

Scotts Valley High School
955 Glenwood Drive
Scotts Valley, CA 95066
(831) 439-9555
Home of the Falcons

Scotts Valley Unified School District

Scotts Valley High School WASC Self-Study Report 2013



Focus on Learning

Submitted to:

Western Association of Schools and Colleges

and

The California State Department of Education

*Valerie Bariteau, Principal
Daniel Denton, Assistant Principal
Naomi Lyall, WASC*

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





Chapter I: Scotts Valley High School Profile

Community

Incorporated in 1966, Scotts Valley is a quiet, family-oriented community located approximately 30 miles southwest of San Jose near the coastal resort of Santa Cruz, California. The city covers a geographical area of 4.6 square miles in the foothills of the Santa Cruz Mountains, where its inhabitants enjoy a mild climate and a safe, tight-knit community.

Scotts Valley is an economically advantaged community with a minimally diverse population. According to the 2010 census, 86.0% of its 11,580 inhabitants are Caucasian, 5.1% are Asian, 4.9% identify as two or more races, 2.5% identify as some other race, 10.0% Hispanic or Latino, 0.9% African-American, 0.5% Native American, and 0.1% is Pacific Islander. Approximately 24.7% of these individuals are under 18 years old. The Scotts Valley median household income of \$101,673 per year is 40% higher than the state's median.

Scotts Valley has one unified school district servicing approximately 2,722 K-12 students. Scotts Valley School District (SVSD), a low-wealth district, is comprised of 2 elementary schools, one middle school and one comprehensive high school. Additional schools in the community include Baymonte Christian School, a private K-8 institution and a number of private preschools.

Scotts Valley has a large proportion of nuclear families. Over half of its adult population is married, with less than 10 percent of divorced or separated individuals. The community enjoys significant voluntary participation and involvement from its members in both service-related organizations and school-related organizations.

Parent and community organizations that service our community include the Scotts Valley Education Foundation (SVEF), Rotary International, Lions Club, Exchange Club, and Kiwanis. All of these organizations contribute various services to support our students and the Scotts Valley Community. The SVEF raises funds for all of the SVSD schools. Clubs with an exclusive service focus on Scotts Valley High School include our Parent Club and Falcon Club, in addition to other smaller interest groups working toward support for high school programs and facility improvements.

Major businesses in the area include Bay Photo, Threshold Enterprises, Comcast Cable, Central California Alliance for Health, AVIZA, and Easton Bell Sports. Comcast Cable recently chose SVHS for a major campus beautification project to be completed in spring of 2013. Easton Bell Sports was instrumental in developing and supporting a class called Bicycle Technology and Performance. Through this program we will be partnering with Easton to supply this same

classroom in their plans to train people from all over the country in bicycle repair and development through their program called Easton University.

In 2007, Scotts Valley High School completed its first full WASC self-study and visit. This was followed by a midterm progress report and visit in 2010. The spring of 2013 will mark the completion of the second full self-study. Since our school is not a School-based Consolidated Program, and does not qualify for school improvement program funds, no School Site Council is in place. Nonetheless, the school has maintained a School Advisory Committee (SAC) made up of students, parents, community members, teachers, counselors, and administration that acts in a capacity similar to that of a School Site Council.

Scotts Valley High School continues to meet all criteria of the Adequate Yearly Progress (AYP).

Aerial Photo of SVHS Campus



Figure 1.1

Photo: Courtesy of Kathleen Frost

Vision and Mission Statement

In 2009, stakeholders met in focus groups to refine and align the school's mission to reflect the vision shared by all programs in the district and the International Baccalaureate (IB) philosophy. Stakeholders periodically review the statement to ensure continued alignment. It reads:

Scotts Valley High School's mission is to provide an exemplary education that will prepare our students to thrive in a modern world.

Through our challenging and diverse curriculum, extra-curricular programs, and strong partnerships with the community, students are prepared to be skilled and literate members of both local and global societies. SVHS programs enable students to realize their full potential in intellectual, social, physical, and ethical development.

Scotts Valley High School School-wide Learner Outcomes




SVHS Schoolwide Learner Outcomes (SLOs) represent the skills and qualities expected of a student during the course of his or her education at Scotts Valley High School. Upon graduation, students are expected to fully realize these qualities through their education in our standards-based curricular program.

During 2009, criterion charts for the original SLOs or Expected Schoolwide Learning Results (ESLRs) were created by the focus groups. These charts defined the subject, criteria, assessment of criteria, and the persons responsible for monitoring progress. Over the last few years the need to refine the SLOs became essential. Initially a committee of teachers volunteered to begin the process. Our IB Psychology teacher, offered to finish the task. The refined SLOs were reviewed and further refined by the stakeholders, including two board members, meeting in focus groups during the 2012 spring semester and finalized in the fall of 2013. The school board enthusiastically approved the SLOs and the graphic arts students, under the direction of the graphic arts teacher, designed and produced posters to display the SLOs for each classroom, office and facility.




Scotts Valley High School School-wide Learner Outcomes

SVHS Falcons are




DEDICATED LEARNERS who show...

-  **REASON:** They apply knowledge and think critically.
-  **COMMITMENT:** They set challenging goals, persevere, and learn from adversity.
-  **INDEPENDENCE:** They take responsibility for their progress.

EFFECTIVE COMMUNICATORS who demonstrate...

-  **LEADERSHIP:** They organize and direct collaborative projects.
-  **CLARITY:** They express themselves clearly in a variety of ways.
-  **EMPATHY:** They listen to others and seek common understanding.

GLOBAL CITIZENS who model...

-  **INTEGRITY:** They exemplify honesty and compassion.
-  **AWARENESS:** They seek to understand complex connections of a global society.
-  **PARTICIPATION:** They contribute to community on local, regional, or global levels.

Enrollment Counts and Distribution

In 2012-13 Scotts Valley High School's 9-12 enrollment of 789 is predominately Caucasian, reflecting the make-up of the community it serves.

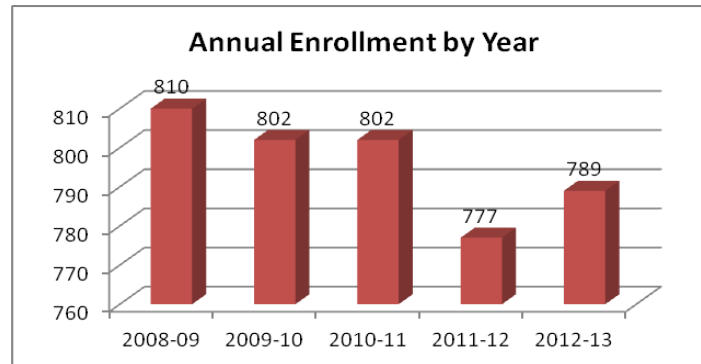


Figure 1.2

Source: CALPADS and DataQuest.

SVHS, as well as the district, has experienced a decline in enrollment that mirrors the rest of the county and most of the state. From year to year a larger bubble of students comes through, such as the freshmen in the class of 2016. However, next year's freshmen class will go down because this year's 8th grade is only 188 compared to 220 from last year's 8th grade. Overall, the district has declined and enrollment in the elementary schools shows a continued decline.

No significant changes in the ethnic make-up of the school have occurred during the last five years.

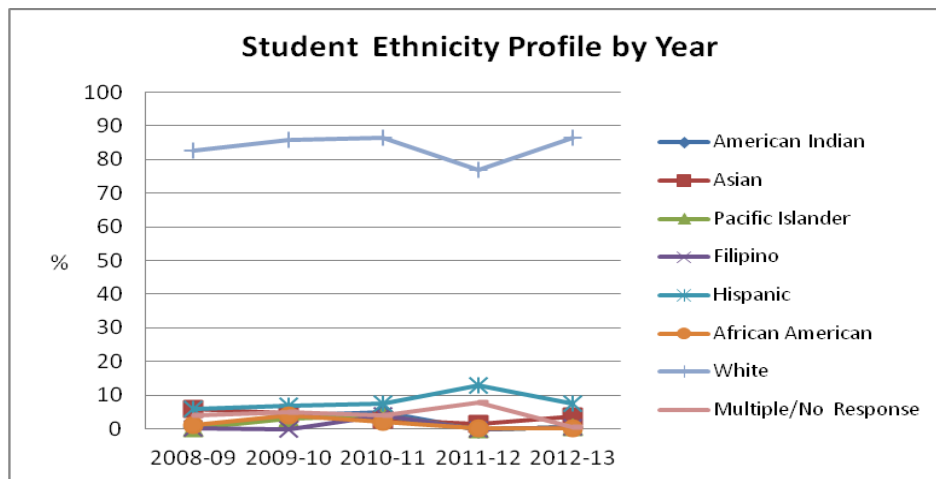


Figure 1.3

Source: CALPADS and DataQuest.

The 2012-13 enrollment survey results indicate that 86.4% of our students identify as White. Our second-largest ethnic group is Hispanic, comprising 7.4 percent of our population. Our remaining sub-groups are Asian (3.7 percent), American Indian (0.5 percent), Pacific Islander (0.4 percent), Filipino (0.4 percent) and African-American (0.2 percent).

Socioeconomic Status

In 2008-09, 6.3% of the student body qualified for free or reduced-price lunch. The total ranged from 11 to 13 percent eligible for free or reduced-price lunches in the last three years.

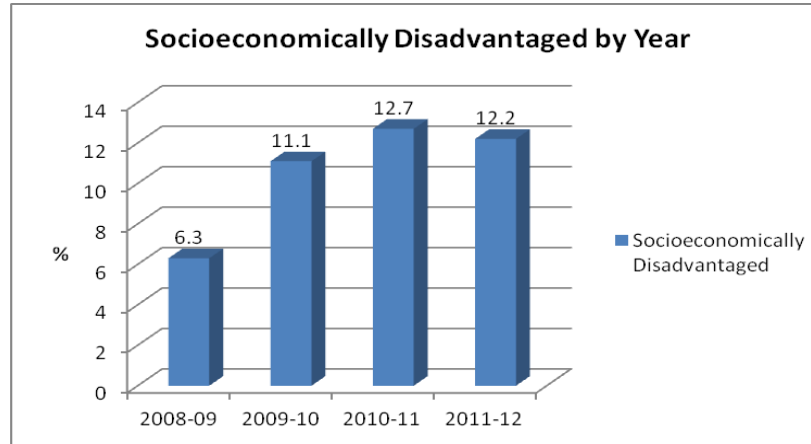


Figure 1.4

Source: CALPADS and DataQuest.

Many Scotts Valley families fell victim to the fiscal crisis of 2008 and subsequent recession. The data reveals that the socioeconomically disadvantaged population doubled during this time period.

Language Proficiency

Due to the very low number of English learners (EL), SVHS does not qualify to receive any Title I funding from the state. The population of the English learners has stayed relatively constant over the past few years with the exception of 2010-11. Spanish remains the predominant primary language other than English, although this represents only a small portion of the overall population.

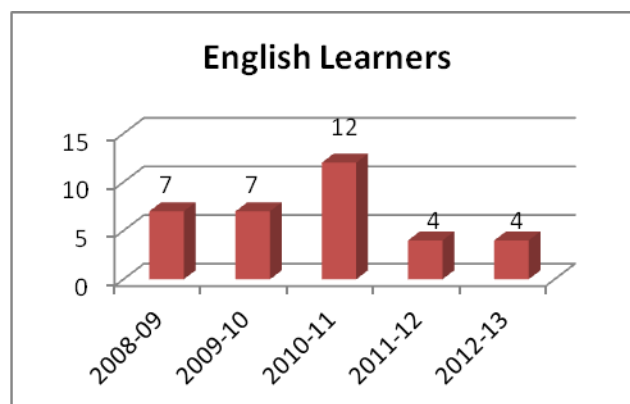


Figure 1.5

Source: District Office

Despite the small size of this group, their welfare and performance is a particular concern at SVHS. The assistant principal, puts significant attention into their progress in school. The sudden increase in the number of EL students 2010-11 was due to inter-district transfers. Most of these students

chose to return to their home districts in 2011-12, or moved on to continuation schools. A CLAD credentialed teacher provides English Language Development (ELD) services as required by law and all SVHS teachers hold CLAD or BLAD credentials.

Programs to Meet Special Needs

Special Education:

Scotts Valley High School serves a special needs population that is comparable to other local high schools. For the 2012-13 year, approximately 35 male and 11 female students are enrolled in Resource Specialist Program (RSP) and Special Day Class (SDC) programs. Approximately 89% of these students self-identify as Caucasian. These special education programs are staffed by four special education teachers, seven part-time Para-educators, and several part-time providers in the areas of Speech and Language, Occupational Therapy, and Adaptive Physical Education.

While there is a range of needs for these students, many are high-functioning and are able to attend some, if not all, of their courses in a mainstream setting. These students receive push-in and pull-out services from the special education staff as required.

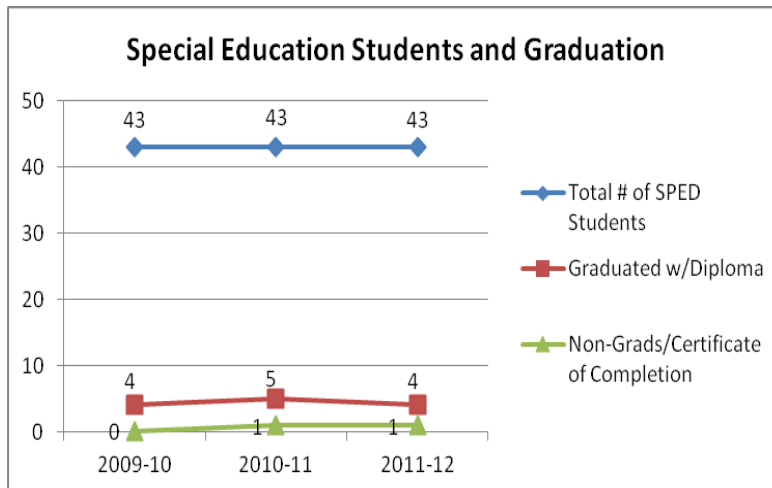


Figure 1.6

Source: District SpEd Records

Currently, many of the RSP students are on a graduation track, with no modified grades. The district data, displayed in Figure 1.6 shows that most special needs students graduate. However, some students are not on track for graduation and will be working toward a certificate of completion. SVHS offers the following classes to support students' Individual Education plans: Basic English, Basic Physics, Basic Math, Basic U.S. History, and Directed Studies.

In 2009-10 and 2010-11 school years, there were two full time teachers, four part-time Para-educators, and three part time providers in the areas of Speech and Language, Occupational Therapy and Adaptive Physical Education to serve the students with Individual Education Plans (IEP). A part time transition specialist was provided through Santa Cruz City Schools. From 2009 through 2011 the majority of the students with IEP's were on a graduation track with no modified

grades, while others were working towards a Certificate of Completion. Both RSP and SDC students attended mainstream classes with support from special education teachers and staff. Scotts Valley High School offered Basic English, Basic Math 9-12, and Directed Studies for students with IEP's. Severely handicapped and emotionally disturbed students living in the district were served through the Santa Cruz County Office of Education.

In the school year 2011-2012, SVUSD incorporated a Severely Handicapped (SH) SDC Class, grades 6-12, as well as a class for students classified as Emotionally Disturbed (ED), grades 9-12. The SH class served 4 students and the ED class served 6 students. Mindful of the current budgetary crisis, this cost-saving change was implemented in order to better serve the families of the students within SVUSD boundaries. These classes are located at Scotts Valley High School.

Independent Studies

The Independent Studies (IS) program is designed to: 1) remediate, 2) accelerate or enrich, 3) acclimate or transition home school students into the high school environment 4) allow more flexibility for student schedules, and 5) serve students with emotional and health concerns.

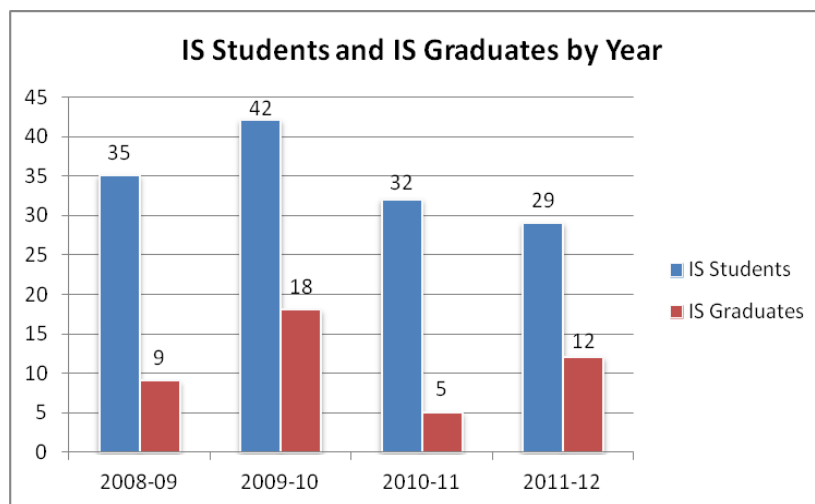


Figure 1.7

Source: CALPADS and DataQuest.

Since 2008-09, the number of students enrolled each semester has ranged from as few as 29 to as many as 42. The three-year decline in the number of students enrolled in independent studies shown above is due to the budget shortfall. In IS, students must meet weekly with the IS teacher, a requirement for attendance. Since the program was cut from five periods a day to two periods a day, the teacher has a limited number of appointments and can only serve a limited number of students. Furthermore, the variety of classes offered was also reduced. The Average Daily Attendance (ADA) for Independent Study falls within the teacher to ADA limit.

As of 2011, courses were offered in English, Social Sciences, Health, Fine Arts, and Applied Arts. During fall of 2012, 30 students are enrolled in 9 English and Social Studies courses with one NCLB qualified staff member. IS students take the other courses that they need for graduation at SVHS, Cabrillo, and other county programs such as ROP. All seniors who were in the program at

the end of their senior year graduated. At the present time the high school principal is the site administrator for the IS program and students are placed in independent study by the administrators.

Advanced Course Work: International Baccalaureate

The International Baccalaureate Organization's Diploma Program is a demanding pre-university course of study that leads to examinations in May of the senior year, and can provide university credit for students who pass their exams. The program was developed primarily to establish a common curriculum and university entry credential for students moving from one country to another. As of the May 2012 Statistical Report, the IB Diploma Program is taught in nearly 2,400 secondary schools in 135 countries to students from 206 nationalities, with over 800 of these high schools in the United States.

Scotts Valley High School has been an International Baccalaureate school since its inception. Students at SVHS can begin taking IB courses beginning in their junior year, choosing advanced classes in their areas of academic strength or interest, or electing to become Full IB Diploma Students. IB Diploma students follow a rigorous, prescribed curriculum during their junior and senior years, completing intensive exams in each subject area, finishing a Theory of Knowledge (TOK) course, writing an independently researched Extended Essay (EE), and completing at least 150 hours of a combination of Creativity, Action and Service (CAS) learning.

Full IB Diploma students are required to study both the humanities and the sciences. Classes are designated as "higher level" (HL) and "standard level" (SL) courses. HL courses are two-year courses and include a minimum of 240 teaching hours, while SL courses have a minimum of 150 hours of instruction. Diploma students must choose at least three higher level and at least two standard level courses.

SVHS offers the following IB courses:

Higher Level (HL)

English
History of the Americas
Life Sciences: Biology
Physical Sciences: Chemistry
Mathematics
Visual Arts

Standard Level (SL)

World Languages: French and Spanish
Psychology
Life Sciences: Biology
Physical Sciences: Chemistry and Physics
Mathematics
Visual Arts

Each course requires both internal and external assessments and student work is evaluated by IB examiners worldwide, led by chief examiners with international authority in their fields. Exams are scored from 1 (failing) to 7 (exemplary). Many colleges and universities in the United States give a full year of university credit for completing the IB Diploma with a score of 30 points or higher. In addition most universities offer advanced credit for exam scores of 5 or above.

In California, IB schools receive grant funding, although the grant is due to sunset in 2013. Supplemental resources are required from district funds to pay for release periods for the IB

Coordinator, but this is recouped by the district with the additional ADA from inter-district transfer students. In 2011-12 the IB Diploma Program generated net, positive revenue to the district of just over \$30,000.

Despite the current fiscal challenges, SVHS continues to maintain its training schedule for all teachers. This has been aided by low staff turnover and generous donations from our Parent Club. 45 % (17 out of 38) of the SVHS staff are IB teachers. As IB staff receives training every 2-3 years, and given that most IB teachers also teach non-IB courses, the program's effect on the academic culture of the school is very significant.

Scotts Valley High School does not require students to register, pay for and sit for IB exams. For the May 2012 exam session, 83% of students enrolled in IB courses actually took the exams.

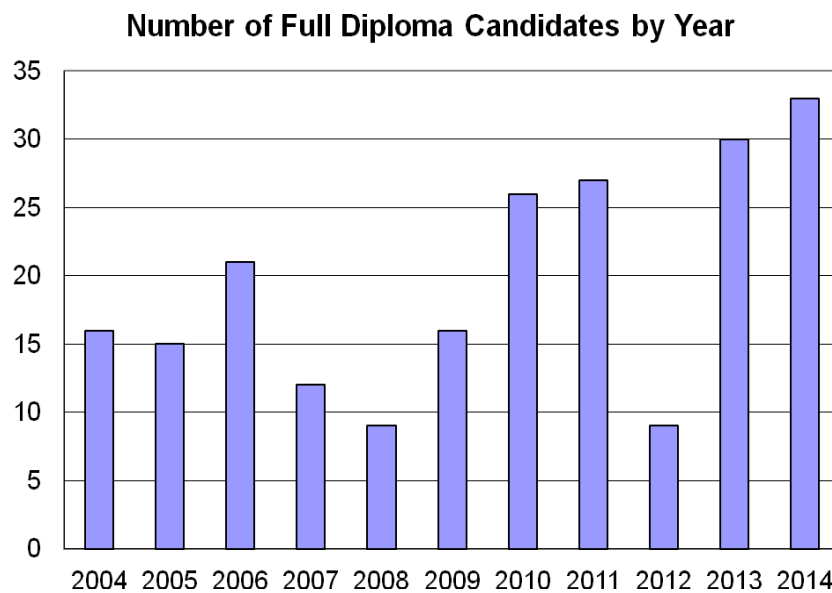


Figure 1.8
Source: IB Office

The number of full IB Diploma students has increased to nearly 20% of the class of 2014 while the total number of IB exams has likewise increased. The class of 2012 was a unique group of students. As a whole, the group of likely full Diploma candidates chose to take a less rigorous path during their junior and senior years.

