

MID-CYCLE VISIT
SCHOOL PROGRESS REPORT
for
SANTA CLARA HIGH SCHOOL

3000 Benton Street
Santa Clara, CA 95051

Santa Clara Unified School District

Date of Original Self-Study Visit: March 2012

Date of Mid-Cycle Visit: March 11, 2015



Submitted to Western Association of Schools and Colleges by

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I. Introduction and Basic Student/Community Profile Data

Santa Clara High School is a comprehensive high school serving students from Santa Clara, Sunnyvale, and San Jose, CA. Our current student population is 1930 students, which is 52 more students than during the 2012 WASC visit. Growth of several hundred students over the next three to five years is anticipated due to current construction of several apartment complexes within our district boundaries. Our student population continues to be diverse in terms of ethnicity, socioeconomics, EL status, gender identity and special learning needs. Since the 2012 WASC visit, we have seen a slight increase in the percentage of our Latino students while seeing a slight decrease in the percentage of our Caucasian and Asian students. The number of students who receive free/reduced lunch has risen slightly, and our numbers of both EL students and Special Education students have dropped slightly.

Group	2011-2012	2012-2013	2013-2014	2014-2015*	2011-2012	2012-2013	2013-2014	2014-2015*
Hispanic or Latino	600	604	625	672	31.8%	33.2%	34.2%	35.2%
American Indian or Alaska Native	6	10	12	12	0.3%	0.5%	0.7%	0.6%
Asian	328	285	292	304	17.4%	15.7%	16.0%	15.9%
Pacific Islander	17	22	17	17	0.9%	1.2%	0.9%	0.9%
Filipino	243	226	226	228	12.9%	12.4%	12.3%	11.9%
African American	108	105	103	98	5.7%	5.8%	5.6%	5.1%
White	517	501	497	498	27.4%	27.5%	27.2%	26.1%
Two or More Races	64	62	56	77	3.4%	3.4%	3.1%	4.0%
Not Reported	1	4	2	5	0.1%	0.2%	0.1%	0.3%

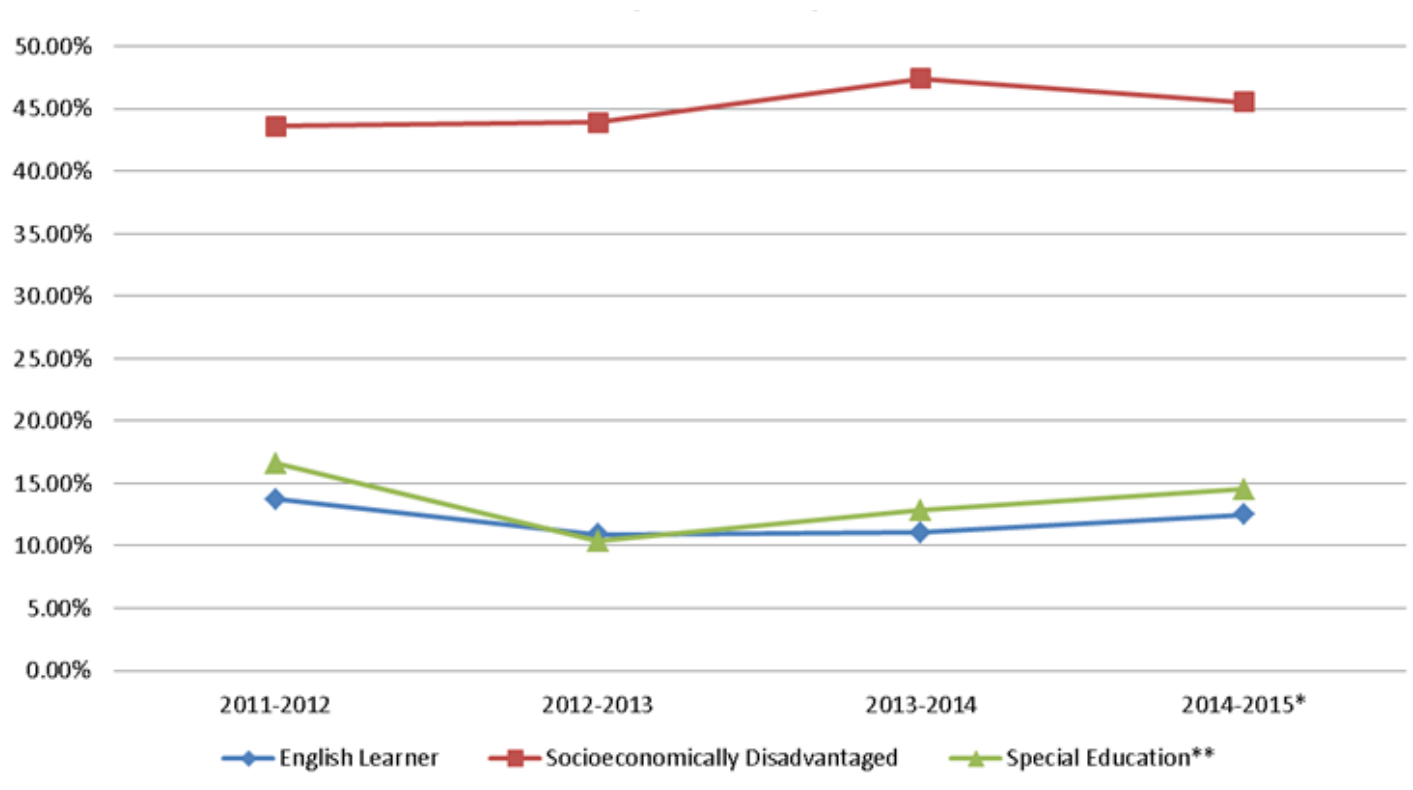
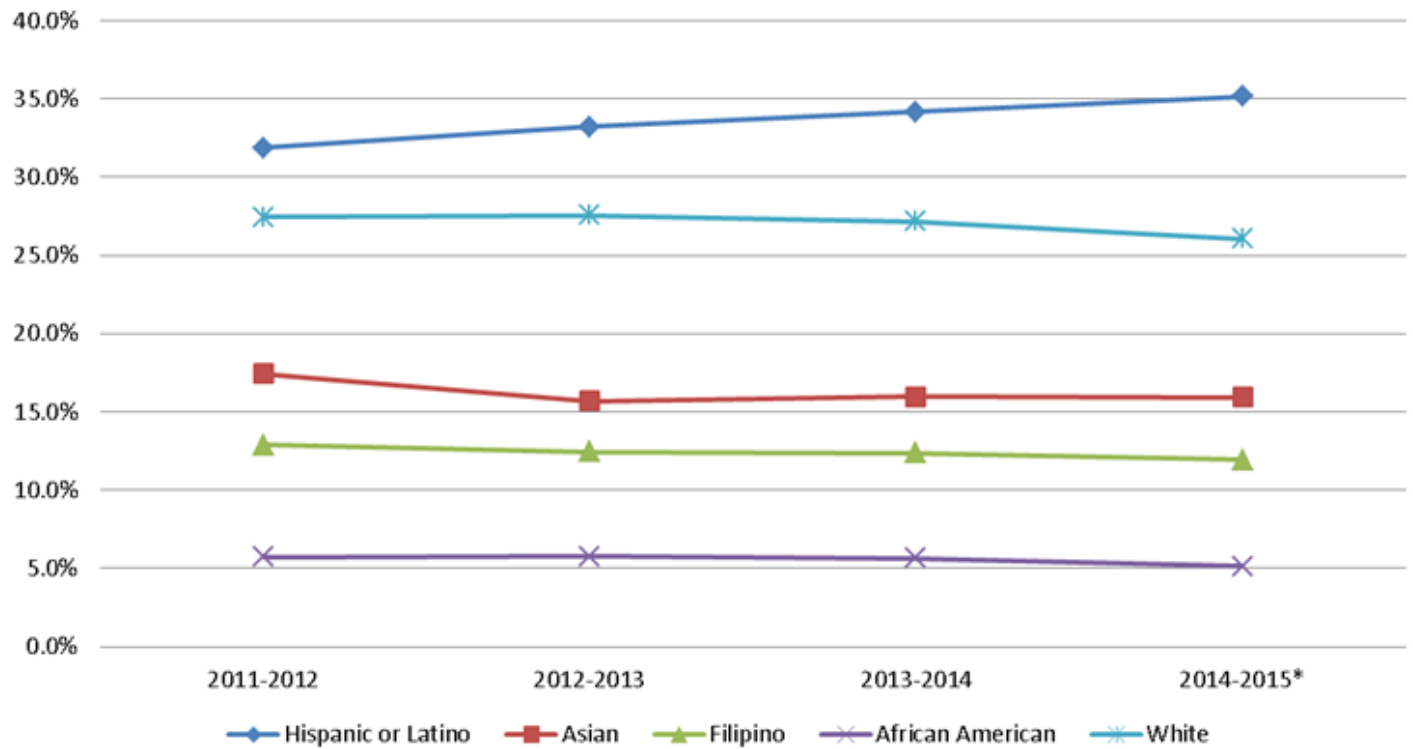
Source: DataQuest

