline to suspensions, mental health and motivation of students and their connection with school.

In addition to the implementation of restorative justice practices, SCHS created a comprehensive Safety Plan. A Taskforce that included admin, classified and certificated staff collaborated to create the 2019/20 [Safety Plan](#). This plan was created with an outside consultant to create an Incident Command System (ICS). In addition to the safety plan the

bus circle was restructured to address the construction on campus and the implementation of badges for all staff on campus was added in 2019/20 to ensure campus safety.

The reduction of school suspensions, restorative justice work, safety plan, and commitment to improving safety has made a tremendous impact on our school.

### **Multi-tiered Systems of Support (MTSS):**

#### Tier 1: Universal strategies

- SEL -Counselors/Admin and SEL task force support teachers with resources, classroom presentations and consultation on SEL implementation

#### Tier 2: Targeted interventions for low to medium at risk students

- A team of school staff composed of Wellness, Admin, Counselors, ELSAT, school psychologists and other school professionals meet weekly to discuss students that are at risk and discuss interventions and strategies to support students. The team makes appropriate referrals and recommendations to students, parents and staff assisting with that student.
- Targeted interventions are used across the site to help engage students in more specific support, based on need. For example, our wellness center staff will go into classrooms, provide and organize lunchtime events (virtual or in vivo) to help support an identified need (coping skills, time management, stress reduction).
- The site MTSS team will outsource support to community resources and district level support, when needed

#### Tier 3: Intensive or direct support services

- Student support services are assessed and offered. This may include individual counseling, group counseling, referrals for special education or 504 assessment, or referrals for outside resources.
- Crisis intervention and direct support both individual and school wide


By implementing the MTSS, all SCHS stakeholders are sharing the academic progress, health, and wellness responsibility by implementing the multiple systems of support. The MTSS eliminates the responsibility of one person and ensures collective responsibility of support for students. The tiered system provides Faculty with the opportunity to know who to go to and what are the next steps in providing support for students. Thus, the MTSS is leading to more specialized support for students that targets the needs of our students to ensure their health and wellness.

### **COVID and Distance Learning:**

In March 2020 schools closed and moved into virtual classrooms. A Credit/No Credit grading system was implemented. In the summer of 2020 a Re-Opening Committee composed of Admin, classified, certificated met 5 times to plan for the reopening of school in a distance learning environment. We started school in August 2020 in distance learning and are currently in the same model. The Re-Opening Committee met again in November

2020 to discuss the plan for implementation of the Hybrid Plan. The date has yet to be set by the district and the organization and community input is being conducted by the district office and superintendent. The implications of distance learning have included a drastic increase in use of technology and tech tools in classes. In addition to the use of Google Classrooms for all classes on campus. There has been a dramatic increase in D's and F's for our students. District and site committees are meeting regularly to address the possibility of students being credit deficient.