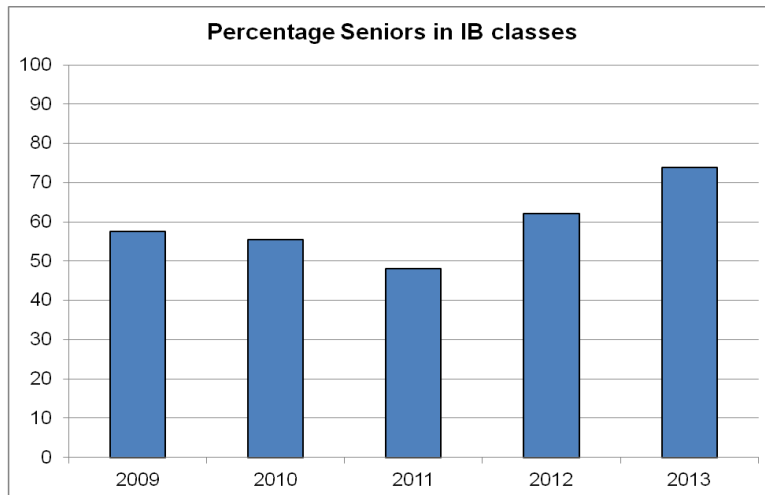


Figure 1.9

Source: IB Office

Involvement in the IB program has grown steadily. As of November, 2012, 73% (141 out of 194) seniors are taking at least one IB course.

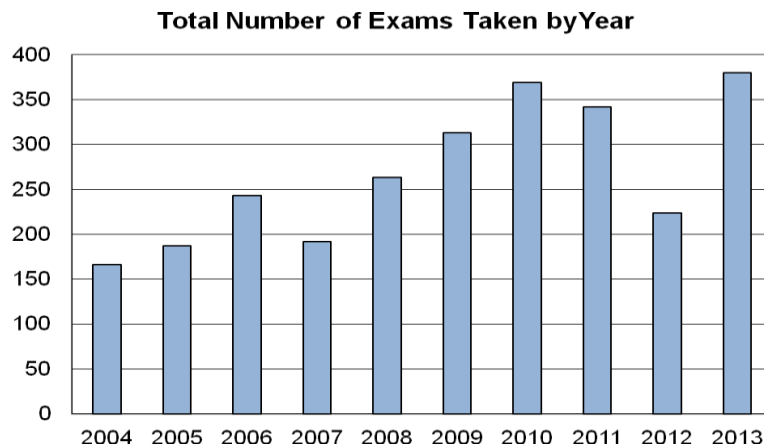


Figure 1.10

Source: IB Americas

Given that IB Diploma candidates take six IB subjects, when their number goes down, so does the total number of exams taken. This was the case in 2012.

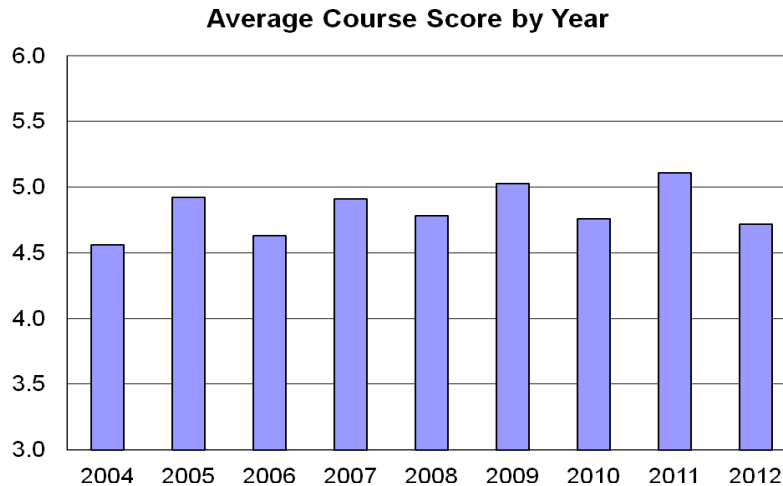


Figure 1.11
Source: IB Americas

Overall, during this period of rapid growth, we have also seen an increase in the average scores (1-7 point scale) for each subject.

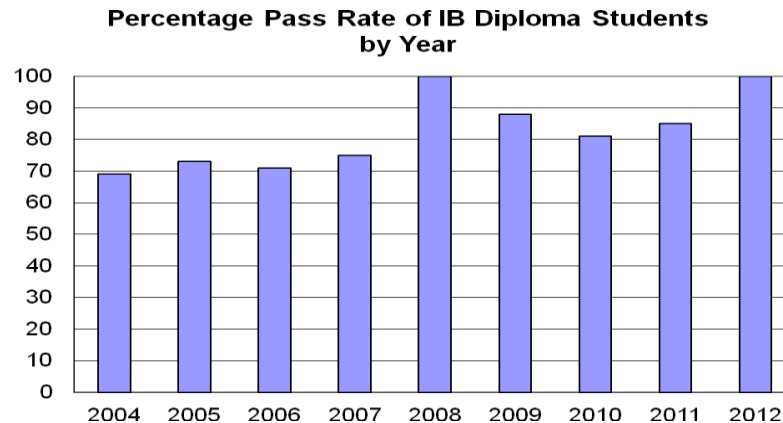


Figure 1.12
Source: IB Americas

As a consequence of these improving exam scores and a focus on helping students at risk, the percentage of SVHS IB Diploma students who pass the requirements and earn their IB Diploma has increased. (Internationally, the global pass rate has held steady at 78% over the last three years.)

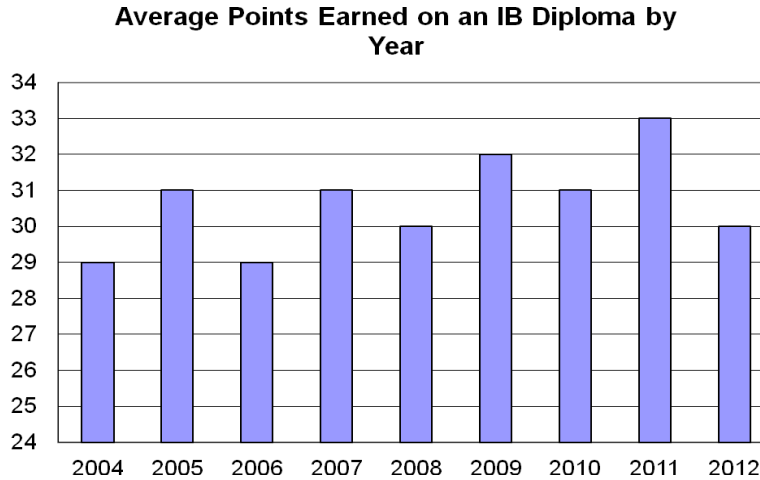


Figure 1.13

Source: IB Office

In addition, the average number of points earned by SVHS students on the IB Diploma has increased, resulting in more university credit being offered to these students.

Attendance

Scotts Valley High School has an excellent high school attendance rate, with a low transient rate of approximately 3 percent.

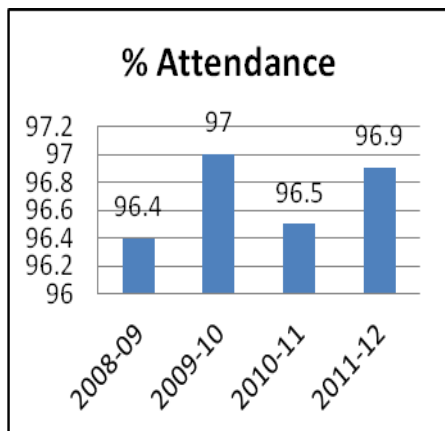


Figure 1.14

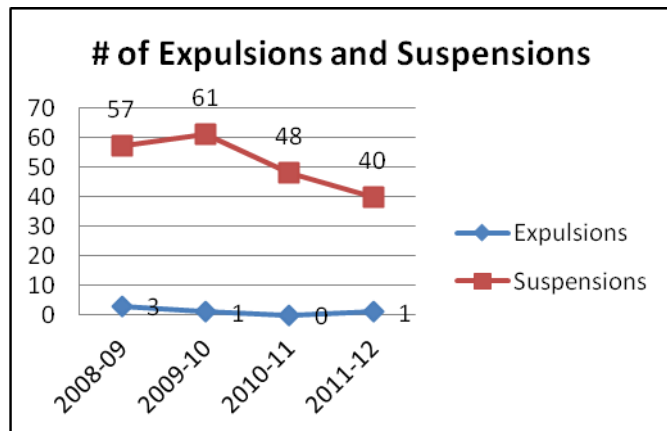


Figure 1.15

Source: CBEDS

The 2008 – 2011 data above is based on the California Basic Educational Data System (CBEDS) enrollment and the annual attendance report. The data for 2011-12 is based on school site and district records. Expulsions remain low and the number of suspensions is decreasing. The administration has made a concerted effort to provide early intervention through counseling for students who are at risk of disciplinary actions.

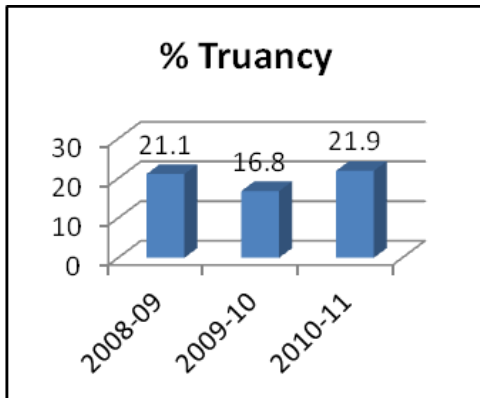


Figure 1.16

Source: CALPADS and DataQuest

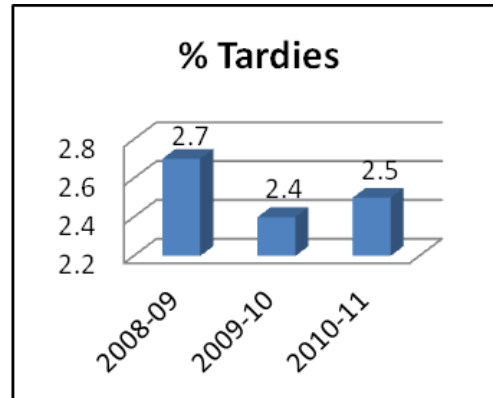


Figure 1.17

Source: PowerSchool

The percent truancy data above represents the number of students with an unexcused absence or tardy of more than 30 minutes on 3 or more days (truants) and data is only available through 2010-11. The PowerSchool data in Figure 1.17 represents the percent of students tardy less than 30 minutes to their first class of the day.

Student Participation in Co-curricular Activities

The Scotts Valley student body is very active in co-curricular and extra-curricular activities. As of 2011-12, 53% of the students participate in the Falcon sports program. The athletic director estimates that 425 students will participate in one or more sport during the 2012-13 school year. Students are equally involved in co-curricular activities such as clubs, drama, Haunted House, and Student Government hosted events. As of 2012-13, there are 26 clubs available on campus; participation is high with over 400 students involved; and specific club attendance varies. Clubs may be created at any time during the year by students with an on-campus advisor. Many of our clubs promote community service and are philanthropic in nature. Our school produces 2 full plays for the Scotts Valley community through our drama department, a winter play and a spring musical with cast and crew counts nearing a total of 75 students. Over 200 students participated in the design, construction, and acting for the 2012 Haunted House, which raised nearly \$7000 for the Leukemia & Lymphoma Society. Since 2008, the Haunted House project has provided over \$30,000 in support of this and other charities.

Physical Plant

SVUSD offers a comprehensive high school serving grades 9-12. Facilities include an administration building, student union, library, full-service kitchen, computer lab, graphics lab, and video production classroom. There are currently 36 classrooms, 7 of which are located in portables. These classrooms are available for 180 total class sections, which cover special education, independent studies, ROP, and general education courses. Four science lab classrooms house 26 sections of lab science classes. Three sections of lab science classes meet in an art room. Due to space constraints, 6 teachers share classrooms. SVHS also offers a library, which houses a growing collection of texts, novels, reference materials and equipment; however, the library is currently housed in a room intended for two classrooms and has limited space for a student body of 785 students. Since the Student Union is equipped with a stage, it satisfies the need of a performing arts facility.

The custodians maintain a clean, safe facility. The staff maintains safe and orderly classrooms as per the comprehensive safety plan introduced in 2007 and in compliance with the 5-minute safety trainings given during each faculty meeting. The staff regularly carries out state-mandated emergency and evacuation drills and regularly educates students on classroom safety and emergency procedures. The staff complete online safety trainings annually, and must pass each one in order to meet personnel requirements.

The Scotts Valley Unified School District Strategic Plan developed in 2006-2007 through the leadership of the prior superintendent, included the development of a Facilities Construction Needs Committee assigned with the mission of creating a 5-year plan to meet facility needs, including the means for funding. Additionally incorporated in the Strategic Plan was the stated objective of identifying and prioritizing facility maintenance needs. Priorities at the high school included 1) the construction of a Library Media Center, 2) the return of leased portables with recapture of classrooms, 3) the creation of a Culinary Academy with associated buildings, 4) rehabilitation of playing fields, 5) construction of joint use community swim center, and 6) construction of a performing arts center. Since 2008 5 leased portables have been removed. However, due to the fiscal crisis of 2008 and subsequent recession, the remaining ambitious projects have not been completed. Nonetheless, the annually-updated Strategic Plan guides the decisions and direction of the district.

Despite financial constraints several modifications were made to the school grounds over recent years as part of the results of an access compliance review. These improvements include concrete slab removal and replacement as well as the construction of planters, steps and wheelchair access routes to the C600 building. Another notable addition in 2008 was the 4,500 square foot shade structure adjacent to the student union.

In 2007 the district set a goal to update systems, introduce wireless access, and initiate a more streamlined district-wide IT service system. As of 2012 the following improvements have been completed:

- Upgraded Internet access with high-speed fiber-optic service (100 Mbps)
- Wireless Internet access for both staff and students in all classrooms
- District-wide student information system (PowerSchool)
- Implemented a student data analysis system (DataDirector)
- Online district benchmark assessments
- Automated parent telephone messaging
- Parent mass email distribution and online surveys
- Implemented IT help request system (SchoolDude)
- Migrated to cloud-based email system (Google Apps)
- Online forms for new student registration and student information updates
- Online student course requests
- Laptop cart with 30 laptops for classroom use
- Upgraded computer labs

The 2009-10 and 2010-11 CBEDS reports stated that the ratios of students per computer were 9.0 and 8.9, respectively.

Athletic facilities include boys' and girls' locker rooms, gymnasium, football field, baseball and softball fields, six tennis courts, one outside basketball court, wrestling room, weight room, exercise room, and functional team room. In addition, a new multi-purpose turf field was built during the summer of 2009, supported by funds raised by the Falcon Club, the school's athletic booster group. Plans for the future include installation of an all-weather track.

Beautification of the school grounds started as a multi-phase project and remains an ongoing endeavor with new plots being developed and landscaped when resources and assistance become available. Through the efforts of teachers, students, clubs, and community volunteers, trees were planted on the grassy knoll and adjacent to several buildings and small gardens have popped up around the campus. Much remains to be completed.

Instructional Staff



Figure 1.18

In light of our mission statement, Scotts Valley High School (SVHS) employs a group of dedicated and qualified professionals who are committed to provide an exemplary education that will prepare our students to thrive in a modern world. As a part of a unified school district, teachers, administrators, and classified staff work as a team to play a vital role in the educational experience of our students.

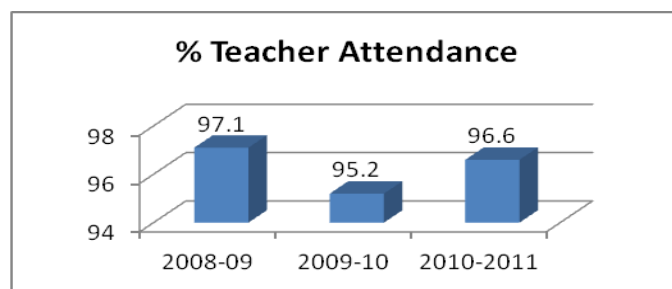


Figure 1.19

Source: District Office

The teacher attendance rate has remained relatively stable over the last three years, peaking at 97.1% in 2008-2009.

100% of our teachers are fully credentialed and No Child Left Behind (NCLB) compliant, and all teachers are Cross-cultural, Language and Academic Development (CLAD) or Bilingual Cross-cultural, Language and Academic Development (BCLAD) authorized. Our instructors are 100% compliant with NCLB standards. Two of our teachers are in the Beginning Teacher Support and Assessment (BTSA) program. 65% of our teachers have a master's degree.

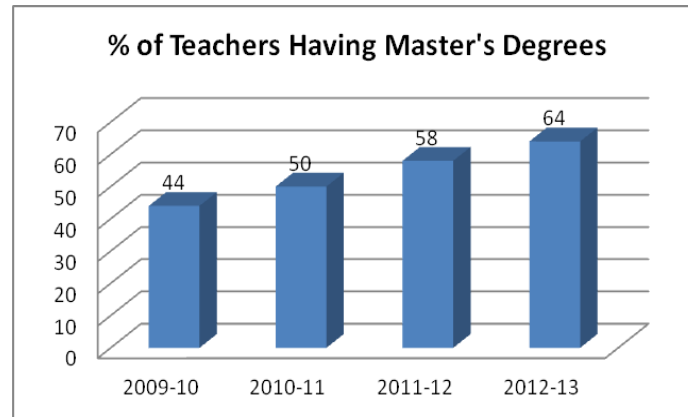


Figure 1.20

Source: District Office

In 2009-10, 94% of teachers identified as white, non-Hispanic. In 2010-11, 97.4% identified as white, non-Hispanic. Since 2011 the overall ethnicity of the teacher population remains 97.4% non-Hispanic. The comparison in gender of the certificated staff is shown below.

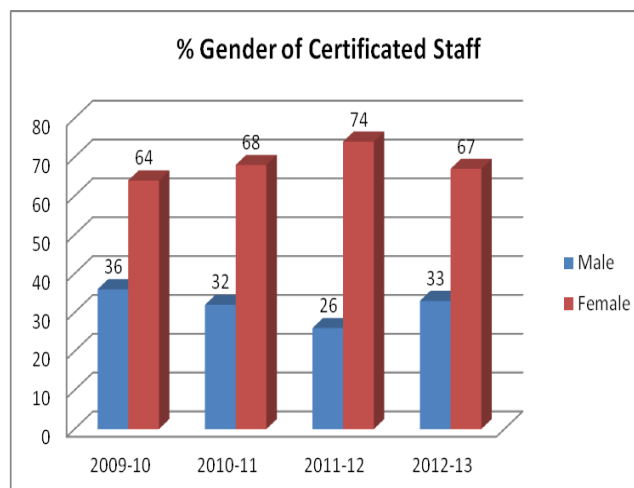


Figure 1.21

Source: CALPADS and DataQuest

In 2012-13, 1.2 FTE's are assigned non-teaching duties such as International Baccalaureate (IB) coordination (0.4), accreditation coordination (0.2), Creativity, Action and Service (CAS) learning coordination (0.2), Activities Director (0.2), and Work Experience and Cross Age Tutoring coordination (0.2).

The number of counseling positions has decreased from 2.6 in 2008-09 to a 0.6 position in 2012-13. The 0.6 intervention counselor provides support to students who are struggling academically.

This counselor is responsible for SST (Student Study Team) and 504 meetings. SVHS has a counselor who provides social and personal counseling with at risk students who have been identified as needing support in areas of alcohol, drug and tobacco abuse, social and personal issues and anger management. An additional Youth Services counselor was funded in November 2012 through a grant from Scotts Valley Education Foundation (SVEF).

SVHS has expanded the Regional Occupation Program (ROP) courses offered on campus. These courses are funded through the county's ROP program. In 2009-10 there were 5 ROP teachers and 5 ROP courses, 1 with 2 sections. This has increased to 7 ROP courses in 2012-13 supported by 5 ROP teachers and the ROP counselor who is available on campus 2 days each week.

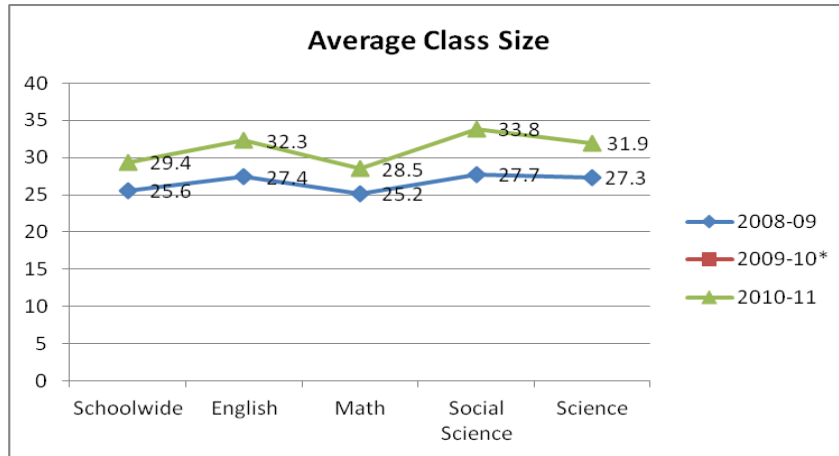


Figure 1.22

(*CBED data is not available for 2009-10)
Source: CALPADS and Ed-Data.