Group	2011-2012	2012-2013	2013-2014	2014-2015*	2011-2012	2012-2013	2013-2014	2014-2015*
English Learner	259	198	202	239	13.7%	10.9%	11.0%	12.5%
Socioeconomically Disadvantaged	821	798	867	870	43.6%	43.9%	47.4%	45.5%
Special Education	302	183	229	275	16.6%	10.3%	12.8%	14.5%

Source: DataQuest

Definition of Socioeconomically Disadvantaged: Neither of the student's parents has received a high school diploma OR the student is eligible for the free or reduced-price lunch program.

Santa Clara HS Enrollment By Ethnicity



Source: DataQuest

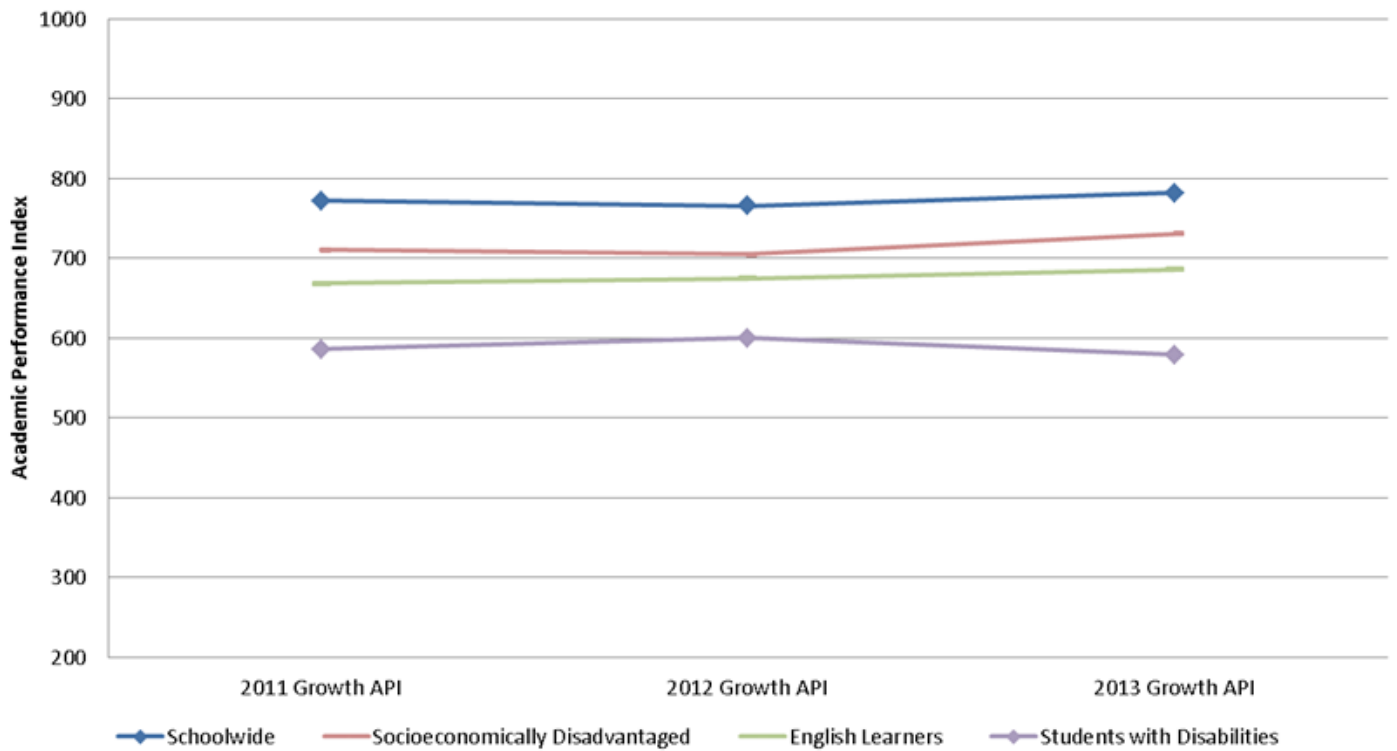
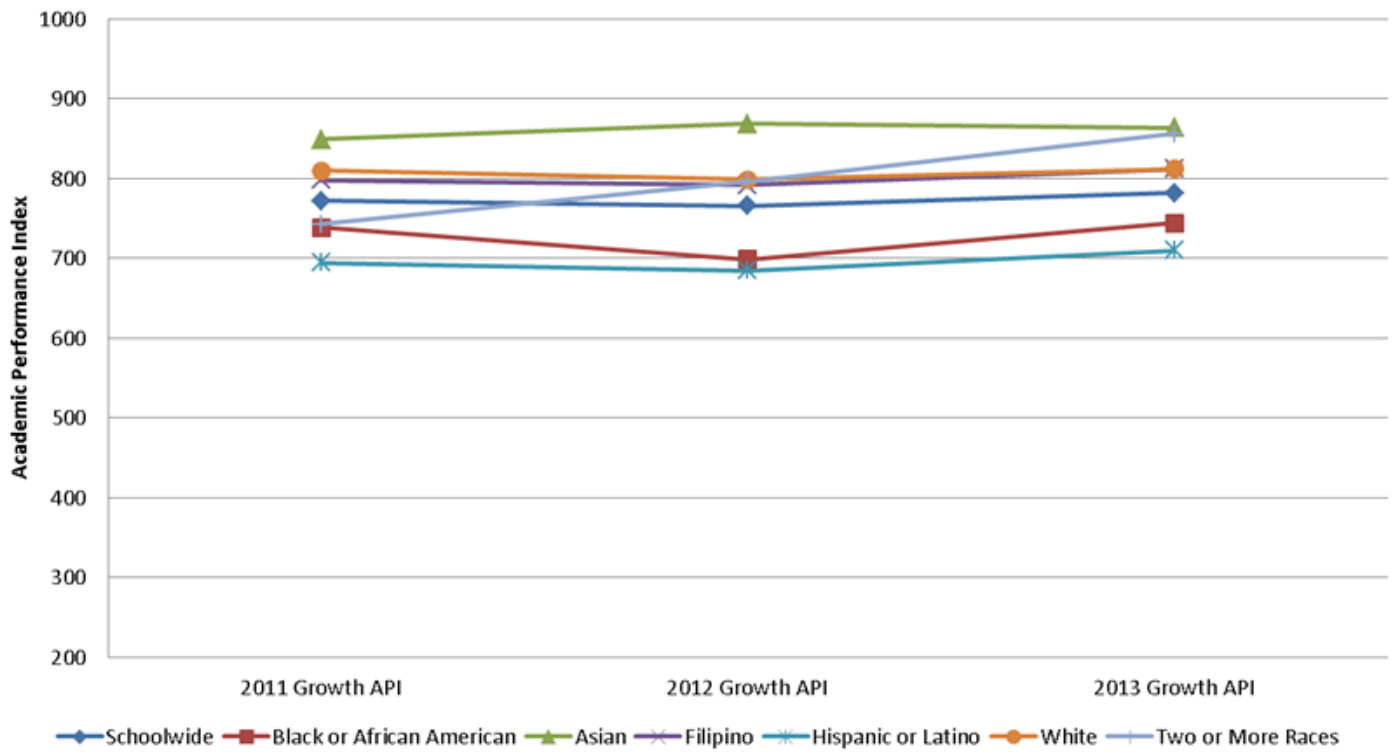
Regarding API data, we are currently in the one-year window of time in which we do not have API scores. We are preparing to administer the SBAC on-line testing system for the first time in April and May. Our site and district professional development has focused on common-core related topics to help teachers prepare students for academic success including the new SBAC on-line test. However, analysis of API scores over recent years shows a small improvement of our overall scores and in all but two of our demographic subgroups. The two subgroups that have seen a slight decrease in scores are our African American and white students. The achievement gaps recognized in the 2012 WASC Self Study have improved in some areas and persisted in others. We have several new programs that will be described in this report have been implemented to assist in alleviating these gaps.

