SANTA CLARA HIGH SCHOOL SELF-STUDY REPORT

3000 BENTON STREET

SANTA CLARA, CA 95051

SANTA CLARA UNIFIED SCHOOL DISTRICT

MARCH 11, 2018

ACS WASC/CDE Focus on Learning Accreditation Manual,

2017 Edition

Board of Education
Mr. Andrew Ratermann, President
Ms. Noelani Pearl Hunt, Vice President
Mr. Albert Gonzalez, Member
Mr. Jim Canova, Member
Ms. Jodi Muirhead, Member
Mr. Mark Richardson, Member
Dr. Michelle Ryan, Member

Superintendent
Dr. Stanley Rose III

Administration
Mr. Gregory Shelby, Principal
Mr. Tony Lam, Vice Principal
Ms. Angela Kretsch, Vice Principal
Mr. Terry Flora, Vice Principal
Ms. Erin Brown, Vice Principal

WASC Self-Study Team

Mr. Tony Lam, Coordinator	**Ms. Katy Weeks, Lead**
Ms. Naomi Ansaldo, Editor	**Ms. Kristina Flores, Lead**
Ms. Maichen Liu-Grossman, Editor/Lead	**Mr. Justin Williams, Lead**
Ms. Sarah Wellberg, Lead	**Mr. Hao Pham, Lead**
Ms. Hanna Anderson, Lead	**Ms. Kathy Hopp, Lead**
Ms. Samantha Peters, Lead	**Mr. Daniel Eaton, Lead**
Mr. Lauren Hasty, Lead	**Mr. Mike Evans, Lead**
Ms. Gwen Schneider, Lead	**Ms. Michelle Sandoval, Lead**

Ms. Carmelita Weddle, Lead

TABLE OF CONTENTS

Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:
1. **The involvement and collaboration of all staff and other stakeholders to support student achievement**
2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards**
3. **The analysis of data about students and student achievement**
4. **The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria**
5. **The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.**

As a community, Santa Clara High School embraced this self-study opportunity to highlight the many things that we have that are fostering growth in our students and staff but more importantly, what do we need to work on to make our school even better. In the Spring of 2017, we alerted our school community of the upcoming WASC visit and the process for the Self-Study. We shared what the self-study entails and the timeline to complete the study. We replaced our Wednesday morning IDEA with WASC focus group work until the self-study is completed.

For this self-study, we first determined the home groups. We decided on the following home groups: Administration, Department Chairs, School Learning Team (SLT), and Parent Teacher Student Association (PTSA). Staff, students, and parents volunteered for one of the WASC focus groups: Governance, Curriculum, Instruction, Assessment, and School Culture. Classified staff representation is within the the SLT group.

The self-study started with each group reviewing the school profile and our action plan from the last self-study in 2012. The idea is to focus this study on knowing who we are as a school and the goals that we set out to achieve from the last self-study. Understanding this will help us get a better idea of what our challenges are, what we've accomplished, and what we still need to do to reach the next levels of increasing student achievement.

By looking at the school profile and our previous goals, staff noticed trends in the data from our changing demographics, our standardized achievement data, our attendance and discipline data, our AP/SAT/ACT data, and to a certain extent, benchmark data in math and English subject areas. We took several days to thoroughly analyze the data and document what we saw. Withholding judgement, we attempted to look at the implication of the data and recommended strategies to address areas that exhibited less than satisfactory growth.

The staff worked on different areas of the self-study. They reviewed data, identified areas of growth, brainstorm areas in need of improvement, and prioritize action items to achieve our newly identified goals. Relevant information and supporting documents were uploaded into the WASC Google classroom for all staff to access and review. In our January 2018, we agreed on three WASC goals and identified action items that target the five strands that we believe are important to our school and our community. They are: Promoting Wellness, Parent Engagement, Student

Engagement, Implementing Technology, and Closing the Achievement Gap. We are excited about the work that lies ahead of us. We believe that our students and community will greatly benefit from it.

The table below shows the timeline for the Self-Study work.

Nov - September	September - November	November - January	January - March
FORMING	**COLLECTING**	**ANALYZING / SYNTHESIZING**	**PREPARING**
Groups form & gain awareness. Leaders study/prepare	Groups determine what data to collect and collect data on their topics	Groups analyze their data and create draft of their section. Leaders synthesize into a report	Submit report to WASC, prepare for March visit.
Key Dates: June 15 - SLT Retreat Aug 8 - First Staff Mtg Sep 13 - Focus Groups	*Key Dates:* Sep 13 - Focus Groups Oct 11 - Focus Groups Nov 8 - Focus Groups	*Key Dates:* Nov 8 - Focus Groups Jan 17 - Focus Groups	*Key Dates:* Jan 17 - Focus Groups Late Jan - Submit report March 11-14 - WASC Visit

Chapter I: Progress Report

Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas for follow-up* from the last full self-study and all intervening visits.

Comment on the original critical areas for follow-up not in the current plan.

Goal #1: Close the Achievement Gap

Action: Increase parental involvement (i.e. Latino Parent Night, Sign up for School Loop Night, continue with Bruin Boosts). Create more opportunities to educate parents on supporting students in school and preparing them for graduation and beyond.

We host many parent nights throughout the school year. Starting in August, during freshmen orientation, we separate the anxious parents from their freshman students by having them attend a presentation in the theater. The presentation focuses on strategies for accessing the school and its personnel, ways to support their high school students, and how to access information. This allows both students and parents to receive support from the respective peer groups.

In September, we have Back-to-School Night where parents are introduced to the administration and counseling teams. Parents are invited to come to the library to sign up for a School Loop account. They are given about 10 minutes to visit each of their child's teacher class.

In October, our counselors host a Senior Parent Night. This event is intended to give parents a heads up on what to expect in the senior year, including important dates for college application, scholarship, and graduation.

In November, we host Junior Parent Night where we review graduation requirements, credit recovery programs, and ways that parents can support their soon to be senior student. Also in November, we hold a Fall Open House for all new parents. The event is intended to showcase our school. Prospective parents get to hear from our students, our principal, speak with representatives from all departments, and tour the campus.

In December, we host Sophomore Parent Night. Again, we review with the parents graduation requirements, credit recovery programs (including summer school), and how to access support for their student.

In January, we host a Freshman Parent Night. This event is held in January after first semester grades have been posted to the transcript. The counselors review with the parents how to read a transcript, get a refresher of the graduation requirement, summer school and credit recovery for those that need it, and strategies for supporting their student's academic success. Also in January, we hold an AP Parent Night. his evening is designed to help parents have a better understanding of our AP program, the courses offered, and talk to AP teachers.

In February, we host an incoming 9th grade parent night. The event is intended for parents new to the school. At the event, parents learned a little about our school, explained the differences between graduation requirements and college requirements, and the process for registering their child for

school and classes.

Additionally, English Learner Advisory Committee (ELAC) meetings are held quarterly to address issues specific to our EL community (e.g. Chromebook Rollout, ELPAC, immigration issues, community and district resources).

School Site Council meetings are open to the public and held on the first school Wednesday of each month.

Action: Revamp and refine Advisory groups (i.e. use student mentors, peer mentors, subject matter/teacher training)
The question about Advisory groups has come up many times. It is an action item once again in this self-study. However, sans an advisory group, we have continued with Link Crew as a means to mentor our incoming freshman students. Teachers volunteer to recruit and advise Link Crew each year to prepare them for orientation day in August. All students are encouraged to apply. The program has grown into a class that is offered during the school day for Link Crew leaders and taught by the Link Crew advisor. Funding for our Link Crew teacher, Freshman Orientation, and Link Crew curriculum designed to address anti-bullying and school connectedness is provided through our SPSA to address Goal 4: Improve School Climate and LCAP Goals 1, 2, 3, 4, and 5 (see Appendix).

Action: Create/Continue Support classes (i.e. Algebra Support, READ 180, etc.)
In response to the number of struggling Algebra I students, we created two Algebra Support classes, offered during first and seventh period, to provide students with supplemental support. ALEKS is used as the primary curriculum. In the 2017-2018 school year, we added a third Algebra Support class for students in need of a mid-day option. Funding for these classes is provided through our SPSA to address Goal 2: Increase Mathematics Proficiency and LCAP Goals 2, 3, 4, and 5 (see Appendix).

We also utilize the district-adopted reading intervention program: READ 180. In the past, this class was offered in a two-period block format twice a day, but this schedule limited student access to courses. For the 2017-2018 school year we decided to offer READ 180 as a single period course, thus allowing students to take more classes that will help them satisfy graduation requirements. Read 180 is funded through our SPSA to address Goal 1: Increase Literacy Proficiency and LCAP Goals 2, 3, 4, and 5 (see Appendix).

Following our last WASC visit, EL teachers reviewed student data on-site and with district personnel and decided to create an EL Support class that would address the needs of students who were transitioning from EL classes into SDAIE classes and from SDAIE classes to mainstream classes. During the 2017-2018 school year, our EL Coordinator and ELSAT analyzed data and determined that an additional support class was needed to support our LTEL population. Our EL Coordinator then worked collaboratively with our sister-school EL Coordinators to develop and redefine our EL Academic Support 2 course, which supports EL students with a CELDT scores of 2-3 and who are enrolled in at least one SDAIE course, and our EL Academic Support 3 course, which supports students with a CELDT score of 3 or higher and who are enrolled in mainstream

classes. Support classes are offered during 2nd period which does not conflict with Algebra Support or the other EL and SDAIE classes offered throughout the day. Both EL Support classes are funded through SPSA to address Goal 3: Increase English Language Proficiency and LCAP Goals 2, 3, 4, 5 (see Appendix).

Through a partnership with Equal Opportunity Schools, we utilized student data and teacher and student surveys to identify and reach out to students who are not currently taking an AP class, but have demonstrate growth mindset, community leadership, and or academic potential. As we increased AP recruitment, we realized that we would need AP Support classes to serve our expanded AP population. Also, we have Academic Peer Tutors to empower students who have a history of AP successes to serve as role models and tutoring resources for new or struggling AP students. AP Support classes were offered both first and seventh periods last year, but this year due to faculty departure we offer AP Support seventh period only. We hope to add the first period support class again for next year. AP Support classes and our EOS partnership are funded through SPSA to address Goal 4: Improve School Climate and LCAP Goals 2, 3, 4, 5 (see Appendix).

Action: Training and resources to supplement special needs students' education
Our Special Education Department utilizes both the workshop model (usually 6-15 students in a separate class setting) and inclusion (student in mainstream class with para-educator or SpEd teacher if necessary). We also offer further support through discipline-specific courses (Algebra Support, READ 180). Para-educators have received supplemental training at district professional development in August and October of this year. Content area special education teachers are encouraged and invited to attend any trainings that are available. We established a line item in our SPSA to cover sub and registration costs.

Action: Implement a program to help students create and monitor a four-year plan with educational options that will continuously be revisited throughout the students' careers at SCHS.
Our counselors make it a point to meet with all students at least once per year every year. This personalization happens throughout the year during 504 meetings and SST meetings. The 1:1 meeting is more prominent during the registration period when the counselor sits down with every student and go over their course selection and review their transcript. We also use the opportunity to discuss graduation requirements and credit recovery options with each student.

This personalization is much more attainable with the increase in the number of counselors in recent years. Four years ago, we had 3.5 counselors with each carrying a caseload of approximately 570 students (adjusted for the halftime counselor). We now have seven counselors, filling six full-time positions, with an average caseload of 340 students. This reduction in caseload number gives students and parents greater access to their academic counselor.

The four year plan is reviewed annually with students and parents. With the recent adoption of Naviance, students and parents can access and manage the four year plan anytime. We hope to increase publicity and training for students and teachers in best utilizing Naviance for planning and college application.

Action: AVID techniques used in classes with struggling students - become an AVID school

AVID continues to be a priority for us. Each year we send a large number of teachers to the AVID Summer Institute. Since 2015, we have sent a total of 100 teachers to the AVID Summer Institute.

Goal #2: Utilize data to improve student performance

Action: Work towards common assessments written by teachers to guide instruction (common questions on tests, common final)
The English Department has used the model of a Performance-Based Assessment (PBA) developed by district-wide committee (of teachers) for over a decade. Each grade level teacher administers the assessment during a district-determined window twice a year (Fall and Spring) and scoring of these assessments is usually accomplished during a district professional day after grade level teachers had calibrated the scoring criteria. Resulting data of student performance is entered into a district database (SchoolCity) for evaluation. The PBA has been an important tool for English teachers to assess their own students' writing skills and to gain an overview of what trends in performance are occurring district-wide as we often score assessments from other school sites. Last year, the district moved to increase the number (more variety of topics) assessments that grade-level teachers can select from, and has made the assessments available online to grade-level teachers. The increased number of topics was spearheaded by teachers and assessments were developed by committees of teachers. This common assessment will continue to provide data to guide ELA instruction in our English classrooms.

The Mathematics Department has also adopted common final exams for each course and continues to utilize the resulting data to guide instruction.

Action: Use Apperson Scanner to align the standards to content of course assessment questions (class or individual); gives initial assessment and progress of student's knowledge and skills and provides instant feedback to the student of strengths and needed improvement and data reports for teacher to guide instruction for student's progress; assists in measuring whether the standard(s) are being addressed in assessment/question development.
Most teachers now use the Apperson Scanner for course assessments that can take the multiple-choice format and scanners are available in the staff workroom, the Science department, and the Student Body Office. The high cost of scantron sheets has become an issue for some departments, and some teachers have begun exploring alternate methods of providing the same standardized test and instant feedback and data analysis, such as Quick key, SchoolCity, etc.

Action: Increase access to technology to improve formative assessments (i.e. SMART Response Clickers)
During the 2014-2015 school year, 176 Wyseboxes were purchased to replace order computers in instructional spaces; 40 additional Wyseboxes were purchased the following year. Also during the 2014-2015 school year, 46 Chromebooks were purchased for classroom teachers to use during a pilot and to update the J Lab and Career Center; 190 additional Chromebooks were purchased in 2015-2016. As of the 2016-2017 school year, 15 Chromebook carts with 305 Chromebooks were available for student use. We currently have eight computer labs, 600 devices, and wireless access throughout the campus.

Along with providing every classroom with a document camera and projector, we have also installed projectors, screens, and sound in instructional support spaces such as the AVID computer lab, library, small gym, and multipurpose room. Further, during the 2015-2016 school year, we partnered with the district to update the iMac lab used by our Digital Arts and Video Production classes. Through a partnership with the district, the iMac lab was updated. All of the previously mentioned technology improvements have been funded through SPSA to address Goal 5: Improve Use of Technology and LCAP Goals 1, 2, 3, 4, and 5 (see Appendix).

SCHS is in its first year of an 1:1 chromebook program for students, with 10th and 11th graders receiving their chromebooks this year and 9th and 10th graders receiving chromebooks next year so that all students will have one-to-one devices. Teachers have also received training on how to best utilize Google Classroom, and Google's suite of educational apps for their specific departments. Students have all received student (GAFE - Google Account For Education) email accounts administered by the district. This now allows teachers to create and administer assessments, both formative and end-of-unit, to students easily through Google Classroom or Google Forms. Google Classroom can be linked with the gradebook in Schoolloop, so students can easily see both the assignments and grades posted. Teachers also utilize a variety of programs to support student learning and to uphold academic integrity standards and provide feedback on written assignments and projects.

Action: Improve writing skills across curriculum
Over 100 SCHS teachers since 2015 have been AVID-trained in WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies that prompt students to write in every subject area. This training has enabled teachers to effectively use writing tasks as a means of instruction and student engagement in their classrooms. We continue to offer AVID training to all teachers through Summer Institutes and hope to have close to 100% of our teachers trained in the near future. Funding for AVID training is provided through our SPSA to address Goal 4: Improve School Climate and LCAP goals 2, 3, 4, and 5 (see Appendix).

Action: Use test and common tests to target struggling students for tutoring/credit recovery
Struggling students have been identified by teachers and counselors and recommended for either tutoring and/or credit recovery, as well as other school resources, but no formal test has been developed to assess and/or target these students.

Action: Develop SMART measurable goal protocol by department
Efforts to develop SMART goals by department were begun after our last WASC visit, but due to personnel and curricula changes, the effort has lapsed or been deemed no longer appropriate by certain departments.

Goal #3: Improve performance of Algebra, Geometry, and Chemistry students

Action: Align math problems to "real world" problems to allow for transitory set of skills.

The adoption of Common Core State Standards (CCSS) in 2015 has prompted new curricula and textbooks that specifically use "real world" problems to engage students in questions that have relevance to their lives. SCHS uses CCSS-aligned math textbooks and resources to provide students

with opportunities to learn math skills and strategies through tackling hands-on, real world problems.

Action: Increase reading comprehension and stress reading in subject areas.
Sacred in our bell schedule is the SSR period that is dedicated to sustained, silent reading. This period of 24 minutes on non-block days (Mon., Tues., Fri.) gives students a chance to pursue their independent reading. This goal of creating more robust readers has not been uniformly adopted by all faculty as some teachers allow students to complete homework or other assignments during the SSR period, while other teachers strictly enforce the silent reading format. We have not yet decided on how or whether to enforce the silent reading requirement.

Action: Articulate with the middle schools on what skills are needed for students when they come to high school math or science.
Department Chairs for all departments district-wide meet once monthly to discuss department and discipline-specific issues. At these meetings, middle and high school departments are able to address alignment of skills with grade-level expectations. At the district level, committees have begun to create scope and sequence documents that will be available along with open source curricula across all content areas. This will allow for easier access to grade level requirements as well as examples of lessons for all teachers to use as guidance in articulating their own curriculum to the subsequent grade levels.

Action: Establish an evaluative placement or readiness test focusing on Algebra 1 skills for success in chemistry that assesses math, reading, and problem solving skills levels
Although we continue to recognize that it is important to evaluate student readiness for Chemistry (and any higher level science) to guide appropriate enrollment, we have not yet established a formal placement or readiness math (Algebra 1) skills test for that purpose.

Action: Have bridge classes to prepare students for next level (i.e. A bridge program for summer, between biology and chemistry, to develop skills for struggling students)
Smaller class sizes for Algebra 1 have not been possible due to State budget cuts, but SCHS recognizes the importance of bridge classes to prepare students for the next level. We have instituted Algebra 1 Support classes through SPSA funding to address Goal 2: Increase Mathematics Proficiency and LCAP Goals 2, 3, and 5 (see Appendix) and have increased funding to offer three courses, increased from two last year. Our Special Education department offers Algebra 1 and Geometry Workshop classes, as well as Inclusion teachers in some mainstream classrooms.

Goal #4: Improve the academic success of students by supporting the support structures that enable them to learn.

Action: Find ways and develop protocols to address the increase in anxiety and depression in our students
In the fall of 2016, we hired a Wellness Coordinator to help address concerns regarding student mental health. The following year we created a Wellness Center where our Wellness Coordinator, interns, and counselors from the California Youth Outreach (CYO) and Bill Wilson Center work

collaboratively with our Counseling department to support student wellness. Our Wellness Coordinator also presents information during Parent Nights and District Professional Development days that addresses a variety of topics including self-care, emotional trauma, and suicide prevention.

Additionally, our English Language Support and Assessment Technician (ELSAT) works with our English Language Learner (ELL) community to ensure this underrepresented population has access to the appropriate support services. Our ELSAT position is funded through a collaborative effort between our district and SPSA to address Goal 3: Increase English Language Proficiency and LCAP goals 1, 3, 4, and 5 (see Appendix).

Action: Build pride and respect for our facilities
SCHS completed a renovation and expansion of its facilities in 2013, and the new buildings and common areas have been well-maintained and respected by students and staff since. We recognize that maintaining a clean and healthy physical environment translates into better learning for students so we will continue our efforts to build pride and respect for our facilities. We have utilized APC, Wednesday School, Saturday School as opportunities for school beautification as students can use their time helping clean or maintain campus facilities.

Action: Find ways to close the opportunity gap and create a college and career oriented atmosphere
SCHS offers two classes per grade level of AVID, which is dedicated to closing the achievement gap by preparing students for college readiness. AVID students are supported and encouraged to take college approved classes and the majority of AVID students apply to a 4-year college in their senior year. SCHS is part of Equal Opportunity Schools (EOS), dedicated to Advanced Placement (AP) Equity which emphasizes expanding AP course enrollment to include students from traditionally underrepresented groups. We are in year 3 of AP Equity. At present, SCHS follows College Board's mandate of open enrollment for AP courses, which has increased overall section numbers, and has expanded our course offerings by adding five new subjects, and plan to add two more next year. The workshop and inclusion model used by our Special Education department gives our special needs student population access to college preparatory courses as well.