Although data for 2009-10 is not available, there is evidence that English and Social Studies classes have the largest class sizes while Math has the lowest class sizes.

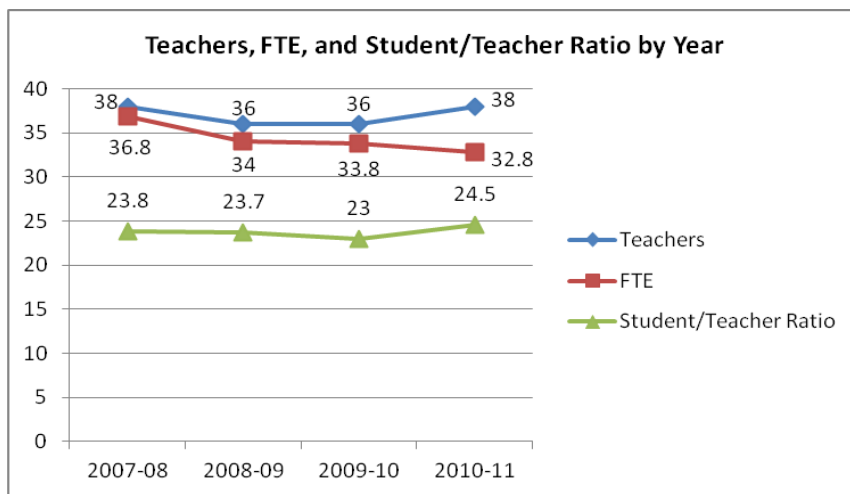


Figure 1.23

Source: CALPADS and Ed-Data.

In the graph above, the number of teachers, FTEs and student/teacher ratios are displayed for 2008 through 2011. Budget reductions have forced some teachers to take part-time assignments, while other teachers were hired for classes requiring specific credentials such as the Severely handicapped and emotionally disturbed classes. Due to budget cuts the number of FTEs has decreased by 2.6. Over four years, the student/teacher ratio has increased by 0.7 students per teacher. The ratio of certificated employees to students is approximately 1:24.5. Changes over time in the student per classified staff ratio can be seen in the next graph.

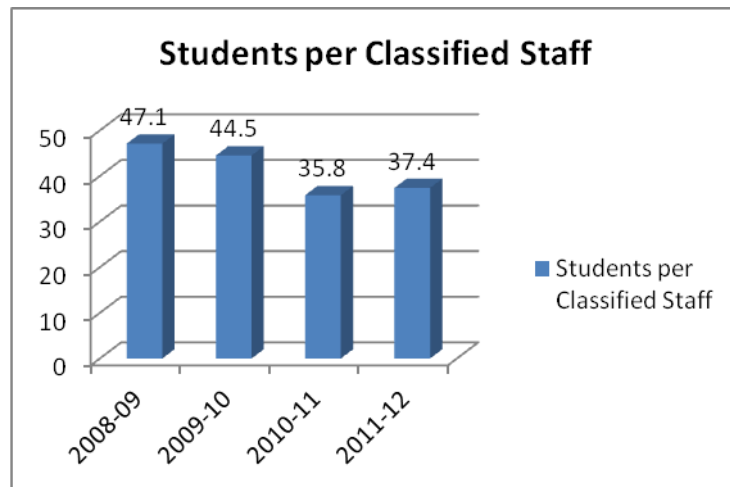


Figure 1.24

Source: CALPADS and Ed-Data.

As a young school, Scotts Valley experienced a high rate of turnover in both staff and administration. However, since 2005, there has been much greater stability in both areas. The decline in classified staff in 2010-11 was due to budget shortfalls, yet the ratio of students per classified staff decreased primarily due to the decline in enrollment.

Professional Development

The highly qualified staff engages in professional development. This is evidenced by their attendance at multiple workshops, conferences, and other professional development opportunities, including ongoing mandatory weekly district-wide professional development. During the weekly professional development, the SVHS staff has taken on the roles of both hosting and facilitating the group discussion. Topics focus strategically on the critical academic needs including improving both subgroup and overall student performance, strategies to prevent bullying and improve school culture, a 3-part series on understanding the needs and various aspects of special education, collaboration with our other school sites for common goals, departmental benchmarks, and emergency preparedness training. In addition, many staff members have participated in various county, district, departmental, and personal professional development opportunities as listed below.

These include:

- IB Training

In 2009-2010, 8 teachers attended IB Training. In 2010-2011, 9 teachers and 1 administrator were trained. In 2012-2013, 5 teachers were trained. In 2012-2013, SVHS plans to train four IB teachers and one administrator. One of our teachers teaches IB courses in two different areas, so he was sent for training twice.

- 2009-2010 Teachers from each department and administrators participated in “Facilitation Skills for Chaotic Times” which included several meetings throughout the year.
- 2010-2011, Science Department attends 4 day workshop on “Improving Content Literacy” at the County Office of Education.
- 2010, 4 representative teachers and 1 administrator attended a Marzano training on Research-Based Practices.
- 2011 World Language teachers attended the California Language Teachers Association Annual Conference held in Santa Clara, CA).
- 2011, 1 teacher participated in the American Psychological Association convention in Washington D.C.
- 2011, all Math teachers participated in Common Core Training for 5 days.
- 2011, 2 math teachers participated in Silicon Valley Math Initiative Coach Training for 5 days.
- 2009-2012, 1 Support Staff rep. attends monthly meetings with the Superintendent to discuss cohesiveness and communication between classified staff within all school sites.
- 2011, WASC Focus Group Leaders attended training.
- 2011, 1 teacher attends SCCOE Google Training for Leadership team.
- 2010 & 2011, English and Humanities attended “Improving Content Literacy: Leveling the Playing Field for your English Learners for 4 all day sessions at the County Office of Education.
- 2011, 1 teacher attends TPRS (Total Physical Response Story Telling) Workshop.
- 2011, 1 Teacher took a West Valley College class on Recording Arts and participated in Stanford’s Summer workshop on Integrating the Arts into the Curriculum.
- 2011, 2 teachers and 1 administrator attended a 3 day seminar called “Grading for Learning” at the County Office of Education.
- 2011: 1 teacher received her Master’s Degree in Special Education.
- 2012, 1 teacher graduating with MA in Education and Counseling and 1 counselor will receive MA in Education in June with PPS School Counseling Credential. Attended monthly meetings with Monterey Bay College Counseling Consortium and the Santa Cruz County Middle School Counseling Collaborative Team.
- 2011-2012, all SVHS Visual and Performing Arts Teachers attend 3 day workshop for county-wide visual and performing arts teachers on student engagement and program development for district-wide arts.
- 2012, 2 Teachers will obtain their Master’s Degree in this year in TEFL (Teaching English as a foreign language).
- 2010-2012, 3 teachers received their Master’s Degree in ED along with their Administration credential and implemented a 3 part project here at SVHS asking for all staff participation in Research, Surveys and the AAA Support Pyramid.

District Policies/School Financial Support

2008-09 Expenditures per Pupil = \$6,186

2009-10 Expenditures per Pupil = \$5,645

2010-11 Expenditures per Pupil = \$4,474

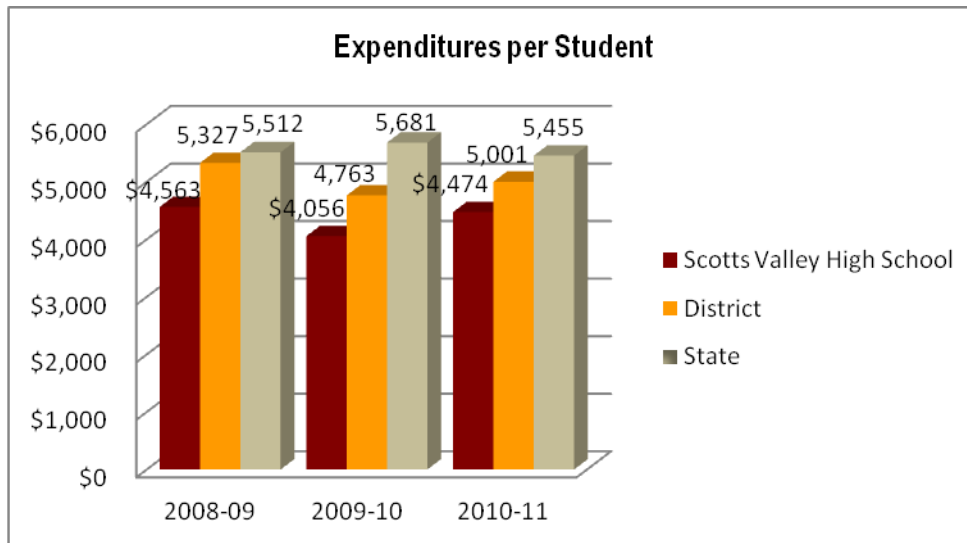


Figure 1.25

Source: District Office

Per pupil spending is on average \$1000 dollars below the state average.

Other monies from other sources:

Scotts Valley Education Foundation (SVEF) – Community Foundation

2008-09 \$5,000 donated to art and music

2009-10 \$35,310 donated into the following categories:

\$15,810 to library

\$18,000 to art and music

\$1500 to tutoring club

2010-11 \$33,750 donated in the following categories:

\$13,750 to library

\$11,000 to counseling services

\$7500 to technology

\$1500 to tutoring club

2011-12 \$32,500 donated in the following categories:

\$14,000 to library

\$11,000 to counseling services

	\$ 7,500 to technology
Parent Club Donations:	
2008-09	\$28,510
2009-10	\$36,814
2010-11	\$35,462.
2011-12	\$35,705
Falcon Club (monies used to fund all after-school sports programs):	
Annually	\$200,000

Fundraisers: Parents donate large amounts each year and our district receives a greater-than-average amount of local community donations as well.

Parent involvement continues to be high and has become more organized via the Parent Club and Falcon Club (athletic boosters). Both organizations contribute generously to curricular and extra-curricular needs. However, concerns remain that these resources are filling critical needs that are normally provided by the district in other high schools.

The SVHS Parent Club mission is to promote the welfare of its students, faculty, and staff by fostering a closer relationship between the home, the school, and the community. The Parent Club's fundraising goal is to create the financial support for opportunities that will promote excellence in all areas of student endeavors to the benefit of the student, the school, and the community. In addition to this monetary support, parents have spent many hours volunteering in the library, reading and critiquing IB essays, publishing and circulating a robust monthly newsletter, hosting monthly staff luncheons and countless other activities. There is concern, however, that securing volunteers to continue the growth is becoming increasingly difficult.

The purpose of the Falcon Club is to offer equal opportunities to every student athlete to participate in all sports activities, to promote sportsmanship through community and school involvement, and to provide fundraising and fiscal management for SVHS after-school athletic programs. The club is a 501c3 corporation that annually raises \$200,000, mostly through donations, to sustain 34 competitive girls and boys athletic teams. This money funds a variety of activities in keeping with the Falcon Club's mission, including funding 100% of all coaches' stipends, the purchase and maintenance of uniforms and equipment, and field maintenance, items historically funded by at the District level in most high schools.

Student Performance Data

Scotts Valley High School has made continual growth on nearly all measures of academic performance over the last three years. These measures include API, AYP, IB, CAHSEE, and California CST/STAR.

It is vital that California Standardized Testing and Reporting (CST) and California High School Exit Examination (CAHSEE) testing results, attendance, and inter-district transfer requests be used to make curricular and institutional changes. Through the leadership of the administration, systematic reviews of programs and policies are made in response to testing data. Over the past three years, committees of teachers, counselors, administrators and classified staff have made program and

policy recommendations. Issues have included graduation requirements, electives, student attrition, financial and resource challenges, and student services.

Academic Performance Index (API)

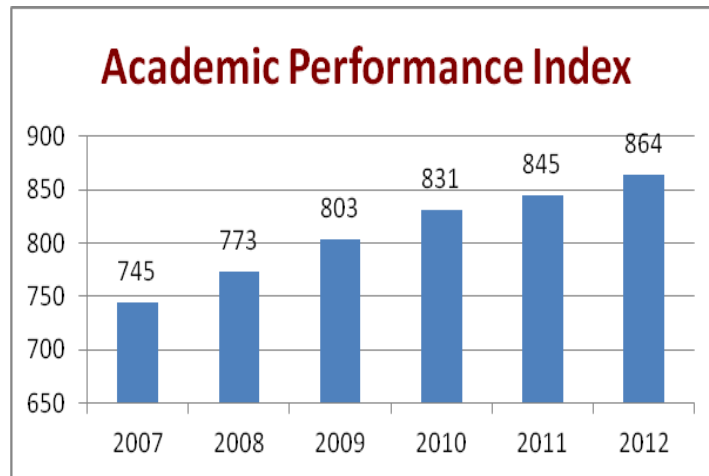


Figure 1.26

Source: CALPADS and DataQuest

As a result of a highly successful campaign for CST, SVHS participation rates increased to 100%, well above the 95% required by law, and over the last four years, the school’s API has grown by 61 points.

SVHS’s subgroups of students with disabilities, socio-economically disadvantaged, and English learners are small and numerically insignificant, yet the gap in API performance in subgroups is a major concern.

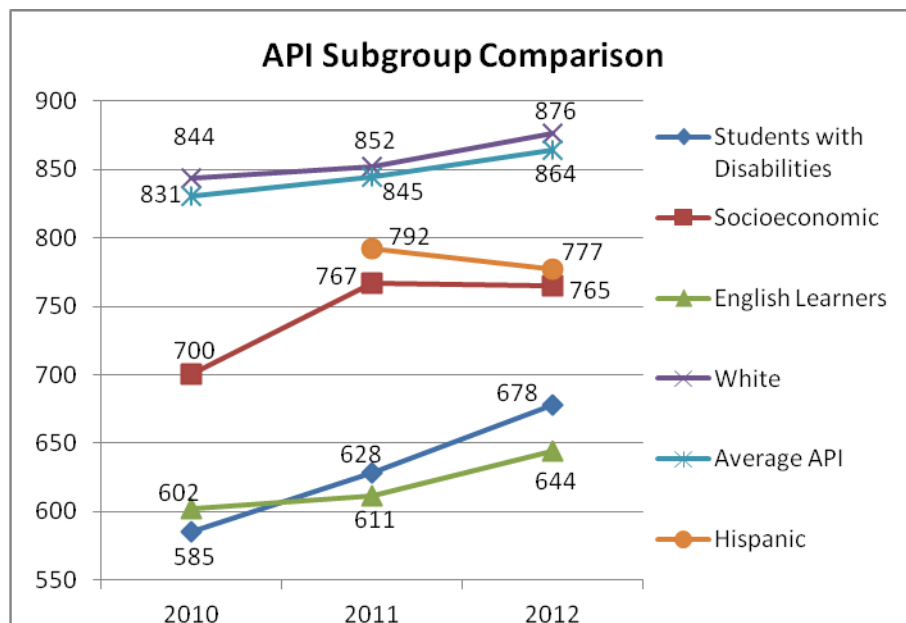


Figure 1.27

Source: CALPADS and DataQuest

Over the past 3 years the API scores for each of these groups has grown, except for the socio-economically disadvantaged which leveled in 2011-12. However, a gap of 220 points remains between the lowest-performing of these subgroups and that of average API as shown in Figure 1.27.

The population of Students with Disabilities (SWD) has nearly doubled in the last four years to 8% (44 students out of a testing population of 565). This is partly due to SVUSD's policy decision in 2011 to no longer outsource Special Needs education and to return these students to the district. Over the last year, SVHS has started Emotionally Disturbed (ED) and Severely Handicapped (SH) programs. SWD's have shown a 93 point increase in API over the last two years. This growth may be partly attributed to the new California Modified Assessment (CMA). There remains, however, a nearly 200 point achievement gap between SWD's and the general school population.

Low Socio-Economic (SED) students make up 12% (68 of 565) of our students and this number has doubled in the last four years. Scotts Valley has been hit very hard by the recession, with home foreclosures and the departing tech industry as the leading causes. SED students are typically less visible in this relatively affluent community and thus they likely do not receive as much support as other subgroups. For the 2012 Growth API there exists an approximate 100 point achievement gap for SED students, with no growth over the previous year.

SVHS English Language Learner (ELL) population has remained steady over the last four years at 3% (16 of 565). ELL students receive support through a single pull-out period. While we have seen a nearly 50 point increase in API for ELL students, there remains a large achievement gap. This gap will be difficult to close due to the shifting nature of this population, with students continually entering and exiting the program.

The Hispanic population at SVHS has nearly tripled over the last four years, from 33 to 79 students, or 14% of the current population. API achievement for Hispanic students dropped last year, and while the achievement gap is lower for this group of students than for others, it persists and is a point of concern.

Statewide Rank

Statewide rankings for California schools are based on API scores and range from 1 (worst) to 10 (best). SVHS has achieved a rank of 9 for the past three years.

California Standards Test Results

The CST participation rate has improved since our last accreditation. From 2008 to 2012, participation in CST testing has remained consistent. In the most recent (2011-2012) testing period, only 4 students in the entire school, less than 1% of eligible students, were exempted by their parents from CST testing, resulting in a 99% participation rate.

We credit this success in maintaining our participation numbers to the continued focus on the CST by the administration and faculty, as well as the spirited involvement of our Student Government, ROP Marketing, and Video Productions classes. For example, the principal challenges students to have an attitude of friendly competition with a neighboring rival school. Students are rallied to do well on testing much like athletes in a sporting event. Through posters, clever videos, informational

meetings and packets, and constant discussion of the importance of the CST, the school culture has grown to value the testing process and outcomes.

The following graphs are based on data processed by DataDirector, the district-wide program used to analyze CST and benchmark progress. Additional graphs may be found in the Appendix.

CST Assessment – English / Language Arts

The graduation requirement for English is 4 years. The English Department’s course offerings are limited to the four grade level offerings except for those who elect to take junior-senior levels of IB English. The following courses are offered by the department: English 1, English 2 or Honors English 2, English 3 or IB English HL 1 and English 4 or IB English HL 2.

In contrast to the diversity of courses offered in math to target each specific student skill base, the regular English courses service a broad student mixed-skill base. With this in mind, it is interesting to note the high level of ELA achievement on the CST.

ELA CST Assessment - Number of Students at Each Performance Level - All 9th-11th by Year

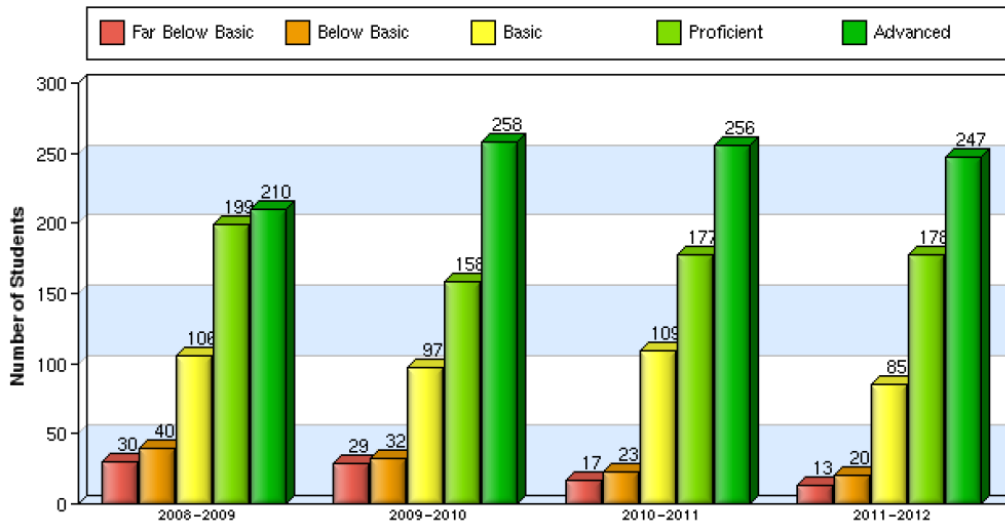


Figure 1.28

Source: DataDirector

Despite large class sizes (up to 40) due to budget cuts, the English Department has been able to increase student achievement on CST–ELA testing. Efforts to address under-performing populations appear to be successful given the downward trend in the number of students scoring below basic and far below basic.

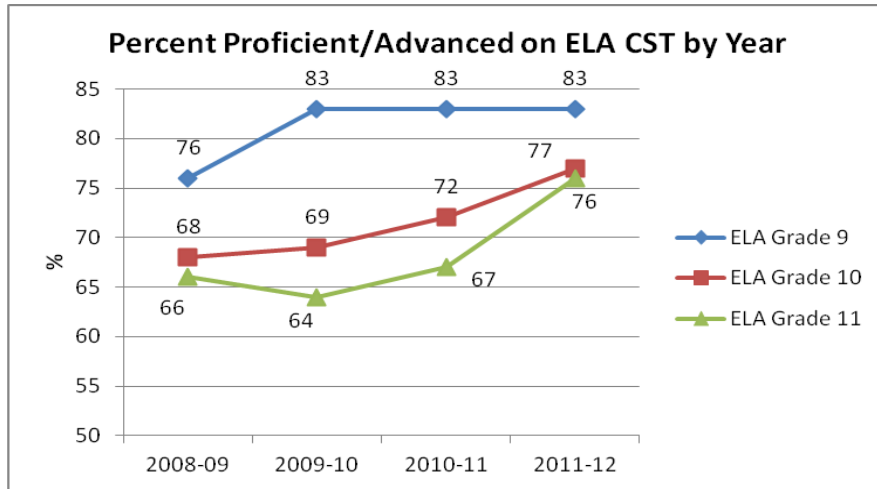


Figure 1.29

Source: DataDirector

The percent of students scoring proficient or advanced shows a three-year rise for 10th and 11th grades, while the percent of 9th grade students has leveled out.