### Chapter III: Engagement of Stakeholders in Ongoing School Improvement

<b>SCHS 6-Year Action Plan</b>			
Moving forward with a Culture of Collaboration			
	<b>Goal 1:</b>	<b>Goal 2:</b>	<b>Goal 3:</b>
	<b>Increase communication among all stakeholders in order to increase parental, staff, and student engagement</b>	<b>Improve curriculum and instruction through collaboration and data analysis</b>	<b>Engage and support our diverse student population by improving equity and access</b>
<b>Student Engagement</b>	Increase student engagement through student centered curriculum, adding more elective classes and semester classes	Use structured departmental / interdepartmental collaboration time to share creative instructional strategies and promote peer-to-peer teacher observation to improve student engagement and support.	Create more opportunities for students to access teachers and staff during and outside the school day
<b>Closing the Achievement Gap</b>	Continue to identify underrepresented and/or underperforming students while disseminating and communicating our achievement data to all stakeholders, involve students, parents, and staff in our revision of our Mission, Vision, & SLOs	Research, identify and implement a data-driven collaboration framework at the department/course level to improve consistent standards-aligned curriculum & instruction, refine essential assignments, and analyze common assessments within a cohesive data inquiry cycle	Strengthen student academic skills by continuing to implement AVID strategies schoolwide and provide equity-focused PD to help teachers identify and support students' individual needs
<b>Promoting Wellness</b>	Improve awareness of wellness services through stakeholder presentations designed to improve student wellness.	Determine, provide, and integrate social and emotional components across every curriculum and content area in order to support students well being	Encourage various student-driven activities that promote inclusivity, engagement, and community connections
<b>Implementing Technology</b>	Increase trainings for students, parents and teachers on technology such as School Loop, Google Classroom and digital citizenship	Provide students with consistent use of technology in classroom through increased teacher training on a variety of instructional technology tools	Ensure all students have Wi-Fi & Wi-Fi enabled devices at school and at home through outreach
<b>Parent Engagement</b>	Improve communication to parents through workshops for School Loop and through teachers regularly using School Loop to communicate about students' assignments and grades	Improve communication about student data and progress, grading timelines, and equity of access between faculty/staff & families	Help students connect with school by increasing outreach to parents through a variety of approaches
<i>Based on the 2017-2018 SCHS WASC Self Study &amp; revised per recommendations by WASC – Finalized April 2018</i>			

Link: [SCHS 6 Year Action Plan \(as written in 2018\)](#)

Principal Greg Shelby, Vice Principal Erin Brown, and teachers Pilar Svendsen and Talia Orsetti-Ng were selected as the WASC Coordinators for the Mid-Cycle Review. In addition to the WASC Coordinators, the SLT (School Learning Team) and the SSC (School Site Council) oversee the implementation and monitoring of our school-wide action plan.

Staff, parents, and students all have an opportunity to give input and feedback on the school-wide action plan via online surveys. In addition to these groups, SCHS seeks community input through SEL surveys to all stakeholders administered on the site level and district level. Staff have also had additional opportunities for input and feedback during department and staff meeting time this school year that has been specifically dedicated to preparing for our mid-cycle visit.

### **SLT (School Learning Team)**

The SLT created the WASC six year action plan from the results of the Self Study in the Spring of 2018. The Action Plan was communicated through multiple Faculty Meetings, Department Chair Meetings, and Department Meetings. Ongoing communication of the WASC six year action plan continued at every August Faculty and Staff Site Orientation Meeting in the 2019-2020 and 2020-2021 meetings. At the March 2018 Faculty meeting, a presentation by SLT members about the Action Plan. At the April Faculty Meeting 2018, the Action Plan was revisited and there were some changes to make to the action plan by the Visiting Committee Chair member so SCHS updated the Action Plan and decided to keep the three main goals but make some minor adjustments. At the April 2018 Faculty meeting, goals were made regarding the next steps for WASC for the 2018-2019 school year and the 2019-2020 school year. Teachers identified that they wanted to create collaboration teams, revisit the work of the ESLRs, and make a group decision about collaboration team structure going forward in the 2018-2019 school year. It was projected in the 2019-2020 school year to implement our selected collaboration team structure school wide.

In the beginning of the 2018-2019 school year, SCHS continuously referred to the Action Plan when discussing the importance of Collaboration and why SCHS needed to move forward towards adopting a collaborative model. At the August Faculty meeting, teachers agreed to a one hour collaboration meeting weekly. Teachers who attended the 2018 summer PLC Conference in San Jose shared with the faculty what is a PLC, the Four Critical Questions, the Collaboration Cycle, and identified where we are now and what the 7 stages of teacher collaboration are. SCHS met a goal to move one step forward. In November 2018, the SLT presented at the Faculty Meeting our Timeline for collaboration. We identified that Collaboration Teams will meet weekly, prototype, make decisions regarding best practices of curriculum and instruction. SCHS required teachers to meet in either subject specific or grade level collaboration teams and to take minutes about their meetings. The SLT created a Steering Committee, Department Liaisons, and Collaborative Team Leads to guide the process of collaboration. In November 2018-2019, the SLT presented on Norm Setting for Collaboration groups. In January, a survey was put out to faculty and we evaluated data from the CA dashboard in January 2019 to continue guiding conversations about goals to be achieved using data during collaboration time. In February 2019, SCHS reviewed the survey and 84% of staff found collaboration time to be valuable and found structure of collaboration time to be needed. We shared the four parameters of collaboration and introduced a Book Study group to review models of collaboration from James Hargreaves book, *Collaborative Professionalism*. Based on his findings, the Body Study Group presented to the faculty in March 2019 the 5 Different