Action: Continue to grow connectedness to school of all student's
We currently offer 80 student-led clubs through our ASB that appeal to a wide variety of cultures and interests. Our school also has a long tradition of hosting several extracurricular events designed to increase school connectedness such as Homecoming, Night of Acoustics, Lip Sync, and Battle of the Classes. Further, our Vice Principal of Activities and Facilities and ASB Secretary regularly attend the annual California Association of Directors of Activities (CADA) conference in order to build upon their skill set of engaging leadership strategies. Funding for CADA is provided through our SPSA to address Goal 4: Improve School Climate and LCAP goals 1 and 3 (see Appendix).

A primary focus of our Link Crew curriculum addresses anti-bullying and student connectedness. Link Crew leaders are assigned a group of students during Freshman Orientation who they connect with throughout the year to help 9th graders feel connected to the school and their peers. Link Crew and ASB also host events throughout the year to help students feel a greater sense of connectedness

(e.g. Football Nights, Finals Study Sessions, Lunch Events) Funding for our Link Crew teacher, Freshman Orientation, and Link Crew curriculum designed to address anti-bullying and school connectedness is provided through our SPSA to address Goal #4: Improve School Climate and LCAP Goals 1, 2, 3, 4, and 5 (see Appendix).

Action: Address the drug use issue and curb the drug culture in and around school
Since our last WASC visit, Health classes at SCHS directly address health consequences of drug use, and class meetings held by administration address the disciplinary consequences of drug use on campus. Our administration has a "two-strike" policy in which a second offense for drug use is an automatic discipline hearing. This message and enforcement of strong consequences for drug offenses has resulted in no growth in number of drug offenses over the last three years, and overall, drug offenses make up only a small percentage of discipline issues. An increased pride in and respect for school culture and environment seems to have greatly reduced drug use/culture in and around school.

Action: Build and support staff morale
Following the Interdepartmental Enrichment Activity IDEA group model, a group of teachers formed the Santa Clara Social Club (SC Squared) that organizes a variety of staff events and celebrations (e.g. Staff Holiday Party, birthday celebrations, End-of-the Year Celebrations). Additionally, our school administrators have a long tradition of hosting annual staff gatherings including a Back-to-School BBQ and Holiday Staff Breakfast.

Teachers also attend a variety of professional development workshops and conferences in teams ranging in size from two to fifteen which allow them time to work collaboratively and build rapport. For instance, the English, Math, and Science departments regularly attend annual subject specific retreats. Teachers also participate in schoolwide conferences such as AVID training and Association for Supervision and Curriculum Development (ASCD) in groups of 10 to 30. Funding for these professional development opportunities is provided to through our SPSA to address Goals 1, 2, 3, 5 and LCAP Goals 1, 2, 3, and 5 (see Appendix).

Chapter II: Student/Community Profile and Supporting Data and Findings

Tell the story of your school through the use of data and information. This thorough examination of the school includes:

- **The history and background of the school**
- **A description of the school programs**
- **School performance indicators as organized by the Local Control Funding Formula's (LCFF) "Eight State Priorities" rubrics and local measures**
- **Examination of perceptual data, such as surveys**
- **Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)**
- **Provide a brief summary that includes:**
  - **Implications of the data**
  - **Identification of 2–3 preliminary critical student learning needs (at this stage of analysis)**
  - **Important questions to be discussed in the Focus Groups.**

Mission Statement

The mission of Santa Clara High School is to foster inquiry and self-reliance in our diverse student body while imparting an excellent, well-rounded education in a safe, inclusive and collaborative environment.

Summary of School History and Programs

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, a 32-acre campus 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.

Measure B bond monies were used to renovate the athletic fields and to construct the new performing arts center and science wing. The modernization of the library, D-wing, and administration/student services building were the last part of this project. In November 2004, the community passed Measure J providing an additional $315 million for major renovations to the secondary schools. By August 2014, all major renovations were concluded with the cafeteria, E Building, and the Quad being the last to be renovated.

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 and Latino 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 school community, including parents, alumni, and business partners provide outstanding support to the school and its students. Parental involvement is one of the strong points of the Santa Clara High School community with many active parent and community organizations: Santa Clara High School Athletic Boosters, PTSA, School Site Council, Site English Learner Advisory Committee, Grad Night Planning Committee, and the Music Boosters. The community makes extensive use of the school's facilities including the multi-purpose room, the computer labs, the gymnasiums, the recently renovated athletic fields, and the new performing arts theater.

Parents and community members are highly encouraged to participate in the development of the LCAP goals. A timeline is posted on the district website. Our SPSA goals are aligned to the adopted LCAP goals.

Our last WASC Self-Study was in 2012 in which we received a full 6 year accreditation with a 1 day mid-term review. The self-study report is available in the evidence box for review. Since the last self-study, a lot has changed. Most of the district leadership is new. With the exception of the principal, the rest of the administrative team is new to the school. About half of the teaching faculty were hired in the last 4 years.

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 quick visits. Recently, the admin team turned our quick visits to focusing on the AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies implementation in the classrooms.

Our School Site Council, composed of the principal, parents, students, and faculty, makes decisions about our curriculum, school policies, and budget.

The PTSA, Athletic Boosters, Music Boosters, and Grad Night committee meet monthly to support school activities.

Our ELAC provides oversight on curriculum and the budget generated from the state for English Language Learners.

Department chairs meet monthly in a joint session prior to their department meetings. During our two hour collaboration time, our faculty meet on the first Wednesday, followed by WASC groups the second Wednesday, and then a faculty meeting on the third Wednesday. Finally, independent group collaboration occurs on the last Wednesday of the month wherein different professional learning communities across the campus meet. As this is our Self-Study year, we replaced IDEA with WASC. Inter-Departmental Enrichment Activity (IDEA) is a teacher-lead professional development activity. Teachers sign up to present a strategy or a long-term project and faculty members sign up for a session.

Our School Learning Team (SLT) comprised of teacher representatives from various departments, classified staff, and the administration. The team meets twice a month to discuss issues around school improvement. SLT's goal is to blur the lines between different unions with the hope of

increasing student achievement across the board. It is modeled after the Consortium for Educational Change (CEC) and Teacher Union Reform Network (TURN).

SCHS students are required to complete 230 credits and 20 hours of community service to graduate. Since our last self-study, our academic culture has greatly improved. Through our AP Equity work, we have increased our AP participation rate year after year. The result is over half of our students are taking one or more AP and/or Honors classes. We continue to make strides in making our courses UC/CSU a-g approved with the exception of special education classes and certain elective classes such as PE. We partnered with the Silicon Valley Career Technical Education (MetroEd) to give our students a more hands-on approach to learning in a field that they might be interested in learning more about.

Our core curriculum is Board adopted and aligned to the Common Core State Standards. Our district in the last two years has expanded the number of professional development days to help teachers with the rollout of CCSS in terms of knowing and understanding CCSS, collaborative planning, and implementation of the standards in the classroom. For students who need extra support, we offered supplemental instructional materials such ALEKS and Cyber High for credit recovery.

By increasing our counseling staff from 3.5 to 7, our student to counselor ratio dropped from 570:1 to 340:1 thus giving our students with more access to counseling services and academic planning. Additionally, we have created a Wellness Center with support staff who are available to address student socioemotional concerns. The Wellness Center housed a license therapist, intern counselors, and CYO (California Youth Outreach) counselors.
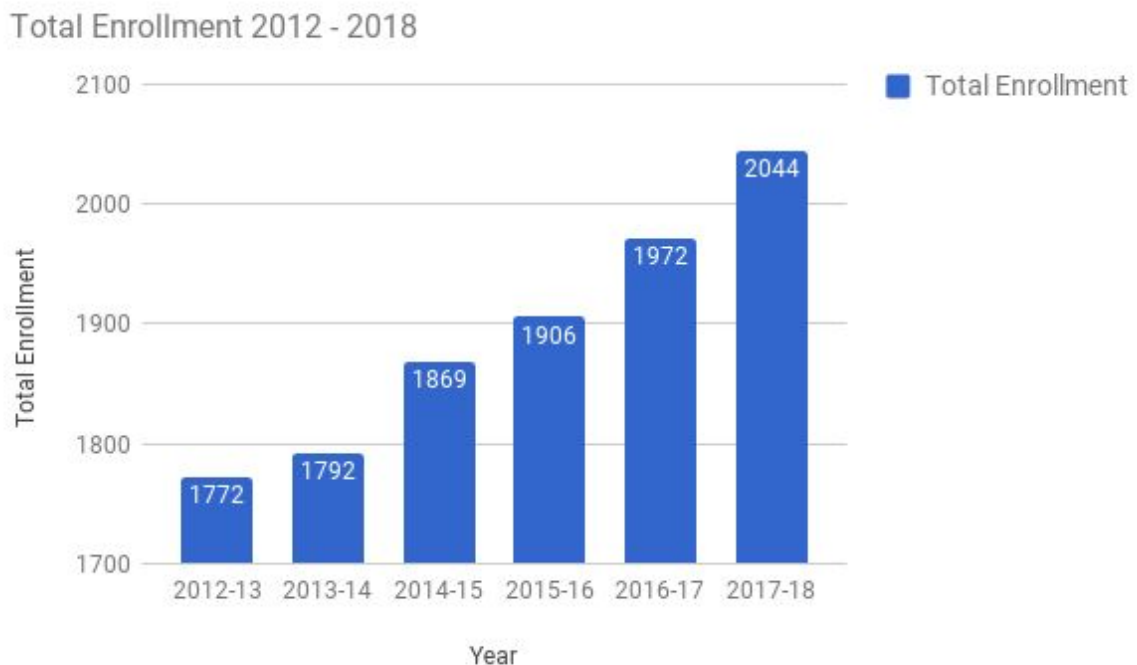
Our teaching faculty has grown to 103 with 11 part-time teachers due to a couple of different reasons. The first has to do with our growing community and a booming housing development. The second is our Board's vision of smaller class sizes. For the last two years, we have gone from a class average of 36:1 to 33:1. Our physical plant is our primary constraint to accommodate our growing student population.

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. Our strong curricular program contains Advanced Placement (AP) and Honors course offerings and supportive interventions in Mathematics, English, and AP. We have partnered with Technology Education and Literacy in School (TEALS) to assist with our Computer Science program by placing industry experts in the classroom working side-by-side with our teacher. Our athletic program is very competitive and has achieved many CCS titles over the years. Our marching band competes and wins in multiple competitions throughout the year.

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.

16

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, they take Biology and Algebra 2 Honors taught by STEM teachers. In their sophomore year, they 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.

Demographic Data

Total Enrollment 2012 - 2018

| Year	Total Enrollment
2012-13	1772
2013-14	1792
2014-15	1869
2015-16	1906
2016-17	1972
2017-18	2044

The chart above shows our enrollment for the past six years. 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. Recently, we have brought back portable classroom buildings to help accommodate our growing population. Our hallways are also becoming more and more crowded. For the first time, we were not able to offer lockers to every student who wants one. We estimate that our enrollment will continue to grow in the next several years as the new apartments, townhouses, and condominiums receive new tenants. While the district has plans to

build a new high school, that plan has been put on hold due the high cost of construction of a new elementary and a new middle school.
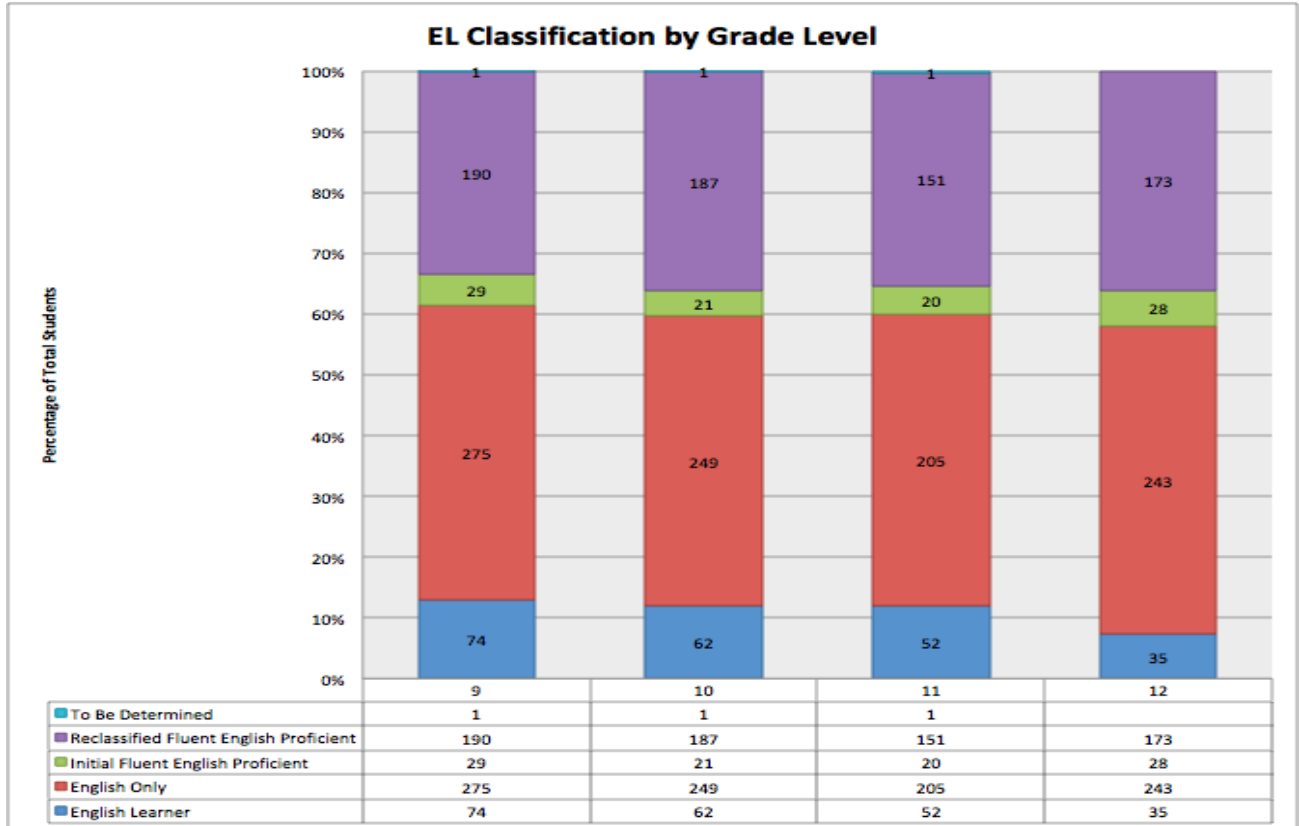
Average Attendance Rate
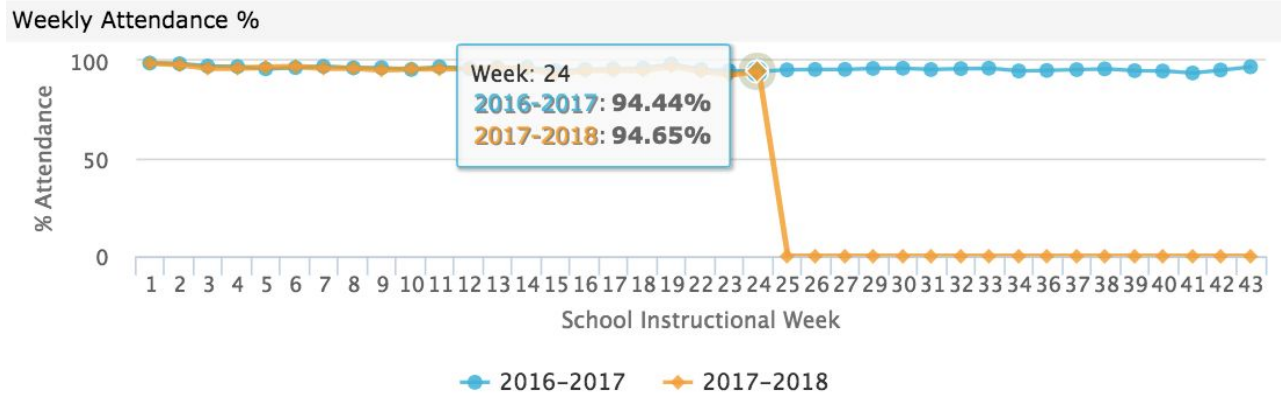
The cart above indicates weekly attendance rates during the the 2016-2017 and 2017-2018 school years. The snapshot indicates no significant change between the two years with an average of 94.44% and 94.54% of our students attending school, respectively.
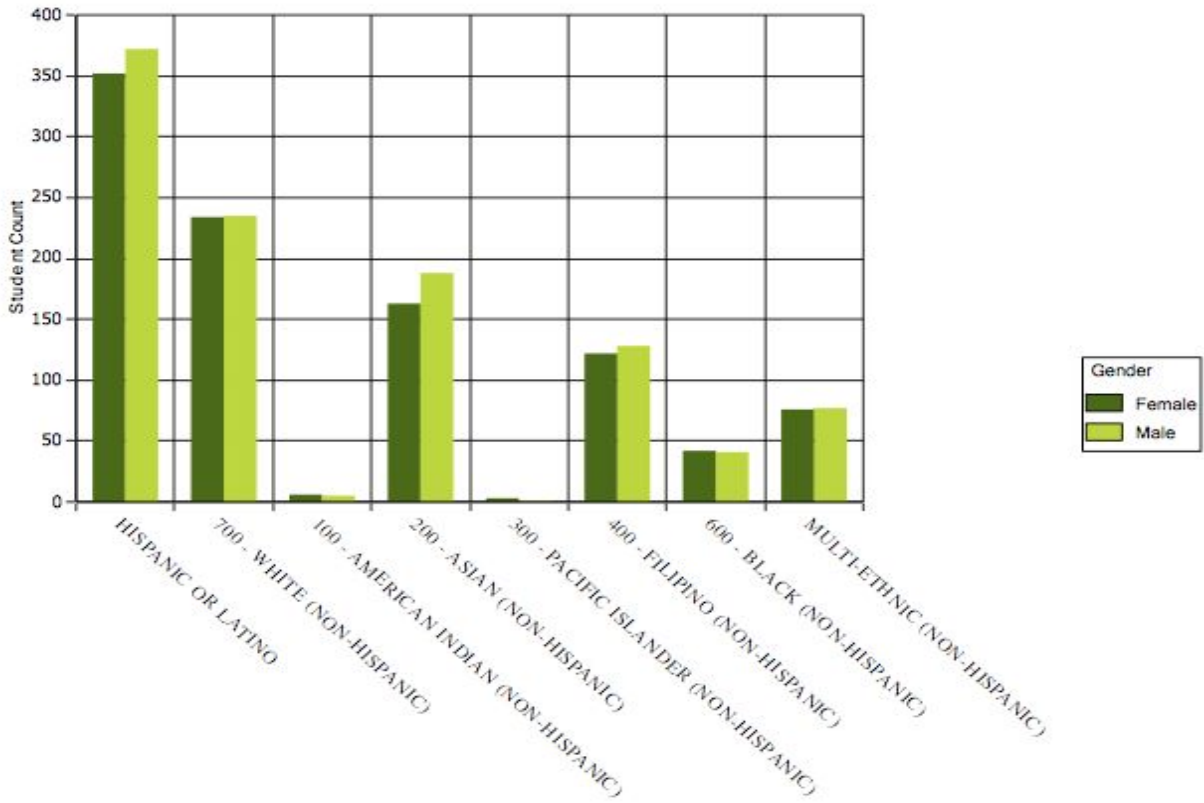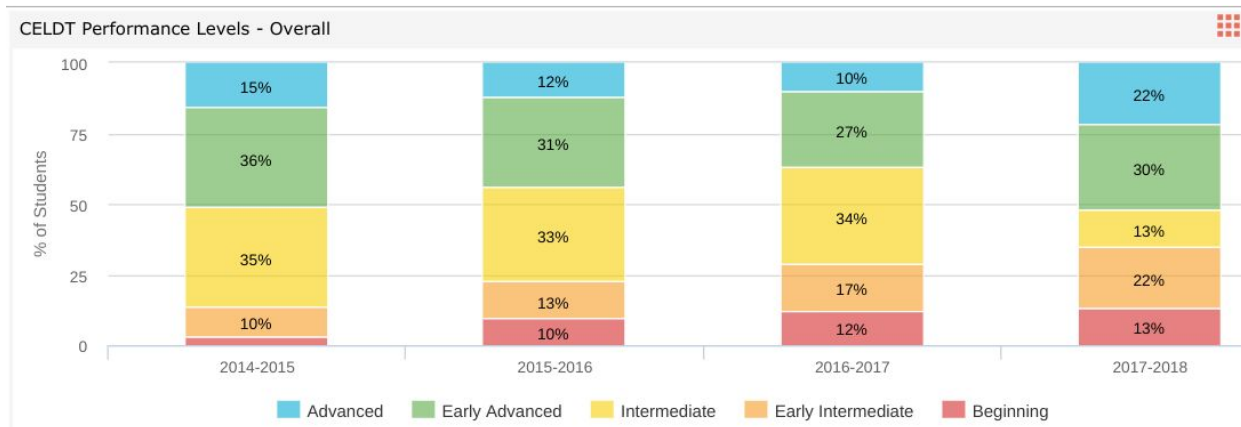
Ethnic Codes	Female	Male	Total	Percent
HISPANIC OR LATINO	352	372	724	35.40%
700 - WHITE (NON-HISPANIC)	234	235	469	22.93%
100 - AMERICAN INDIAN (NON-HISPANIC)	6	5	11	0.54%
200 - ASIAN (NON-HISPANIC)	163	188	351	17.16%
300 - PACIFIC ISLANDER (NON-HISPANIC)	3	1	4	0.20%
400 - FILIPINO (NON-HISPANIC)	122	128	250	12.22%
600 - BLACK (NON-HISPANIC)	42	41	83	4.06%
MULTI-ETHNIC (NON-HISPANIC)	76	77	153	7.48%
Note: Totals include special programs. **Totals:**	998	1,047	2,045	

The chart above shows our current enrollment by ethnicity with Hispanic or Latino, White, and Asian as our three largest groups in that order. Santa Clara High School's predominant languages are English, Spanish, Vietnamese, Mandarin, Punjabi, and Tagalog. While there is not a majority group, our largest group, Hispanic/Latino, makes up over one third of our student body. Our white students make up a distant second at 22.93%.