CST English-language Arts Results (percent proficient and above by year)

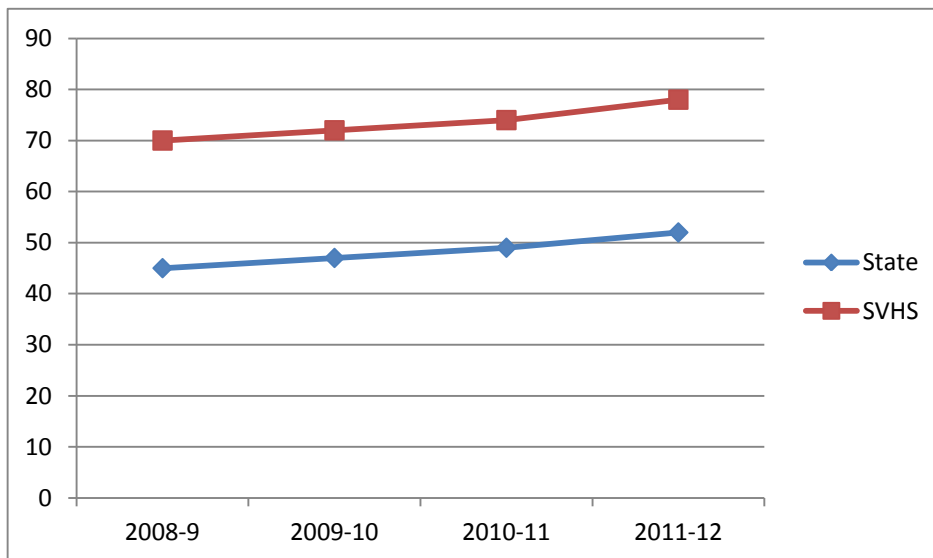


Figure 1.30

Source: DataQuest

In the 2007-2008 school year, 70% of students scored at the Proficient or Advanced levels. Achievement levels improved in subsequent years with 74% of students scoring Proficient or Advanced in the two most recent years of testing. Performance levels are well above the state

levels. This data is based on calculations of the weighted averages of SVHS students and those of HS students statewide.

**ELA CST Assessment –
Number of Students at Each Performance Level for 9th Grade by Year**

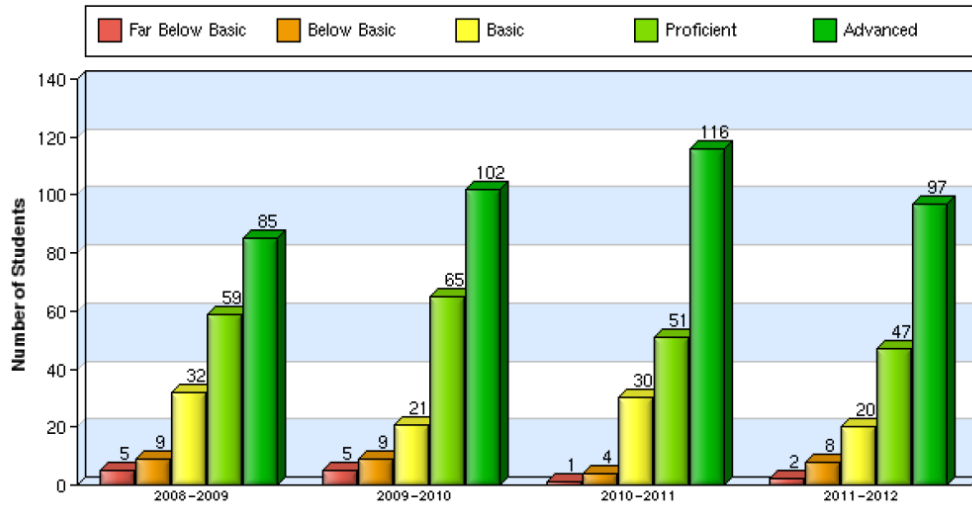


Figure 1.31
Source: DataDirector

In 2008-09, 76% of 9th grade students were Proficient or Advanced. Performance rose and has held steady for the three subsequent years: currently 83% of freshmen are performing at Proficient or Advanced levels.

**ELA CST Assessment-
Number of Students at Each Performance Level for 10th Grade by Year**

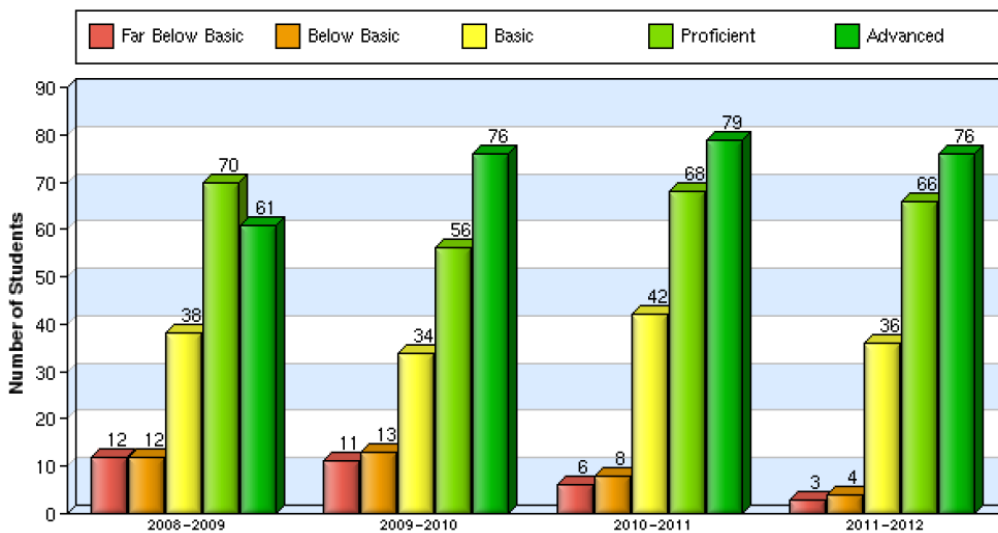


Figure 1.32
Source: DataDirector

A comparison of cohort groups shows nearly consistent numbers of tenth grade students who took the CST as had taken the test in ninth grade. In many cases, individual students were able to show improvement by raising their raw scores or moving up one level in achievement. However, overall, the percentage of Proficient and Advanced students dropped from the cohort group's prior year's performance as much as 6% to 10%.

**ELA CST Assessment –
Number of Students at Each Performance Level for 11th Grade by Year**

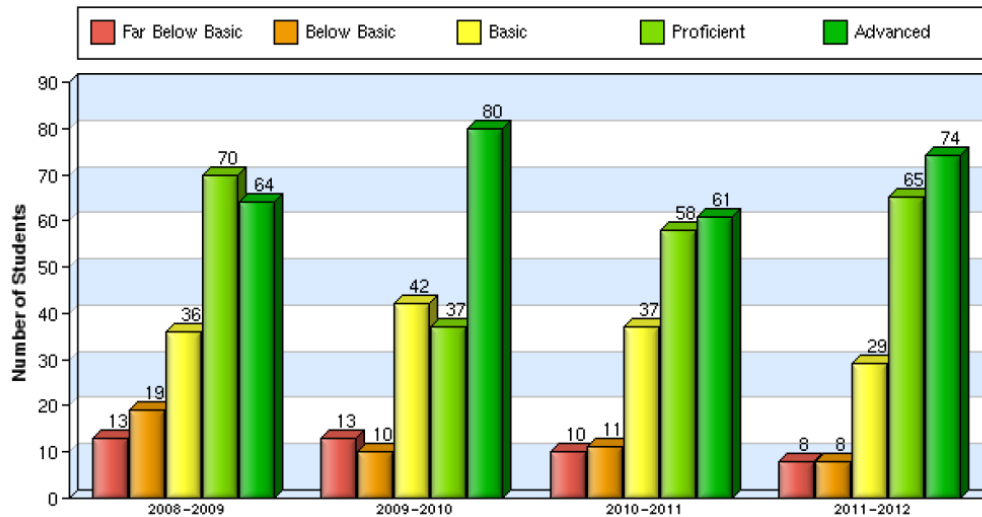


Figure 1.33

Source: DataDirector

The implementation of school-wide promotion of the value of the standardized testing contributed to improved performance on the CST-ELA as charted in the graph above. Between 2009 and 2012, the number of students scoring Basic or below dropped from 68 (34%) to 45 (24%) in the eleventh grade year.

CST Assessment – Math

The graduation requirement for Math is 3 years or the completion of Algebra 2. Students must take a minimum of 2 years of math at SVHS regardless of math level. The following courses are offered by the department: Pre-Algebra, Algebra 1A, Algebra 1, Geometry, Algebra 2, Honors Algebra 2, Pre Calculus, Honors Pre Calculus, Statistics, IB Math SL, IB Math HL 1, and IB Math HL 2.

Though there is only anecdotal evidence to support this claim, the math department believes that as CST testing becomes more readily accepted as a valuable measurement by students and teachers, motivation to strive for higher achievement follows suit. As directed by the District Office, teachers utilize CST results to help develop curriculum focus and support RTI candidates.

**Math CST Assessment-
Number of Students at Each Performance Level for 9th-11th by Year**

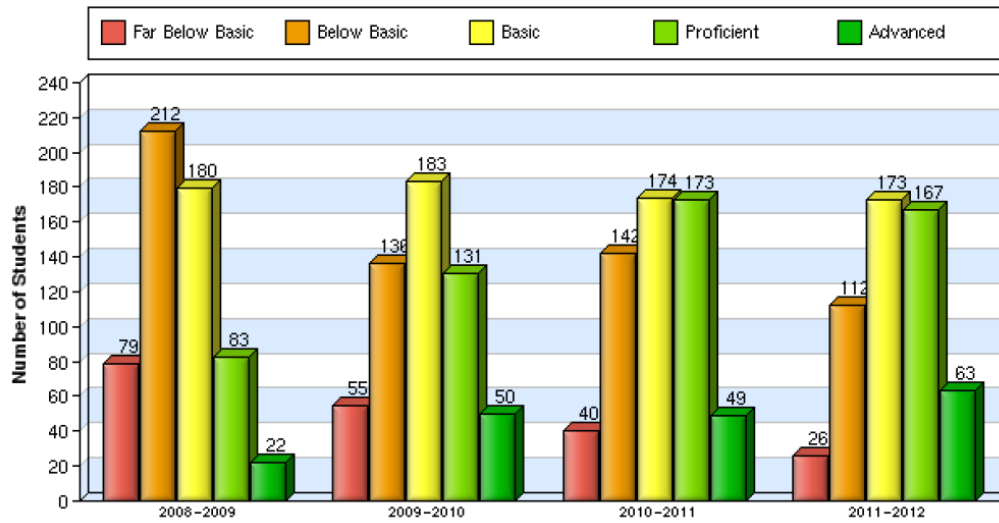


Figure 1.34

Source: DataDirector

This may account for the steady downward trend in the number of students scoring below basic and far below basic over the last four years. In addition, the Math department realigned each scope and sequence, use of resources, and the delivery of the general curriculum with the state standards in the Spring of 2009, which may be correlated to the increase in performance for 2010 testing.

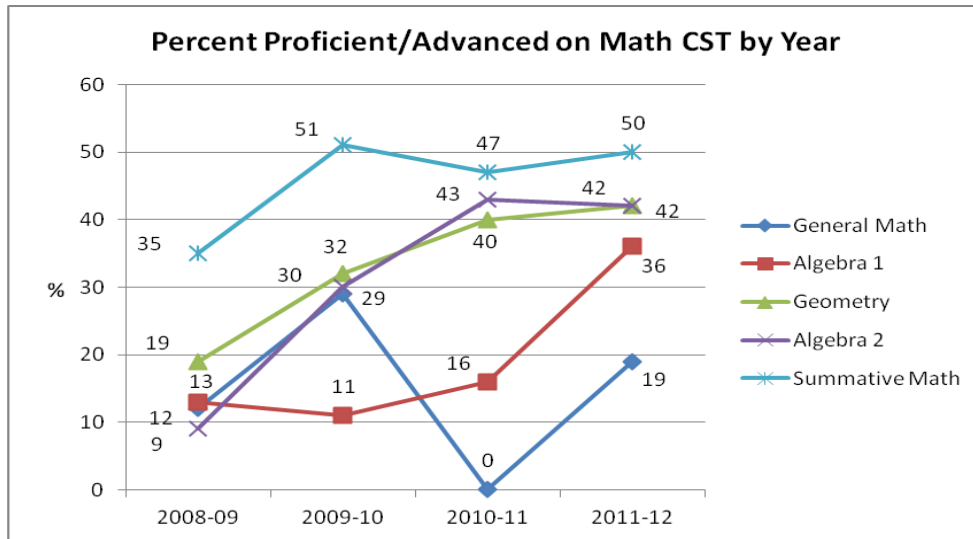


Figure 1.35

Source: DataDirector

Since 2010, in most math tests (General Math, Algebra 1, Geometry, and Summative), the percentage of proficient/advanced scores has increased, while the percentage decreased by less than 2 percent in Algebra 2. In the fall of 2010, the high school began using district-created benchmark tests intended to emulate both the structure and the content of the CST. This practice

may also be credited for the increase in performance. The high variability in the results for students taking the General Math test is due to random fluctuation in the very small number of students taking this test; the program for these students has not changed significantly since 2009.

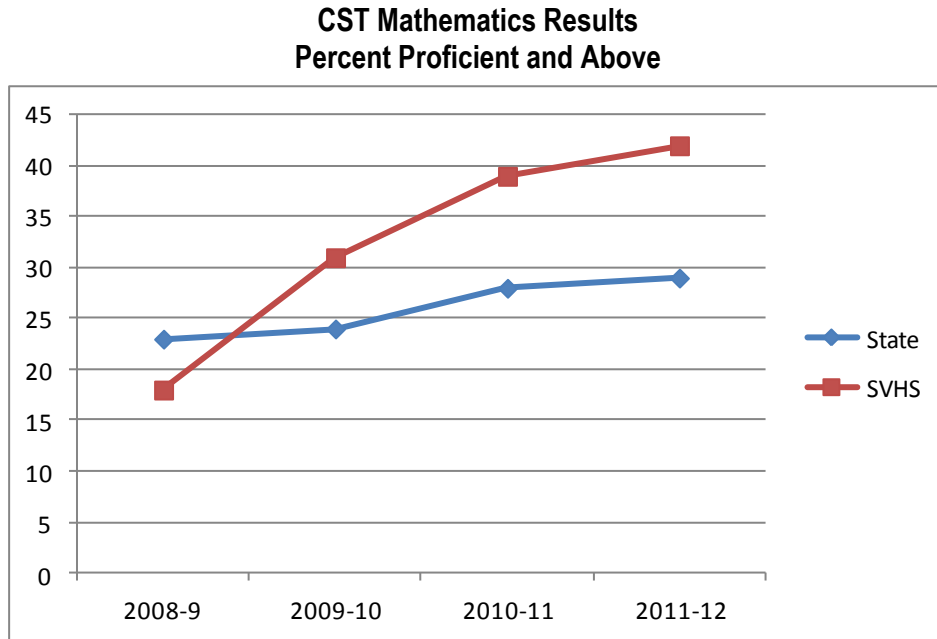


Figure 1.36

Source: CDE Data

Since 2008, performance results for CST Mathematics tests have improved dramatically. This data is based on calculations of the weighted averages of SVHS students and those of HS students statewide.

**Math CST Assessment -
Number of Students at Each Performance Level for General Math by Year**

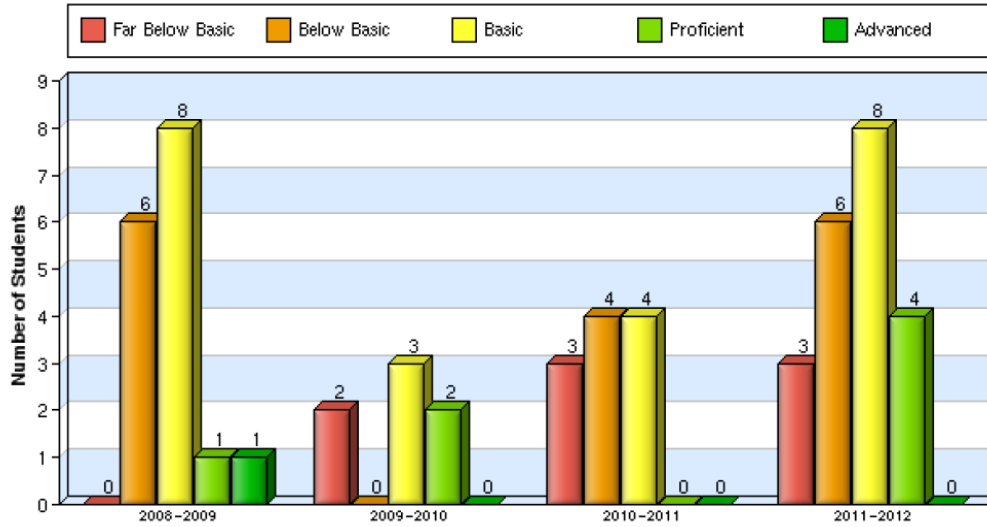


Figure 1.37

Source: DataDirector

Very few students take the General Math CST, so statistically, the determination of any trends is difficult. Nonetheless, a marked increase in the number of students taking the General Math CST occurred in 2011-12. In this population of twenty-one students, 19% scored proficient or advanced. The results for General Math are highly variable, as is to be expected for a very small group. Note that some years, there are as few as seven students taking this test. The instructor for this course varies her instruction from year to year, to best suit the individual needs for this small group of students.

**Math CST Assessment -
Number of Students at Each Performance Level for Algebra 1 by Year**

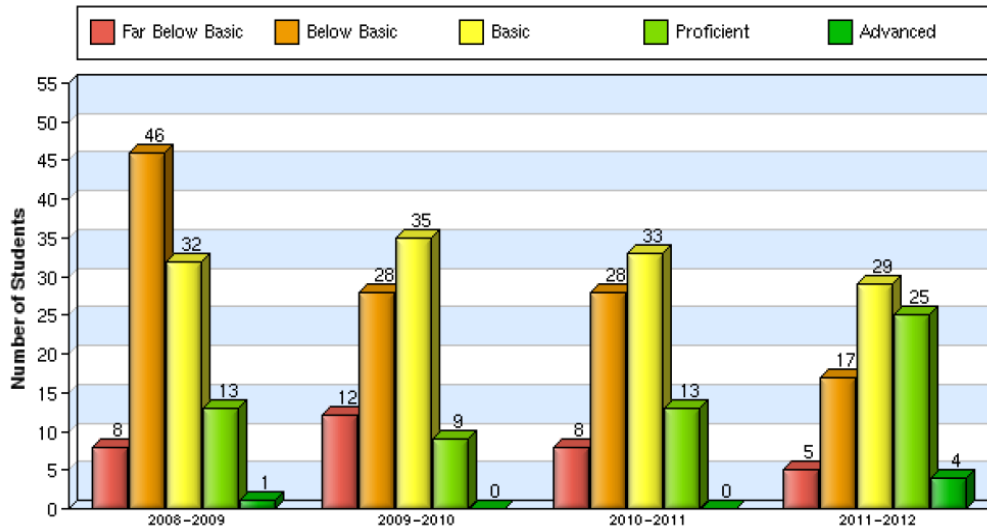


Figure 1.38

Source: DataDirector

In analyzing STAR Math results, a significant finding is the large increase in performance in the population as a whole. With a closer focus on rearranging the sequence of topics, the percentage of students scoring Proficient or better has significantly increased since 2009-10.

However, this is not true for students who fall within the low socio-economic subgroup and who are underperforming in Algebra 1. From 2007 to 2011, the number of students in this subgroup has almost tripled, going from 23 to 63, even though the school's total population has decreased. Unfortunately, a noted overall decrease in proficiency scores in Algebra 1 exists within this subgroup, the exception being an increase from 0% proficient to 24% proficient in 2011.

In contrast to the increase in low socioeconomic students, the number of English Learners has consistently been less than 1% of the total population, averaging 4 students per year. With the exception of 1 student achieving a proficient level in Algebra 1 in 2011, the math department has yet to achieve proficient status with any of our English Learners on any math test. Since there are so few students falling in this category, the math department has attempted to aid these students directly, to improve their performance.

**Math CST Assessment –
Number of Students at Each Performance Level for Geometry by Year**

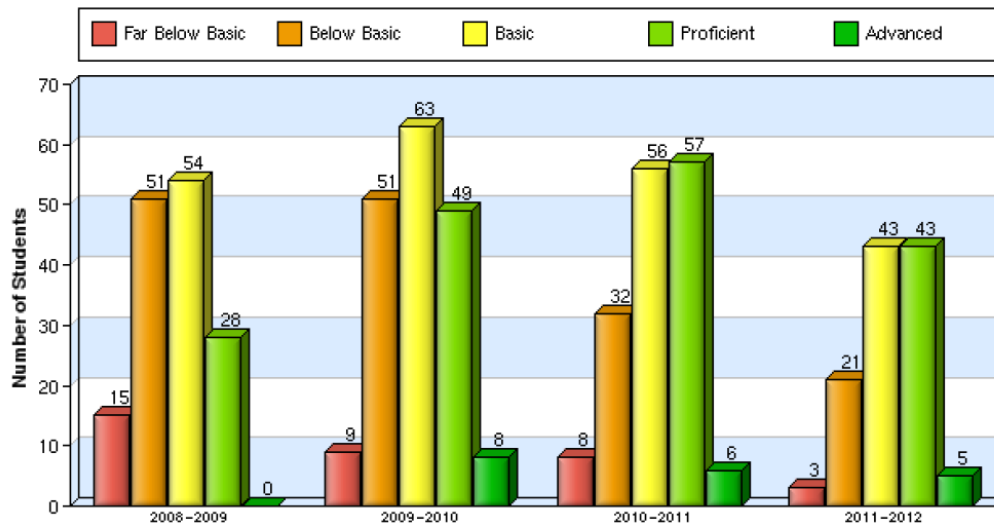


Figure 1.39

Source: DataDirector

Since 2008-09, the overall trend for CST results in this course have mirrored those for Algebra 1, with the percentage of students scoring Proficient or Advanced rising from 19% in 2008-9 to 42% in 2011-12. The percentage of students in the Below Basic and Far Below Basic categories has fallen from 45% to 21%. Over the last three years, the number of students taking the CST in geometry decreased by 36%. The biggest remaining growth area is to decrease the percentage of students falling in the Basic category. Much of this improved result is due to an effort to include testing and practice of STAR-based questions throughout the year.