Collaboration Structures from the book: Open Class and Lesson Study, Collaborative Curriculum Planning Networks, Cooperative Learning and Working, Collaborative Pedagogical Transformation, and PLC. In April 2019, the SLT explained specifically the types of models and then the Departments engaged in a Pro/Con discussion about the five collaboration structures. Following that Department meeting, the Department Liaisons reported out on this activity at the SLT meeting in April and it was determined that most departments favored the PLC structure. 80% of Teachers shared interest in Peer to Peer observations at the May Faculty Meeting and the SLT reported out Collaboration survey highlights that were collected in April. In addition to our school wide efforts to choose a collaboration model, we also began the process of changing our Mission and Vision Statements beginning in April. A committee was formed of Teachers, Administrators, and a student to steer the process and create a worksheet to gather stakeholder input in revising the Mission/Vision Statement by looking at the original statements and updating these statements to reflect our current culture. To engage all of our stakeholders, the Leadership Class issued the worksheet to the Leadership students. This same worksheet was shared with the Faculty at a Faculty Meeting in May 2019. Additionally, SCHS distributed the worksheet in a google form for students and parents. The Mission/Vision committee met and reviewed the data of the Mission/Vision statements. The collection of that data was brought to Department Meetings, School Site Council, PTSA, Office, and Paraeducator Meetings, and then the committee met again, reviewed the data, and presented the information of the Mission /Vision changes. Following this process, Principal Greg Shelby presented the takeaways of the Mission and Vision Statements in the Bruin Country Community Update and in the Weekend Bruin.

Over the summer of 2019, teachers attended the PLC conference in San Jose. Following this conference, a meeting was held for teachers to share key takeaways from the conference and the 100 Day Plan was written. In August 2019, SCHS hired a consultant to come present on PLC about setting norms and PLC foundations at the District and Staff Orientation Meeting. At the August Faculty meeting, the SLT presented on the 4 Guiding Questions: What do we want our students to learn? How do we know if each student has learned it? How will we respond when some students do not learn? How can we extend and enrich the learning for students who have demonstrated proficiency. Additionally, the SLT shared out the 100 Day Plan. SCHS presented in September 2019, the adoption of option Peer to Peer Observations and communicated to the Faculty the newly created Collaboration Google Classroom for submitting minutes, turning in artifacts, and finding resources. The Innovation Fund was revised to continue the work of collaboration. In October 2019, SCHS looked at data to drive discussions about essential standards and how teachers in collaboration teams should consider essential standards during planning of curriculum and instruction. Beginning in November 2019, Collaboration Teams started

sharing out successes and best practices. A group of teachers were sent to the PLC conference in San Diego and met afterwards to reflect on Interventions and Enrichments. Teachers shared out at the January faculty meeting key takeaways from the PLC conference. Additionally, in January 2020, the SLT introduced the Planning and Reflecting Phase. Paraeducators shared out their duties with the entire faculty in January 2020. On January 28 and 29, 2020, SCHS held a Solution Tree Training with Aaron Hansen to provide learning opportunities for our collaborative teams in order to gain skills to progress within the Four Critical Questions of Collaboration. Additionally, In January 2020, SCHS started conversations about interventions and enrichments in SLT and Department Meetings. In February 2020, the SLT shared out the Collaboration Graphic on how teachers should go about the PLC progress. Additionally, the Faculty reviewed the CA Dashboard and looked at data to continue conversations about ongoing school improvements. In March 2020, COVID Pandemic shifted SCHS to distance learning. As a result, the SLT decided to pause the Planning and Reflecting Phase that was introduced in January in order to address the new challenges of distance learning.