19

EL Classification by Grade Level

	9	10	11	12
To Be Determined	1	1	1	
Reclassified Fluent English Proficient	190	187	151	173
Initial Fluent English Proficient	29	21	20	28
English Only	275	249	205	243
English Learner	74	62	52	35

The graph above indicates student language classification by grade level. EL students are enrolled in designated English Development courses or integrated Specially Designed Academic Instruction in English (SDAIE) and mainstreamed classes with EL authorized teachers, who possess the CLAD credential. Additionally, we offer two EL Support classes for our transitioning, long-term EL (LTEL), and struggling RFEP students. Newly RFEP students are monitored for an additional three years to ensure academic success. EL support personnel meet with RFEP students who are struggling (e.g. maintaining a GPA less than a C average) to develop an intervention plan which may include after school tutoring and enrollment in an academic support class.

CELDT Performance Levels - Overall

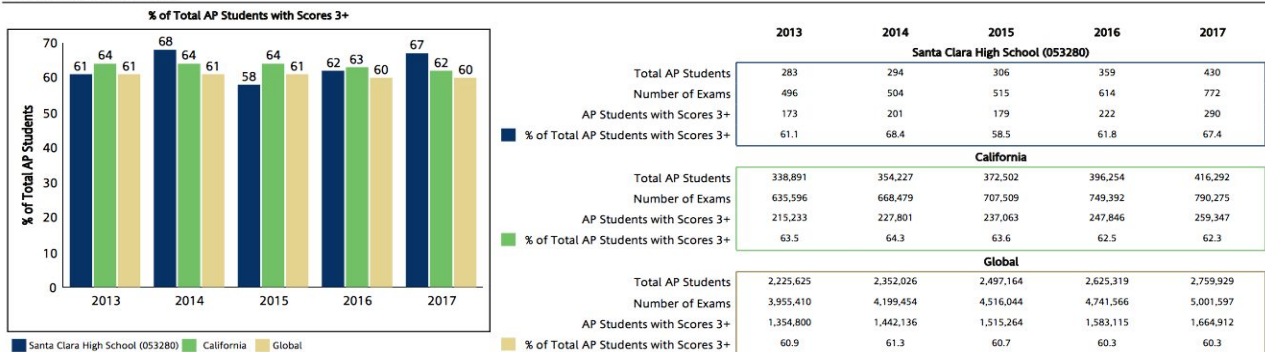|	2014-2015	2015-2016	2016-2017	2017-2018
Advanced	15%	12%	10%	22%
Early Advanced	36%	31%	27%	30%
Intermediate	35%	33%	34%	13%
Early Intermediate	10%	13%	17%	22%
Beginning		10%	12%	13%

The chart above compares CELDT performance levels of our student population for the past four years. Percentages fluctuate by year as students enroll, transfer, or test out of the program. For the 2017-2018 school year, we experienced significant increase in the Advanced and Early Advanced groups while the size of our Intermediate group dramatically decreased, suggesting that EL students made significant proficiency gains from the 2016-2017 to 2017-2018 school year.

Gainers Stickers Sliders - ELA

School Year	Test Result	2016-2017				
		Not Met	Nearly Met	Met	Exceeded	n=
2015-2016	Not Met	58	35	11	0	104
	Nearly Met	5	42	46	1	94
	Met	1	19	97	44	161
	Exceeded	0	0	23	56	79
	n=	64	96	177	101	

Results	
% of GAINERS	44%
% of STICKERS	45%
% of SLIDERS	11%

% Gainers by Perf Band	
Not Met	44%
Nearly Met	50%
Met	27%
Exceeded	71%

	Gainers
Moving up from Not Met	46
Moving up from Nearly Met	47
Moving up from Met	44
Stayed at Exceeded	56
Total Number of GAINERS	193

	Stickers
Stayed at Not Met	58
Stayed at Nearly Met	42
Stayed at Met	97
Total Number of STICKERS	197

	Sliders
Moving down from Nearly Met	5
Moving down from Met	20
Moving down from Exceeded	23
Total Number of SLIDERS	48

The charts above indicate the number of EL students classified as "Gainers" (students who advanced by one or more CELDT performance band), "Stickers" (students who neither improved or moved down one or more CELDT performance band), and "Sliders" (students who moved down one or more CELDT performance band) during the 2016-2017. The majority of our students either improved or remained in the same performance strand. We have increased our focus on EL support both at the school site and district level to address EL slider concerns including designating a vice principal to support our EL population, increasing our ELSAT position from part-time to full-time, and the developing two different EL Academic Support classes.

Santa Clara High School (053280)

% of Total AP Students with Scores 3+

	2013	2014	2015	2016	2017
Santa Clara High School (053280)					
Total AP Students	283	294	306	359	430
Number of Exams	496	504	515	614	772
AP Students with Scores 3+	173	201	179	222	290
% of Total AP Students with Scores 3+	61.1	68.4	58.5	61.8	67.4
California					
Total AP Students	338,891	354,227	372,502	396,254	416,292
Number of Exams	635,596	668,479	707,509	749,392	790,275
AP Students with Scores 3+	215,233	227,801	237,063	247,846	259,347
% of Total AP Students with Scores 3+	63.5	64.3	63.6	62.5	62.3
Global					
Total AP Students	2,225,625	2,352,026	2,497,164	2,625,319	2,759,929
Number of Exams	3,955,410	4,199,454	4,516,044	4,741,566	5,001,597
AP Students with Scores 3+	1,354,800	1,442,136	1,515,264	1,583,115	1,664,912
% of Total AP Students with Scores 3+	60.9	61.3	60.7	60.3	60.3

The graph above shows our AP performance over the past five years. It is worth noting that in 2017, Santa Clara students outpaced California and Global students significantly. The year 2017 was also the first year that the district offered to pay for all first-time exams, regardless of the number of exams a student wants to take. The number of exams taken and the number of students taking one or more exams increased by 26% and 20%, respectively.
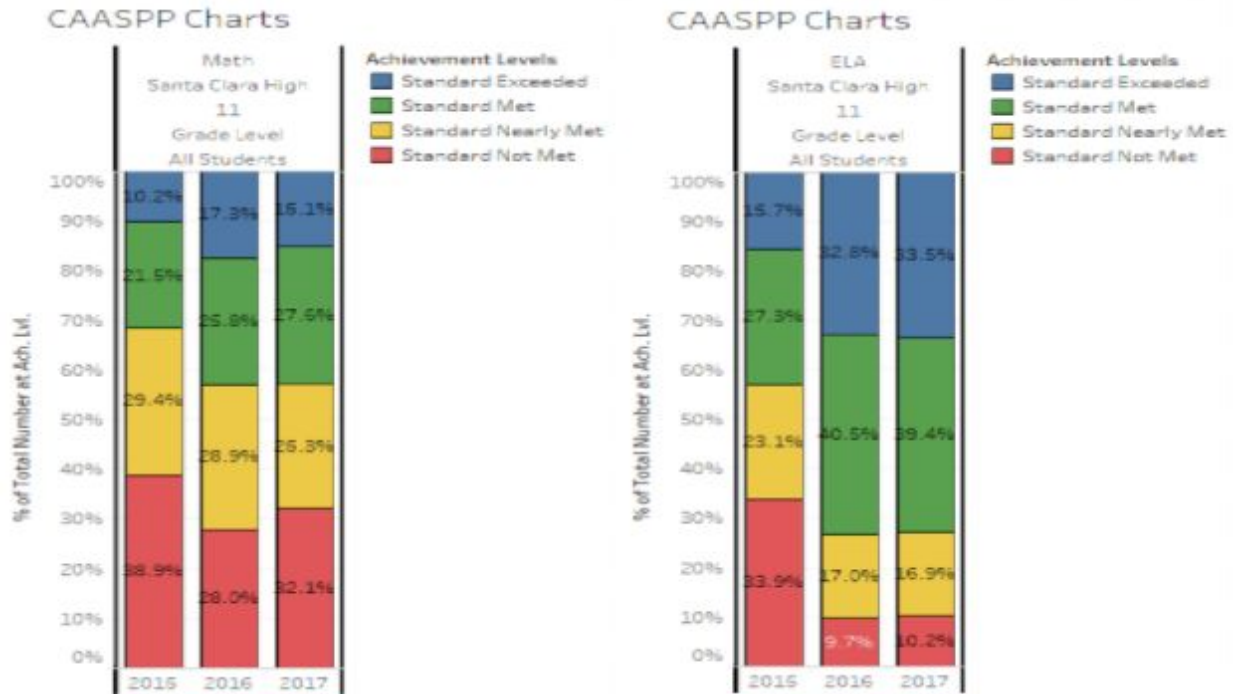
The chart above shows a three year comparison of student performance in mathematics and English Language Arts on the CAASPP. We are cognizant that many of our students are not performing at the level that we would like them to, we are working on ways that will hopefully make a significant impact on their performance in the coming years. We have already instituted some ideas to address this issue. For example, we have separated the Algebra 1 classes to pure 9th grade classes and repeater classes. This plan is already paying dividend as shown in the chart below. Math teachers are collaborating more and are using notes packets across most subject areas. The district has invested significantly to fund a Teacher On Special Assignment (TOSA) for secondary math and other subject areas. We have also tweaked our testing schedule and have received positive feedback from both students and staff. The first year of CAASPP, we tested over a six week period. The second year, we tested over a two day period. Last year, we tested over a four day period.
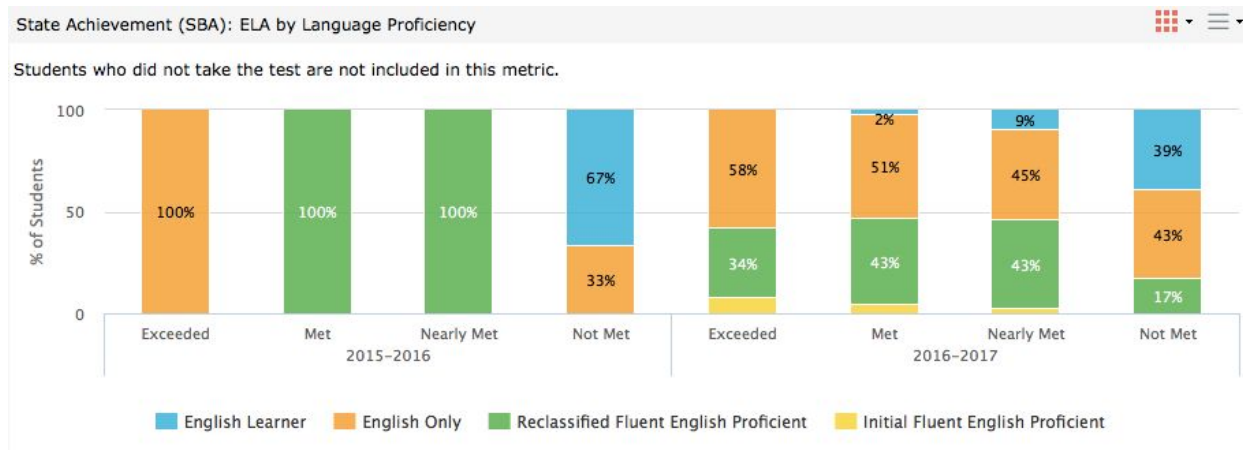
The graph above shows a two year comparison of the CAASPP ELA performance by language proficiency. We recognized that many of our EL students are not performing well, we have since added a support class to help our struggling long-term EL students.

State Achievement (SBA): Math by Language Proficiency

Students who did not take the test are not included in this metric.

	Not Met (2015-2016)	Nearly Met (2015-2016)	Not Met (2016-2017)	Nearly Met (2016-2017)	Met (2016-2017)	Exceeded (2016-2017)
English Learner	57%		15%	4%		
English Only	14%	100%	46%	47%	57%	60%
Reclassified Fluent English Proficient	29%		36%	44%	34%	34%
Initial Fluent English Proficient					2%	

Legend: English Learner, English Only, Reclassified Fluent English Proficient, Initial Fluent English Proficient

The graph above shows the CAASPP Math performance by language proficiency. Again, we see that our EL students are not performing as well as their English Only speaking peers.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	73	73	56	58	48	48
Mathematics (grades 3-8 and 11)	43	43	49	49	36	37

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.

The chart above demonstrates that over the 2015-16 and 2016-17 school years, SCHS far outperformed both District and State percentages of students meeting or exceeding the State Standards in ELA/Literacy with 73% of students meeting or exceeding the State Standards. Nevertheless, we realize that we have work to do in raising our proficiency in Mathematics as our percentage of students meeting or exceeding standards is only 43%, which is above State averages, but below our District average.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	500	474	94.8	42.62
Male	266	255	95.86	41.18
Female	234	219	93.59	44.29
Black or African American	25	23	92	34.78
American Indian or Alaska Native	--	--	--	--
Asian	89	83	93.26	57.83
Filipino	55	53	96.36	47.17
Hispanic or Latino	167	163	97.6	22.7
Native Hawaiian or Pacific Islander	--	--	--	--
White	130	122	93.85	55.74
Two or More Races	25	21	84	52.38
Socioeconomically Disadvantaged	198	189	95.45	23.81
English Learners	96	92	95.83	16.3
Students with Disabilities	65	56	86.15	12.5
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

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.

The chart above breaks down CAASPP test results in ELA by Student Group, which indicates that we have work to do when it comes to closing the achievement gap as our Black/African American, Hispanic/Latino, English Learners, and students with disabilities groups are performing below the school-wide average. Notably, our female student population is outperforming our male student population.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	500	477	95.4	72.96
Male	266	255	95.86	69.02
Female	234	222	94.87	77.48
Black or African American	25	23	92	69.57
American Indian or Alaska Native	--	--	--	--
Asian	89	82	92.13	79.27
Filipino	55	55	100	78.18
Hispanic or Latino	167	164	98.2	61.59
Native Hawaiian or Pacific Islander	--	--	--	--
White	130	122	93.85	77.87
Two or More Races	25	22	88	95.45
Socioeconomically Disadvantaged	198	191	96.46	59.16
English Learners	96	93	96.88	35.48
Students with Disabilities	65	57	87.69	31.58
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

The chart above displays performance on CAASPP by Student Groups in Mathematics and indicates that the achievement gap between Student Groups demonstrated in the ELA results above also hold true for Mathematics, with our Male, Black/African American, Hispanic/Latino, Low (Socioeconomic Status) SES, English Learners and Students with Disabilities groups underperforming compared with White, Asian, and Mixed-Race student groups.

Semester	Number of students who earned a D or an F in one or more of their classes
2016-2017 Semester One	693/1970 (or 35.2%)
2016-2017 Semester Two	763/1970 (or 38.7%)
2017-2018 Semester One	679/1991 (or 34.1%)

The chart above indicates the number of students who earned one or more Ds or Fs in one or more of their classes for the last three semesters. Data from 2017-2018 second semester will need to be collected and used in part to assess the efficacy of our recently implemented after school tutoring program.

4-year Cohort Graduation Rate

Name	Year		Cohort Graduation Rate
Santa Clara High	910		90.10
	1011		92.87
	1112		92.27
	1213		89.93
	1314		89.14
	1415		90.18
	1516		92.63
Statewide	910		74.72
	1011		77.14
	1112		78.87
	1213		80.44
	1314		80.95
	1415		82.27
	1516		83.20
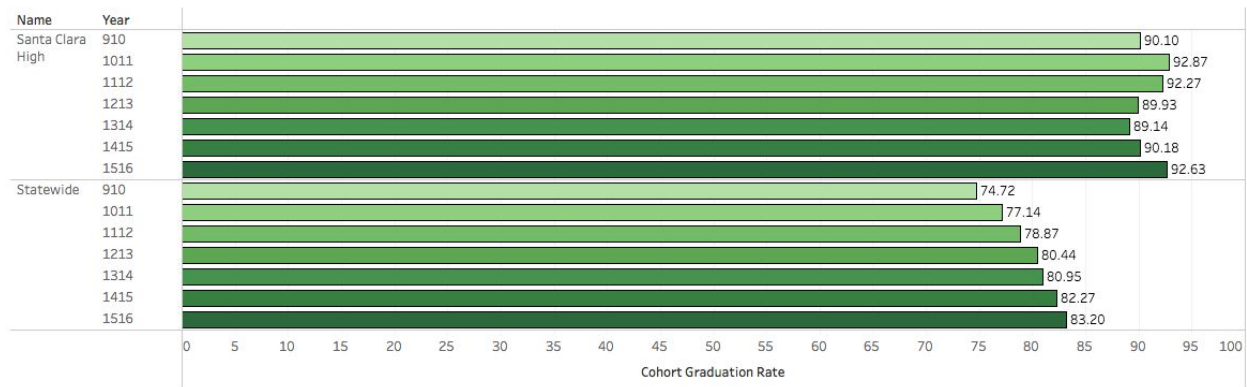
While our graduation rate has increased over the last several years to 92.63%, which is significantly higher than the state average of 82.3%, we still have room to grow. At our highest percentage was at 92.87% in 2011 was also the last year that summer school was offered due to budget shortfall. As a result, students had to find other means for credit recovery such as taking an online class or attend a local community college. In 2015, the district reinstated the summer school program, the impact of which is reflected in our current graduation rate.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	884
% of pupils completing a CTE program and earning a high school diploma	83
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	89

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	97.94
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	41.98

The first chart above indicates that 884 students (or 44.87% of the total 1970 population) participated in the CTE program during the 2016-2017 school year. The vast majority (83%) of our students who participate in CET also earn their high school diploma.

The second chart indicates that 41.98% of 2016-2017 graduates satisfied all UC/CSU admission requirements, while 97% of students in enrolled in the 2016-2017 school year are enrolled in UC/CSU required courses. We are currently working on increasing the number of graduating students who satisfy A-G requirements through our AVID program and the counseling department, but we still have a significant amount of work to do. The Vice Principal of Counseling, Curriculum and Instruction maintains and update our school's a-g and NCAA course lists in their respective sites.