**Math CST Assessment -
Number of Students at Each Performance Level for Algebra 2 by Year**

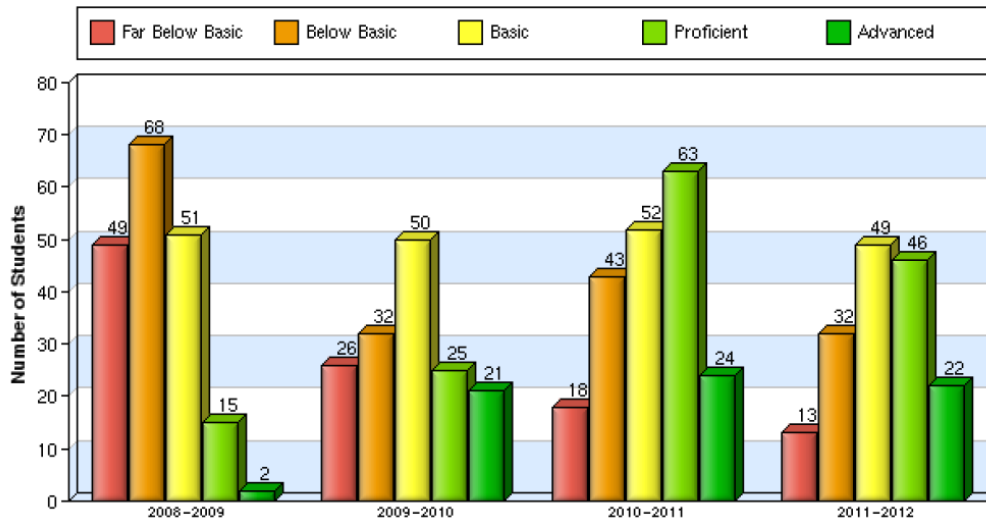


Figure 1.40

Source: DataDirector

Since 2008-09, the overall trend for CST results in Algebra 2 has improved dramatically, with the percentage of students scoring Proficient or Advanced rising from 9% in 2008-9 to 42% in 2011-12. The percentage of students in the Below Basic and Far Below Basic categories has fallen from 63% to 28%. As with Geometry, the biggest remaining growth area is to decrease the percentage of students falling in the Basic category. Much of this improved result is due to an effort to include testing and practice of STAR-based questions throughout the year.

**Math CST Assessment –
Number of Students at Each Performance Level for Summative Math by Year**

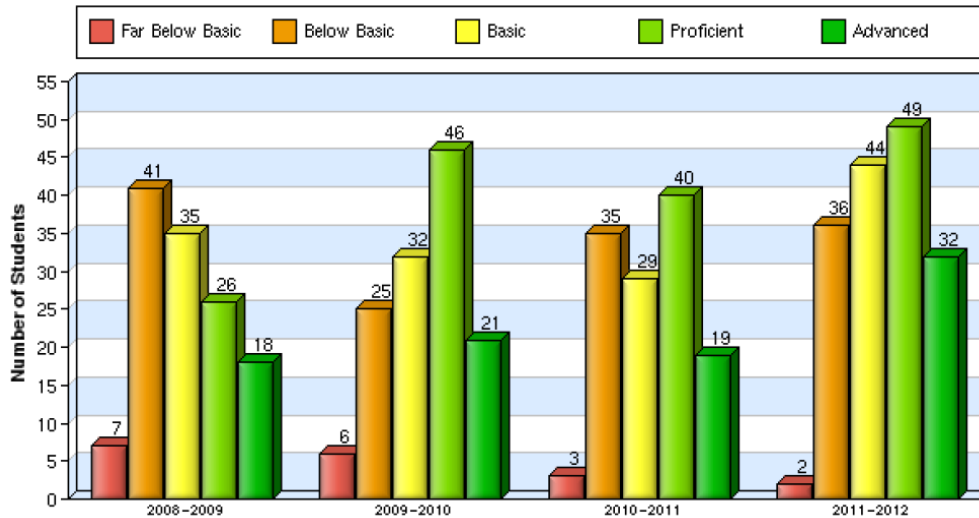


Figure 1.41

Source: DataDirector

CST results on Summative Math showed a dramatic improvement since the 2008-2009 school year. The percentage of students scoring Proficient or Advanced rose from 35% in 2008-9 to 52% in 2011-12. The percentage of students in the Below Basic and Far Below Basic categories dropped, from 38% in 2008-2009 to 24% in 2011-12. The largest increase occurred from 2008-09 to 2009-10. Since then, half of the students scored proficient or above.

In the 2009-10 school year, the Math Department introduced a program of review in the Precalculus and Math HL1 classes, in which time was taken for direct review of a number of Algebra 1 and Geometry topics that comprise the Summative Math test, yet which are not included in the California Precalculus curriculum. This curriculum change resulted in a marked improvement in CST results.

Overall, in the subgroups (Students with Disabilities, Low Socio-Economic, and English Learners), it is more difficult to draw conclusions about performance results. For Students with Disabilities, the number of students in this subgroup rises and falls somewhat consistently, within a range of 14 to 23. The smallest group within that category was 14 students in 2008 and 2010. However, there was a significant increase in the results for these subgroups, starting from a low of 0% Proficient in all math tests in 2008, improving to a 38% Proficient level in Geometry, and 100% Proficient in Summative. Algebra 1, however, still seemed to be problematic with no students gaining a proficient level until 2011, with only 8%. It was also noted that, in general, it appears that students in this subgroup are more successful in Geometry than any other test. It was also noted that the state's offering of modified testing (California Modified Assessment or CMA), may also have positively affected this group's success in Geometry.

CST Assessment – Social Science

The graduation requirement for Humanities is 3 years. The following courses are offered by the Social Studies department: World Studies 1 (1 semester - elective), World Studies 2, or Honors World Studies 2 (1 year), U.S. History or IB HOTA HL 1 (1 year), Government (1 semester) /Economics (1 semester) or IB HOTA HL 2 (1 year). World Studies I, a semester-long course, is placed in rotation with the Health Science course. The Honors World Studies II is designed to prepare students to transition into the IB History of the Americas (HOTA) course. Students enrolled in the HOTA course take the US History CST.

Social Science CST Assessment – Number of Students at Each Performance Level for 9th-11th by Year

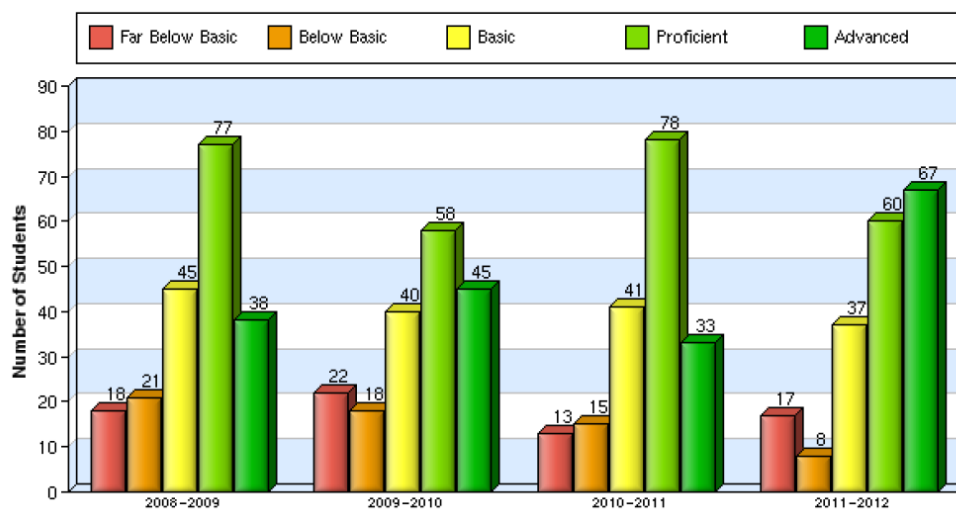


Figure 1.42

Source: DataDirector

Despite having the largest average class size of 33.8 students due to budget cuts, the Social Studies Department has been able to increase student achievement on CST–Social Sciences assessments. Over the last four years the total number of students scoring proficient and advanced outpaced the number scoring basic and below. Efforts to address under-performing populations across all grade levels appear to be successful given this upward trend.

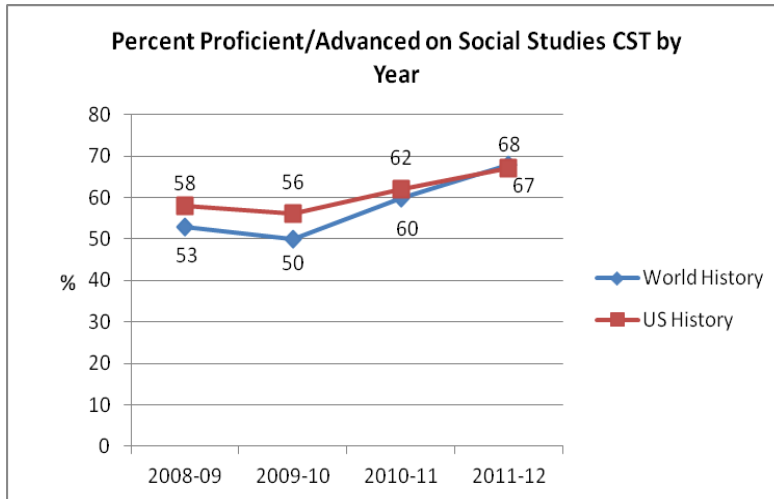


Figure 1.43

Source: DataDirector

World Studies and US History are showing very strong trends with 17% and 12% increases in students achieving proficient and advanced levels, respectively.

**CST World History Results
Percent Proficient and Above**

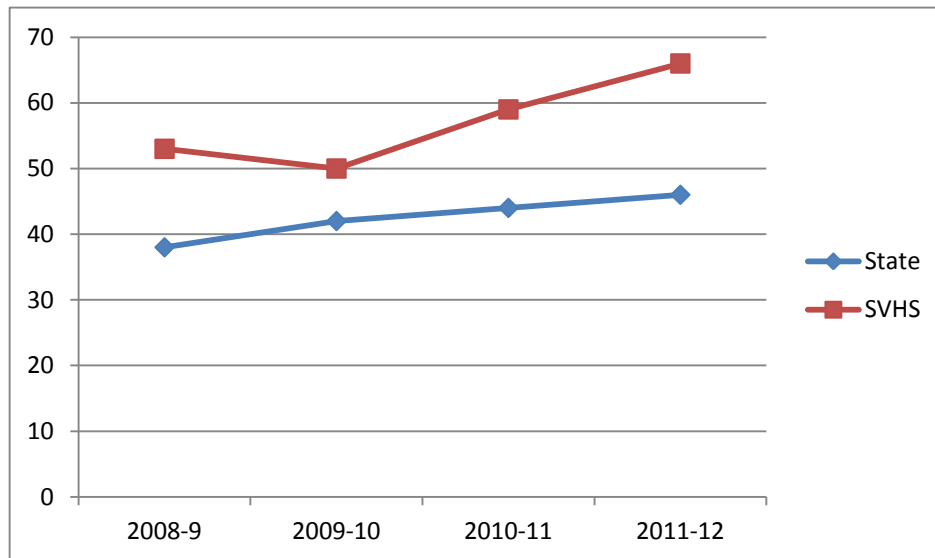


Figure 1.44

Source: CDE Data

The trend in percent proficient and above of SVHS students on the World History assessments outpaced the growth of the state by nearly 20% in 2011-12. This data is based on calculations of the weighted averages of SVHS students and those of HS students statewide.

CST US History Results Percent Proficient and Above

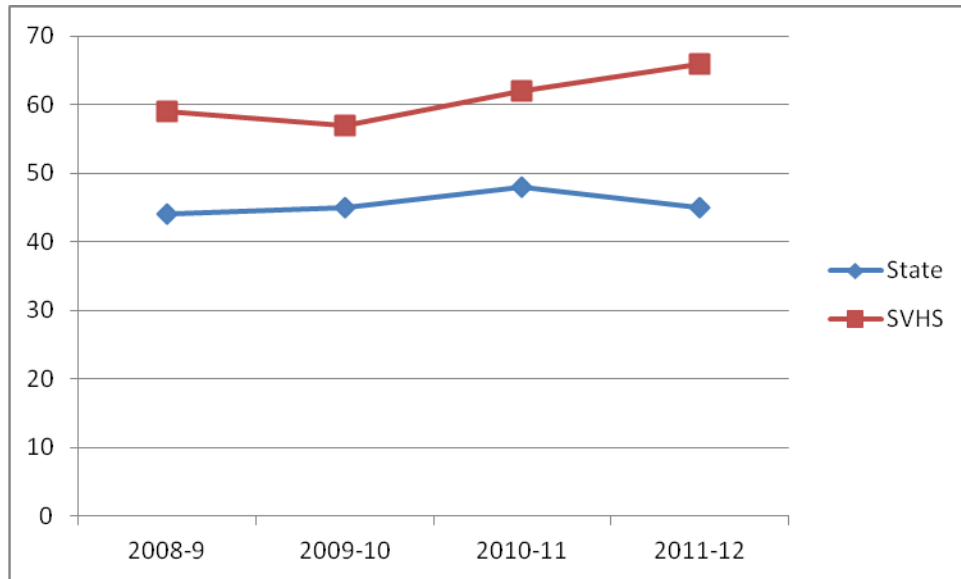


Figure 1.45

Source: CDE Data

The trend in percent proficient and above of SVHS students on the US History assessments also outpaced the growth of the state by 20% in 2011-12. This data is based on calculations of the weighted averages of SVHS students and those of HS students statewide.

**World History CST Assessment –
Number of Sophomores at Each Performance Level by Year**

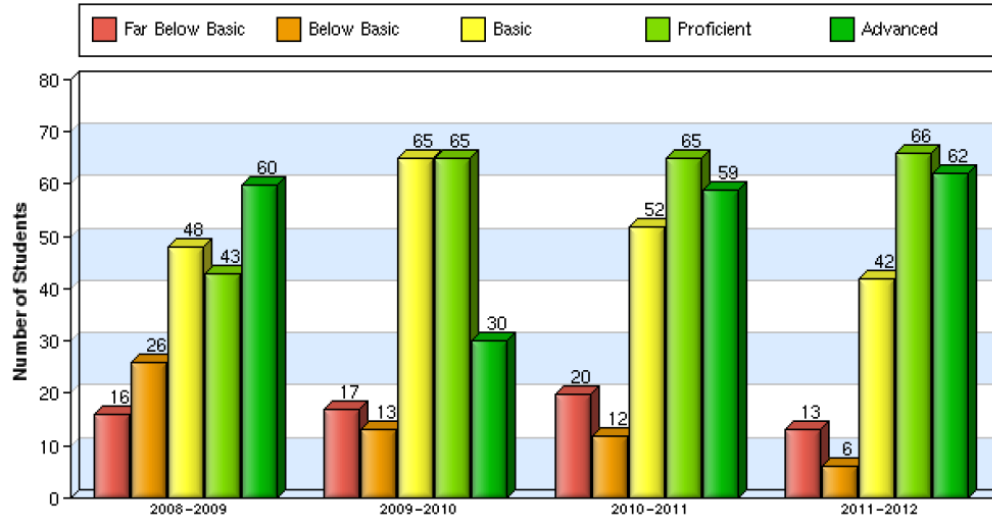


Figure 1.46

Source: DataDirector

Over the past four years, there has been a significant growth in students who are scoring proficient and advanced. In 2008-2009, 53% of students were proficient or advanced and in 2011-2012, almost 68% of students were proficient or advanced. Over that time, the Humanities Department created Scope and Sequences that are aligned with the California State Standards, increased the focus on vocabulary for each unit, focused more on English Language Learners and Special Education students, standardized expectations throughout the department, and increased department collaboration. The Humanities department is continuing to work on strategies to help at risk and low performing students.

**US History CST Assessment –
Number of Juniors at Each Performance Level by Year**

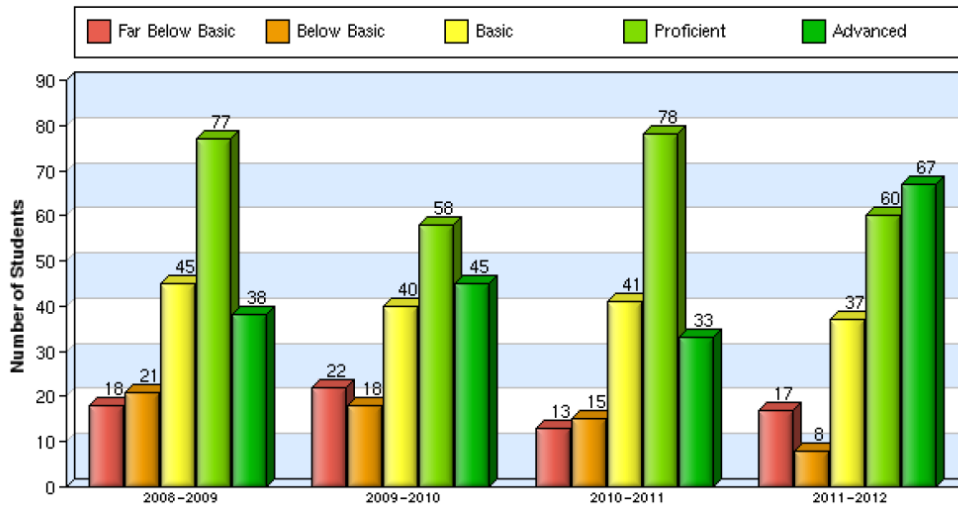


Figure 1.47

Source: DataDirector

Over the past four years, there has been a significant growth in students who are scoring proficient and advanced. In 2008-2009, 57.7% of students were proficient or advanced and in 2011-2012, almost 67.2% of students were proficient or advanced. Over that time, the Humanities Department created Scope and Sequences that are aligned with the California State Standards, increased the focus on vocabulary for each unit, used released STAR questions within assessments, covered test taking skills, focused more on English Language Learners and Special Education students, standardized expectations throughout the department, and increased department collaboration. The Humanities department is continuing to work on strategies to help at risk and low performing students.

CST Assessment – Science

The graduation requirement for Science is 3 years, one life science, one physical science and one course of the student's choosing. All science course offerings are lab-based with the exception of Integrated Science. The following courses are offered by the department: Biology, Integrated Science, Chemistry, Conceptual Physics, Biology Honors 2, Honors Physics 2, Honors Chemistry 2, IB Biology SL, IB Chemistry SL, IB Physics SL, IB Biology HL 1 & 2 and IB Chemistry HL 1 & 2. A significant number of students enroll in multiple science courses each year. These students take the CST of their choosing, which most often is Biology.

**Science CST Assessment –
Number of Students at Each Performance Level for 9th-11th by Year**

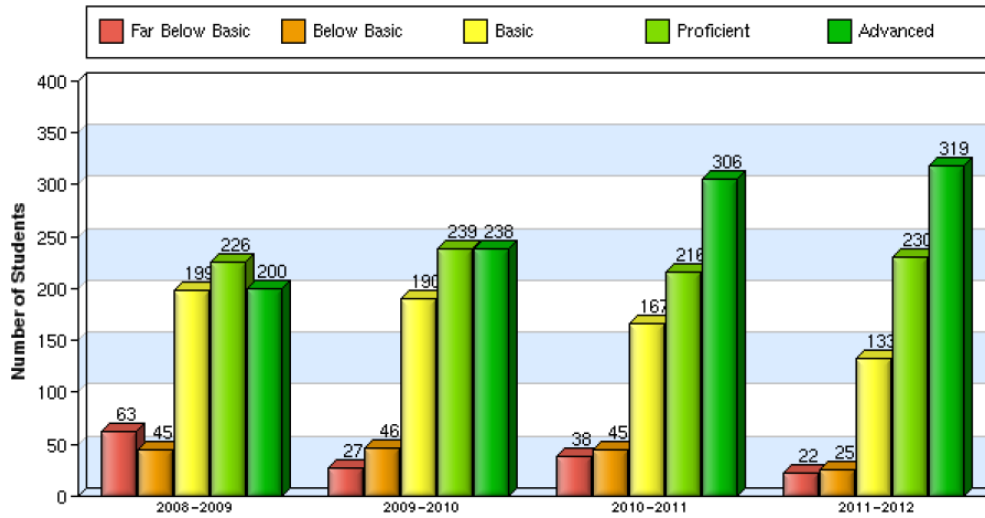


Figure 1.48

Source: DataDirector

In the sciences, the percent of students scoring proficient or advanced showed a rise for all courses over four years. The rise may be attributed to the annual CST analysis during professional development at the beginning of each school year which allows the department to determine curricular adjustments to improve scores and identify students in subgroups who need extra support.