Academic Performance Index (API) Report

Groups	Number of Students Included in 2011 Growth API	2011 Growth API	Number of Students Included in 2012 Growth API	2012 Growth API	Number of Students Included in 2013 Growth API	2013 Growth API	Non-Weighted 3-Year Average API*	Weighted 3-Year Average API*
Schoolwide	1309	772	1310	766	1277	782	773	773
Black or African American	65	739	77	699	72	744	727	726
American Indian or Alaska Native	5		4		9			
Asian	224	849	217	869	199	864	861	860
Filipino	167	798	166	792	161	812	801	801
Hispanic or Latino	433	695	425	685	427	710	697	697
Native Hawaiian or Pacific Islander	9		15	657	15	727		
White	366	810	359	799	355	812	807	807
Two or More Races	39	743	46	797	39	856	799	799
Socioeconomically Disadvantaged	588	711	579	705	540	731	716	715
English Learners	356	669	339	675	300	686	677	676
Students with Disabilities	176	586	215	600	195	579	588	589

Source: Dataquest

Academic Performance Index - 3 years Santa Clara HS



Source: DataQuest

Our SCHS faculty continues to be highly qualified. For the 2014-2015 school year, in addition to standard measures, we also have 48 faculty members with at least one Master’s degree, 3 with doctorates, 33 who have served as a master teacher, and an average length of experience in education of 13.2 years.

Teachers	School 2012-2013	School 2013-2014	School 2014-2015	District 2014-2015
With Full Credential	86	96	94	877
Without Full Credential	0	1	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Source: DataQuest

In terms of governing authority expectations, while Santa Clara High School is not in program improvement as a school site, Santa Clara Unified School District is currently in Year 3 of program improvement. The district has followed all needed steps, and corrective actions are reflected in our Local Control and Accountability Plan (LCAP). Our school’s Single Plan for Student Achievement (SPSA) has been aligned to the LCAP to ensure that we are fulfilling our role in addressing the district’s program improvement process.

II. Significant School Changes and Developments

Since the 2012 Self Study and WASC visit, our school and district have seen several important changes. Four of the most important changes are related to construction completion, significant district and site administrative changes, changes resulting from a district-wide Federal Program Monitoring audit, and the addition of several new academic programs.

With the exception of a handful of small construction projects in non-academic areas of the school, our construction projects related to three school bonds have been completed, making this school year the first time without significant construction on campus since approximately 1998. As of this school year, no classes are being taught in temporary classrooms, although that could change in future school years based on projected school growth. Completed projects include every classroom in the main building, cafeteria, performing arts classrooms, two gyms, front parking lots, and the quad. In 2014, another school bond was passed. The exact projects from this bond at SCHS have not yet been finalized, but the greatest effect of this recent bond upon SCHS will be the addition of a third comprehensive high school within our district. It is anticipated that our student population will continue to grow until the third high school opens in approximately 2019 or 2020, at which point the student population of SCHS will drop.

Administratively, there has been a large turnover. Since the 2012 WASC visit, over half of the district administration and three of the four site administrators have departed from the district. Two of the site administrators and the majority of the departing district administrators departed during the summer of 2013. At the site level, one of the previous vice principals, Gregory Shelby, is now principal and all three current

vice principals are new since the 2012 visit. At the district level, the departures included the superintendent and the assistant superintendents of Human Resources, Ed Services, and Business. Since that period of large departure, the school and district have worked to stabilize. Fortunately, the teaching staff did not see the large turnover rate that was seen at the administrative level. As a result of this turnover and the time it has taken for district and site personnel to acclimate to their new roles, there were relatively few systemic changes at the school and district during the 2012-2013 and 2013-2014, but there are several key systemic changes in process during this 2014-2015 school year as well as planned for the coming 2015-2016 school year.

During the 2013-2014 school year, Santa Clara Unified School District was the subject of a Federal Program Monitoring (FPM) audit. Schools were selected for each different elements being audited. The only element audited at SCHS was our Career Technical Education (CTE) program, and there were no findings related to any problems with our CTE program. However, the audit found that several programs did need restructuring. One of the findings that has affected SCHS the most directly has been a requirement to alter the leadership structure of the ELL program. To comply with FPM findings, the district has removed our EL Facilitator position for 2014-2015. The replacement structure was approved in January 2015, and, along with other schools in the district, SCHS will fill newly created credentialed EL Support Teacher and classified EL Support Data Technician roles prior to the start of the 2015-2016 school year. During this current school year, in the absence of an EL Facilitator, the administration has worked with district personnel to fulfill our obligations regarding our EL students.

The four largest new curricular projects for SCHS currently are our AP Equity work, our 49er/Chevron STEM collaboration, deepened investment in professional development through AVID for mainstream teachers, and piloting of instruction using one-to-one Chromebooks in selected classrooms. Through these initiatives, we hope to further close the the achievement gap.

Site and district leaders have worked with Silicon Valley Education Foundation (SVEF) to build a robust STEM Institute. The institute started this school year at Cabrillo Middle School, and SCHS has been selected as the high school for continuation of this program. This STEM collaboration will see the construction of a state-of-the-art fabrication lab in our SCHS Science Lecture Hall that will be named the Chevron STEM Zone. The academic program, called the 49ers STEM Leadership Institute, will see cohorts of sixty students per year take an intensive STEM curriculum from seventh grade through twelfth grade. The first cohort is in seventh grade now and will reach SCHS in August 2016, by which time the fabrication lab will be complete. Chevron has committed to fund lab expenses and the 49ers Foundation has agreed to fund ongoing additional personnel and professional development. One of the most important aspects of how this will affect SCHS is that students outside the STEM program will also have access to the fabrication lab under the direction of a new STEM program director.