Parent Edcuation Level 2017-18

	College Graduate	Decline to State	Graduate Degree or Higher	High School Graduate	Not a High School Graduate	Some College or Associate's Degree	Grand Total	
Total	28.39%	5.78%	10.70%	22.76%	8.94%	23.42%	100.00%	
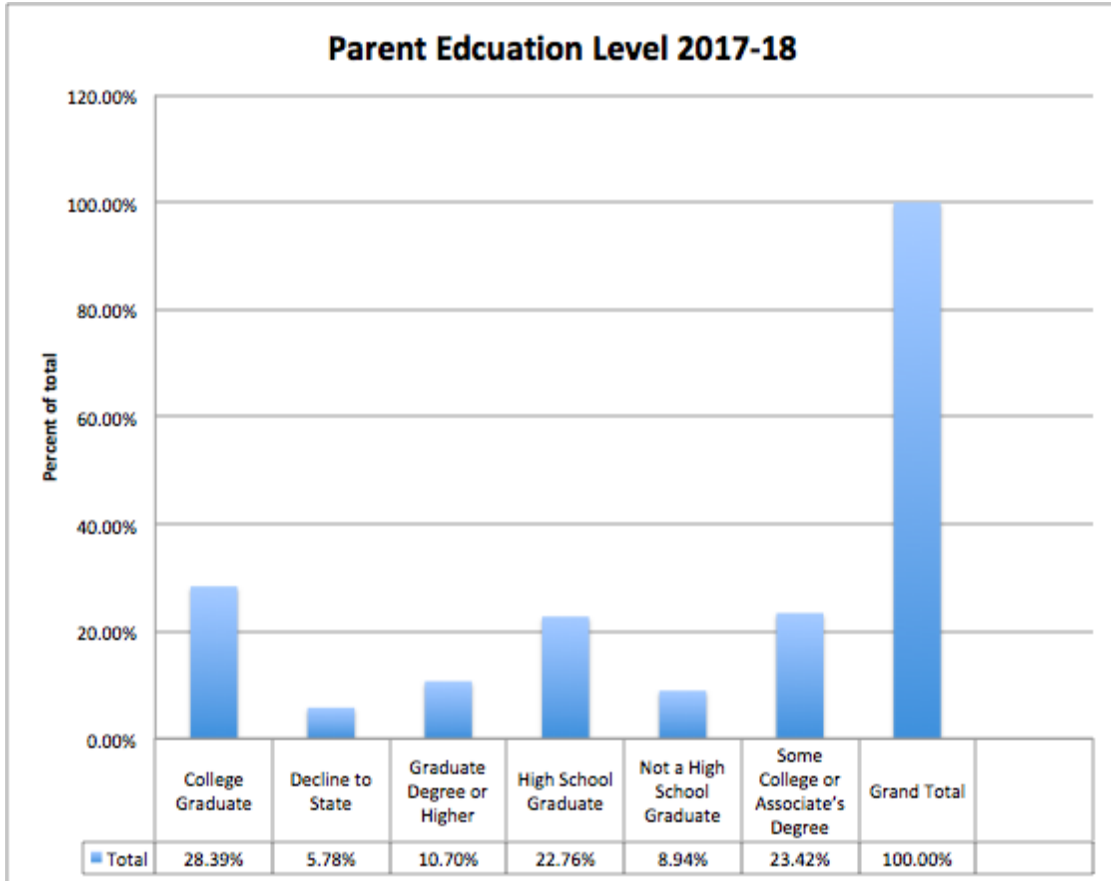
The chart above indicates parent education level for the 2017-2018 school year. The majority of our parents self reported possessing at least some college or Associate Degree experience at 62.51%, with an additional 22.76% of our parents reported having no higher than a high school diploma. 8.94% of our parents did not graduate from high school. While this last category is relatively small, efforts still need to be made to provide a welcoming environment that encourages family participation and supports engagement of all stakeholders.

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	99	112	113	939
Without Full Credential	0	0	0	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	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.

The SARC data chart above indicates that not only has SCHS increased its number of teachers over the last three school years, we have been able to do so while maintaining a fully-credentialed faculty, with no teacher mis-assignments and only one vacancy (in 2015-16) that was filled the following year.

Santa Clara High 4369674-4330122

Name	Code	Hispanic	American Indian or Alaska Native	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	No Response	Total
Santa Clara High	4330122	11	0	18	0	5	1	62	0	2	99

The chart above indicates the ethnic breakdown of our 2016-2017 staff. While we do have multiple ethnicities represented, the White Not Hispanic majority of our staff does not reflect the diversity of our student body.

Santa Clara High 4369674-4330122

Name	Code	Doctorate	Special Degree(Juris Doctor)	Master's Degree +30	Master's Degree	Fifth Year within BA	Fifth Year Induction	Fifth Year	Baccalaureate Degree +30	Baccalaureate Degree	Associate Degree	None Reported	Total
Santa Clara High	4330122	0	0	0	55	0	0	0	2	38	0	4	99

The chart above notes the degrees held by our 2016-2017 staff. Notably, over half of our staff hold Master's Degrees.

Santa Clara High 4369674-4330122

Name	Code	Avg Years of Service	Avg Years In District	# First Year Staff	# Second Year Staff
Santa Clara High	4330122	9	8	20	6

The chart above indicates that our staff member's average years of service and and average years in the district are similar at nine and eight years respectively. 26% of our staff are first and second year members. Because we have such a high number of new staff members, it is important that we establish, maintain, and communicate clear policies and procedures regarding our school systems; this is especially important as the number of staff members who have a depth of institutional knowledge has decreased.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6	339
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	4	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

The chart above shows that since last year SCHS has expanded its academic counseling staff to six full-time counseling positions with an average caseload of 339 students per counseling position. Before 2016-17 we only had 3.5 academic counselors who each worked with over 500 students. This reduced caseload for counselors has resulted in more time and attention given per student.

2014-2015, 2015-2016 and 2016-2017
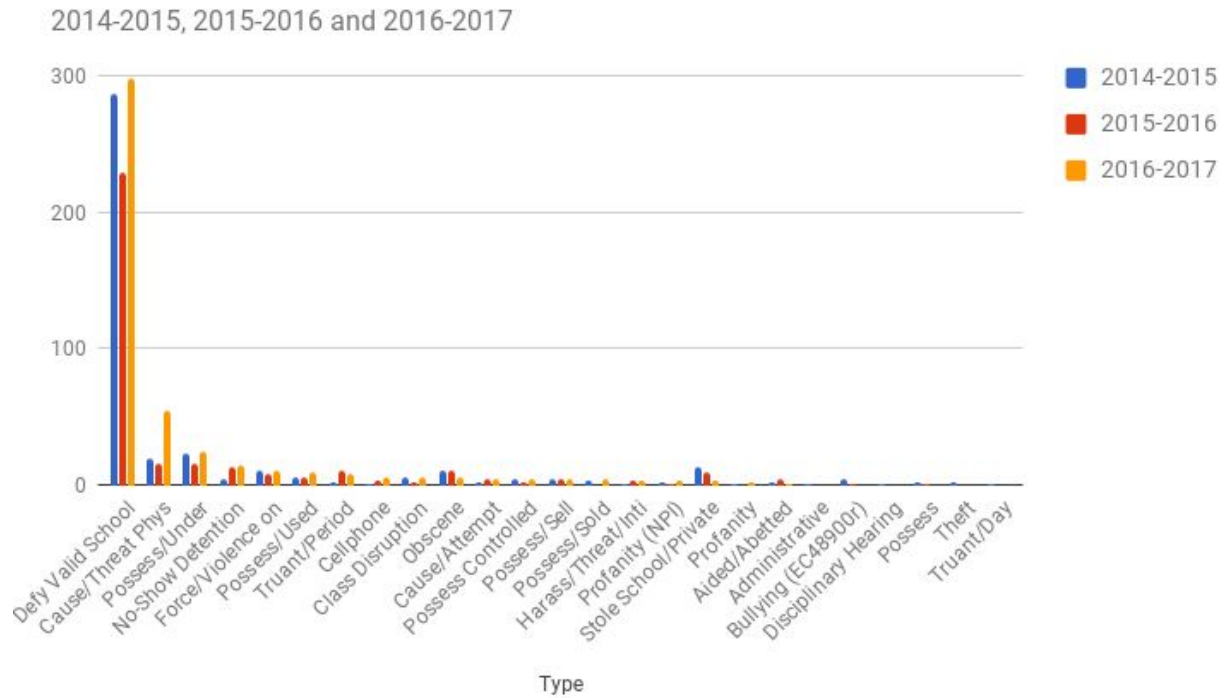
The graph above shows our discipline data for the 2014-2017 school years. The data shows that we are heavily skewed in the area of Defy Valid School [Authority]. This can be explained by the fact that the category of "Defy Valid School Authority" encompasses most other infractions (i.e., using profanity is also often marked as "defy valid school authority" as well). In 2014, we instituted an automated program that escalates a student to the next level of consequence. In the 2015-2016 school year, we saw a dip in incidents when we instituted an alternative to suspension program for the similar infractions such as school beautification and community services in lieu of a standard consequence. In 2016-2017, the number went up again due to a change in the staffing who ran the alternative discipline program.

California Healthy Kids Survey

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 9 %	Grade 11 %	Table
School Engagement and Supports			
School connectedness (high)	50	44	A4.5
Academic motivation (high)	31	26	A4.5
Truant more than a few times[†]	3	7	A4.2
Caring adult relationships (high)	23	29	A4.4
High expectations (high)	35	36	A4.4
Meaningful participation (high)	11	10	A4.4
School Safety and Substance Use			
School perceived as very safe or safe	68	67	A5.1
Experienced any harassment or bullying[†]	31	31	A5.2
Had mean rumors or lies spread about you[†]	33	31	A5.3
Been afraid of being beaten up[†]	15	9	A5.4
Been in a physical fight[†]	7	7	A5.4
Seen a weapon on campus[†]	15	11	A5.6
Been drunk or "high" on drugs at school, ever	6	8	A6.10
Mental and Physical Health			
Current alcohol or drug use[†]	16	19	A6.4
Current binge drinking[‡]	5	5	A6.4
Very drunk or "high" 7 or more times	4	10	A6.6
Current cigarette smoking[‡]	1	2	A7.3
Current electronic cigarette use[‡]	4	9	A7.3
Experienced chronic sadness/hopelessness[†]	34	36	A8.3
Considered suicide[†]	17	17	A8.4

Notes: Cells are empty if there are less than 10 respondents.
[†] Past 12 months; [‡] Past 30 days.

The CHKS above shows a summary of the major indicators of the survey. While the survey shows that we have students that are struggling in several areas including alcohol consumption and other mental health, the district has invested heavily on a student wellness program. Our Wellness Center is a hub for students to seek help for a range of issues. Any staff member can refer a student to the Wellness Center for evaluation.

Meeting Calendar

When	What	Where	Time
1st Wednesday	Faculty Meeting	Library	8:00-9:30
1st Wednesday	SSC	Large Conference Room	5:00-6:30
2nd Wednesday	WASC/IDEA	Various classrooms	8:00-9:30
2nd Wednesday	PTSA	Large Conference Room	6:00-7:00
2nd Thursday	Department Chair	Large Conference Room	2:30-4:00
3rd Wednesday	Department Meeting	Various classrooms	8:00-9:30
3rd Thursday	SLT Meeting	Large Conference Room	2:15-3:30
Quarterly	ELAC	Large Conference Room	6:00-7:00

Summary

The data presented above indicates that Santa Clara High School has made progress in terms of expanding its Advanced Placement (AP) program via AP Equity, increasing our overall enrollment as well as number of exams taken, and SCHS students have achieved above both State and Global averages. This culture of overall increased academic achievement is also demonstrated in CAASPP test results, and our increased graduation rate and relatively low number of serious discipline issues. Nevertheless, data also reveals that SCHS is still working towards closing the achievement gap for some Student Groups (Black/African American, Hispanic/Latino, Low SES, English Learners, and Students with Disabilities). Continued efforts also need to be made with regard the number of students who earn Ds and Fs and the number of students who satisfy UC/CSU A-G requirements.

In order to address the achievement gap, SCHS has identified the following critical student needs: access to technology and resources, support and encouragement for more students to work at their academic potential, credit recovery to offer students more than one path to graduation, and overall wellness efforts to address the social-emotional needs of the whole-student.

In our Focus Groups (each working on one of the five criteria categories) the essential questions we will be working on are: 1) How are our students achieving in terms of learning what they need to learn to be successful both in school and after? 2) What are we doing at present (areas of strength) to support all of our students in achieving our school-wide learning goals? 3) What more do we need to do (areas of growth) to support high achievement for all our students? These three

significant questions will inform our Focus Group inquiries as we work to identify which of our existing practices are effective, need attention/adjustment, or replacement, and strategize together for future progress.

Chapter III: Self-Study Findings

For each category of criteria include:
1. **A summary of the degree to which these criteria are being met, including comments about the degree to which these criteria impact the school's ability to address one or more of the critical student learning needs**
2. **A list of strengths**
3. **A list of prioritized growth areas.**
    ➔ **Note: The five criteria categories are:**
    A. **Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources**
    B. **Standards-based Student Learning: Curriculum**
    C. **Standards-based Student Learning: Instruction**
    D. **Standards-based Student Learning: Assessment and Accountability**
    E. **School Culture and Support for Student Personal and Academic Growth Culture.**

Have available pertinent evidence for review by visiting committee. This includes samples of representative student work that have been analyzed.

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

A1.   Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators with Prompts

> Online Programs: iNACOL Standard A: Mission Statement**:** The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

Vision – Mission – Schoolwide Learner Outcomes – Profile

    A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence

The school Mission and Vision Statements are evaluated each year and we have found that the existing Mission and Vision statements still support the goals, priorities, and needs of our students and staff. Both the Mission and Vision Statements are posted on our school website.	See Appendix School Loop

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
The Santa Clara High School staff developed the Mission and Vision statements that have been shared with students during their class orientation meetings, online, and in their student handbook. Our development of our vision and mission statements occurred in focus group meetings and in school-wide planning teams. All administrators and teachers were involved in this process. Students, parents, and classified staff were involvement in this process. Our refinement of our expected school-wide learning results occurred in interdisciplinary groups of teachers during two professional development days.	School Planning Team Meeting Agendas PD Agendas

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
Community centers and local companies are committed to providing volunteer opportunities for students to complete community service hours.	Activities Calendar College and Career Resource Center School Loop Page

Numerous Parent Nights (Grade level, AP, Back-to School, Open House, ELAC, Site Council, PTSA), where our school's Vision and Mission are shared, are held throughout the year.	School Loop Parent Pages

A2.   Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
The School Board meets twice monthly, is an elected body by the residence of Santa Clara, and oversees and approves policies and procedures of the district. The seven members each represent a region in the boundary of the district. Each year, the district approves the school's Single Plan for Student Achievement (SPSA).	Teacher Handbook SCUSD Website Articulation Meeting Agendas New Hire Orientation Agenda LCAP Meeting Schedule Weekend Bruin

The policies and procedures regarding the selection, composition, and duties of the governing board are communicated in the Teacher handbook and the SCUSD website. Adjustments to Board Policy (BP) and Administrative Regulation (AR) are discussed at Counselor Articulation meetings, Principals' Meetings, General All Management Meetings, Faculty Meetings. New hires are required to attend an additional day of orientation where SCUSD covers School Board, District Office, and Union communication structures. School Board meeting agendas and meeting minutes are always published and cataloged on the district website. Many other staff members stay informed of SB happenings through the SCUSD page on Facebook. Staff have also been updated on School Board policy changes through "The Weekend Bruin"	
District-published calendars, newsletters, Schoolloop calendar indicate date and time of Board meetings. Board meetings are typically the second and fourth Thursday of each month	District Calendars and Newsletters

A2.1. Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
We do not offer online classes.	N/A

Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

Findings	Supporting Evidence
SCHS has 6 UTSC Site Representatives for the 2017-18 school year. These volunteer representatives attend a monthly meeting led by the Union to stay updated on School Board and District occurrences. Union representatives share out the information to the unit members at a monthly meeting, and via email as needed.	UTSC Site Rep List UTSC Meeting Agenda minutes

| The District has been working with the Consortium for Educational Change (CEC) for the last three years, and SCHS joined last year as part of the 2nd cohort to increase working relationships between all stakeholders in the district with the intent of increasing shared decision making. | |

Governing Board and Stakeholder Involvement

A2.3. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.3. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	**Supporting Evidence**
Approximately every month the principal sends out a community email called "Bruin Country" to all stakeholders. the intended audience is parents, but staff and students are included on the distribution list. Every weekend, the principal sends out a SchoolLoop message (Weekend Bruin) that contains information about: weekly updates, weekly activity and meeting calendar, and other academic information pertinent to parents and/or guardians.	Bruin Country Letters Weekend Bruin
Monthly District newsletter (District Update) informs the community on pertinent issues and recruits parents to participate in LCAP committees and other advisory boards.	District Newsletter
SCHS has an active PTSA. They are visible and present at Back to School Night, Open House, and parent presentations.They use these opportunities to recruit new members and increase involvement. In addition, they provide each student an informational flyer before school starts to recruit involvement. Families stay abreast to activities and opportunities via the PTSA School Loop page.	PTSA School Loop Page

Board's Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings	**Supporting Evidence**

At the start of each Board Meetings, the Superintendent gives a report to the Board.	Board Agenda

Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings	Supporting Evidence
The School Board's complaint and conflict resolution procedures are posted in all classrooms and office buildings in English, Spanish, and Vietnamese. It is also posted on the front page of our website. The SCUSD and UTSC agreement outlines steps for complaint and conflict resolution (under grievance) and union reps have been trained in guiding unit members through the process. All unit members can access a copy of the agreement through the union website or the hard copy on the bulletin board in the front office. There is an informational bulletin board for both unions in the main office.	Documents posted in all classrooms and buildings School Loop BP 4144 AR 4144 UTSC Bulletin Board CSEA Bulletin Board

A3.   Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
The School Learning Team (SLT) is made up of a voluntary, multidisciplinary, multi-professional team of teachers, a counselor, the College and Career Center leader, School Secretary, Vice Principals, and the Principal.	SLT Minutes

● This team meets monthly, and opens with a drop-in period where anyone can come to voice concerns or interest. ● The SLT is based on the CEC model of collaboration across all stakeholder groups. The SLT recommends professional development topics based on staff and community input.	
The Department Chair meetings are held monthly, with a Department meeting each month as well. ● These meetings keep all faculty informed of events that affect the entire school, curricular and budget issues, and is a forum to collect feedback for the administration's consideration. ● Those in attendance include at least one member (the elected chair) of all departments on campus, including Special Education, AVID, Counseling, the School Site Council Chairperson, one Vice Principal, Principal, and the English Language Coordinator.	Department Chair Minutes
The School Site Council is made up of a voluntary, elected group of parents, students, classified personnel, teachers, the chairperson, and the principal. Is it held each month and reviews the progress of the school towards the Single Plan for Student Achievement (SPSA).	School Site Council Minutes

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
The SPSA includes within it the critical academic needs as derived by an analysis of yearly data and sets goals and tasks that are aligned with them. Additionally, the goals of the SPSA align with our school-wide learning results and the academic standards.	SPSA

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
Once a month, we have teacher-led IDEA groups in which teacher leaders put on mini professional development workshops such as tutorials on how to use Google Suite products in the classroom, AVID techniques to support students learning, etc. Other teachers lead recurring groups dedicated to improving aspects of school curriculum or culture. Examples include groups on how to better support students in AP classes, campus beautification, and how to increase communication between teachers, staff, and the administration.	Master Calendar 2016-2017 IDEA Group Offerings and Agendas 2017- IDEA Groups postponed; WASC instead. 2018 - IDEA Groups returning

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
We follow the Uniform Complaint Policy to resolve differences between staff. For complaints against the principal, the complaints are addressed by the district.	BP 4144 AR 4144