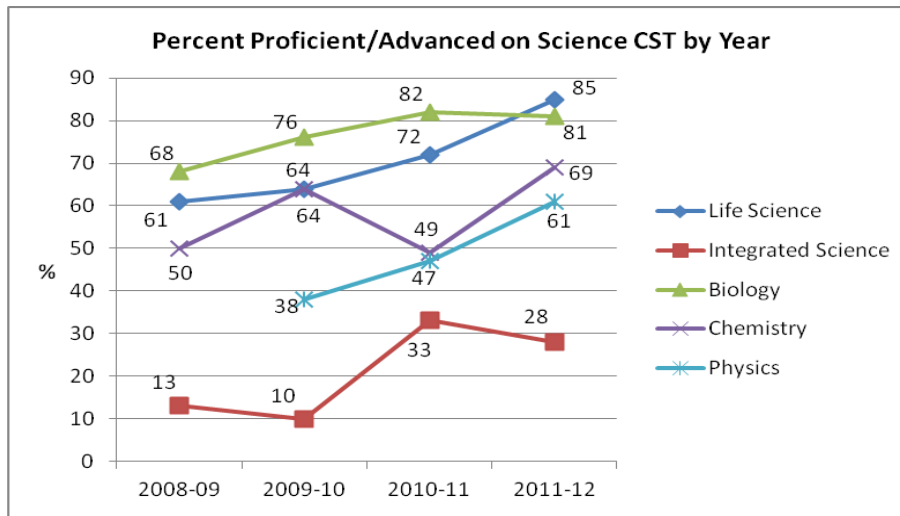


Figure 1.49

Source: DataDirector

Each year Biology has the highest percentage of proficient and advanced scores with the exception of 2011-12 where Life Science scores outpaced Biology by 3 percent. In order to protect student confidentiality, no results are reported for any group of 10 or fewer students as in Physics

in 2008-09. Chemistry and Integrated Science show the greatest gains with an increase of over 17 percentage points.

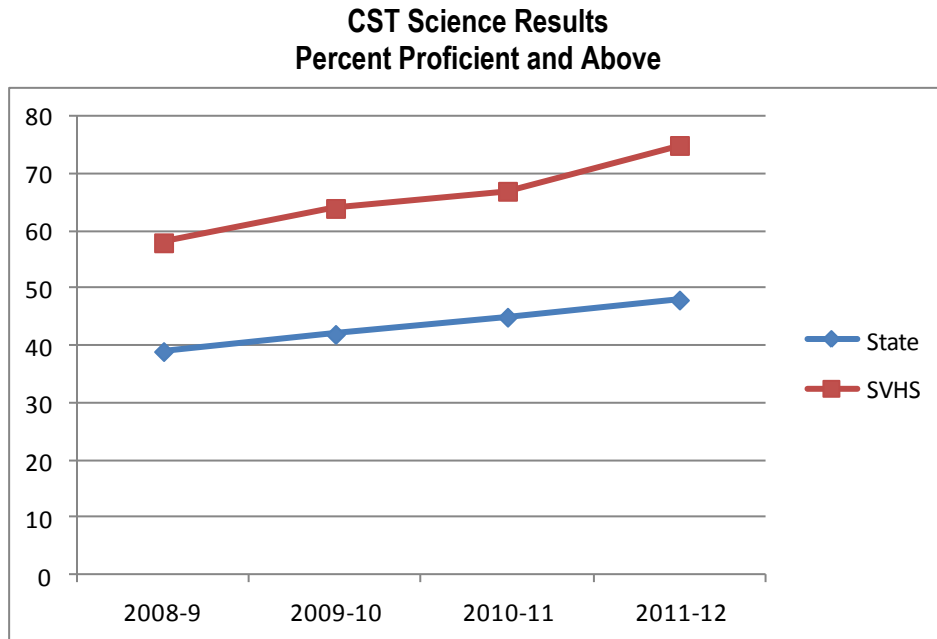


Figure 1.50

Source: CDE Data

Over the last four years, the growth in the percent proficient and above levels somewhat mirrors that of the state. The gap between SVHS and state results increased to over 20 points in 2011-12. This data is based on calculations of the weighted averages of SVHS students and those of HS students statewide.

Science CST Assessment –

Percentage of Sophomores at Each Performance Level for Life Science by Year

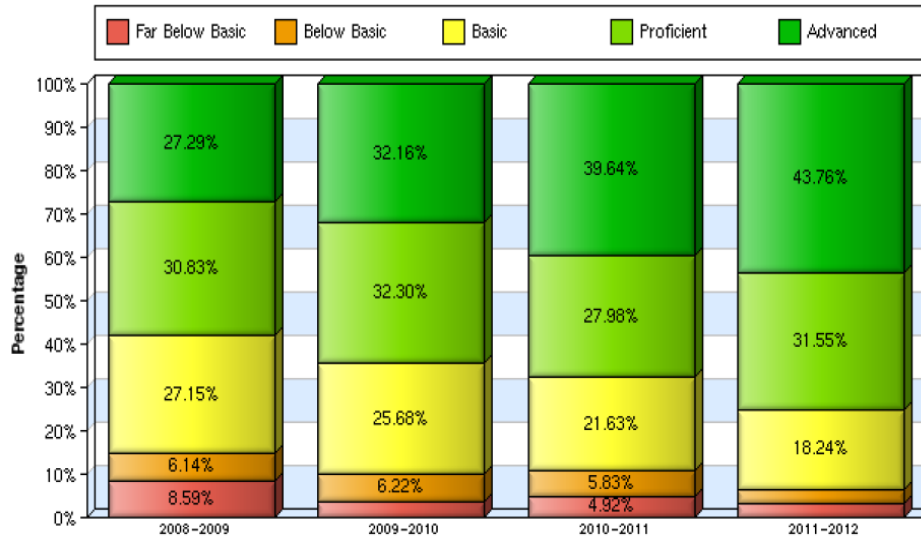


Figure 1.51

Source: DataDirector

The Life Science CST is administered to all sophomores. On the average the sophomore class has over 200 students making the results more reliable. The graph above shows a steady decrease in levels below and far below basic and the percentage of students earning Proficient or Advanced has increased 17% over the last four years.

Science CST Assessment –

Number of Students at Each Performance Level for Integrated Science by Year

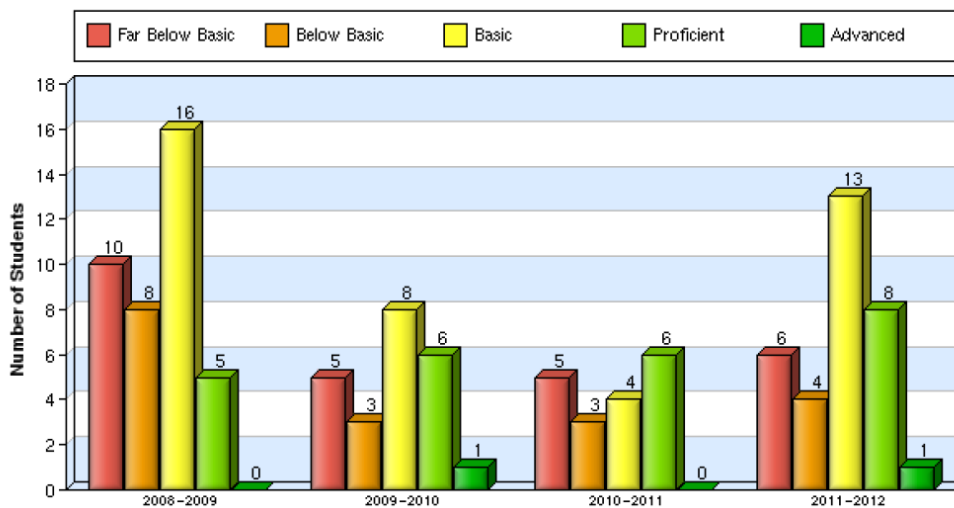


Figure 1.52

Source: DataDirector

In Integrated Science students earning Proficient or Advanced have increased to 28% in 2011-12, while the total number of students enrolled in the course increased from 18 in 2010-11 to 32 in 2011-12.

2011-12. The percentage of Students with Disabilities (SWD) enrolled also nearly doubled over the last three years.

**Science CST Assessment –
Number of Students at Each Performance Level for Biology by Year**

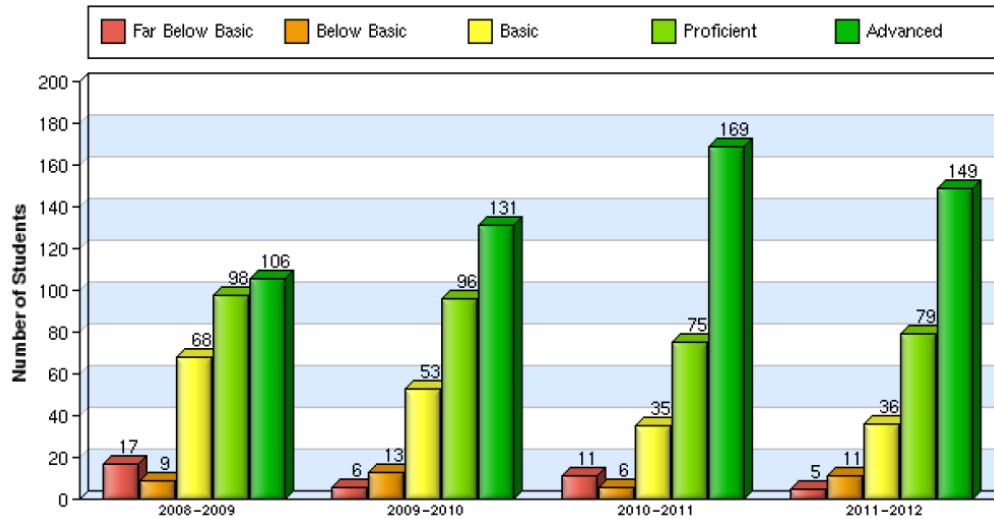


Figure 1.53
Source: DataDirector

Almost 300 students take the Biology CST each year. Most freshmen are enrolled in biology and more upperclassmen choose IB Biology over the advanced physical science courses. Though class sizes tend to be over 30 in the freshmen classes and close to 40 in the IB classes, the percentage of Biology students earning Proficient or Advanced has increased from 68% to 81%.

**Science CST Assessment –
Number of Students at Each Performance Level for Chemistry by Year**

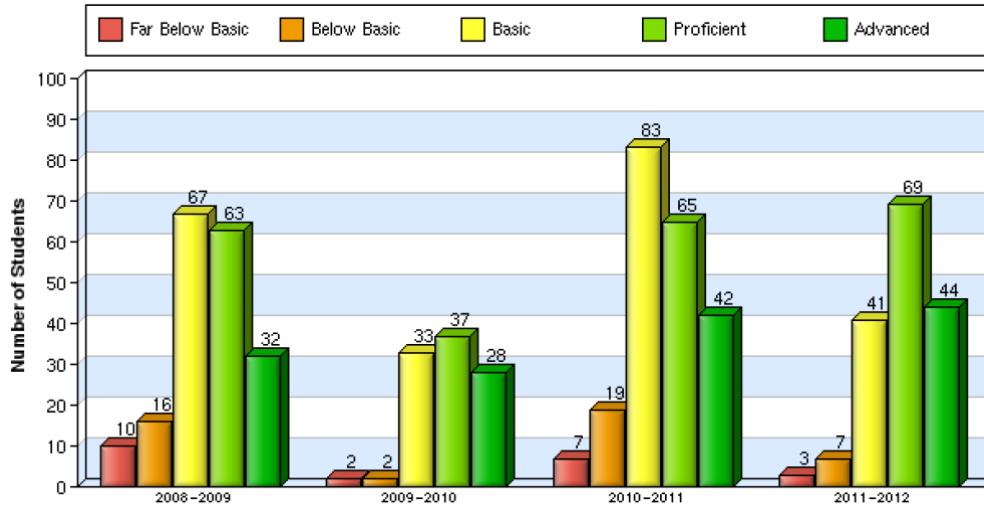


Figure 1.54

Source: DataDirector

On average, nearly 170 students take the Chemistry CST each year. STAR results indicate at least 69% of students earning Proficient or Advanced, up from 50% in 2008-09.

**Science CST Assessment –
Number of Students at Each Performance Level for Physics by Year**

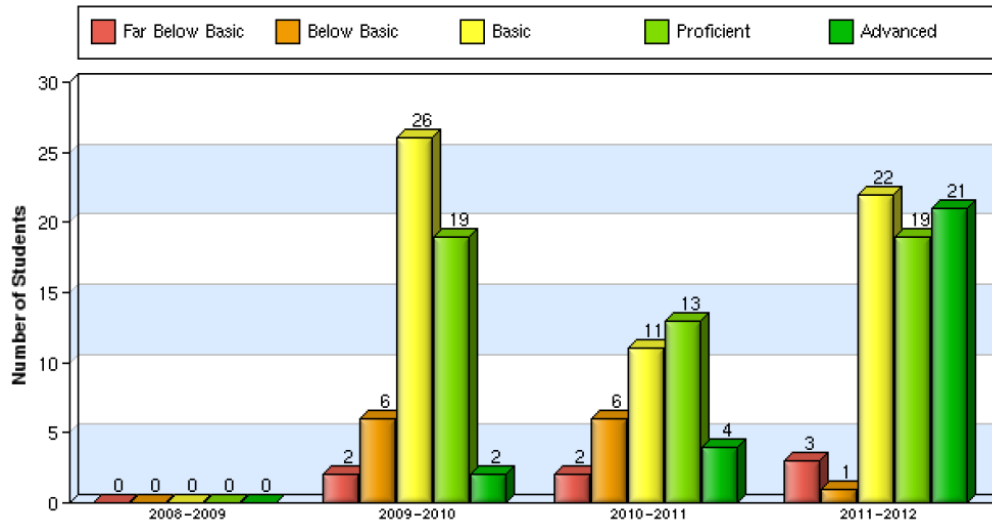


Figure 1.55

(In order to protect student confidentiality, no results are reported for any group of 10 or fewer students as in 2008-09).

Source: DataDirector

Students earning Proficient or Advanced in Conceptual Physics increased from 38% in 2009-10 to 61% in 2011-12. Much effort has been made to align the Conceptual Physics curriculum with the state standards despite the fact that the course is not a traditional physics course.

In the last four years, evidence shows that the Science department's efforts to streamline and align the science curricula and assessments of each course to the state standards have paid off. Nonetheless, the performance gap between subgroups remains a concern and focus of future efforts.

SAT/ACT

SAT scores in math have remained relatively consistent over the past five years, while verbal, and writing scores show an overall upward trend.

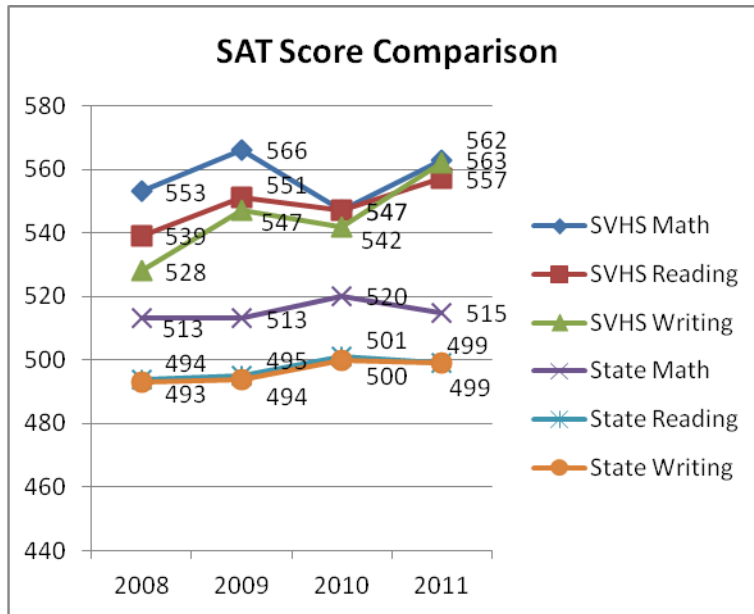


Figure 1.56
Source: DataQuest

SAT results show that Scotts Valley High School students on the average post higher scores than students from other high schools in the state. Compared to the state averages, SVHS students achieved approximately 50 points higher on the Verbal and Writing scores and approximately 30 points higher on the Math scores.

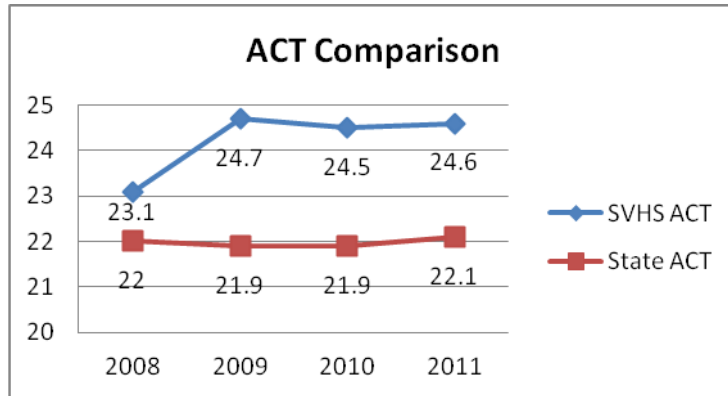


Figure 1.57
Source: DataQuest

Similarly, ACT score at SVHS have remained relatively constant over the past four years, and our scores are consistently about 10 percent above state averages.

IB Course Results

Overall, Scotts Valley High School has seen significant growth in the number of students taking IB courses, while at the same time holding steady or increasing the IB exam scores. The bars in the graphs below represent SVHS results while the black line represents the international average. An international average is used as it is helpful for SVHS to compare itself to the strongest students in the world. This is also how the IB reports its data.

IB courses are scored on a 1-7 point scale, where a score of 1 is failure and 7 is exemplary. A score of 4 is considered passing. SVHS enjoyed an average IB exam score of 5.11 in the May, 2011 exam session. Although this average fell off in 2012, overall results show a significant improvement over the last WASC accreditation cycle.

Average IB English HL Score by Year

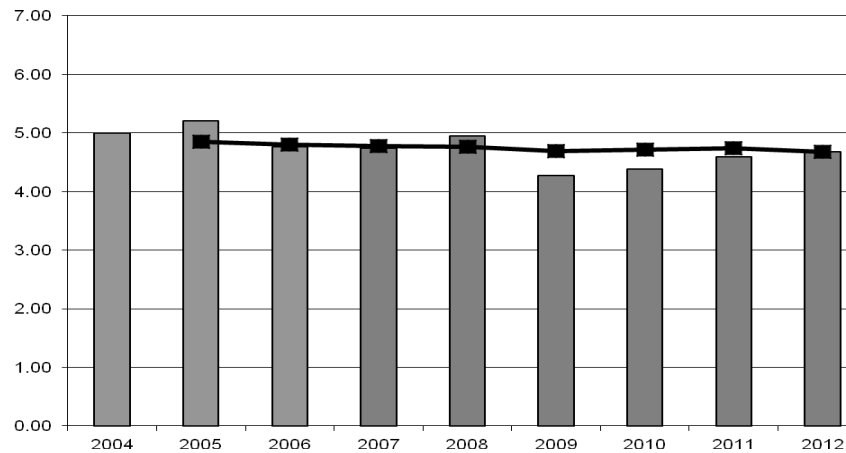


Figure 1.58

Source: IB Americas

As often happens, when a new teacher begins to take a course, overall results can dip. In IB English HL this happened in 2009, but we have seen a steady rise in scores since that time. There has also been a steady rise in student enrollment in IB English HL, with 51 students registered for the May 2013 session.

Average IB Spanish B SL Score by Year

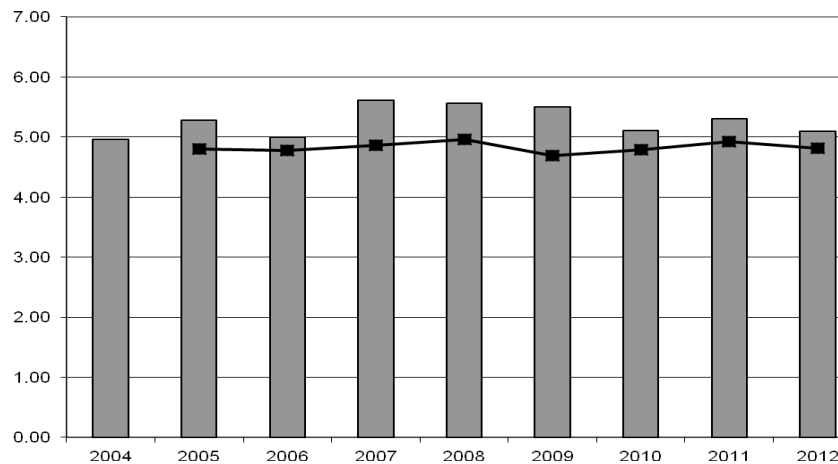


Figure 1.59

Source: IB Americas

IB Spanish scores have held consistent for many years and SVHS continues to beat the world average. In May 2013 there will be 45 students examining in Spanish B SL, our highest number ever and twice the number of candidates over May 2012.

Average IB French B SL Score by Year

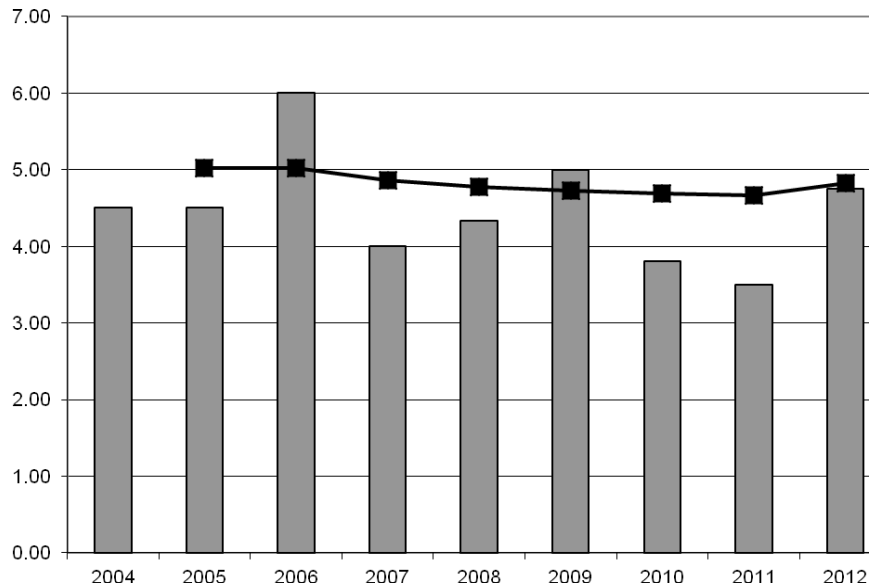


Figure 1.60

Source: IB Americas

In IB French B SL, with an average of five students, the statistical sample from year to year is small. In addition the course is taught as a combination with three other levels of French.