Based on data analysis related to our ethnic and socioeconomic achievement gaps, SCHS and our sister school, Wilcox HS, have committed to a major change in our recruitment of students for AP classes. We have recognized that our achievement gap is in part a result of an access gap to our most rigorous classes, although we have an open access policy. To address this, we have contracted with Equal Opportunity Schools (EOS), which has conducted surveys of nearly all students, teachers, and staff in order to help us to both understand the structural changes we need to make to ensure AP access and success for a more diverse clientele as well as to target students who have AP potential but are unlikely to sign up for AP classes without school intervention and new support structures. A site-based AP Equity Leadership team made up of administrators, AP teachers, non-AP teachers, and counselors has developed a series of outreach efforts and new structural supports to assist in this process, and the district has provided support

for each idea we have created, including the creation of an AP Support class and a formalized Academic Peer Tutoring program for which students can get academic credit. The sign-ups are currently underway, and we continue to analyze data related to this project to refine our efforts.

Over the last several years, the AVID program has substantially grown in influence at SCHS, and we are planning a major step forward this summer. Recognizing that the AVID program has tools to help teachers better reach underrepresented students in all classes, not just AVID classes, the AVID teachers, School Planning Team, and administration have committed to help all teachers learn about AVID tools and techniques. Our AVID Bridge Focus Group has conducted multiple mini-lessons for fellow teachers at our faculty meetings in the last two years, helping promote Cornell notes, AVID-style binders, and several other AVID tools and systems. As a school, we have reached what we feel is a tipping point of interest in AVID, and, based on the prompting of the administration, SPT, and AVID teachers, the School Site Council has committed to funding attendance at a three-day summer AVID institute for over thirty of our teachers. That AVID institute will occur in July 2015.

Recognizing the needs for teachers to embrace technology and help students be more successful with both Common Core instruction and SBAC testing systems, the school has committed to developing a cadre of technology teacher-leaders outside of the practical arts realm. This year, we piloted having an English teacher redesign her curriculum for her five sections of ninth grade English to employ one-to-one Chromebooks as an integral part of instruction. The involved teacher, who was MERIT-trained, has experimented with a variety of new techniques that would not be possible without one-to-one access for all students. To support students with IEP's, a partner Special Education teacher works with this English teacher during one period and then pulls students with IEPs for an additional period of support in an environment that also has chromebooks. Based on the feedback we have received on the success of this program from students and district observers, we are entering the second step of the pilot by having three more teachers from various departments gain access to one-to-one chromebooks in the 2015-2016 year. This cadre of teacher-leaders will work with our Technology Focus Group to develop curricular tools and become teacher leaders who can share the curriculum they develop with members of their respective departments in this school and district-wide. This program with chromebooks will be especially beneficial to our site as our district has committed to become a Google district in which all email, calendaring, and many other functions will transfer over to Google systems and applications.

III. Follow-up and Progress Report Development Process

While multiple groups have played a role in the follow-up process for the recommendations made by the March 2012 WASC Visiting Committee, the two key groups are the four-person administration team and our School Planning Team.

The administrative team, made up of Principal Gregory Shelby, Vice Principals of Curriculum & Discipline Tony Lam and Antonio Vela, and Vice Principal of Activities Chandra Henry, meets during a summer retreat for a thorough analysis of the school's progress and to set the administrative goals for the year. The WASC Visiting Team's report has weighed heavily in these discussions. The administrative team then meets

weekly to review progress, plan specific intervention ideas, implement new programs, and address new concerns.

The School Planning Team (SPT) is made up of teacher leaders who work to address needs based on feedback from the WASC process, teacher feedback, their own research, and recommendations by site and district administration. The SPT meets monthly, and each member leads a Focus Group. All faculty members participate in one focus group based on their interests. The Focus Groups are reevaluated each year to determine their success and continued relevance. Each year, the SPT may choose to drop, redefine, or add Focus Groups based on data from student performance, teacher surveys, administrative suggestions, and, importantly, WASC feedback.

The current SPT is comprised of the following groups:

Focus Group	Primary purpose	SPT Leader
AVID Bridge	Providing AVID tools and demonstrations of AVID techniques to mainstream teachers for use in all classrooms	Liz Molnar
Common Core	Providing tools and demonstrations of techniques for instruction using Common Core methods	Kate Flowers
Communications	Providing an ongoing method to share thoughts and concerns of the staff to the administrative team	Jen Herrera
Discipline	Provide ongoing feedback on school protocols related to discipline to ensure consistency and an emphasis on the educational environment	Christina Mehl, Kristina Kashanian
ELL	Providing tools and demonstrations of techniques for instruction of ELL students within mainstream classrooms	Waleska Mendoza
Literacy	Promote literacy in all subjects by providing tools for teachers and literacy events in which students can participate	Seana Shelby
School Pride	Promote a cleaner and more environmentally friendly campus as well as a more positive school climate	Hank Roberts, DeeDee Kiyota
Special Education	Providing tools and demonstrations of techniques for instruction of Special Education students within mainstream classrooms	Cheruvalath Prabha, Napoleon Sharble
Student/Staff Camaraderie	Coordinate lunchtime events to connect students and teachers through games and competitions	Chad Purcell
Technology	Provide training to classroom teachers on new technological tools and how to better use existing tools	Bill Cheney, Tom Perazzo

During 2013-2014, there was a slightly different configuration for these Focus Groups. Three former groups were disbanded and three new groups were added. These decisions were made based on the success and continued relevance of former groups, the analysis of new data, and new needs as determined by feedback from teachers.

Starting in 2012-2013, and as a direct result of the WASC visiting teams' request for more data-based decision processes, all Focus Groups created SMART Goals that required them to use data to create their goals and have goals that were measurable and achievable within one year. Each Focus Group presents during Faculty meetings about their work at least once per year. If their Focus Group is in charge of training other teachers, these trainings primarily occur during faculty meetings as well. The use of SMART goals for Focus Groups is continuing and will continue in the future.