A4.   Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.1. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
Interviews of prospective staff and faculty members occur in a committee format to ensure that all hires are highly qualified in the capacity for which they will serve the students at SCHS. ● Certificated and Classified personnel have at least one representative in their interview committee, at least one person from the administrative team, one person from his/her prospective department who is almost always the department chair, and one other person on staff. ● The interview committees read through applications before an interview, ask standardized questions of all interviewees, and then discuss their impressions of the interviewee at the conclusion of all interviews. ● Due to the rigorous application requirements, the interview committees held, and the questions asked during interviews, it is ensured that all potential staff members have the qualifications required for their position and that all hires are a good fit for the students at SCHS. ● Applicants are screened at the District level for minimum credentialing and experience requirements based on job description. Teachers who have not received Beginning Teacher Support and Assessment (BTSA) training when they begin at SCHS are automatically enrolled in the district's program. ● This ensures that all teachers on campus either have or are working towards having a Professional Clear credential. ● BTSA mentors are all teachers or former teachers in the SCUSD and all have experience teaching the subject matter that the beginning teachers currently teach. All hires are either CLAD/BCLAD certified, have a SB422	Staff Member Anecdotes BTSA Roster Professional Clear Credential Data District Calendar District Website Certificated and Classified Personnel Contracts

credential, or are required to complete one of these certifications once they are hired. All new teachers attend a district orientation prior to the first day of school. The practice of hiring a new staff member generally includes considerations such as: ● Experience (including experience outside of the realm of education) ● Professional clear credential (for teachers) ● Status as a person from an underrepresented group ● Has a master's degree in the subject being taught (for teachers) Before an applicant is interviewed, all certificated and classified personnel must first submit through EdJoin.org a letter of intent, their resume, and at least one letter of recommendation. It has also been a common practice to give preference in hiring individuals who have already taught in some capacity at SCHS before formally joining the staff or who have attended SCHS as students themselves.	
SCHS follows the district policies in conducting observations of staff members to ensure that staff members are continually utilizing their background, training, and preparation in the capacity for which they were originally hired. ● The administrative team conducts periodic Informal "drop in" observations. Administrators look for the degree to which learning goals are made clear for students and the degree to which students are engaged in achieving their learning goals. ● Staff who have been hired on probationary status are observed twice a year by an administrator. Each observation consists of a pre-observation meeting, the observation, and a post-observation meeting. A lesson plan is presented to the administrator at the time of the pre-observation. ● Staff who are tenured in the district for their first ten years are observed on a two-year cycle, in which one of the years they participate in a formal observation with an administrator. ● After completing their first ten years of teaching at SCHS, the administrative team can opt to switch a teacher to an observation cycle that is based in a five-year cycle.	Administrative Classroom Observation Form Certificated and Classified Staff Evaluations Certificated and Classified Personnel Contracts

- All observations of teachers are in terms of the degree to which they are in accordance with the California Standards for the Teaching Profession. - Certificated members can opt for an alternative evaluation in which they conduct a cycle of inquiry and report on their findings with their evaluator. - Classified staff are evaluated every year based on their performance of their job and their adherence to the policy terms of their employment	
Staff who apply to positions at SCHS who are already within the district formally apply for a district transfer. - Classified personnel who are within the district are given priority in hiring processes, but still they must interview in front of a committee. - Certificated personnel who are within the district must interview in front of a committee and are considered with the same level of priority as those who are from outside the district.	District Transfer Application Certificated and Classified Personnel Contracts

Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
Once a staff member has been hired, she or he is given a tour of the facilities, including assigned teaching room(s), and new hires meet once a month (throughout their first year) with an administrator to check in and/or discuss any issues. All teachers and paraprofessionals are qualified for their assigned areas based on state, district, and site requirements. Teachers who are assigned AP courses, AVID classes, CSU Expository writing courses, and READ 180 classes are given subject-specific training before they can teach their class to ensure students are getting the appropriate learning experiences for these classes. Funding for Professional Development is provided in part through our SPSA to address Goals 1, 2, 3, 4, and 5 and LCAP Goals 1, 2, 3, and 5. - AP teachers go through a College Board-approved training in the AP course they teach. - All AP course syllabi are audited and approved by the College Board.	SPSA College Board Course Ledgers for all AP courses Master Schedule Professional Development Training (e.g. AVID, AP, Link Crew, Read 180) Attendance

● All READ 180 teachers and CSU Expository writing teachers attend specific training for these courses. ● AVID teachers attend summer training. ● The Link Crew teacher and coordinators attend Link Crew Training. Department chairs take into account teachers' teaching and professional experience when assigning teachers to classes after the master schedule has been set. ● Consistency occurs often from one year to the next to ensure that each teacher builds upon his/her experience in each course s/he teaches.	

Defining and Understanding Practices/Relationships

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

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
Teachers receive a copy (online or hard, if desired) of school handbook and district policies each year to ensure that all teachers are informed of vital information regarding operational practices, decision-making processes of the school, and relationships of leadership and staff. ● School handbook contains flow chart of responsibilities for school administrators so that teachers know where to direct questions regarding the operational practices in the school. ● The alphabetical "splitting up" of students between discipline administrators and counselors assist staff members to know where to direct questions or referrals regarding individual teachers. Counselors are also assigned a specific grade-level cohort of AVID students. Additionally, one administrator is specifically assigned to address curriculum and instruction concerns.	Faculty Handbook Phone List
"Late start" Wednesday meetings throughout the year generally consist of the following monthly schedule: ● First Wednesday: Staff Meetings ● Second Wednesday: IDEA Group Meetings ● Third Wednesday: Department Meetings ● Fourth (and, if applicable, Fifth) Wednesday: Teacher Collaboration	School Calendar SLT Agendas and Minutes Department Chair Minutes IDEA Group Agendas and Minutes Staff Survey Results SCHS Staff Remind App

All teachers are expected to attend the entire duration of these meetings and an administrator is present and available to answer any questions at the department, focus group, and staff meetings.
 	
Department Chair Meetings occur after-school on the Thursdays before Department Meetings and are conducted by the Vice Principal of Curriculum and Instruction
   ● Information that must be communicated to all teachers is conveyed to department chairs at that time.
   ● Administrators use this time to get feedback on potential courses of action that are being considered.
   ● Department Chairs are given ample opportunity to represent the interests of the members of their department during this time.
 	
The administrative staff works collaboratively with Department Chairs and the School Learning Team to make decisions regarding the proper use of time of Wednesday meetings.
 	
The School Learning Team, lead by administrators, meets every other Thursday to set goals and communicate the activities of their group.
 	
The whole staff is invited to participate in yearly surveys to communicate feedback and recommendations regarding the schools areas of strength and growth.
 	
At the start of every school year, the school site orientation meeting consists of the administrative team communicating to the staff their goals for the year and the school-wide policies that are to be implemented.	

Throughout the school year, the Vice Principal of Activities and Facilities maintains an updated website, using administrative controls to ensure the appropriateness of messages sent to the SCHS community and to communicate important events and information on an almost-live basis. E-mail is used on a daily basis by staff to communicate with colleagues, students, and the community. ● Student Body Office secretary compiles both a weekly calendar and the school's daily announcements each day and this is posted on School Loop and emailed out to each teacher each day.	Activities Calendar Weekend Bruin Bruin Country Newsletter

• Principal's secretary provides staff with as-needed information regarding issues that come up from day-to-day. • The principal writes a weekly email to the staff called "The Weekend Bruin" that acknowledges staff members for their positive contributions and that communicates vital information that was not communicated in meetings or other forms previously. • The principal writes a School Site Newsletter to share school related updates with the community.	
School Loop and Google Classroom is used by teachers to communicate information to parents and students. Teachers are expected to update School Loop weekly. The Special Education Department posts student IEP accommodations and the Counseling Department posts student 504 accommodations on Aeries and School Loop for teacher and support staff access.	School Loop Class Communication Pages Google Classroom Pages Aeries
The PTSA, Athletic Boosters, Music Boosters, and School Site Council meet monthly, have the principal in attendance, and have parents as members. • The PTSA creates a quarterly newsletter that contains a message from the principal and communicates vital information to parents and students. This is posted electronically on School Loop and some copies are printed out for pick-up in the SCHS office.	School Loop Parent Pages SSC Agendas and Minutes PTSA and Booster Club Agendas and Minutes
The English Learner Advisory Committee (ELAC) meets quarterly to share district and school news updates and to address parent/community concerns and questions.	ELAC School Loop Page ELAC Agendas and Minutes

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning?*

Findings	Supporting Evidence
Staff meetings are used for staff updates and group presentations by individual teachers to involve staff in shared actions to support student learning. While there is no process to measure the degree to which this impacts teachers' practice, it does validate individual teachers and it provides staff with ideas of good practices.	Department and Staff Meeting agendas SPSA

| It is expected of all teachers who attend conferences and trainings to share the strategies they learned in department meetings.

Peer observations are made possible through SPSA funded substitute teacher coverage. This resource is not used on a consistent enough basis to contribute a great deal to the sense of shared responsibility amongst staff.

The SPSA budget is used regularly and collaboratively with the district to fund professional development to address Goals 1, 2, 3, 4, and 5 and LCAP Goals 1, 2, 3, and 5.	

A4.4. Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
Santa Clara High School does not offer online classes	N/A

Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
Administration uses observation forms developed in collaboration with the United Teacher Santa Clara (UTSC) bargaining unit to conduct formal evaluation. Administrators use an evaluation process that is mutually agreed upon with the different bargaining units. The teacher evaluation process assesses the six (6) domains of the California Standard for the Teaching Profession (CSTP).	UTSC Contract
The administration has a standing agreement to conduct informal walkthroughs each week with a minimum number of visits per week. Currently, each administrator is to visit at least 8 teachers per week. Each visit, the administrator will look for WICOR strategies used and provide feedback to the teacher. The visits are shared during the weekly administrators meeting.	Administrative Observation Forms

A4.5. Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence

| Santa Clara High School does not offer online classes. | N/A |

A5.   Resources Criterion

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

> Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
The school vision, ESLRs, LCAP, SPSA, and state standards are used to guide decisions regarding resource allocations with the goal to improve student academic performance.	LCAP SPSA ELSRs Course Syllabi
The Math department has subscriptions for students to the ALEKS online program and laptop resources to help achieve academic standards.	District funded
Summer school courses are offered as a credit recovery option to improve skills needed in future classes. These are programs to utilize the summer time for students who are academically struggling. Migrant Education students may take online courses for credit recovery and to advance in their graduation requirements made possible by district funding. Summer School course offerings are developed by the summer school staff and principal, the SCHS principal, and department chairs based on student needs and staff	Summer School Application/Course Offerings

availability.	
The School Site Council dedicated SPSA funding to support READ 180, Link Crew, AP Support, EL Academic Support, and Algebra Support classes to address Goals 1, 2, 3, and 4 and LCAP Goals 1, 2, 3, and 5 (see Appendix)	SPSA SSC Agenda and Minutes
As of December 2017, all sophomores and junior students will have a chromebook. This decision to go 1:1 will allow access and support to all students. By the 2018-2019 school year, all students will receive a one-to-one device.	Chromebook Rollout Data

Practices

A5.2. Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note**: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
The annual budget comes from the district and the use of the monies is audited by the district. The school bookkeeper keeps track of monies on campus.	Bookkeeper Job Description

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
The school has recently undergone construction and modernization so as to better meet the comfort, functional, and safety needs of the students and staff. In recent years, more portables have been added in order to accommodate the growing student population.	Remodel Plans

The cafeteria, main gym, auxiliary gym, the theater, the administration, science wing, and the main classroom building (B,C, D wings) are all modern facilities that are well-maintained. Our facilities offer students a safe atmosphere in which to learn.	

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
Every teacher is guaranteed an overhead projector, a TV set, a DVD player, a computer with a monitor and printer, and a locking cabinet. If a teacher needs help obtaining or using one of the guaranteed pieces of technologies, s/he has effective venues of relief- either through the IT department/Genius Squad, or the department chair. Many of the instructional textbooks, printed, and audio-visual materials available to students and teachers are acquired and maintained by the school librarian. Manipulatives and laboratory materials that are specific to mathematics and science are generally maintained and acquired through the respective department chairs. To obtain textbooks, each department follows the district textbook adoption process to ensure appropriate and current texts are used. Teachers may request to purchase additional supplemental material through our SPSA via a Funding Request Form that is available on our SSC School Loop Page.	SCUSD Technology Policy SPSA SPSA Funding Request Form SCUSD Textbook Adoption Policies SCUSD List of Board Approved Texts
The decision was made in Summer of 2017 that the roll out for 1:1 Chromebooks would begin. Sophomores and juniors will be the first two classes to receive Chromebooks.	Chromebook Rollout Data

In 2016, the addition of the STEM building has allowed teachers of all content areas to have access to new technology.	STEM Building and Resources

Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
Professional development opportunities have been made available through the school and the district for improving instruction, with a focus on our underachieving population. Funding is provided in part through our SPSA to address Goals 1, 2, 3, 4, and 5 and LCAP Goals 1, 2, 3, and 5 (see Appendix) ● SCHS has implemented a larger number of AVID courses in order to increase the number of first generation and minority students eligible for a four-year university. We ensure that all AVID teachers are nationally trained to teach AVID courses. ● All teachers who are teaching AP courses are provided with, and are expected to attend, a College Board-Certified AP training in the course for which they will be teaching.	AVID Summer Institute Training Attendance AP Training Workshops Attendance SPSA SPSA Funding Requests

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical student learning needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence

The district provides information regarding school and district data along with a stakeholder survey which is shared at site staff meetings and a variety of student/parent meetings (e.g. ELAC, SSC). Results from the stakeholder survey are then used to create the LCAP, which the SSC then uses to draft and vote to adopt the SPSA. Because the SPSA and LCAP are so closely aligned, the SSC is able to quickly process funding applications with the approval of the principal and SSC Chairperson.	SPSA LCAP

A6.   Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators with Prompts

Long-range Financial (and Other Resources) Plan and Stakeholder Involvement

A6.1. Indicator: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

A6.1. Prompt: *Evaluate the effectiveness of how the school regularly reviews its long-range plan/capital needs (and other resources) and makes decisions about resource allocations.*

Findings	Supporting Evidence
N/A	N/A

Regular Accounting and External Audit Procedures

A6.2. Indicator: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.2. Prompt: Comment on the effectiveness of the accounting procedures and review process to determine if they meet the generally accepted principles of accounting and audit procedures and education code for charter schools*.*

Findings	Supporting Evidence
N/A	N/A

Processes for Implementation of Financial Practices

A6.3. Indicator: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.3. Prompt: *Evaluate the effectiveness of the school's processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.*

Findings	Supporting Evidence

| N/A | N/A |

Budgeting Process — Transparency

A6.4. Indicator: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.4. Prompt*: Evaluate the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement.*

Findings	Supporting Evidence
N/A	N/A

Adequate Compensation, Staffing, Reserves

A6.5. Indicator: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

A6.5. Prompt: *To what extent does the school's governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves?*

Findings	Supporting Evidence
N/A	N/A

Marketing Strategies

A6.6. Indicator: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.6. Prompt*: Evaluate the effectiveness of the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

Findings	Supporting Evidence
N/A	N/A

Informing the Public and Appropriate Authorities

A6.7. Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6.7. Prompt: *Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings	Supporting Evidence
N/A	N/A

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter IV).

Summary (including comments about the critical student learning needs)

Santa Clara High School's administration consists of the principal and four vice principals. The fourth vice principal position was added this year to better support our growing student population and the needs of the school. Our leadership structure has evolved over the years going from Focus groups to IDEA (Inter-Departmental Enrichment Activity) groups to the current day SLT or School Learning Team. SLT is modeled after the Consortium for Educational Change (CEC) and designed to bring more voices into the leadership structure. The SLT Team is made up of members of the teaching faculty, classified staff, and administration. Our School Site Council is made up of students, parents, and members of the SCHS staff. While the administration works to ensure smooth day-to-day operation, equity, and support it is the SLT and Department Chair groups that gather staff and student feedback and communicate with administration in order to best address student learning needs. As a school we have responded to a growing student population who seek strong academic programs alongside rich extra-curricular offerings by working in collaborative groups based on department, individual interest and abilities. Physical plant facilities and staff numbers have been expanded to accommodate our growing student population.

Prioritize the areas of strength and growth for Category A.

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

- School Learning Team (SLT)
- School Site Council (SSC)
- Inter-departmental Enrichment Activities (IDEA) Groups
- Administrative, Certificated, and Classified staff participation in professional development trainings
- AVID

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Growth

- Increased peer-to-peer observation and collaboration

- Evaluate Mission and Vision statements and ESLRs with feedback from certificated and classified staff, students, and parents to see if adjustments or changes are required to best serve the needs of all stakeholders.

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

> Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.2. Prompt: *Evaluate how effectively the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
All adopted textbooks and other materials are aligned with the Common Core standards and are approved by the state of California and board of education.	Big Idea Math District ELA Scope and Sequence with CCSS-aligned open source access Cyber High Enrollment
Common Core State Standards and the Next Generation Science Standards have been implemented in English, Science, and Math. We have also implemented the newly adopted California State Social Science Standards.	Science class cross-curricular readings (i.e., Immortal Life of Henrietta Lacks) Board Approved Textbook List
Teachers on Special Assignment (TOSAs), or in-house district secondary curriculum specialists, support teachers and students in the classroom. They provide research-based professional development for teachers during our staff development days.	TOSA Position Duties
Many teachers, counselors, administrators, and College and Career Center staff have attended AVID training, which gives research-based best practices for classroom teaching and school structures to improve student achievement. We have sent 96 teachers and staff over the last three years (32 in 2015, 48 in 2016, and 16 in 2017). Funding for AVID training is provided through our SPSA to address Goal 4 and LCAP Goals 2, 3, and 5 (see Appendix)	AVID Summer Institute Attendance SPSA

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings	Supporting Evidence
All subjects and courses that are college preparatory are aligned with the Common Core State Standards ● For many of the courses, the district has allowed teachers to determine a priority level for each standard and create a curricular map to ensure that all classes are aligned with the highest priority standards at the same time.. ● The goals made for students in the Special Education department are aligned with academic state standards and accommodations/modifications are made for ● All subjects and courses of the college preparatory curriculum are aligned with state academic standards	Teacher Agendas and Calendars IEP Goals Resource Specialists and Paraprofessionals in general education classes (Inclusion classes) District Curriculum Maps
Algebra Support, Read 180, Leadership, and AVID classes have standards outlined by their course curriculum that they use to assess student learning.	ALEKS LINKS AVID Support Website

B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
N/A	

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
The academic standards inform the content that we address each day. The expected school-wide learning outcomes inform how those skills and concepts are presented by the teachers and used by the students.	Standards-Based Rubrics for essays and projects Assessments-PBA (Performance Based Assessment) in ELA ESLERs displayed in classrooms

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
Social Sciences and English collaborate to create blocks in which students are learning about periods of history while also reading books in their English classes that are set in a similar historical period: ● 10th grade English and World History alignment includes *Animal Farm* with the Russian Revolution and *The Lord of the Flies* and *Night* with WWII. ● 11th grade English and U.S. History alignment includes *The Crucible* and the Red Scare, *The Great Gatsby* and the 1920s, *The Catcher in the Rye* and the 1950s.	World History, US History, and 10th- and 11th-grade English Curriculum Maps
Science and English Cross-curriculum includes promotion of literacy: ● Human Physiology class reads *Immortal Life of Henrietta*	Supplemental Text Lists
Science and Math work together to reinforce concepts and skills that are found in both subjects. Examples include unit conversions and the concept of equivalent fractions, using mathematical models for physics scenarios, etc.	STEM Academy Use of STEM Fab Lab
Social Science and Math: ● Statistics and Psychology class students collaborate on social survey project	

Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
Special Education demonstrates articulation with feeder middle schools:	School Calendar

● Four meetings a year with the feeder schools through the district office ● 8th grade transition meeting in Spring with schedule planning	
8th grade student visits to SCHS campus	Activities Calendar
Counselors visit each feeder middle school for two days every year to give an orientation and assist teachers in giving placement tests, if needed. 9th grade schedules completed and returned to SCHS in Spring prior to enrollment	School Calendar
The College and Career Center's Coordinator, hosts an annual panel of local community colleges wherein representatives at each speak to students about the virtues or their campuses and the difference between offerings at each site. College visits are hosted during assemblies and lunch. Students use the center to conduct college and career research.	Activities Calendar Student Anecdotes
There are currently no processes in place to conduct follow-up studies with graduates and others to review our curricular program. We rely on self-reporting, and currently have no tools to track students once they graduate from high school.	Voluntary Student Self Reports

B2.   Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

> Online Programs: iNACOL Standard H: Equity and Access: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Indicators with Prompts

Variety of Programs **—** Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
Counselors and teachers assist in exploring students strengths, skills, aptitudes, and interests through the use of Naviance questionnaires. Counseling student ratio has dropped with 6 counselors now on campus. Counselors provide information regarding course offerings prior to conducting 1:1 scheduling meetings in the Winter and Spring.	School Calendar Naviance
Counselors provide math-focused students with guidance in curricular options. GAINS promotes program in part through SPSA funding to address Goal 2 and LCAP Goals 1, 2, 3, 4, and 5.	GAINS Participation SPSA Science, Math, and SVCTE Course Offerings
College and Career offers information and counseling for all students on prospective college and career options, and acts as a liaison with Silicon Valley Career Technical Education (SVCTE) as well a Mission Early College High School (MECHS) to provide students with alternate options to the regular high school curriculum.	College and Career Center
Transitional Planning for students with IEP on career and college planning.	Naviance IEP Transition Plans

Accessibility of All Students to Curriculum

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

B2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.*

Findings	Supporting Evidence
We do not offer online classes.	N/A

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
School Loop has allowed for clear communication between students, staff and parents about course syllabi, grades, assignments and class and teacher pages. Course syllabi are maintained by the VP of Counseling.	School Loop Registration Course Syllabi
Students' career and educational goals are reviewed by their academic counselors, AVID teachers, ELSAT, Career and College Coordinator, case managers if students have an IEP, and other support staff.	Naviance Student Transcripts IEP Transition Plans AVID Roadtrip Nation College field trips targeting diverse populations RFEP Academic Intervention Plans
Grade level parent nights remind parents of graduation requirements and other academic options such as SVCTE, MECHS, New Valley or Gateway, and Wilson Adult Education Center.	Parent Night Agendas

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence

The most established and effective programs on campus to facilitate transitions to post-high school options are our counseling services, Mission College Early High School options, the career technical, arts and vocational trainings possible through our course and program offerings, and our AP program.	Transcripts Senior Surveys VAPA Course Offerings SVCTE Course Offerings AP Equity Data AP Test Results
College and career staff facilitates opportunities for students to visit colleges, career and post high school options. A College Fair is offered in October that features teachers manning tables from their alma maters to publicize and inform students of their college options. Academic counselors also organize college (out-of-state, private, international) fairs periodically also to inform students of possible post-secondary options.	FAFSA Night Cash for College Night Activities Calendar
Study Skills courses for students with IEPs	Study Skills Curriculum and College Planning
AVID classes bring in counselors and other staff members to work with students to monitor their progress of staying on track to a four year college.	AVID Course Curriculum and Syllabi

ACS WASC Category B. Standards-based Student Learning: Curriculum:
Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter IV).