In August 2020, the District adopted a bell schedule that gave teachers continuous collaboration time to meet with subject specific or grade level teachers. Additionally, two Flex Collaboration days were embedded into the schedule and teachers had the discretion to meet to collaborate on a variety of topics including tech training. Student support was also embedded two times a week into the schedule and teachers could set up by appointment or drop in ours at their discretion to meet with students outside of class.

#### [Link to Timeline](#)

Stakeholders were incorporated in the writing of this WASC report in a variety of platforms. In the September and October 2020 Faculty Meetings, the overview of the Midcycle Progress Report was shared. The timeline and stakeholder input was introduced at the October Faculty meeting. The SLT met in October and determined that WASC would be one of the SLT's identified needs for ongoing school improvement this year in conjunction with the work that we are doing with collaboration. Members of the SLT presented to the Department Chairs a Padlet activity that was then facilitated with Faculty members about the 6 Year Action Plan Progress. The WASC Coordinators produced a survey for Parents and Students and targeted specific groups of people to fill out the Survey. For example, students from AVID, EL/SDAIE classes, Leadership, Special Education, and SLI were asked to take the survey. Student Leaders did outreach to clubs to solicit student feedback. The survey was available to all students and parents and this was communicated to students and parents in the Weekly Bruin Country Principal Update. Additionally, specific Parent groups were targeted. PTSA, Athletic Boosters, Music Boosters, School Site Council, and ELAC members. The Padlet was also administered to

Classified Staff at the Paraeducator Monthly Meeting and Office Staff Monthly Meeting. At the November 24 Faculty Meeting, the WASC Coordinators presented to the Faculty an update on the WASC report and gathered input on Chapter V. To continue the conversation regarding ongoing school improvements, an optional after school paid meeting was offered to Faculty to finalize Chapter V. Following the WASC after school meeting, the WASC Coordinators presented the Chapter V findings and shared out the status of the WASC report at the School Learning Team (SLT) December Meeting. The final draft of the WASC Mid-Cycle Progress Report was shared with the Faculty in a December Weekend Bruin for final commentary before submitting the final draft to the WASC Visiting Committee.

**Chapter IV: Progress on Implementation of Schoolwide Action Plan**

**SCHS WASC Reflection**

*"We graduate lifelong learners who aspire to improve themselves and the world"*

Data: CA School Dashboard Review - 2020

WASC GOAL 1: Increase communication among all stakeholders in order to increase parental, staff, and student engagement							
	Task	Responsible Person/Group for Improvement	Resources/Product/Artifact	Assessment of Improvement 2018-2019	Assessment of Improvement 2019-2020	Timeline	Reporting
<b>1.1 Student Engagement</b>	Increase student engagement through student centered curriculum; adding more elective classes and semester classes						
<b>1.2 Closing the Achievement Gap</b>	Continue to identify underrepresented and/or underperforming students while disseminating and communicating our achievement data to all stakeholders, involve students, parents, and staff in our		-Determine 3 data points to align our school goals -Align District, SPSA, WASC, collaboration goals -Define the why? -Define the purpose?		-Mission/Vision updated with input of all stakeholders -Reviewed Dashboard at Jan Faculty Meeting. -Monthly Para Educator Meetings -Monthly Office Staff Meetings -SLT to include classified staff and counselor -Creation of SCHS Administration Google Classroom -Testing Room for IEP/504 students -Testing Accommodation schedule for Finals/PSAT/SAT/AP		

[Link: SCHS WASC Reflection of the 6 Year Action Plan](#)