Other site-based teams that have played a role in overseeing the school's progress include our School Site Council and our department chairs. Each of these groups meets monthly. The School Site Council is in charge of creating, approving, and monitoring our Single Plan for Student Achievement (SPSA). Our department chairs work with district-level personnel on subject-based professional development as well as advising the administration on the progress of the school.

All four site-based leadership groups (site administration, School Planning Team, School Site Council, and Department Chairs) have been consulted during the process of creating this WASC report. The Santa Clara Unified School District's board will be presented with this report at a school board meeting, and the administrative team will attend that school board meeting to answer any questions. The report will also be shared with all teachers, staff, and parents via our schoolloop communication system.

IV. Progress on the Critical Areas for Follow-up within the Action Plan

In 2012, the WASC Visiting Committee shared four School-wide Critical Areas for Follow-up with SCHS. These were:

- 1) SCHS needs to adopt a systemic process for the analysis of data that includes accountability, assessment, and communication to all stakeholders.
- 2) SCHS needs to adopt a process that will be used for all decision making that will include the identification of gaps, the cause of gaps, adoption of appropriate intervention
- 3) It is recommended that SCHS reevaluate their ESLR's in order for them to be functional, measurable and attainable in conjunction with state standards, curriculum and instruction, and the action plan.
- 4) The SCHS and the district need to continue to address the glaring deficiencies of the math skills that students have when arriving on the SCHS campus, and the site needs to continue to create and implement formative assessment tools that are designed to identify and offer re-teaching opportunities, and ultimately eliminate current gaps.

For the first critical area related to data analysis, SCHS has worked on site and with the district both to employ tools for data collection, analysis, and use and to create a culture in which data-based decision making processes become the norm. First and foremost, the administrative team and SPT chose to adopt the SMART Goal system as the norm for on-site professional development and school improvement efforts. Each year, each Focus Group is asked to use data to analyze progress in their area of focus. Depending on that area, Focus Groups used data from student surveys, staff surveys, parent surveys, CST scores, API/AYP, district benchmark exams, and other data sources. The groups then used the SMART goal system to create a goal to work toward during the school year. Checking in with each other in their monthly meetings, these groups planned events, professional development presentations for the

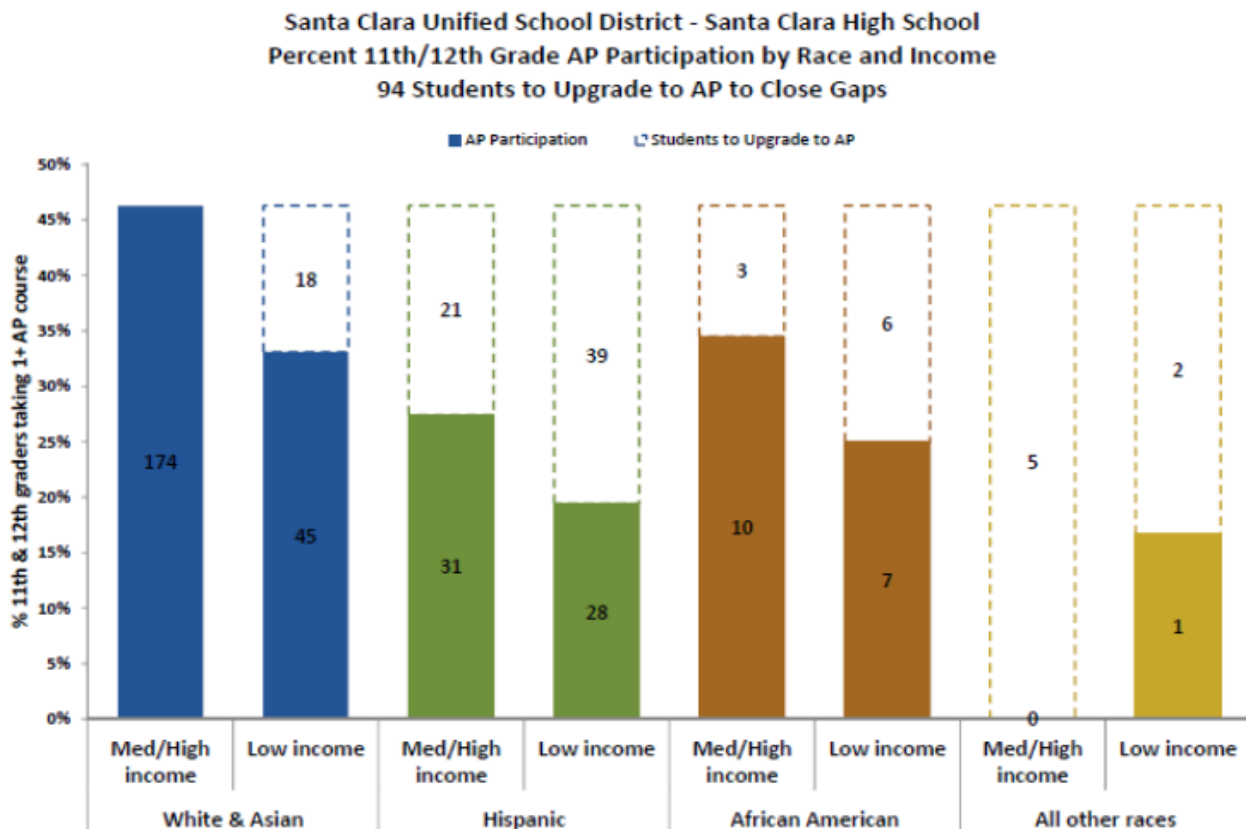
faculty, and/or projects that helped them work toward and hopefully reach their measurable goals. Some examples of this include:

- Based on CELDT levels of EL students, particularly our Long-Term English Learners (LTELs), as well as teacher survey results, the **EL Focus Group** created binders for each teacher with information about every EL student taught by that teacher. To test the success of the program, the EL Focus Group conducted a survey of EL students to determine if teachers modified their instruction based on this information and found that teachers overwhelmingly did alter their instruction to accommodate EL learning needs.
- Based on analysis of the disciplinary records of our students showing that the majority of suspensions resulted from not serving the consequences for small offenses, the **Discipline Focus Group** has worked with our Vice Principals of Discipline and security personnel to create new alternatives for consequences that hold students accountable while keeping them in the classroom. Results for this SMART goal are pending, but initial assessments show a significant reduction in at-home suspensions.
- Based on teacher survey results about communication issues on the needs of students with IEPs, the **Special Education Focus Group** has worked with the Special Education department to streamline communication on key elements of IEPs through the secure schoolloop network. As a result, all teachers now have ready access to all IEPs for their students from any secure computer.
- Based on results from teacher surveys indicating trepidation about their preparedness for Common Core implementation, the SPT started a new focus group this year. The **Common Core Focus Group** has implemented and will continue to implement short Common Core presentations at several faculty meetings this year.
- Based on student and teacher surveys, the **AVID Focus Group** recognized a need for more clear organizational tools. As a direct result of their work, the school has invested in AVID-style binders for all freshmen. This group trained teachers at a faculty meeting on how to most effectively encourage the use of the binders. If the SMART Goal is reached showing that these binders are having the intended effect, the program will continue in future years.
- Based on results from the end-of-year teacher survey, numerous teachers voiced concerns that students were not able to read deeply, interact with the text or pull salient details from expository texts, so the **Literacy Focus Group** worked with a Common Core teacher-study cohort to create a series of posters on how to annotate primary source documents, fiction, non-fiction, and real-world math problems using the CATCH system.
- Based on results from the California Healthy Kids Survey (CHKS) on the percentage of the students who felt they connected with teachers, the **Student/Staff Camaraderie Focus Group** has organized a series of sporting events and competitions pitting students versus their teachers.
- Based on the results from CST tests strands on vocabulary, the **Literacy Focus group** began Word of the Day announcements via the intercom and internet focusing on SAT words. The SMART goal measured progress on that CST strand and had success during the first year. While the program is continuing, the group is looking for a new measurement in the absences of CST data.

For the second critical area, the administrative team has worked closely with the district to study our achievement gaps. We have continued to employ the interventions described in the 2012 Action Plan and added several new

programs to support underrepresented students. The two largest programs that have resulted from this are our AP Equity Project and a revamping of our EL leadership structure.

- As indicated earlier, the AP Equity Project is an attempt to increase the diversity of students accessing our AP classes. Our data analysis indicated that one potential factor in our achievement gap for underrepresented ethnic groups and socioeconomically disadvantaged junior and senior students was that these two groups were collectively 54% as likely to take at least one AP class as our white and Asian students of middle-class and upper-class families. We recognized this to be an access gap that was contributing to the achievement gap. Working with Equal Opportunity Schools (EOS), we were able to thoroughly analyze the culture of our school through surveys of students, staff, and teachers with the dual goals of identifying and overcoming barriers to entering and succeeding in AP classes as well as finding a cohort of underrepresented students who have AP potential based on non-traditional identifying factors including grit, community leadership, growth mindset, and academic identity. SCHS has long had a standard of open access to AP classes, but we have found that underrepresented students who can handle AP classes were not taking them because of a variety of factors. We have worked to address those factors and have implemented a large-scale recruitment system coupled with multiple new support measures to assist students who are attempting an AP class for the first time. The support measures include emphasizing AVID techniques within AP classes and the creation of a new AP Support class that was modeled on the AVID Tutorology model. The goal of this program is to have equity of involvement in AP classes as measured by the number of juniors and seniors taking at least one AP course for socio-economically disenfranchised students, Latino students, and African American students with the benchmark being the participation rate of our white and Asian upper- and middle-class students. Refer to the following chart to see the goal for next year.



- One area that our data shows that we have not been able to successfully close our achievement gap is with our EL students. We had multiple supports in place, including adding an EL support class for non-RFEP students who are ready to leave EL classes and enter SDAIE and mainstream classes. Until the beginning of

this year, efforts in this area have been co-guided by administration and our EL Facilitator, which has been a position supported in our SPSA. Due to results from a 2014 Federal Program Monitoring (FPM) audit on our district, we have been required to alter this leadership system. The EL Facilitator role was disallowed at the start of the 2014-2015 year. In January 2015, the school board approved two new positions. One is a credentialed position in charge of overseeing RFEP monitoring and LTEL catch-up plans. The other is a classified position in charge of CELDT testing, paperwork processing for all things related to the EL program. SCHS supports these two positions as a positive step forward. However, due to the timing of the approval of these positions, the implementation of these new positions is unlikely until the 2015-2016 school year. Every effort is being made to expedite this.

- Another area in which our data shows an ongoing achievement gap is with our Special Education students with IEPs. The Special Education department has attempted to analyze the information they have and, in a joint effort with the administration and the Special Ed Focus Group, they have made several changes since 2012. One of the most important of those changes was the creation of our new Diagnostic Assessment and Review Team (DART), which is designed to review scores, relevant student data, previous accommodations, and other data sources to determine if the student is in the proper Least Restrictive Environment (LRE).