Summary (including comments about the critical student learning needs)

Santa Clara High School has demonstrated growth and strength in the areas of expanding use of technology in the classroom with 1-to-1 Chromebook program, AP Equity recruitment and increased enrollment, a robust AVID program, diverse and challenging course offerings, comprehensive library print and digital resources, and increased timely and relevant professional development opportunities for all faculty and staff. Critical student learning needs include credit recovery concurrent with next semester enrollment so students do not fall behind, increased peer academic support, and increased communication and alignment with Mission College High School, as well as other alternative learning sites (SVCTE, STEM at middle school(s), etc.)

Prioritize the areas of strength and growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- High academic standards across the curriculum
- Use of technology on campus is increasing and Sophomores and Juniors have received individual use Chromebooks
- Teachers have been trained in classroom technology use and will receive individual Chromebooks, if desired
- Core classes use many different techniques to engage and help students access the material
- AP course offerings and enrollment have increased over the years.
- AP Equity efforts have increased enrollment and achievement in traditionally underrepresented student groups
- AP test scores show growth year over year.
- Diverse course offerings in technology and fine and practical arts, (ie: Culinary Group, Music Program and STEM Program) have increased student interest and engagement
- SVCTE courses offer a more hands-on approach to learning.
- Inclusion classes help students with learning difficulties access curriculum in general ed
- Workshop classes help students with special needs access curriculum in small group setting
- Introduction of ASL in 2016 and ASL2 in 2017
- Counselor student ratio decreased with adding 2 counselors to make 6 total
- AVID classes bring in counselors and other staff members to work with students to monitor their progress of staying on track to a four year college
- AVID training for majority of staff

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- After school tutoring has begun, and could be expanded
- Scheduling so students with learning disabilities have the opportunities to be supported in all core class with an inclusion teacher
- Expand General Education credit recovery
- Increase student academic peer support; recruit more peer tutors
- Increase parent enrollment in School Loop communication
- Standardizing grading practices
- Math prerequisite pre-tests to determine best placement
- Increased PD opportunities and options for faculty to support collaboration and expand curricula
- Facilitator for inter-departmental collaboration (to publicize and disseminate information about collaboration opportunities and ideas)
- Geek Squad expanded to further support technology issues resulting from 1:1 chromebook program
- Communication with parents of diverse backgrounds
- Communications and collaboration with Mission Early College High School

Category C: Standards-based Student Learning: Instruction

C1.   Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt*: Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings	Supporting Evidence
All students of various diverse backgrounds and abilities are informed of academic expectations and the ESLRs. Students receive course syllabi from every teacher with ESLRs included on the syllabi and displayed in the classroom.	Course Syllabi
All students are strongly encouraged to develop college and career goals: ● Students are given the opportunity to take the PSATs at no cost when they are in tenth grade and AVID eleventh graders. Students are given the opportunity to take the AP exam at no cost, as long as it is the first time the student is taking the AP exam. Additionally, students are able to take the SAT and ACT at no cost as long as it is the first time the student is taking the SAT and ACT exam. ● NAVIANCE college and career online planning for students and parents. ● Seniors received a blue folder to apply to universities and encourage post secondary planning. ● STEM Fab Lab- ● Teachers use the EOS survey to identify students who would do well in more challenging courses. ● Students also use the EOS survey in order to identify students who would do well in more challenging courses.	EOS Survey NAVIANCE Data AP Enrollment and Test Data

● Students enrolled in AP courses are able to attend AP Parent Night to learn more about AP course expectations and learning goals. Additionally, all AP courses include summer work in order to prepare students for the amount of rigor and workload necessary for the course.	AP Parent Night Agenda and Presentations. Course syllabi
Students take practice AP exams in their AP classes in order to effectively follow their progress and pacing. Students are provided with AP Exam dates in order to prepare.	Activities Calendar AP Course Calendars

C1.1. Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
Students, parents, and staff have access to student academic progress in all of their classes, including due dates and future assignments through School Loop. They are given instructions and opportunities to sign up for School Loop accounts in order to monitor progress in all their classes, at Back to School Night, and during ELAC meetings.	Back to School Night Letter Parent/Student Handbook ELAC Meeting Agenda Course Syllabi School Loop Registration Data
Students have access to Google Classroom for various courses. Through Google Classroom, students receive alerts regarding assignment due dates. Beginning December 2017, all 10th and 11th grade students will receive a Chromebook. Next year, we will distribute Chromebooks to 9th and 10th graders to complete full implementation.	Chromebook Rollout Data
Students use NAVIANCE specifically for AVID. NAVIANCE includes online lessons, for which AVID students take part.	NAVIANCE

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence

All students are informed of academic expectations in all classes via course syllabi review within the first week of school. All teachers provide their course syllabi to administration within the first three weeks of school. Course syllabi include course grading policies and expectations, contact information, and the ESLRs. Syllabi are also uploaded to School Loop and Google Classroom.	Course Syllabi Teacher Websites on School Loop Teacher Google Classrooms

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
Differentiation occurs mostly in SDAIE and EL courses as well as classes in which a Special Education instructional aide or teacher is assigned. There are a wide range of accommodations provided to students who qualify for an IEP or 504 plan. Staff, students, and parents work together to ensure academic success and progress. Teachers are provided with accommodation alerts on their Schoolloop portals and Aeries, making is more accessible EL students are placed in designated and integrated classes based on CELDT scores, teacher recommendations, and in-class assessments.	Accommodations Posted on School Loop and Aeries. EL/SDAIE student enrollment data
Differentiation occurs in classes with multimedia projects and project-based learning: ● English and Social Science require students complete projects, with the use of various multimedia and technology, including apps and software, projector and document camera.	Course Syllabi

C2.   Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
Many teachers seek out and participate in numerous professional development opportunities in order to keep current with best practices in the subject area they teach.	AVID Conference ASCD Conference Social Cognitive Conference National AP Conference BTSA Support Fall and Spring Professional Development Days SPSA Agenda
All classrooms are equipped with multimedia and technology including: document cameras, projectors, teacher computer/laptops. Students and teachers have access to Chromebook carts and four computer labs. All sophomores and juniors were issued Chromebooks in December 2017. All students will receive one-to-one devices during the 2018-2019 school year.	District Technology Records Chromebook Rollout Data
Teachers implement multimedia and technology for students to complete work and for work submission.	I-Search Google Classroom Google Slides PowerPoint Prezi Kahoot Quizlet TurnItIn

C2.1. Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence

Online instruction is not being used at this time.	N/A

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
Tutoring hours are posted in the classrooms, in the syllabus, or on teacher websites	Course Syllabi
Due to a block grant, tutoring is being offered after school to help students in the core subject areas. Updated schedules are displayed by classroom doors and on School Loop.	Tutoring Schedule
Teachers' use of coaching strategies is evident throughout campus and in classrooms.	Course Syllabi STEM Lab College and Career Resource Center Student Body Office
Teachers engage students in their learning through higher level critical thinking including: Socratic method, partner/group work and discussion, presentations using multimedia, book talks, and literature circles.	Course Syllabi Teacher School Loop Pages

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
The students at SCHS are provided opportunities to use tools to inquire, gather, discover, and formulate knowledge on their own and be able to communicate this clearly: ● English 　○ I-Search, English 10 Honors Research, Stem Lab, Presentations using Weebly 　○ Outside reading book project, Literary Circles, Myth Project 　○ Podcast presentations 　○ CSU: visual text analysis ● Math 　○ Research projects in Trigonometry Honors, AP Calculus AB, and AP Statistics 　○ Proofs	Course Syllabi

- ○ Experimental Design Simulations
- Social Sciences
  - ○ Political Parties Project, Rise of Democracy Initial Assessment,
  - ○ AP US History Unit K-W-L charts
  - ○ Political Cartoon Analysis
  - ○ Political Candidate student research and presentation
  - ○ Major WWII Battles Research project
  - ○ Essays on American Revolution, Slavery and the Declaration of Independence
  - ○ DBQs and LAQs
  - ○ WWII Essay
  - ○ Various Research Projects
- Science
  - ○ Human Body Book, Atwood Labs, Science Resume Project
  - ○ Chemistry Research PRoject, Diseases Project and Presentation
- Physical Education
  - ○ Student created brochures and posters
  - ○ Activities in Health Courses, Dance/Swim, Aerobics Routine
  - ○ PSA project for Health

C2.3. Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
Teachers across the subject areas provide opportunities for students to submit work online to be edited and revised.	I-Search Google Classroom Google Slides Prezi TurnItIn.com

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
Math Department	Course Syllabi Samples of Student Work

● Through partner/group and individual assignments/projects, students must demonstrate their thinking and reasoning skills by providing evidence on how a solution/conclusion came to be and present it to an audience

English Department:
  ● Essays, Research projects, Book Talks, Literature Circles, Socratic Method, Mock Debates/Trials,
  ● AVID techniques

Social Sciences
  ● Student Declaration of Independence, Creation of a Political Party, Student led Conference Projects, Political Philosophy Interview, AP US History Group Debate project
  ● AP Psychology/Stats Symposium

Science
  ● Students participate in extensive individual/group projects related to investigation:
  ● Lab projects, STEM Lab, Conservation of Energy Project, Cause and Effect

Physical Education
  ● Through modeling, students think, reason, and problem solve within groups to complete activities through routine PE activities, Aerobics, Health Posters and Brochures and Videos

Visual/Performing Arts
  ● The majority of the activities require students to think, reason, and problem within a group setting through video production, school plays, Photography, Robotics, Art and Digital Media, Culinary Arts

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
SCHS students have access to technology on a daily basis.	Chromebooks assigned to all sophomores and juniors
	All teachers assigned laptops
	SchoolLoop
	I-Search Project (11th graders)

	Honors English Introduction Project
	AVID projects using multimedica
	Google Classroom access
	Google Slides access
	TurnItIn.Com
	Kahoot
	School Library Hours

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
The English department has all 11th-grade students complete a large research paper.	I-Search Project
AVID students complete college research projects in which they search for, compile, and present information about various universities.	College Binders AVID Fliers Student Presentations
Civics students create a political party	Civics Class Projects
US History students participate in a mock debate relating to civil rights issues	Civics Class Projects

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
There are numerous opportunities for students to gain access and be engaged in career preparation activities throughout the year at SCHS.	GAINS AVID Naviance Counseling Center College and Career Center College Days Speakers from different companies in the area make classroom visit Vocational Goals and Services on students' IEPs

71

	Workability Services available on campus
	Job Fairs
	Silicon Valley Career Technical Education

C2.7. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
We do not offer online classes.	N/A

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter IV).

Summary (including comments about the critical student learning needs)

SCHS has made strides in increasing standards-based student learning in terms of offering access to technology and resources for almost all students, supporting faculty and staff with professional development opportunities, incorporating current, research-based best teaching practices into our classrooms, and creating a culture of collaborative inquiry to solve problems. Our efforts to address the achievement gap among specific student groups go hand-in-hand with improved student learning overall.

Prioritize the areas of strength and growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- SCHS offers a wide variety of activities and curriculum that addresses the diverse needs of our student population.
- English Language Learners have access to appropriate proficiency level courses in core subjects and to support classes.
- Teachers are provided with increased opportunities for Professional Development
- WICOR strategies are regularly used in the classroom. Administrators use a WICOR strategies checklist to guide their feedback during classroom visits
- SCHS is on-track to have full implementation of one-to-one Chromebooks by the beginning of the 2018-2019 school year.
- Support of good study habits is reinforced through the distribution of binders and study materials to every Freshman during Orientation.
- Sped teachers offer support with Study Skills classes and collaborate with mainstream teachers across curriculum.
- After school tutoring has recently been implemented. All students are offered an expert teacher in that particular content area.
- Every student has a post secondary plan and are exposed to many different options during their tenure at SCHS.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- Collect data regarding the efficacy of the Wellness Program and continue to develop referral systems to better support students with trauma, depression, anxiety.
- Expand expectations of teacher use of School Loop to include the uploading of assignments and more consistent use of assignment calendars.
- Provide Google Classroom training for all teachers
- Provide NAVIANCE training for all teachers
- Update texts and instructional materials to reflect diversity of student body.
- Adoption and purchase of curriculum for Social Cognitive, Life Skills, and EL Academic Support classes
- Improve balance of general education classes with regard to IEP and 504 students
- Continue to build a culture in which students feel connected to the school, staff, and their peers
- Continue development of a wide variety of various instructional strategies to address individual student needs through collaboration and professional development

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

Findings	Supporting Evidence
The major assessment processes that occur at SCHS happen in conjunction with Wilcox High School are effective as measures of students' achieving the standards and expected learning results because they are: normatively/objectively assessed, reported to parents in some fashion and are analyzed to differing extents on campus.	District PBAs Course Syllabi Course Calendars

District assessments are understood widely on campus as being more reliable measures than the California Standardized Tests because they provide more immediate, focused feedback regarding student performance.	District Common Assessments
The English department uses common district prompts and rubric every winter to collect and analyze data on students' level of mastery.	District PBAs and Rubrics
The Math department has common quarterly and semester assessments.	Math Common Assessments
The Social Science department is in the process of refining its common district assessments, which are multiple choice and occur twice a year for US and World History.	Social Science Common Assessments
Each department has spent department meeting and collaboration time analyzing data from district assessments as well as state tests such as AP, CAASSP, CELDT, and CST.	School City Training and Professional Development Time
School Loop is the primary tool for communicating to students and parents regarding performance on the district assessments.	School Loop Usage Data
Student data regarding CELDT, SBAC, and SRI scores (where applicable) is made available to teachers on Aeries and School City. All teachers have accounts on this site and revisit them each year during staff development time.	Data on Aeries, School Loop, and School City
At the start of the year, the whole staff reviews school-wide test performance data from the previous year and discusses the results. The principal also shares this data with the School Site Council and the PTSA.	SSC and PTSA Agendas and Minutes
The API and AYP scores of the school are reported out to all staff each year during staff development time.	Staff Meeting Agenda
In the past, many EL students did not seem to view the CELDT as an assessment that was an important measure of their progress. In response, the ELSAT and EL Coordinator began meeting with students to explain why they should take the exam seriously. Information is also provided to parents regarding the importance of the test and its role in the classification process during ELAC and DELAC meetings. The same steps are being taken at the district and site level regarding educating stakeholders about the new EL proficiency exam: ELPAC.	ELAC Agendas DELAC Agendas
The performance of students on and the importance of CAASPP to SCHS is an issue that continues to be explored. Teachers are in the beginning stages of analyzing the SBAC and how it relates to class instruction.	CAASPP Sample Questions Lessons Based on CAASPP Strategies
Visual and Performing Arts and Physical Education departments have performance-based assessments	Course Syllabi

	Course Assessments and Rubrics

Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Common District assessments exist in many departments and are used as part of student grades. Information is available to students and parents on School Loop. Results are not available to other stakeholders except through GPAs or graduation rates.	Math Finals Science Finals English Finals and Performance Based Assessment (PBA) Teacher collaboration to standardize Social Studies assessments PE/Health
The state shifted from NCLB testing to Common Core for ELA / Math and will begin testing and reporting for science in 2019.	N/A
Student and school performance data is included as evidence in the SPSA, which is shared via our School Loop page.	School Loop SSC Page
The number of students taking, and passing, AP exams has increased. This information is shared with parents during parent meetings including Back to School Night, SSC, PTSA, and AP parent nights.	Back to School Night Presentation SSC Agenda PTSA Agenda AP Parent Night Presentation
School Loop sends daily email updates to parents about their student's progress in each class. Students and parents can also email teachers via School Loop to ask questions regarding student progress.	School Loop

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their*

76

growth, and performance levels are determined.