Goal 1: The first step of our six year action plan was to increase student engagement. By diversifying the school’s course catalog, as well as curriculum across content areas, Santa Clara has created a more inclusive, student-centered experience. Since 2017, we have added a number of new courses across a variety of subject areas. We have also forged a partnership with Mission College that allows students to dual enroll. Regardless of a

student's goals, there exist classes that will help them succeed. With so many decisions for our students to make, our counseling team has been busy finding ways to best support our students, and help each student to find the most suitable pathway. In addition to hosting several college application presentations and workshops, the counselors have worked diligently to organize individual sophomore academic planning meetings, where students decide how they would like to spend their tenure at SCHS in a way that most prepares them for their goals. A Google Classroom has been designed for each grade level that houses information accessible to students and parents. On a micro level, teachers modify their curriculum based on student needs. Literature classes have diversified their texts to be more representative of the student body. Science teachers have developed hands-on labs. Projects are being developed across all disciplines that incorporate real-world applications and choice. Through all of these methods, we continue to increase student engagement schoolwide.

When students struggle to engage, there are many approaches taken to try and close the achievement gap. Communication with all stakeholders is key in accomplishing these improvements, and technology plays a critical role in communication--especially during distance learning. Because of this, it is imperative that students and their families understand how to navigate SchoolLoop. The office staff assisted more than 500 students and families in getting registered with SchoolLoop so that students and parents could easily access grades and reach out to teachers with questions. Greg Shelby also sends out a digital weekly newsletter known as Bruin Country Principal's Update that informs faculty, students, and their families about necessary information. Counselors contacted every student with a D or F in a class to help get said students on track. Additionally, numerous tech trainings for faculty and students alike have been implemented. These trainings include: Pear Deck, Screencastify, FlipGrid, Padlet, and many other online tools. All of these tech tools have helped teachers relay their content in an accessible and enjoyable way for students. While being savvy in technology certainly helps students to be more successful, it is equally important for the students to practice wellness. From counseling presentations to SEL embedded lesson plans, students have many opportunities to work on their emotional well-being as much as their academic progress.

Our first goal of increasing communication among all of our stakeholders includes our Faculty. Another area of growth to streamline information was the implementation of an Administration [Google Classroom](#) (Code: **d733dz5**) to communicate ongoing information to faculty.

Goal 2: Related to improving curriculum and instruction through collaboration and data analysis, the Visiting Committee believes that increased student engagement, closing the



achievement gap, promoting wellness, implementing technology, and parent engagement will move teaching and learning to the next level at SCHS.

As described above, SCHS adopted a collaborative structure to support teachers as they improve their craft. Teachers were held accountable by working collaboratively in grade-level or subject specific areas and were required to submit minutes. Peer to Peer Observations, collaboration teams, and flex collaboration time gave teachers the opportunity to support each other as they improve their craft. This initiative started in the 2018-2019 school year when SCHS adopted a weekly one-hour collaboration time designated for teachers to meet. This was supported additionally by funding through the district's Innovation Fund that helped pay Collaborative Team Leads for submitting minutes, Department Liaisons supporting collaboration efforts and communicating ongoing school improvement with collaboration to Departments, and the SLT members work toward improving curriculum and instruction through collaboration. During the 2019-2020 school year, the SLT shared the 100 Day Plan that led to data analysis by collaboration teams and teachers had planned to continue collecting data to inform best practices and improve curriculum and instruction during the outlined Reflection and Planning Period before the Pandemic moved SCHS into distance learning.

In addition to the collaboration teams, the assignment of Administration Liaisons to departments was incorporated in the 2018-2019 school year. Administrators spent more time incorporating more frequent and informal walkthroughs during instructional time as well as during collaboration time and department time to support teachers and gather information about our students. Additionally, administrators met weekly to discuss classroom observations, checking in on collaboration teams and their minutes, discipline, activities, and any district information and gathered information about students, classroom practices, and school culture.

While SCHS recognizes that each new initiative requires continuous adjustment, the school believes that classroom instructional practices have greatly improved and will continue to do so with ongoing collaboration.