For the third critical area, the WASC visiting team indicated a desire to see our school's Expected Schoolwide Learning Results (ESLRs) become more measurable and tied to standards. SCHS took this recommendation seriously and the administration, School Planning Team, and department chairs held multiple conversations about what to do with our ESLRs. The decision was made by consensus that the ESLRs accurately reflected the larger purposes of educating our students as well as fitting in better with the Common Core State Standards than they had with the previous California State Standards. However, we did recognize that finding ways to tie these explicitly to assignments, rubrics, and other documents would help to achieve the intent expressed by the WASC Visiting Team. This has played out in multiple ways.

- Using a model created by an SCHS teacher and shared with the faculty, several teachers have chosen to employ ESLRs as part of daily or weekly warm-up activities. Students in these classes are given a laminated ESLR sheet kept in their folder containing the six major areas of skills needed upon graduation. Each skill area has various questions to see if the goal for the lesson was reached by the end of a day's lesson. For example, one skill question reads: "Do I select and use a variety of resources to research and access information?" Students note if they used textbook, magazine article, computer, to complete assignment. Sometimes an extended activity includes writing the exact steps taken to access the answers to the lesson assignment. This helps with practicing writing for information and organizing sequencing of event.
- Several Special Education teachers adopted a model in which ESLR notecards were used at IEP meetings to inform parents the SCHS expected learner results and how IEP goals address the school wide learning plan. A presentation was given at one faculty meeting on how this system is used in a Special Ed setting for students to be focused on learning and meeting goals.

For the fourth critical area, the WASC Visiting Team challenged the school and district to improve the math preparation for students coming into SCHS. While SCHS does not have significant control over this process, we embraced this as a very legitimate need for our school and worked to support district efforts to improve math preparation and remediate on site as needed.

- At the site level, we have continued to employ two Algebra Support classes. These classes are targeted for students who are struggling or predicted to struggle in Algebra. Since the 2012 WASC visit, these classes have been improved in two significant ways. One is that our district has implemented a more accurate multiple

measurement tool to predict which students will need the class. The second is that we have placed the two classes during our 1st and 7th periods so that Algebra students can easily add the class if it is determined that they are struggling in Algebra.

- Data analysis indicated that our students with IEPs scored substantially lower than non-IEP students in Algebra and Geometry. As a result, SCHS has expanded our Special Education Workshop classes to include both Algebra 1 and Geometry. In Special Education Workshop classes, a special education teacher will partner with a mainstream math teacher. The target students for this workshop are students with IEPs that don't need a self-contained class but do need substantial support to succeed. All participating students will have a given mainstream math teacher at some point during the day. During one of the periods, the Special Education teacher will be included in the mainstream teacher's class. Later in the day, the Special Education teacher will have a "workshop" class with the IEP students to reinforce the day's lesson and prepare them for the next day's lesson. The outcomes of this program have been quite positive in terms of grades and passage rates in the mainstream classes. Due to the discontinuation of CSTs, we do not have hard data on gains other than grades, but initial results seem very positive.
- The district has committed to pay for two full-time math Teachers on Special Assignment (TOSAs) to support secondary math teachers. One of the two TOSAs is a formal SCHS Algebra and Geometry teacher. This, along with a continuation and expansion of joint secondary math professional development, has dramatically increased communication between SCHS math teachers and their middle school counterparts.
- The district has revamped the math levels for middle school to reflect the new Common Core State Standards. SCHS fully supports this and believes it will provide substantial improvements over time in terms of preparation for high school level math.

V. Schoolwide Action Plan

As part of the Self Study in preparation for the 2012 WASC Visit, SCHS made the commitment to align our Single Plan for Student Achievement (SPSA) as our WASC Schoolwide Action Plan. As such, each year the SPSA has detailed the actions needed to help SCHS reach our school goals. These goals have evolved each year to reflect changes in the school situation (such as the discontinued availability of CST data) as well as our understanding of how to best guide SCHS forward.

- 1) Increase Literacy Proficiency
- 2) Increase Mathematics Proficiency
- 3) English Language Learner (ELL) Support
- 4) Improve School Climate
- 5) Improve Access to Technology

The School-wide Action Plan goals from the 2012 WASC visit are embedded within these current goals. The 2012 Goal #1, which was "Close the Achievement Gap," is a key element of the actions required for current goals 1, 2, and 3. The 2012 Goal #2, which was "Utilize data to improve student performance," is embedded in all five current goals.

This change was made because we realized that data was not a goal in and of itself. Instead, data collection and analysis needs to be an integral part of analyzing all that we do, and, as is indicated by the projects and processes described in this report, SCHS has embraced this way of thinking. The 2012 Goal #3, which was “Improve performance of Algebra, Geometry, and Chemistry,” is embedded in current goal 2. This change was made when CST scores for Chemistry showed improvement while Algebra 1 and Geometry scores on the CST remained stagnant. The 2012 Goal #4, which was “Improve the academic success of students by supporting the support structures that enable them to learn,” is embedded in current goals 4 and 5.

The majority of the specific actions of the Schoolwide Action Plan included in the 2012 WASC Self Study have continued as they have yielded positive results. This included actions such as Algebra Support classes, Read 180 classes, and continuing to refine common assessments within departments. A small number of listed actions have been discontinued as they have been accomplished (such as the purchase of SMART response clickers) or because data has indicated that they were unneeded (such as ending our Advisory efforts based on results of student and teacher surveys indicating that they were unwanted). As is indicated in the SPSA, a number of new actions have been adopted, including adding EL Support classes for non-RFEP students who are leaving EL classes and entering mainstream classes and the addition of a substantial number of student-accessible computers throughout the school. All decisions were made via a collaboration of administration, the School Planning Team, and the School Site Council with input from department chairs, student/parent/teacher surveys, and the guidance of the district office. Beginning in this 2014-2015 year, the SPSA is also tied to our district’s Local Control & Accountability Plan (LCAP).