Findings	Supporting Evidence
Teachers often stress the importance of student performance on district assessments as measures of what the students should know along with their grade-level peers.	Assignments aligned with Common Assessments
CTE classes give assessments to monitor students' progress in developing career skills.	CTE Assessments
We have common standards in math, English, and science departments to improve consistency of grades	Department Syllabi English department Calibration Process Teacher-created English District PBA rubric
The School Loop, Aeries, School City, and Naviance online systems help students, parents, and staff track a student's progress toward completion of classes and graduation requirements.	School Loop Aeries Parent Portal School City Portal Naviance

D1.3. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Findings	Supporting Evidence
Math teachers have determined the level of skill requisite before a student can be determined to have mastery of content and have developed assessments mandatory for all students at each course level to pass.	Common Finals
The determination of students' grades is based on the guidelines set forth by teachers in their individual course syllabus. In addition, the measuring of student growth and performance is based on the requirements set forth by and assessing thereof by teachers. The grades determined by teachers are used to give student academic credit in that course.	Use of School Loop gradebook Common grade weighting in Math Teacher-created English PBA Rubric
Many teachers implement measures to promote academic integrity. These include using multiple version of exams, collecting cell phones during the testing period, and use of turnitin.com to detect plagiarism in written assignments.	Teacher Testing Procedures Turnitin.com Enrollment

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

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
English students participate in a number of vocabulary development activities to support comprehension, and comprehensive checks throughout the reading of a novel. Students are expected to write culminating essays throughout an English course.	Novel-based written assignments at all levels of English courses. District Performance Based Assessment.
Math students submit traditional samples of work in addition to specific graphic posters that demonstrate standards such as the quadratic formula, in conjunction with verbal demonstration including song representation of quadratic equation.	Quadratic Formula Poster Project
Assessment in History emphasizes reading and writing as an historian. Many writing prompts are used including Cornell Notes, RAFT (Role, Audience, Format, and Topic), Mini Q's essays, and TEE prompts (Topic, Example, Explanation Summaries)	Student Essays
Physical Education courses utilize rubric scale aligned with course standards and expected school-wide learning results to assess students.	P.E. and Health Rubrics
Special Education utilize written and multiple-choice tests. Additionally, Projects are assigned to assess achievement of standards.	Modified PBAs

Visual and Performing Arts formative assessment includes visual inspection of work and verbal feedback for areas of improvement as needed. Summative assessment includes class viewing of work (like informal art show) followed by class discussions.	Final Exam for Choir
Science uses labs, projects, and tests to assess student understanding and progress.	Lab and Project Rubrics

D2.1. Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Math initiated use of online software to assess course readiness.	MDTP Results
Math routinely uses assignments that assess ability to manually graph transformed functions, students verify their own work with online graphing calculator.	Transformational Graphing Assignments
English utilizes Google Forms for formative assessment of student work and to provide instant feedback.	Miscellaneous Quizzes

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
Some department meetings include informal discussions to assess student understanding and compare progression through curricular maps. Best teaching practices are discussed to guide, modify, and adjust curricular and instructional approaches.	Department Meetings

Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback*

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

Findings	Supporting Evidence
The counseling team meets with every student at least once per year to discuss individual goals, progress towards graduation, and any other issues. The administration is very accessible to the students and parents. Some conversations lead to SST and others to a Wellness referral.	Healthy Kids Survey Wellness Center Survey Equal Opportunity Schools Survey

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Online Programs: iNACOL Standard S: Program Improvement: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

Indicators with Prompts

Schoolwide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
The greatest extent that SCHS involves all shareholders in the process of assessment and monitoring progress is mainly in being presented with the assessment data over a short-term span and by discussing the implications of the data. ● School Site Council holds discussions each year on the school-wide data from the previous years and parents, students, and staff can provide their input.	School Site Council Meeting Minutes

● The district receives our SPSA each year, which details the data goals we set and our own analysis of the data.	
There is an Assessment Coordinator at the district who assists departments in executing and, at times, developing and analyzing data from, common assessments	Duties of Assessment Coordinator
-School Learning Team reviews assessment data under direction of VP of Curriculum and Instruction	Minutes from School Learning Team Meetings

D3.1. Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Findings	Supporting Evidence
We do not offer online classes.	N/A

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings	Supporting Evidence
Many teachers who teach EL & SDAIE provide a wide range of assessments that are rigorous and aim at gauging student understanding	Course Syllabi
The math department uses common assessments and collects data on the results of those assessments for analysis.	School City Data
Eleventh-grade students take the Smarter Balanced assessments, and the administration and staff review the results at the beginning of the following year	SBAC Reports
The English department gives a common Performance Based Assessment (PBA) once or twice a year to ninth, tenth, and eleventh grade students. These assessments are essays that are each scored by two randomly-assigned English teachers in the district. Students in the EL Program take modified PBAs which are scored by the department and analyzed by members of the English department	PBA Samples and Data
Social Science teachers use EL and SDAIE strategies in their classrooms. Many Social Science classes include essay writing in their curriculum. Teachers help students learn how to make and support claims in their writing.	Social Science Assignment Rubrics

Science classes emphasize math concepts found in Algebra 1 and 2,Geometry, and Trigonometry. Writing is emphasized in lab report analysis, projects, homework, and exams. Time is spent working on interpreting questions and word problems.	Science Assignment Rubrics
Math classes often include work on strategies for reading and interpreting word problems.	Math Assignment Rubrics

Schoolwide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
General Math data on Special Education students has caused the success of the population to be one of the top priorities for SCHS administration.	Administrative Goals
In response to our Long Term English Learners (LTELs) struggling on a number of assessment measures the EL program developed a support class designed to address the specific needs of an LTEL student.	EL Academic Support 3 Course

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
We look at transcripts and GPAs of students to evaluate rates of graduation and A-G requirements.	Student 4-Year Plan
We offer summer school, CyberHigh, night school, Saturday Academy, and alternative education for students who need to recover credits. We also allow students to take courses at the local community colleges if they need to make up failed courses.	Summer School Application CyberHigh/Saturday Academy Enrollment Night School Enrollment Gateway/New Valley/Wilson Enrollment Community College Enrollment

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence

For the SBAC test, we have teachers proctor the exam. The test is given on a secure browser that does not allow students to navigate anywhere else online. The students turn in their cell phones at the beginning of the testing session and do not get them back until it is time to leave the testing room. The students' test codes are given to them at the start of each testing session and are collected at the end.	SBAC Procedures
For PSAT and SAT testing, the test booklets and answer sheets are kept in a secure room in the administration building. The proctors pick them up before testing and take them back to the secure room after the testing session is over. Students' cell phones are collected before any testing materials are distributed and returned to them after the materials are collected by the proctors.	PSAT and SAT Procedures

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter IV).

Summary (including comments about the critical student learning needs)

Schoolwide use of systems such as School Loop and Aeries is relatively high, but could benefit from additional training, deeper analysis, and more consistent use across departments and within administration.

All stakeholders need more collaboration time as well as training to effectively use Naviance and School City as a data analysis tool for monitoring student progress and growth.

Some departments regularly use common assessments while others do not. Much of the data is not being analyzed effectively. Departments that have and use common assessments have moderate success with data analysis, but would benefit from more consistent depth of analysis.

Although some departments use collaboration time to informally discuss and modify instruction, many departments would benefit from more consistent, structured discussions once common assessments are implemented.

Prioritize the areas of strength and growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- Our standardized test procedures run smoothly and ensures test security
- We offer multiple avenues for students to make up credits needed for graduation and college acceptance
- Increased use of digital assessments provide immediate data and greater opportunities for in depth data analysis
- Teacher-created district-level assessments reflect the Common Core Standards as well as departmental SMART goals
- School Loop allows for effective communicate regarding student progress

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- We are working on promoting academic integrity and increasing test security by developing security standards
- We need to ensure that teachers who teach the same subject use grading practices that are consistent
- We should spend more time analyzing assessment data in order to improve instruction
- Closer collaboration with the district assessment coordinator
- Increase clarity of communication with parents about the standardized tests and results

- Provide time for continued collaboration between English and Social Science regarding common assessments and curriculum
- Increase collaboration in the Science department regarding common assessments and grading practices
- Increase communication between Math and Science to ensure students are able to do the math needed in certain Science courses
- Develop and uphold standards for the consistency of all testing environments (i.e. noise-level, lack of interruptions, etc)
- Investigate how to ensure secure testing environments on the Chromebooks each student will receive
- Increase communication to parents about specifics of assessment results
- Continue to refine common assessments to reflect current standards
- Use the data from online grading systems for effectively

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

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

> Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
SchoolLoop is used to communicate with parents and the community. • Back-to-School Night provides parents with assistance in signing up for SchoolLoop; also, a computer in the administration building is always available for parents to use to sign-up for or access SchoolLoop. EL parents are also offered School Loop assistance at ELAC meetings. • School Loop's functions have expanded to now allow parents to track student attendance in addition to grades. • There are functions on School Loop that allow parents to receive a daily email regarding student progress. • SchoolLoop has a "Loop mail" function that enables parents to easily send email communications to teachers.	School Loop Parent Enrollment
A number of informative events are put on by the school staff for parents to assist them in their support of their child's development and learning. All parent nights are held on a district designated day (Wednesday) to limit the number of schedule conflicts for families with elementary and middle school aged students.	School Loop Calendar

● A Freshman Parent Orientation sponsored by the counseling and guidance department informs parents of school-wide expectations and policies and to answer any questions. ● Grade-level parent nights offer information regarding specific academic expectations and policies. ● A PSAT Night sponsored by the counseling department offers parents an opportunity to review test results with their students. ● An annual AP Parent Night offers parents the opportunity to speak with AP teachers regarding course-specific expectations.	
The Athletic Boosters Parent Group has many parents regularly volunteering to support the athletic activities on campus. Parent Booster volunteers run the ticket sales at all home Football, Volleyball, Basketball, Softball, and Track and Field events. They also sell concessions at each event. Funds help provide scholarships to graduating student athletes and assistance to cheerleaders and football players. An Arts and Crafts Faire hosted by the group highlights local artisans and raises money for the athletic program.	Activities Calendar Athletic Boosters School Loop Page
The Music Boosters have fundraising nights, garage sales, car washes, and award band picnics. They are also a presence at the Back-to-School nights as they sell dinner for families that are unable to eat beforehand. ● The proceeds assist band members in the costs for participating in the competitions and events the band attends.	Activities Calendar Music Boosters School Loop Page
The PTSA Board meets every month and has a large constituency. ● At Back-to-School Night, they put on a Grad Night fundraising auction that is made up of goods and donations provided by parents and businesses in the community. ● Grad Night Subcommittee which raises money to provide a cheap rate for students to attend an alcohol-free celebration of their high school graduation. ● Participation since 2010-2011 in the National Reflections Art Competition and two entries made it to the state-level of the competition.	Activities Calendar PTSA School Loop Page

● Members are regularly presented with volunteer opportunities that are emailed out by the PTSA President. ● Host teacher luncheons at least twice a year using donations from local eateries. ● Host educational nights provided to parents on issues such as teen mental health and current academic standards and expectations (AP Parent Night).	
To improve parent/guardian involvement in school activities such as Awards Night, parent group meetings and extracurricular activities, invitations are used. Semester Awards, Senior Awards, and Sports Awards Nights have seen an increase in parent turnout	Activities Calendar

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

E2.   School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence

SCHS is a safe and orderly place, particularly for freshmen on their first day of school, in part due to Link Crew program that was reestablished as an elective class as of 2017-2018. ● Link Crew helps build junior and senior students' leadership capacities ● Link Crew launches a comprehensive summer orientation for all entering Freshmen ● Link Crew provides a school-wide program for studying for finals that is available to all students ● Standing agreement of "sister" classes: freshman/senior, sophomore/junior	Link Crew Orientation Master Schedule 2016-2017 Wellness Center Survey
The administrative team takes each class level into the theatre on the first Friday of the school year and reminds the students of the school policies they must follow to ensure that the school is a safe, clean, and orderly place. Topics of discussion include expectations regarding academic integrity, behavior, and dress code.	Activities Calendar
Teachers are required to complete Keenan trainings for the District that include: harassment, child abuse, pesticide, and bullying.	Keenan Website
Administration was increased to 4 Vice Principals in 2017-2018 to address our steadily increasing enrollment.	Master Schedule
In 2016-2017, the Wellness Center was established. It provides a place for students to seek services for emotional/physical traumas. In 2017-2018, an additional person was added as a resource.	Master Schedule
In conjunction with the Santa Clara Police Department, SCHS holds an "Every 15 Minutes" program every three years which includes approximately 15 families in a simulated alcohol-related automobile fatality. The memorial service is attended by juniors and seniors and highlights the importance of making responsible decisions. ● The next "Every 15 minutes" will occur 2018-2019 ● The event is not advertised to increase emotional impact	"Every 15 Minutes" Website Parent/Student/Teacher Testimonials
Administration and security team are highly visible before school, during passing periods, lunch, and after school	Administration/Security Schedules
Security cameras are installed in high-traffic areas of campus.	Security Camera Locations

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
SCHS's continued development, support, and growth of the AVID program supports first-generation college-bound students enrolled in college-preparatory or college level courses. ● All AVID and many non-AVID teachers have attended the AVID Summer Institute training ● The number and percentage of UC/CSU eligibility and the enrollment numbers of students in AP, Honors, and college-preparatory courses has increased since the start of AVID at SCHS.	AVID student demographic AVID student enrollment and their GPA/AP scores Master Schedule and number of AVID teachers
Academic achievement is celebrated at the two Renaissance Rallies, the Department Awards Night, the Senior Awards Night, and the EL Reclassification Celebration that encourages parent attendance. ● Celebrated honors include: honor roll, Principal's List, improved GPA, athletic achievements, EL reclassification, and scholarship recipients.	Activities Calendar
A large number of students on campus have a staff member they feel they can personally trust. In almost every classroom, the high to basic level of respect teachers hold for students and vice versa is apparent.	Student Anecdotes Wellness Survey 2016-2017
Diversity Week along with BSU and Raza Latina presentations celebrate and highlight different cultures on campus.	Activities Calendar

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence

Santa Clara Social Club (SC)[2] is a committee of teachers that plans after school events for teachers monthly. This provides a time for teachers to come together and creates a sense of camaraderie between colleagues.	IDEA Group Agenda
IDEA groups are teacher-lead groups that meet once a month. Topics of groups include EL support, Google classroom techniques, and instructional strategies.	School Calendar IDEA Group Agendas
Administration conducts frequent WICOR checks in classrooms and provides teacher feedback.	Classroom Visit Form
The SLT (Staff Learning Team) is a new 2017-2018 group that combines administration, staff, and students for open communication and transparency on specific issues. Often the SLT attends a meeting at the district office to further communication.	SLT Minutes
There is an increase in attendance at Professional Development conferences in part due to and increased commitment by SSC to dedicate SPSA funding to encourage staff attendance.	SPSA/SPSA Funding Requests

E3.   Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

> Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

> Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	**Supporting Evidence**

Our Wellness Center is staffed with two full-time support providers who receive student referrals and provide outreach programs, classroom/parent/professional development presentations regarding health and wellness.	Wellness Center Activities Calendar
Our College and Career Center is staff with one full-time support technician who assists students with college, job, and community service research and applications. The Center also hosts college fairs, maintains connections with local colleges, SVCTE, and military organizations, and provides opportunities for students to attend college tours (funded in part by SPSA to address Goal 4: Improve School Climate). Many staff members participate in a weekly college shirt day to support a college-going culture. Alma Mater college pennants are displayed in all teacher/staff windows to support a college-going culture.	College and Career Resource Center Activities Calendar Classroom Windows
An increase in Counselors from 3.5 to 6 positions, along with the employment of a full-time ELSAT has allowed for more opportunities for college and career counseling, behavior management, and collaboration with special services support staff.	Counseling Referrals Counseling Department Agendas
Additional academic assistance is a offered through after school tutoring, the AVID program, and support classes for Algebra, AP, EL, and Reading Intervention.	Tutoring Schedule Course Catalogue

E3.1. Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
We do not offer online classes.	N/A

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
SSR time can be used to conduct individual education planning and progress	Teacher Agendas

After school tutoring allows students to receive personalized support on content specific areas through small group study sessions and one-on-one teacher support.	After School Tutoring Schedule
Through the Link Crew program, coordinators and student leaders facilitate team-building activities, share strategies regarding academic success, and conduct ongoing monitoring of their cohorts.	Link Crew Program
The AVID program supports students enrolled in the program following a four-year cohort style designed to provide individual support to its students in a small-community atmosphere.	AVID Program
The EL Program offers designated and integrated instructional courses in English, Social Science, and Science to support student learning with accessible age-appropriate curriculum. We currently offer four English, four Social Science, and two Science courses primarily designed to support EL students with a CELDT scores between one and three. Two EL Support classes offer additional academic support to students who are transitioning between EL, SDAIE, and mainstream classes.	Course Catalogue Master Schedule

E3.2. Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
We do not offer online classes.	N/A

Support Services – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Findings	Supporting Evidence

Prior to the 2017-2018 school year, the CELDT was used to determine EL student language proficiency both initially and annually. For the 2017-2018 school year, we used the CELDT to determine initial EL proficiency and will administer the new proficiency test (ELPAC) to all students in February. We will use the ELPAC exclusively beginning the 2018-2019 school year. The EL coordinator works with teachers, the ELSAT, and counselors to place EL students in their are placed in their classes based on state proficiency scores, teacher recommendation, and student academic performance. Teachers are also encouraged to refer mainstream students whom they feel may qualify for EL services. The EL master schedule is designed to increase accessibility of courses. Students are also have the option changing their courses mid-year, based on the above mentioned criteria. The flexibility of this scheduling practice enables EL students to advance through the program at their own pace. The EL Coordinator hosts four ELAC meetings and one Reclassification Celebration annually to share district and site information with EL families and offer additional support. The EL Coordinator and ELSAT work collaboratively to identify struggling EL and RFEP students. Intervention plans (that include credit recovery options, wellness support, and tutoring) are then created for these struggling students. During second semester, the EL Coordniator works in conjunction with the ELSAT, teachers, and counselors to create class schedules for EL students for the following school year. EL support services are funded through our SPSA to address Goal 3 and LCAP Goals 2, 3, 4, and 5.	CELDT/ELPAC Data EL Reclassification Data EL Student Enrollment Data ELAC Agendas
The Special Education Department utilizes modified curriculum, small group learning environments, inclusion teachers, and instructional aids to help students integrate into mainstream classrooms, achieve academic success, and transition into post high school college and career settings.	Special Education Master Schedule Course Syllabi

Case Managers conduct annual IEP meetings to assess student learning and behavioral goals and determine appropriate necessary accommodations and modifications.	
Through the AP Support class and Academic Tutoring, students enrolled in AP courses have the opportunity to give and receive additional support.\n\nThe AP Support Class is funded through our SPSA to address Goal 4 and LCAP Goals 2, 3, and 5.	AP Support Class Enrollment\n\nAcademic Tutoring Enrollment
Read 180 is used as our district approved reading intervention course. Any student may be referred to the Read 180 teacher for a lexile assessment. Typically a referral is made by a counselor, SPED case manager, or an English teacher in response to the students struggling in their English class.\n\nFunding for this program is provided through our SPSA to address Goal 1 and LCAP Goals 2, 3, and 5.	Read 180 Enrollment and Performance Data
Students who are struggling in their Algebra I class may be enrolled in one of three Algebra Support classes. The primary curriculum for this course is ALEKS.\n\nFunding for this program is provided through our SPSA to address Goal 2 and LCAP Goals 2, 3 and 5.	Algebra Support Enrollment and Performance Data\n\nAlgebra I Pass Rate

E3.3. Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Findings	Supporting Evidence
In December 2017, all 10th and 11th grade students received a Chromebook through our one-to-one rollout. By 2018-2019, all students will have been issued a Chromebook. In response to this rollout, teachers across disciplines have modified and updated their curriculum to be more accessible online.	Chromebook Rollout Data

Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Findings	Supporting Evidence
SCHS uses a modified block schedule that allows for increased one-on-one support of students in the classroom.	Bell Schedule

After school tutoring is offered in all core subjects. Because this is a new program, faculty and staff are working on ways to promote and increase student attendance.	After School Tutoring Schedule and Attendance
Through a partnership with Equal Opportunity Schools (EOS), we are working toward increasing enrollment diversity in our AP courses. Potential students are identified through student and staff surveys and invited to informational AP meetings. Counselors also work with students to help them make appropriate decisions regarding the number of AP classes that they take. The EOS partnership is funded through our SPSA to address Goal 4 and LCAP Goals 2, 3, and 5 (see Appendix).	AP Enrollment EOS/AP Data SPSA
The STEM Fab Lab is available to SLI students as well as non-SLI teachers and community members.	STEM Fab Lab Calendar
AVID and non-AVID teachers attend AVID Summer Institute to develop strategies that support struggling students. AVID training is funded through our SPSA to address Goal 4 and LCAP Goals 2, 3, and 5 (see Appendix).	AVID Summer Institute Attendance SPSA
Summer school is offered to students who are deficient in credits. Counselors also share information regarding alternative credit recovery programs (e.g. alternative high schools, night school, online credit recovery, community college).	Summer School Enrollment/Course Offerings Alternative High School Enrollment Night School Enrollment Community College Enrollment Graduation Rate Data

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
Our SBO hosts many co-curricular activities including spirit and academic rallies, Homecoming, Battle of the Classes, Lip Sync, student-staff sports and trivia competitions, sports rallies, and club fairs, and final exam study sessions. Student-led clubs are also organized through the SBO	Activities Calendar Activities School Loop Page

Our College and Career Resource Center hosts college and job fairs, and organizes field trips to local community college. SPSA funding is used in part to address Goal 4 and LCAP Goals 2, 3, 4, and 5 (see Appendix).	Activities Calendar College and Career Center School Loop Page SPSA SSC Agendas
The SSC has made funding field trips a priority and support a variety of trips throughout the year in all core subject areas to address Goals 1 and 3 and LCAP Goals 2, 3, 4, and 5 (see Appendix)	SPSA SSC Agendas
Link Crew works throughout the year to connect upperclassmen peer mentors with freshmen to increase student involvement and school connectedness. SPSA funding is used in part to support Goal 4 and LCAP Goals 1, 2, 3, and 5 (see Appendix).	Activities Calendar Link Crew Class Enrollment Freshman Orientation Attendance Data SPSA SSC Agendas

E3.5. Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
We do not offer online classes	N/A

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth:
Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter IV).