SCHS believes that all students should have access to quality education regardless of their background. Therefore, as mentioned throughout the narrative above, new programs, initiatives, and support systems are utilized to provide optimum learning experiences. Counselors, administration, classroom teachers, and support personnel work closely and collaboratively to identify and help students in various subgroups. New this year is the process and streamlining of incorporation of the MTSS to identify different tiers of interventions. Training on the different tiers of interventions were communicated to Faculty

by the SEL Taskforce at a Faculty meeting and the Teacher Referral Process is a new adoption in the 2020-2021 school year. Through our commitment to the MTSS Tiers of Intervention, all staff collaborates to identify possible intervention programs geared toward steering students back on the right path. New in the 2020-2021 school year is the implementation of school wide Tier 1 interventions.

Goal 3: The third and final goal was to engage and support our diverse student population. The keys to this increase were improving equity and access schoolwide. Our first step of this process was to reexamine the mission and vision statements of our school and through a collaborative process with faculty, staff, students and parents update the mission and vision to incorporate the updated goals and address the continual improvement stated in the Action Plan.

Many additional opportunities have been identified and implemented in the past three years in order to create more opportunities for students to access teachers and staff both during and outside of the typical school day. During the 2018/19 school year after school tutoring was offered to students. SCHS teachers staffed the tutoring sessions in subjects taught during the school day, increasing social and emotional support through students having additional time to build trusting relationships. For distance learning, starting Fall 2020, Student Support Time was added to the bell schedule to provide support and interventions for students. SLT led the conversation regarding a common commitment to this support time and how it will be utilized and accessed by students. This time is also currently available for academic counseling appointments, Wellness appointments, and college presentations.

Student Support Time includes a designated time within our bell schedule and a philosophy that ties to the PLC guidelines of Interventions and Enrichments. In addition to the Tier 1 option of Support Time, our AVID program serves students and provides curriculum and instruction guidelines for the entire staff. As mentioned in chapter 1, our AVID program covers the span of four grade levels with a counselor assigned to each grade level. The AVID teacher stays with the cohort for four years. Santa Clara HS has invested a lot of resources to expand AVID strategies in every classroom. Over half of the faculty have attended the AVID Summer Institute training, with many implementing AVID strategies in their classroom. Through new Teacher Peer to Peer Observations we were able to collect data on WICOR strategies used schoolwide. AVID has partnered with the nonprofit organization The Reach Foundation which brings to campus individuals from a wide variety of professions - doctors, engineers, retired teachers, etc. - who volunteer their time to mentor our AVID students their senior year and also guide them through the college application, FAFSA and scholarship process. AVID has also worked on creating a

buddy system within our program. Seniors pair with Sophomores and Juniors pair with Freshman. This has formed a more unified family type relationship between all 4 grade levels. We continue to work with local college students to tutor our AVID classes and are taking as many field trips to local or Southern California colleges as we can. Our program has grown tremendously in the last few years and we hope to continue creating positive change.

In addition to the addition of the REACH foundation, Peer to Peer Teacher Observations, and the Buddy System, an AVID Site Team has been established and meets monthly. The site team includes AVID teachers, AVID coordinator, District TOSA, Admin, and Counselors to foster collaboration and best serve our AVID students.

Al Gonzalez, an instructional coach, was hired to work with teachers with a focus on instructional support for EL classes. Both the support from Al Gonzalez and the Peer to Peer Observations were highly attended by the SCHS staff and key takeaways were shared at Faculty Meetings.

The students at SCHS are cherished and uniquely selfless and kind. Our Associated Student Body has worked diligently, along with Link Crew and over 60 clubs on campus, to encourage various student-driven activities that promote inclusivity, engagement, and community connections. In 2018/19 a survey was conducted in order to gauge the student body's connectedness to current activities. Overwhelmingly, the student body asked for more diversity, spirit, and promotion of activities on campus. ASB added a Welcome Rally and Diversity Rally to the activities calendar in place of the Academic Rally. In addition to the changes in rallies, in 2019/20, the purpose and vision of Student Council was updated to include a focus on activities, community service, and supporting a positive school culture and climate. For distance learning, ASB was tasked with adjusting all activities to a virtual setting. This included an online process for elections, club charters, virtual rallies, club fair, and Wellness Week. Through collaboration with Wellness and the SEL Taskforce, our student council, clubs, and LinkCrew have hosted multiple virtual wellness activities for students.