Average IB History of the Americas (HOTA) HL Score by Year

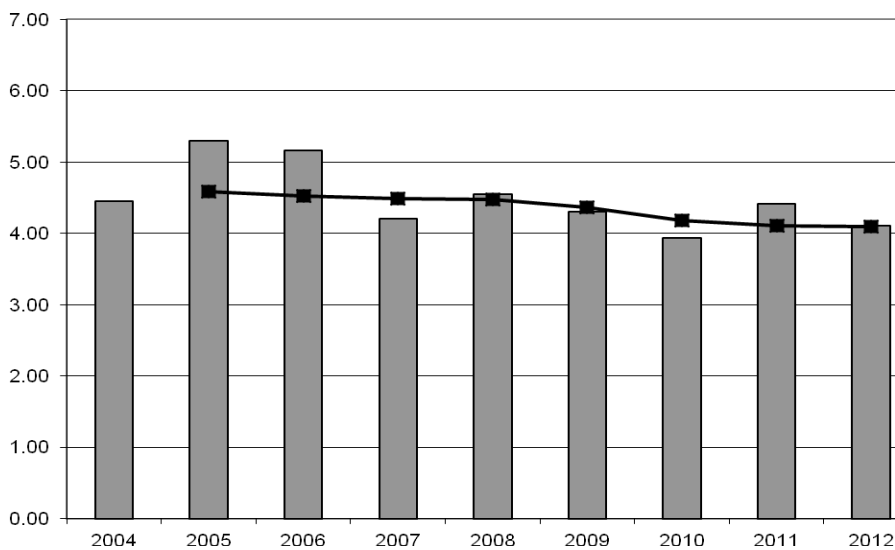


Figure 1.61

Source: IB Americas

The IB HOTA HL scores have held steady over the last four to five years, despite the course becoming significantly more challenging as evidenced by the declining world average. There are 62 students registered for the May 2013 session, representing nearly a third of the senior class.

Average IB Psychology SL Score by Year

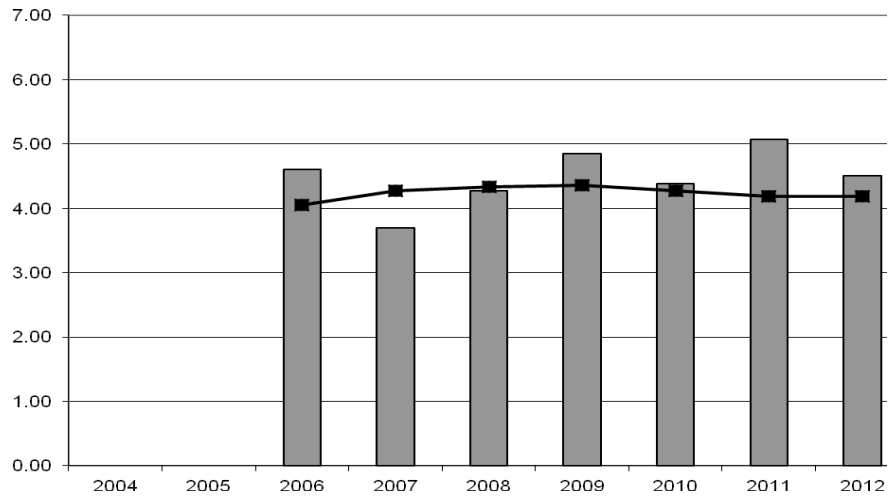


Figure 1.62

Source: IB Americas

The overall trend in IB Psychology SL results is upward and scores have met or exceeded the world average for the last five years.

Average IB Biology HL Score by Year

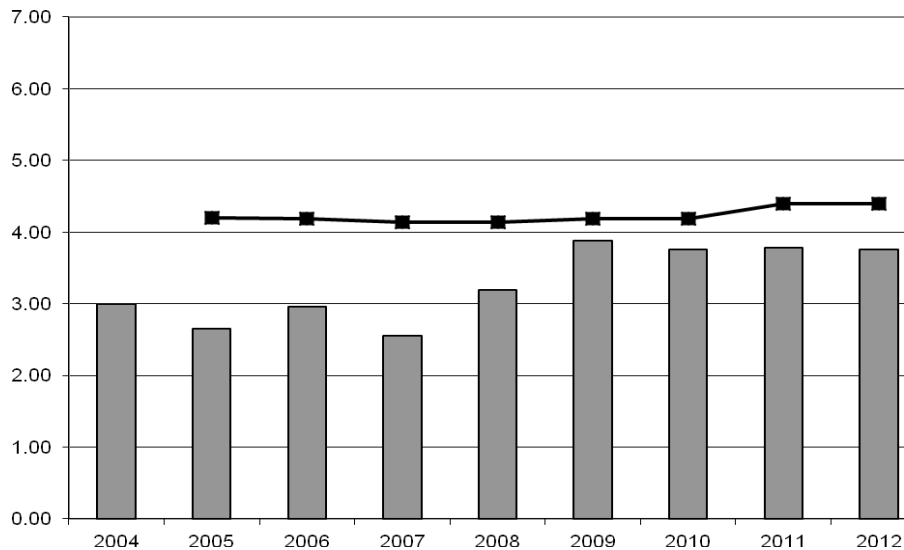


Figure 1.63

Source: IB Americas

IB Biology HL scores have held steady over the last four years and they significantly lag the world average.

Average IB Biology SL Score by Year

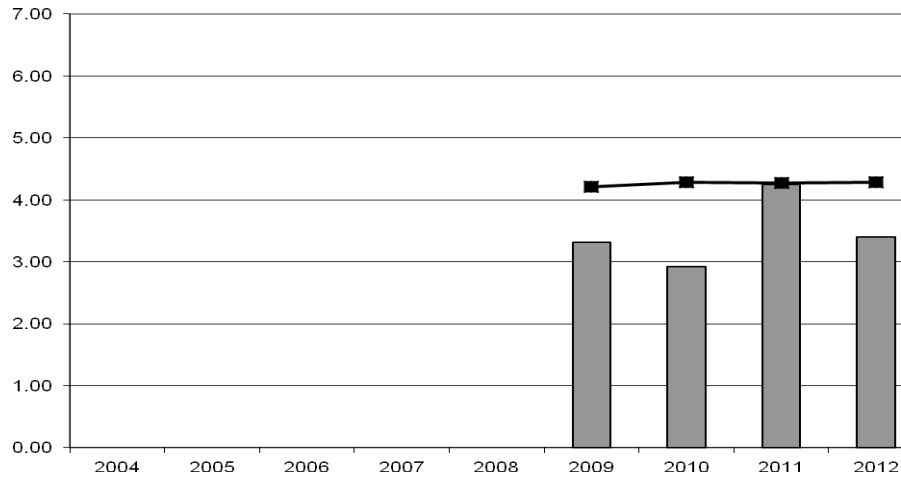


Figure 1.64

Source: IB Americas

IB Biology SL was added as an SVHS course in 2009. It is taught together with the HL course as 70% of the core content is common. Class sizes of nearly 40 students and an overall number of approximately 160 students in both years of the course create significant challenges for the future growth of this course.

Average IB Chemistry HL Score by Year

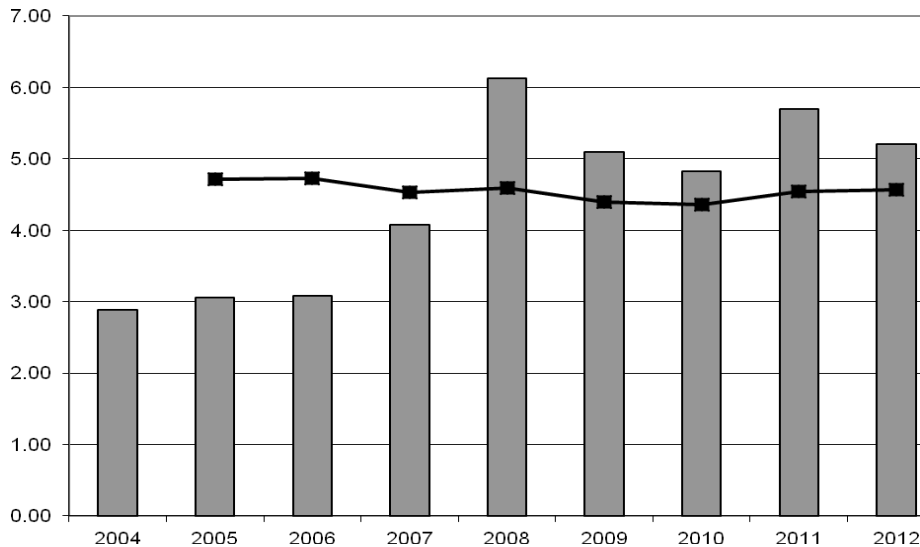


Figure 1.65

Source: IB Americas

IB Chemistry HL results have consistently led the world average.

Average IB Physics SL Score by Year

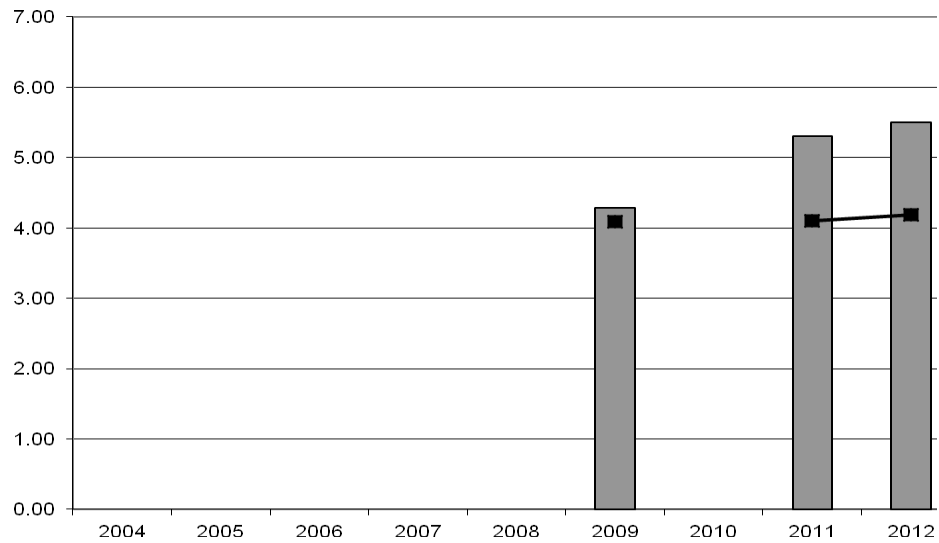


Figure 1.66

IB Physics SL, after a one year layoff, has shown strong results, beating the world average by more than one point. The class is also growing and becoming integrated into the fabric of the school.

Average IB Math HL Score by Year

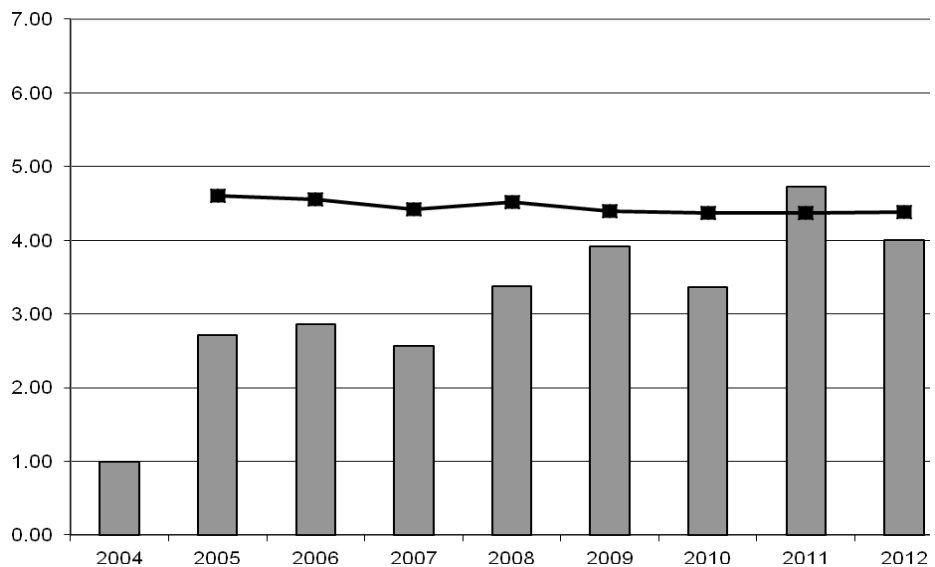


Figure 1.67

Source: IB Americas

The trend in Math HL scores over the last nine years have grown significantly to the point where we met the world average for the first time in 2011. Class size has remained consistent at approximately 20 students.

Average IB Math SL Score by Year

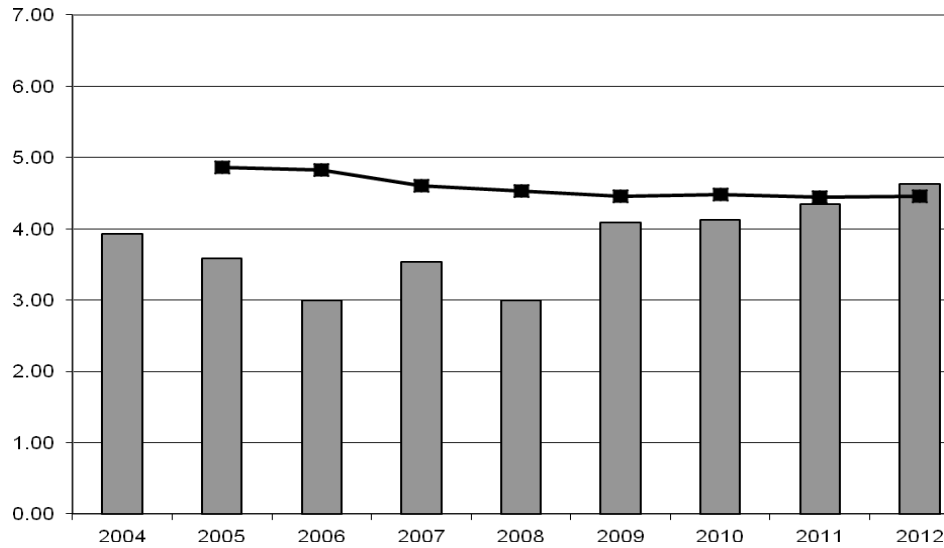


Figure 1.68

Source: IB Americas

A new teacher took over the Math SL course in 2008 and we have made steady progress since then, to the point where we are now meeting and exceeding world average.

Average IB Visual Arts HL Score by Year

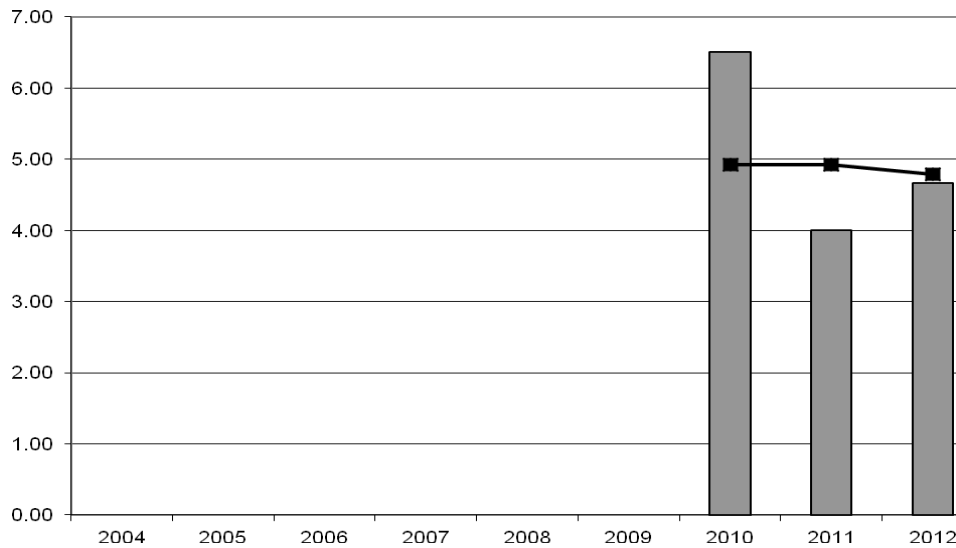


Figure 1.69

Source: IB Americas

SVHS began to offer IB Visual Arts HL for the May 2010 session. This was in response to the needs of IB Diploma candidates who require a minimum of three HL courses. The number of students who have taken this opportunity is approximately three students per year.

Average IB Visual Arts SL Score by Year

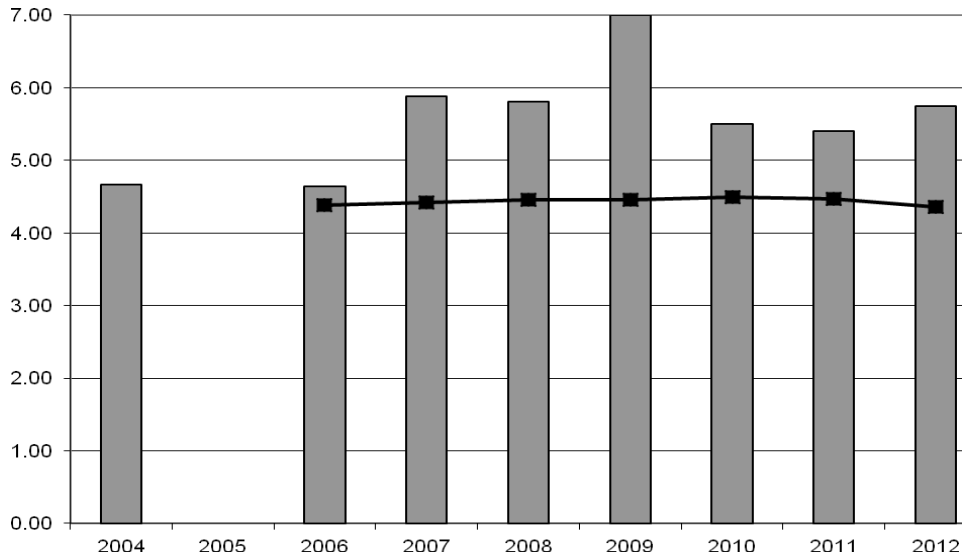


Figure 1.70

Source: IB Americas

The SVHS IB Visual Arts SL course has consistently exceeded the world average by a large margin, with all students in the May 2009 session earning perfect scores.

Average IB Extended Essay Score by Year

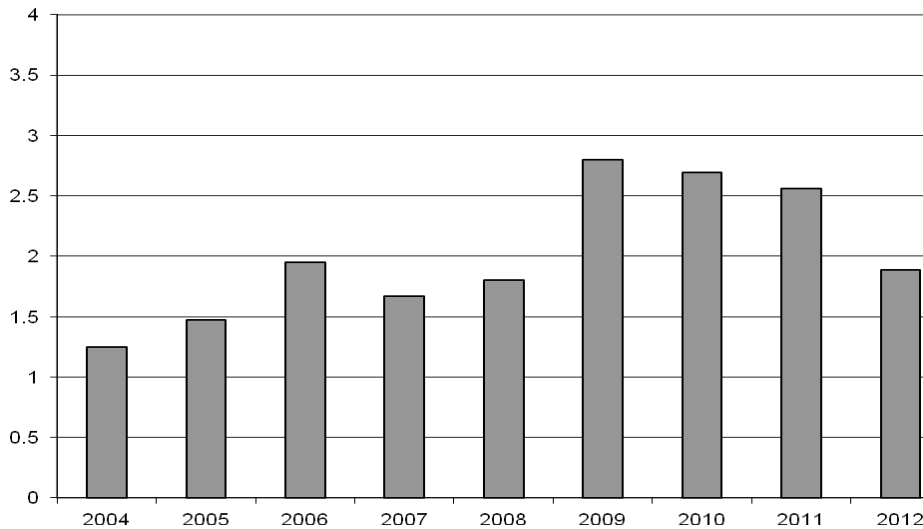


Figure 1.71

Source: IB Americas

Extended Essays are graded on an A-E scale, with A representing exemplary work and E as a failure. Over the last four years SVHS's IB Extended Essay scores have risen dramatically compared to prior years, yet the trend over the last three years is slightly downward. We attribute

the growth in 2009 to a full program of preparation and individual guidance in addition to week-long summer workshops offered by SVHS staff at Cabrillo College, our local junior college. SVHS needs to address the recent drops and the IB team has a plan in place to improve these scores.

The Creativity, Action, and Service (CAS) program has also made remarkable strides. Despite the growing number of full IB Diploma students, the IB Coordinator continues to meet with all candidates at least four times per year to review their CAS progress as well as overall academic results. In addition we now utilize ManageBac, an online software tool that allows all CAS activities and other IB program requirements to be monitored and evaluated in a paperless manner and on a daily basis.

California High School Exit Examination (CAHSEE)

Sophomore ELA Results

Over four years the pass rate remained relatively stable with a 1% increase in 2011-12.