Summary (including comments about the critical student learning needs)

Overall, critical student learning needs, personal and academic growth have been met through various interventions, instructions, and academic disciplines. Student involvement and engagement remains strong and steadfast across curriculum and extracurricular activities.

However, it has been found that students need to be more informed about different pathways to non-traditional careers through CTE, graduation, etc. Another area of growth noted is that community partnerships can be reflected on more and fostered better. For example, technology resources, community resources, district resources, etc should be looked into more and taken more advantage of. Education of these resources should be given to all community partnerships.

Prioritize the areas of strength and growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

Our library, ASB, and College and Career Center programs appeal to a wide range of interests and are well-developed and staffed with competent and purpose-driven leaders.

Support services for students, ranging from providing the AVID Program to an EL Coordinator, has helped provide students with a more personalized education.

The SCHS staff has made strides towards involving the community more into the school and this can be seen by the number of guest speakers and community programs that are brought to campus each year.

AVID, Sports and ASB activities contribute a great deal to communicating and reinforcing high standards for students at SCHS.
Wellness Center has provided many students and families with the support that they need. It has become more of a community based program and not just school centered. It has become an outreach program for students.
Parent involvement has improved as seen by a higher number of parents registered for SchoolLoop. This can be an area of continued improvement, especially with the access to a Chromebook. Parent Nights are highly attended and helps foster one of the community partnerships. Parents have access to Naviance, SchoolLoop, and Google Classroom.

After School Tutoring program provides students with multiple opportunities to catch up on homework and access extra assistance if they are struggling in a class. It is free and staffed by on-campus teachers.

SCHS has added three new counselors since the last WASC. This assists with more personalized guidance.

There has been an increase in subsidized field trips that allows more students to attend.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

While there are a number of very active parent clubs on campus at SCHS, there is still a need to incorporate more parents and provide them with different roles into the school community. This might be seen in more parent meetings during the year that reaches different groups of parents. SCHS should reevaluate how parents register for Aeries or School Loop and create a more streamlined way that allows more direct parent- school interaction. Additionally, SCHS should expand the outreach towards parents for sports, clubs, etc to make sure parents and families know information about different pathways and next steps.

SCHS staff needs to be more aligned in terms of the use of SchoolLoop with collaboration and Professional Development. SCHS should increase exposure for teachers to the tools of SchoolLoop.

SCHS should consider outreach to other schools outside the district to find out best practices.

There should be an Athletics meeting with both parents and staff present to showcase the information and opportunities available. SCHS should look into an Athletic counselor.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

Category A: Vision & Purpose
- Review with staff each fall where board meeting minutes and agendas are online
- Use faculty meetings to update staff on board policy changes that affect staff
- Add a UTSC communication board in the copy room for viewing by unit members
- Remind staff each fall where the teacher handbook is on the Google Drive
- Educate staff on role/ happenings of LCAP

Category B: Instruction
- More evidence for CCSS alignment; ESLRS need more effective implementation and marketing and evidence; for interdisciplinary relevance we should highlight foundational cross-curricular support rather than just naming specific activities

- Support and expand after school tutoring, increasing parent enrollment in schoolloop, and scheduling so students with learning disabilities have the opportunities to be supported in all core class with an inclusion teacher

Category C: Curriculum

- Require that all teachers upload assignments to Schooloop, not just grades
- Google classroom training for all teachers
- NAVIANCE training for all teachers
- Various texts- updated instructional materials
- Curriculum is needed for courses- Social Cognitive class, Life Skills class, EL Academic Support class
- Student to student interactions
- Use of various instructional strategies
- Strong staff connections with students

Category D: Assessment & Accountability

- We should spend more time analyzing assessment data in order to improve instruction
- Clarify what schoolwide assessments and accountability tools are used at our site and district wide
- Use assessment to expand the school wide tutoring system (pyramid of intervention)

Category E: Culture & Support

- All students 1:1 from Freshmen to Seniors
- More communication/support/resources (peer, school, district) for underprivileged students
- Creating awareness of resources available to parents and students
- A plan for students that cannot access internet at home
- Access for teachers to a variety of new technology (including software for teachers to monitor student activity in the classroom)
- Internet maintaining while all students are 1:1
- Better communication needed in order to reach all families, regardless of resources and means
- Filming parent nights to post online so all parents can access the information at their convenience
- More direct funding from the district for extracurriculars (music, sports, etc.) so that it doesn't fall so heavily on volunteers and fundraising
- Better support/education around social/emotional skills for students (embracing diversity, learning social skills for the workforce, and confronting conflict in a productive way).
- Small group restorative justice practices that focus on making teachable moments and

community healing around discipline. It can involve parents, community members like police and school personnel.

- Learning how to better tap into the tech companies in the area to better enrich or fund our programs (grants, matching donations, tech equipment, etc.)

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

Summarize the <u>identified critical student learning needs</u> based on profile and Focus Group findings.

Category	Strengths
Vision & Purpose	Our Mission and Vision statements are student-centered and clearly communicated. There is strong collaboration between administration and staff through our School Learning Team (SLT) structure, teacher-driven Inter-Department Enrichment Activity (IDEA) groups, and regular departmental, discipline-specific meetings. Our leadership structure has evolved over the years going from Focus groups to IDEA (Inter-Departmental Enrichment Activity) groups to the current day SLT or School Learning Team. SLT is modeled after the Consortium for Educational Change (CEC) and designed to bring more voices into the leadership structure. The SLT Team is made up of members of the teaching faculty, classified staff, and administration. Our School Site Council is made up of students, parents, and members of the SCHS staff. While the administration works to ensure smooth day-to-day operation, equity, and support it is the SLT and Department Chair groups that gather staff and student feedback and communicate with administration in order to best address student learning needs. Our Administrative, Certificated, and Classified staff have all recently participated in professional development trainings at the district, state and national levels. Our AVID training for a majority of teachers and curricular program has supported the growth of our academic, college-bound culture. There is a great appreciation for diversity at Santa Clara High as can be seen in our diverse club, organization and program offerings. As a school we have responded to a growing student population who seek strong academic programs alongside rich extra-curricular offerings by working in collaborative groups based on department, individual interest and abilities. Physical plant facilities and staff numbers have been expanded to accommodate our growing student population.
Curriculum	Santa Clara High School offers a wide range of courses to meet the needs and interests of all students. The opening of our

	Fabrication Lab (Fab Lab) and STEM program in 2016-17, our AP Equity efforts that have increased enrollment and achievement in traditionally underrepresented student groups, AVID classes, and comprehensive library print and digital services have supported high academic standards across the curriculum. Our AP test scores have shown growth year after year and our high graduation rate demonstrates that we are on the right track in meeting student needs. Our core classes use a variety of research-based best practices and strategies to engage and help students access course content. The use of technology in all classrooms is increasing and this year Sophomores and Juniors have received individual use chromebooks and next year Freshmen and Sophomores will receive devices to complete our 1:1 computing adoption. Teachers have been trained in the use of classroom technology and many have received individual chromebooks in addition to the standard district laptop for use in their classrooms. Additional diverse course offerings in technology and fine and practical arts, (ie: Culinary Group, Music Program, Ceramics, Painting, Photography) have increased student interest and engagement. Our World Languages department introduced American Sign Language (ASL) in 2016, and ASL2 in 2017. Courses offered by the Silicon Valley Career Technical Education program (SVCTE) and Mission Early College High School (MECHS) provide students with vocational and advanced college goals to pursue alternate paths to graduation and self-realization. Our Special Education department utilizes the Inclusion and Workshop class model to help students with special needs access the curriculum in both the general education setting and in small groups. Our AVID classes bring in counselors and other staff members to work with students to monitor their progress of staying on track to a four-year college. AVID training for a majority of staff and professional development days focused on creating district-wide scope and sequence documents for ELA, Mathematics, and Science have all aided us in improving overall curriculum and instruction, which we hope will support us in closing the achievement gap at SCHS.
Instruction	Santa Clara High School, along with the District as a whole, has prioritized professional development for faculty, staff and counselors, with a majority of our teachers having received AVID

	training since 2015, an increased number of district-sponsored professional development days since 2014 (from 4 to 6 days), and our 1:1 chromebook distribution in the current and following school year. As a result of these efforts faculty and staff have been supported in addressing the diverse needs of our student population. We begin our support of good study habits with the distribution of binders and study materials to every freshman during Orientation and every student has a post secondary plan developed with their academic counselor(s), and all students are exposed to many different options during their time at SCHS. Our teachers have begun to incorporate more use of technology in all content areas and more teachers are using various AVID (Writing, Inquiry, Collaboration, Organization, Reading - WICOR) strategies in their classes, and administrators use a WICOR strategies checklist to guide their feedback during classroom visits. Our English Language Learners have access to appropriate proficiency level courses in core subjects and support classes, and our Special Education teachers offer support with Study Skills/Workshop classes, and collaborate with mainstream teachers across the curriculum. We have recently implemented after-school tutoring with content-area expert teachers.
Assessment	At present our Mathematics and English departments use teacher-created district-level common assessments that reflect the Common Core State Standards as well as departmental SMART goals. Our Science department is beginning to develop more common assessments and the increased use of digital assessments in many departments has provided immediate data and the opportunity for greater in-depth analysis and reflection on practice. School-wide use of SchoolLoop allows teachers and staff to communicate results of student work effectively to families and community.
Culture & Support	Santa Clara High School has created a culture of inclusivity, personal growth, and academic success throughout our diverse range of students with the plethora of student-generated clubs and activities and through school-wide events organized by our Student Leadership class and student-elected leaders. Our Wellness Center was expanded this year and now provides outreach concerning mental health issues, addressing stress and utilizing meditation techniques, as well as on-site support services

	throughout the day. After school tutorials started in October in 2017 have offered students additional resources for success, and our AP Equity work has resulted in an increase in overall enrollment and diversity of students registering for AP classes. Intervention efforts by counselors, staff, parent groups, and teachers concerning students who are struggling either academically or in terms of social-emotional well-being (SST, Course planning, College Fairs, FAFSA Nights, PTSA events, etc.) have also contributed to a culture and structure that treats students as a whole person.

Category	Areas for Growth
Vision & Purpose	Our Mission and Vision statements have remained the same since our last WASC visit, and though these statements remain relevant, we need to include more stakeholders (beyond administration and teachers) in the collaborative revisiting and potential rewriting of our guiding statements. The same collaborative process should be applied to a re-examination of our ESLRs to ensure all students are being prepared for college and career, and to support students' self-direction and independent learning. We also need to provide additional professional development to ensure that staff members can identify students' needs and take steps to address equity and access to learning. Many staff members have expressed interest in increased peer-to-peer observation and collaboration, but we are still in the exploring stage of designing structures and protocols that will effectively provide and support these important collaborative efforts. We need to remain open and welcoming to input from all stakeholders in our reflection and growth process.
Curriculum	Many teachers and staff have voiced their desire for increased opportunities and options for collaboration within and across departments in order to expand curricula and deepen student abilities to see connections and solve problems. We need to find more effective ways to publicize and disseminate information about collaboration ideas and opportunities. Although after-school tutoring has begun, it could be expanded to include increased student academic peer support for core classes and for technology issues arising from our 1:1 chromebook program.

	Credit recovery opportunities offered during the school year (concurrent enrollment with next semester) in addition to better communication and collaboration with Mission Early College High School staff would allow students expanded options to stay on track for graduation or target advanced college work. In addition, we need to continue our examination of curriculum pacing guides to promote deeper understanding of prioritized concepts and skills, and we need to continue developing more student-centered curricula.
Instruction	Although our course syllabi and course descriptions say we are CCSS aligned, we need more evidence in terms of our actual classroom instruction, and we need to design efficient ways of determining whether or not instruction is standards-aligned and effective for our student population. This could be through peer (teacher) observations or videotaping, or some other form of collaborative practice. Updated curricular materials are still needed for some classes (Social Cognitive, Life Skills, EL Academic Support), and Google classroom training for all teachers would support more consistent and effective instruction across campus. Differentiated instruction by general education teachers in Inclusion classes is difficult when too many SpEd students placed in one class, so master scheduling and SpEd personnel need to be more effectively coordinated. We also have room to grow in terms of using SpEd, 504 Plan, Wellness, and Naviance data and information to better inform student placement and teacher assignments. All teachers should post assignments to SchoolLoop, not just grades, so students and families can access this important information.
Assessment	In order to support more reflective and effective instruction, we need to clarify what schoolwide assessments and accountability tools are used at our site and district wide. We need to spend more time analyzing assessment data in order to inform and improve our instruction, and possibly use the data to expand our school-wide tutoring system in terms of a pyramid of intervention. Overall, more departments need to align their assessments for consistency and to demonstrate alignment with State, District and school standards.
Culture & Support	We need to continue our work of creating a sense of inclusivity throughout the school by emphasizing outreach to Special Needs

	students and other diverse groups. This work should include creating greater awareness of the resources available to parents and students, and adding easily available support programs for students who are struggling in academics, who need internet access, or who need education around social/emotional skills and conflict resolution. We are always looking for ways to improve communication to reach and involve parents and community members. We also need to learn how better to tap into the many tech companies in the area to better enrich or fund our programs (i.e., grants, matching donations, equipment, etc.). We should re-look at adding an advisory period or tutorial time during the school day to address student recommended and supported topics, as well as daily administrative tasks such as announcements and academic advising.

Chapter V: Schoolwide Action Plan

A.   Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.

B.   State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.

C.   Describe the school's follow-up process, ensuring an ongoing improvement process.

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all stakeholders to implementing the various sections of the schoolwide action plan.

Goal 1: Increase communication among all stakeholders in order to increase parental, staff, and student engagement.

Strand	Action	Who	By When	Measuring Effectiveness	SPSA/LCAP Goal(s)
Student Engagement	Increase student engagement through student centered curriculum including adding more elective classes and semester classes	Administration, SLT, teachers	Ongoing	Student survey, Elective Promotional video archive	SPSA Goals 1, 2, 3, and 4 LCAP Goals 2 and 3
Closing the Achievement Gap	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, and SLOs	Teachers, Administration	Ongoing	CAASPP data, AP Equity data, Presentation archives, Principal's Bruin Country Newsletter archives	SPSA Goals 1, 2, and 3 LCAP Goal 4
Promoting Wellness	Improve awareness of wellness services through stakeholder	Wellness Coordinator, Administrat	Ongoing	Student Survey, Parent Survey	SPSA Goals 1, 2, and 3 LCAP Goals 1, 3,

	presentations designed to improve student wellness	ion, SLT			and 4
Implementing Technology	Increased trainings for students, parents, and teachers on technology such as School Loop, Google Classroom, and digital citizenship	Teachers, Administration	Ongoing	Student and parent account usage reports, Parent survey data	SPSA Goal 5 LCAP Goals 1, 3, and 5
Parent Engagement	Improve communication to parents through workshops on School Loop and through teachers regularly using School Loop to communicate about students' assignments and grades	Teachers, Administration, ELSAT	Ongoing	Sign-in sheets, video archives, parent survey	SPSA Goals 1, 2, and 3 LCAP Goals 1 and 4

Goal 2: Improve curriculum and instruction through collaboration and data analysis.

Strand	Action	Who	By When	Measuring Effectiveness	SPSA/LCAP
Student Engagement	Use structured departmental/interdepartmental collaboration time to share creative instruction strategies and promote peer-to-peer teacher observations to improve student engagement and support	Teachers, SLT, Administration	Ongoing	Administration WICOR classroom visits focusing on student engagement, Staff survey	SPSA Goals 1, 2, and 3 LCAP Goals 1, 2, and 3
Closing the Achievement	Research, identify, and implement a	Administration, SLT	Spring 2018	CAASPP data, AP Equity data,	SPSA Goals 1, 2, and 3

Gap	data-driven collaboration framework at the department/course level to to improve consistent standards-aligned curriculum and instruction, refine essential assignments, and analyze common assessments within a cohesive data inquiry cycle			IDEA group, grades report, additional standardized test scores, shared syllabi, common assessment data	LCAP Goal 2
Promoting Wellness	Determine, provide, and integrate social and emotional components across every curriculum and content in order to support students wellbeing	Wellness Coordinator, SLT, Administration	Ongoing	Student Survey, teacher survey, parent survey	SPSA Goals 1, 2, 3, and 4 LCAP Goal 3
Implementing Technology	Provide students with consistent use of technology in the classroom through increased teacher training on a variety of instructional technology tools	Teachers, Administration, SLT	Ongoing	Student survey, teacher survey, IDEA group survey	SPSA Goal 5 LCAP Goal 1
Parent Engagement	Improve communication about student data and progress, grading timelines, and equity of access between faculty/staff and families	Administration, Community Liaison, ELSAT, teachers	Ongoing	Parent survey	SPSA Goals 1, 2, and 3 LCAP Goals 1 and 4

Goal 3: Engage and support our diverse student population by improving equity and access.

Strand	Action	Who	By When	Measuring Effectiveness	SPSA/LCAP Goal(s)
Student Engagement	Create more opportunities for students to access teachers and staff during and outside the school day	Administration, teachers, SLT	Spring 2019	Student survey, teacher survey, student attendance rates at academic and non-academic events	SPSA Goals 1, 2, 3, and 4 LCAP Goals 2, 3, and 5
Closing the Achievement Gap	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	Administration, SLT, teachers	Ongoing	CAASPP data, AP Equity data, student survey, administration WICOR classroom visits, teacher survey, participation in PD	SPSA Goal 4 LCAP Goals 2, 3, and 5
Promoting Wellness	Encourage various student-driven activities that promote inclusivity, engagement, and community connections	Administration, Wellness Coordinator	Ongoing	Student survey, discipline data	SPSA Goal 4 LCAP Goals 1 and 3
Implementing Technology	Ensure all students have Wi-Fi & Wi-Fi enabled devices at school and at home though outreach	District	Ongoing	Student survey, parent survey, student device usage data	SPSA Goal 5 LCAP Goals 1, 5
Parent Engagement	Help students connect with the school by increasing outreach to parents through a variety of approaches	Administration, SLT, PTSA	Fall 2018	Parent survey, student and parent account usage reports	SPSA Goals 1, 2, 3, and 4 LCAP Goals 3, 4, and 5

Appendices:

A. **Local Control and Accountability Plan (LCAP): SCUSD LCAP**
B. **Results of student questionnaire/interviews**
C. **Results of parent/community questionnaire/interviews**
D. **The most recent California Healthy Kids Survey:**
   https://drive.google.com/open?id=0ByFcgnjhTSM8TlRlTXFwdW50cEk
E. **Master schedule:**
   https://docs.google.com/spreadsheets/d/19fl2k8Qpj0Em2wlTw1EvQar_UMG6xNqwREdUr
   d1VrCM/edit?usp=sharing
F. **Approved AP course list: https://apcourseaudit.epiconline.org/ledger/**
   https://drive.google.com/file/d/0ByFcgnjhTSM8X0F6RVk4c05qSHM/view?usp=sharing
G. **UC a–g approved course list: https://doorways.ucop.edu/list/app/home/**
   https://hs-articulation.ucop.edu/agcourselist#/list/details/2277/
H. **Additional details of school programs, e.g., online instruction, college- and**
   career-readiness programs, partnership academies, IB, AVID
I. **California Local Control Funding Formula (LCFF) Eight State Priorities Rubric Performance**
   information
J. **School accountability report card (SARC)**
   https://drive.google.com/file/d/0ByFcgnjhTSM8TlRkQXk3aG43SDA/view?usp=sharing
K. **CBEDS school information form**
L. **Graduation requirements**
   http://gamutonline.net/district/santaclarausd/DisplayPolicy/934070/6
M. **Any pertinent additional data (or have on exhibit during the visit)**
   SPSA ELAC PTSA Activities Calendar
N. **Budgetary information, including school budget**
O. **Glossary of terms unique to the school.**