With the support of the district office, all SCHS students have a chromebook and Hot Spots have been issued to students with limited internet access. In addition to chromebooks and internet access, The Connectivity Hub, an on-campus resource allowing internet access to students during the school day, has been opened starting October 2020.

At SCHS, we value relationships with parents and strive to form partnerships with parents/guardians as part of supporting our students. Increasing modes of communication

with parents has been a goal in the past three years. In addition to the PTSA and Wellness collaboration on Parent Education Topics, Wellness and Counselors have reached out to parents when their students are falling behind. Starting September 2020, social media has been added to the Bruin Country Principals Update in order to offer another avenue of communication with parents. Facebook and Instagram are updated weekly with flyers advertising upcoming events and school wide communication.

## Chapter V: Schoolwide Action Plan/SPSA Refinements

### [Updated SCHS 6-Year Action Plan - 2020](#)

<b>SCHS 6-Year Action Plan</b>			
Moving forward with a Culture of Collaboration			
	<b>Goal 1:</b> <b>Increase communication among all stakeholders in order to increase parental, staff, and student engagement</b>	<b>Goal 2:</b> <b>Improve curriculum and instruction through collaboration and data analysis</b>	<b>Goal 3:</b> <b>Engage and support our diverse student population by improving equity and access</b>
			
<b>Student Engagement</b>	Increase student engagement through student centered curriculum, adding more elective classes and semester classes	Use structured departmental / interdepartmental collaboration time to share creative instructional strategies and promote peer-to-peer teacher observation to improve student engagement and support.	Provide specific support for students to find solutions to various needs affecting academic outcomes (intervention, enrichment, emotional health, etc.)*
<b>Closing the Achievement Gap</b>	Continue to identify underrepresented and/or underperforming students while disseminating and communicating our achievement data to all stakeholders, involve students, parents, and staff in our revision of our Mission, Vision, & SLOs	Research, identify and implement a data-driven collaboration framework at the department/course level to improve consistent standards-aligned curriculum & instruction, refine essential assignments, and analyze common assessments within a cohesive data inquiry cycle	Strengthen student academic skills by continuing to implement AVID strategies schoolwide and provide equity-focused PD to help teachers identify and support students' individual needs
<b>Promoting Wellness</b>	Improve awareness of wellness services through stakeholder presentations designed to improve student wellness	Determine, provide, and integrate social and emotional components across every curriculum and content area in order to support students well being	Encourage various student-driven activities that promote inclusivity, engagement, and community connections
<b>Implementing Technology</b>	Increase trainings for students, parents and teachers on technology such as School Loop, Google Classroom and digital citizenship	Provide students with consistent use of technology in classroom through increased teacher training on a variety of instructional technology tools	Ensure all students have Wi-Fi & Wi-Fi enabled devices at school and at home through outreach
<b>Family Engagement</b>	Improve communication with parents via outreach to maximize parent use of School Loop and admin/teachers regularly using School Loop in order to build a school/family partnership about students' assignments, grades, and emotional health*	Improve communication about student data and progress, grading timelines, and equity of access between faculty/staff & families	Help students connect with school by increasing outreach to parents through a variety of approaches

*Based on the 2018 SCHS WASC Self Study & revised per recommendations by WASC – Finalized April 2018 (\* updated Dec 2020)*

Following the last WASC visitation, WASC coordinators met to update the action plan that outlines the schoolwide vision and plan that was originally established for the 2017 self study. Since the original action plan was released, several initiatives have either been updated or added to align with our critical areas of need and there has been ongoing discussions as to our commitment and intention of including them in the action plan. To update the action plan from the last WASC visit, staff has met both in faculty meetings and during several collaboration meetings to ensure progress has been made toward the critical areas of need and to evaluate tasks itemized in the original Action Plan.

Following the Visiting Committee report delivered in March 2018, the Action Plan was revised to have their recommendations and School-Wide Critical Areas for Follow-Up included in the 6-year plan. The following recommendations by the Visiting Committee are included throughout the Action Plan in order to ensure that all goals are met by 2023.

1. SCHS Mission, Vision, and SLO's should be evaluated and reviewed with feedback from all stakeholders and with specific attention to addressing measurable school goals arounds improving student achievement.
2. Provide additional professional development to ensure that staff members can identify students' needs and take steps to address equity and access to learning.
3. Desire for increased opportunities and options for collaboration within and across Departments including peer-to-peer.
4. The need for evidence of classroom curriculum alignment with California State Standards and using updated/current curricular materials
5. The need to design efficient ways of determining whether or not instruction is standards-aligned and effective for their student population.
6. The need to clarify what school-wide assessments and accountability tools are used at their site and district wide
7. Continue the work of creating a sense of inclusivity throughout the school.
8. SCHS will work together, at the department/course level, in order to bring fundamental alignment to their courses (guaranteed and viable curriculum) through the use of a common syllabus, essential assignments, common assessments (formative and summative) in order to implement a cohesive data inquiry cycle.
9. SCHS has a need for systematic reflection on student achievement data in order to increase successful academic outcomes leading to a cycle of data review in which data is collected, analyzed, and disseminated amongst all stakeholders.

#### Identify Action Plan Goal 1 #1

Increase communication among all stakeholders in order to deepen the partnership between parents, staff, and students.

Rationale: While most subgroups have made significant gains in the past three years, SCHS believes that an increase in communication among all stakeholders is vital as we navigate through distance learning and transition back to in-person learning. Although we have made efforts to increase parent communication through getting parents to sign up for Schoolloop and increasing the frequency of sending out the Bruin Country Principal Update, there continues to be a number of parents who we have not yet reached. SCHS believes that continuous communication is necessary to maintain transparency between all stakeholders. SCHS decided to adjust the language of Goal 1 in order to foster a collective ownership of the educational process. Increasing parental, student, and staff

communication continues to be an important goal of SCHS and we believe that our next steps are to increase stakeholder input to move our school forward.

#### Identify Action Plan Goal 2 #2

Improve curriculum and instruction through collaboration and data analysis.

Rationale: SCHS has made significant progress in collaboration and data analysis. While we have made drastic changes in collaboration, SCHS continues to believe that there is an identified need of collaboration among teachers both during distance learning and when we return to in-person learning. SCHS is starting to see benefits coming out of classroom instruction. Some of the collaborative efforts that were started in the 2019-2020 school year was delayed when SCHS went into distance learning. We are also in the early stages of identifying interventions and enrichments. While some collaboration teams have been developing common assessments, other collaboration teams are still in the scope and sequence stages of their collaboration. Based on data collected by faculty over the course of the last three years, teachers have found value in collaboration and have also expressed interest in collaborating across content areas. Collaboration continues to be a need for the next three years, and SCHS would like to enhance collaboration efforts by increasing our data analysis and incorporation of data in the discussions that are happening among collaboration teams. As we continue to work on data analysis, we will be using findings to inform our progress toward interventions and enrichments.

#### Identify Action Plan Goal 3 #3

Engage and support our diverse student population by improving equity and access.

Rationale: SCHS has made significant gains in engaging and supporting our diverse student population over the last three years. While there are significant gains, SCHS recognizes that the achievement gap has been exacerbated by distance learning and has set back our efforts. We are looking at how we can identify the barriers that students are experiencing in distance learning and would like to continue the work identified in goal 3 over the next three years to ensure student success. The barriers that students are experiencing (socioeconomic challenges, equity and access, etc.) are magnified by distance learning even though they are not new barriers and SCHS would like to make additional steps towards addressing these challenges and providing solutions. Currently, distance learning has clearly identified issues of inequity and access, however SCHS anticipates that continuous work to improve equity and access will be needed and necessary as we return to in-person instruction.