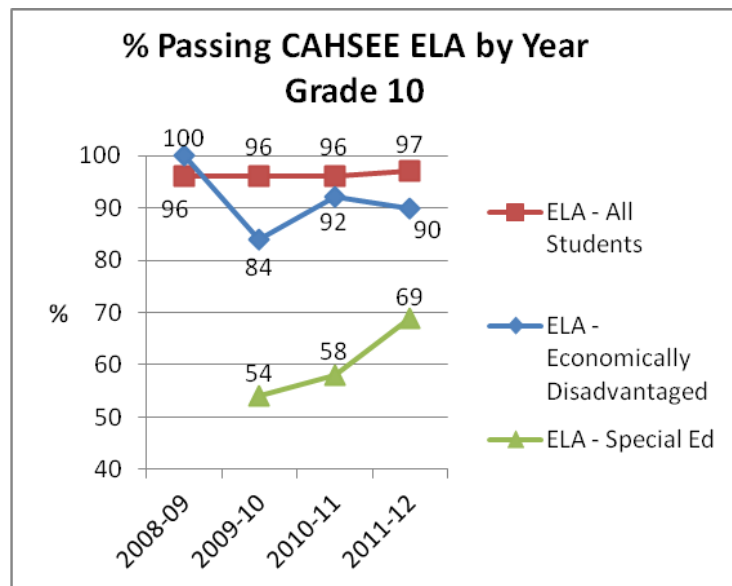


Figure 1.72
Source: DataQuest

The pass rate for the economically disadvantaged subgroup decreased by 10% during the same timeframe. SpEd data was only available for 2009-2012 and showed that this subgroup had 15% increase in its pass rate. In 2012, 194 students took the CAHSEE English-Language Arts (ELA) test: 13 special education, 2 English learners (EL), 5 reclassified fluent English proficient (RFEP), 21 economically disadvantaged, and 172 not economically disadvantaged. The numbers of EL, RFEP, 11th and 12th grade students who take the test are small, ten or less. To protect privacy, these percent pass rates are not reported for either the Math or ELA tests.

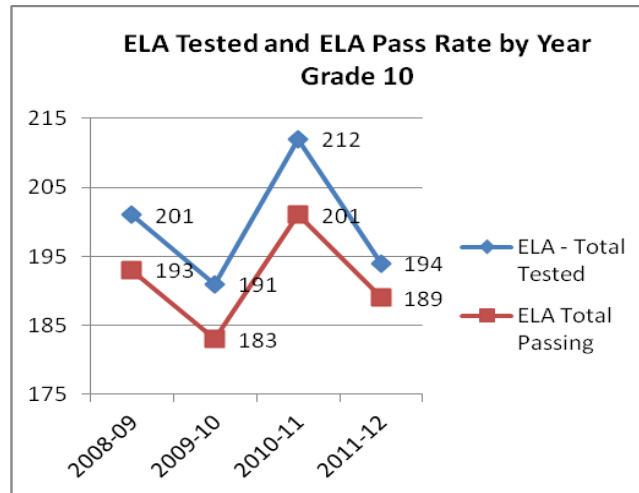


Figure 1.73

Source: DataQuest

On average, all but eight sophomores passed the ELA portion of the CAHSEE test during the last four years. Although the sophomore class was larger in 2010-11, the percent that passed remained steady.

Sophomore Math Results

The CAHSEE math pass rate for sophomores remained relatively stable with an overall 1% increase during the last four years.

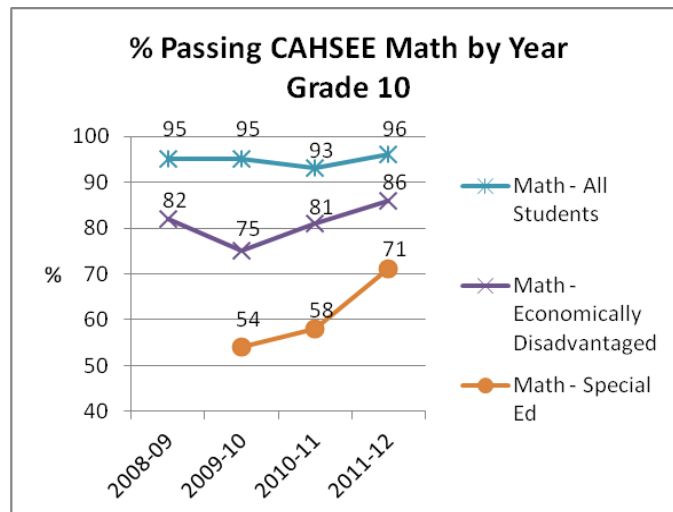


Figure 1.74

Source: DataQuest

The passing rate for the economically disadvantaged subgroup increased by 10% during the same time frame. SpEd data was only available for 2009-2012 and showed that this subgroup had 17% increase in its pass rate. In 2012, 193 students took the CAHSEE Math test, 170 non-economically disadvantaged, 14 special education, 18 economically disadvantaged, 2 English learners (EL) and 5 reclassified fluent English proficient (RFEP). The numbers of EL, RFEP, 11th and 12th grade

students who take the test are small, ten or less. To protect privacy, the percent pass rates are not reported for either the Math or ELA tests.

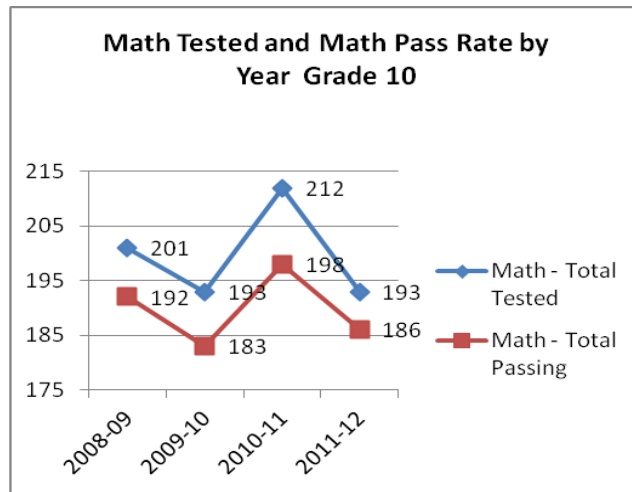


Figure 1.75
Source: DataQuest

On average, all but eleven sophomores passed the Math portion of the CAHSEE test during the last four years. Although the sophomore class was larger in 2010-11, the percent that passed remained relatively steady.

California English Language Development Test (CELDT)

In its twelve-year history, Scotts Valley High School has had very few ELD students compared to its school-wide population. For two years, the school's ELD student population has been four students, which make up approximately 0.5% of the student body. Currently the ELD class has a population of 5 students. The high mobility rate of this population makes it difficult to track individual student progress over any significant period of time.

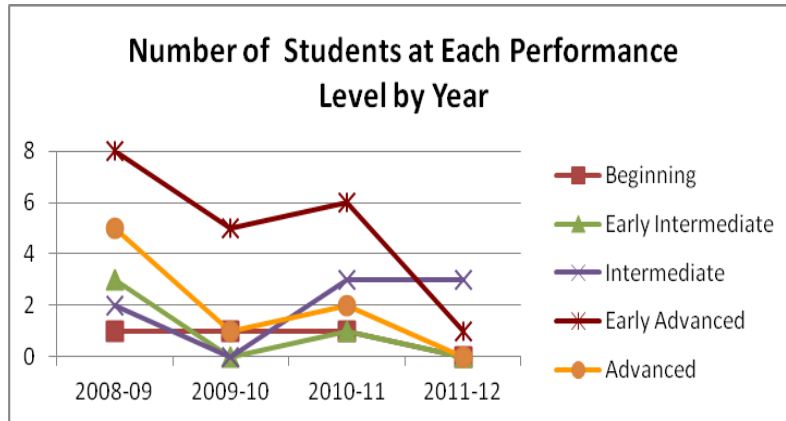


Figure 1.76
Source: DataQuest

Not all of the students in the ELD class speak the same primary language, and there are several students who are the only students on campus speaking their primary language. Since the beginning of the ELD program, students' primary languages have included Spanish, Punjabi, Farsi, Vietnamese, Russian, and Korean.

Since ELD students are statistically insignificant in number, and due to the high mobility rate of this population, it is difficult to make a correct assessment of their language over time as well as the effectiveness of the services they are receiving from Scotts Valley High School.

Graduation and Drop-Out Rates

Of the public schools in Santa Cruz County, Scotts Valley High School has the highest graduation requirements, specifically in Science, English and World Language.

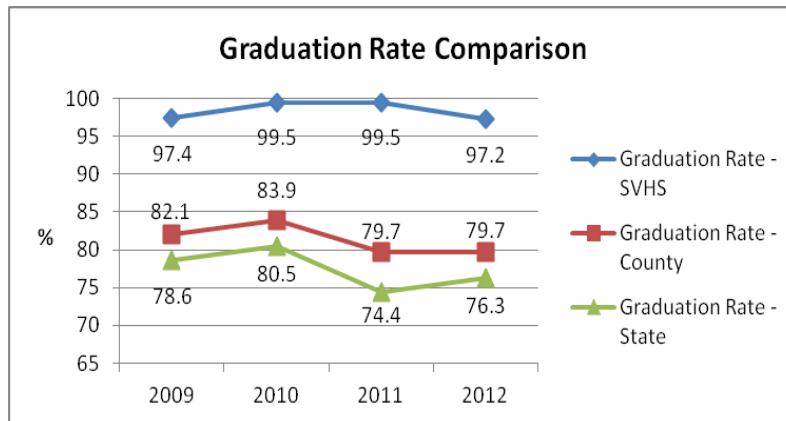


Figure 1.77
Source: NCES

In the last four years, SVHS graduation rates have exceeded the county average by 16-19%, remaining 19-25% above the state average, as defined by the National Center for Education Statistics (NCES) (see Figure 1.75). In 2010, 96.1% of male 12th grade students graduated along

with 98.1% of senior females. In comparison, the % of 2011 senior males graduating rose 0.8% while their counterpart, the senior females fell by 0.5%.

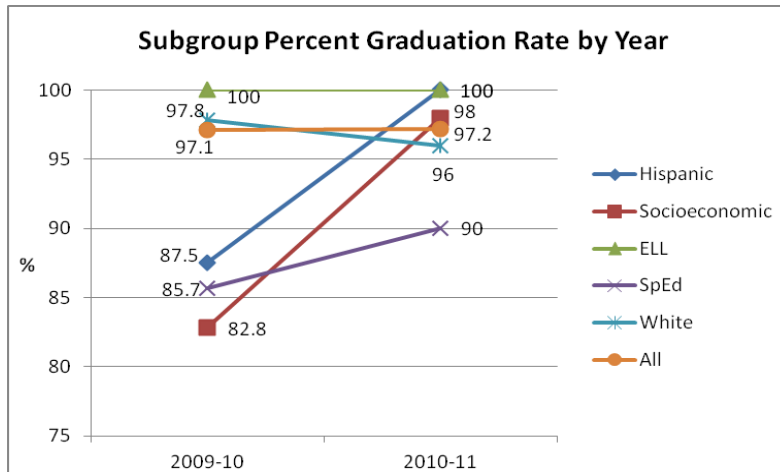


Figure 1.78
 (subgroup percentages are not reported for 2008-09)
 Source: DataQuest

Over a two-year period the graduation rates improved for the low socioeconomic, ELL, SpEd and Hispanic subgroups, however, the Hispanic subgroup is the only group with a large enough population to be significant. The White subgroup had a slight decline of 0.6 %.

Class Attrition Rate

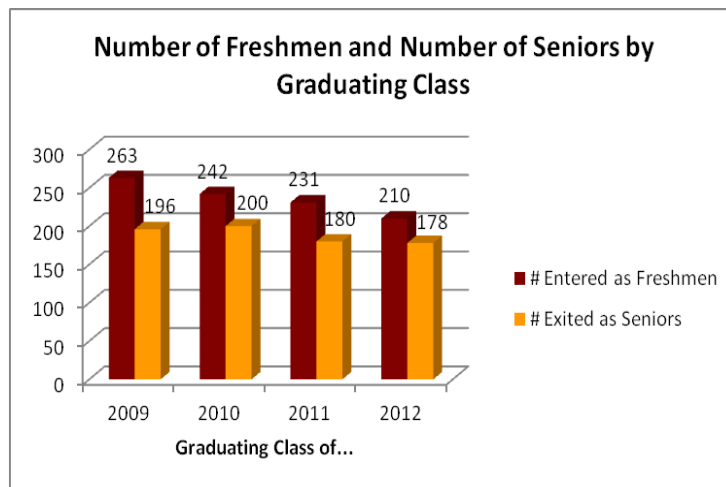


Figure 1.79
 Source: DataQuest and PowerSchool

The attrition rate has decreased by 10% over the last four years, ending at 15% in 2012. The general decline in enrollment can also be seen in the graph above, which shows a 10% drop in senior enrollment in four years.

UC A-G Requirements

In 2008-09, 44.5 percent of 12th grade graduates completed all courses required for U.C. A-G and/or C.S.U. entrance. This percent increased over the last four years reaching 65 percent in 2012. On average, 13 percent more females meet these requirements than males.

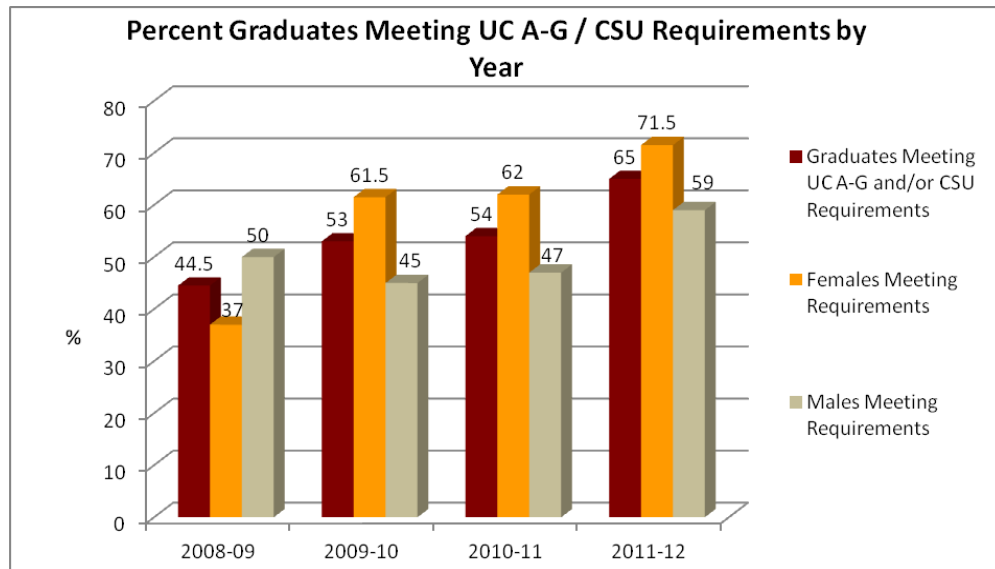


Figure 1.80

Source: PowerSchool

It is important to note that up until 2013, students who transfer in to SVHS after 9th grade show up on SVHS's records as not having met the UC A-G requirements because their former schools' records do not include UC A-G data. For example, in the class of 2012, 14 out of 61 students who did not meet UC A-G requirements were transfer students. Often the transfer students come to Scotts Valley specifically for the IB program, in which case it is most likely that they were enrolled in UC A-G courses at their previous school. This issue will be resolved as of February 2013.

Post-Enrollment Data

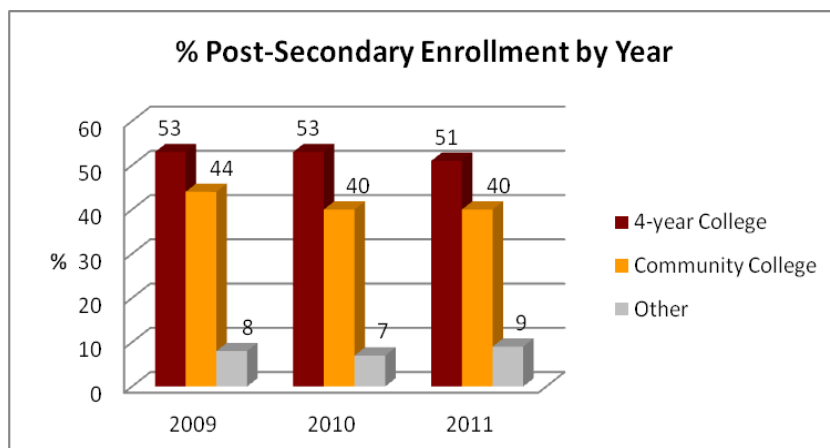


Figure 1.81

Source: DataQuest

On average, over half of the graduates move on to a four year college or university, about 41% of SVHS students attend community college, and 8% followed other post-secondary options. Performance data is not available for these individuals.

Perception Data: School Advisory Council Surveys

The School Advisory Council (SAC) is a group made up of credentialed staff, administrators, parents, community members and students. Its purpose is to provide feedback to site administration on policies and procedures. While Scotts Valley High School does not receive Title I funds and is not guided by a School-Based Consolidated Program, the SAC models its bylaws and constituency upon the guidelines that establish a School Site Council. It guides and advises the administration in the evaluation of programs and perception data, but does not have categorical funds to oversee. Since the 2001-02, the School Advisory Council has distributed student, parent, and staff surveys to obtain feedback from the school community. Over the last few years, surveys have been administered via Constant Comment©. The 2012 results reflect the participation of 684 students, 166 parents (representing 168 students), and 37 staff members. Most questions/statements are answered based on a scale of 5, with 1 representing *agree* and 5 representing *disagree*. The student survey includes a section where frequency is indicated on a scale of 4, with 1 being *often* and 4 being *never*. All the surveys may be found in the Appendix.

Since these surveys were given, a set of new surveys have been developed to better address areas of vision, instruction, curriculum, assessment and culture. Efforts have been made to coordinate or cross-reference questions for all three groups. The new surveys will be administered annually beginning in the spring of 2013.

Parent Survey Results

60% or more of parents agreed with the statements in the parent survey except for the following items:

43% of parents agree that class sizes are reasonable.

49% agreed they receive accurate, clear, and timely advice from the school staff when choosing courses.

54% agreed the principal and assistant principal are effective and accessible administrators.

53% understand the school's process and policies for addressing parent concerns.

52% agreed the school is responsive to parents' needs.

47% have confidence in the SVUSD Board of Trustees and their decisions regarding SVHS.

44% agreed SVHS provides opportunities to learn about other cultures and prepares them for a multicultural society.

31% are aware of the SVHS Expected Schoolwide Learning Results, "Living the Dream".

The following is a sample of the statements parents agreed with:

teachers have high expectations (76%),

parents communicate regularly with their children regarding their homework (98%)

(several comments commending the effectiveness of PowerSchool),

parents know how to access information regarding student homework (91%),

parents understand the school policies(84%),

parents are supporting their students in encouraging them with homework (98%),

(Comments show that parents like Powerschool. Parents seem to feel that the communication about homework is available),

parents feel respected by the teachers,

parents agreed or moderately agreed that SVHS provides a safe environment,

parents are respected by the staff (71%),

staff is respected by parents and parents are respected by staff (80%), and

parents feel that the school offers a wide range of extracurricular activities including clubs, sports, field trips, etc.

Student Survey Results

72% or more of students agreed with the statements in the student survey except for the following items:

63% agreed that students show respect for teachers.

65% agreed that students show respect for other students.

69% agreed the SVHS staff works with them in understanding their possible career path and/or future educational options.

64% agreed that overall, teachers keep me interested and involved in classroom activities.

33% indicated that they often or sometimes do research in the library and elsewhere with other students.

56% responded that they often or sometimes use the resources, such as books and other materials at school and find them adequate for their research projects and other activities.

63% indicated that they often or sometimes asked teachers, counselors, parents, other students, staff for information regarding what courses to take.

The following is a sample of the statements students agreed with:

76% of students agree that teachers are consistent in their expectations of students,

82% of students agree that classroom environments here are conducive to learning,
72% are aware of SVHS's Expected Schoolwide Learning Results "Living the Dream" (old
ESLRs),
83% students agreed or moderately agreed that SVHS is a physically safe campus,
93% agree that they are aware of the discipline policy and the rules of student conduct,
83% of students responded positively to being treated fairly by staff, and
83% of students felt that SVHS provides classrooms that are a secure place to learn.

Additional notable observations and comments:

72% of students indicated they plan to attend a 4-year university, while 18% plan to attend junior college.

88% said they have a plan for the courses they will take throughout high school.

Students commented that they are making connections between math and science and English and history. They also feel that the IB program does a good job with this. Students feel safe in the classroom and feel it is a good learning environment. Majority of students commented that they are aware of the support systems, such as the career center and after school tutoring programs. They said there is a nice variety of activities on campus, such as clubs, rallies, music, drama and sports. There is something for everybody.

Staff Survey Results

80% or more of staff agreed with the statements in the staff survey except for the following items:

76% agreed they receive constructive feedback regarding their job performance.

59% agreed that on-site staff development is well planned and meaningful.

78% agreed they have opportunities for professional growth.

70% agreed that the school provides them with necessary resources and support to maximize their effectiveness in their position.

59% agreed they have confidence in the SVUSD Board of Trustees and the decisions they make regarding SVHS.

The following is a sample of the statements students agreed with:

teachers feel that students are well supported,

high quality of work is expected by teachers,

there are many events and some off campus field trips throughout the school year,

excellent knowledge of ESLRs,

students are interested and involved in classroom activities,

News From the Nest is useful and informative,

teachers consistently require a high quality of work from students,

staff seems to feel good about the level of involvement and interest from students in the classroom,

teachers think they have very high standards of students,

there is a holistic mindset in the IB programme,

teachers feel there is a wide variety of extra-curricular activities available,

the majority of staff believe the school is a safe and secure place for students and staff,

92% of teachers feel respected by parents, perception of Safety is high for both students and staff, teachers feel the administration supports them in disciplinary issues, perception of the block periods are effective and instructional time is well used, staff development is improving through increased teacher autonomy, teachers feel they have a sufficient and well-defined role in decision making at the school, within constraints, resources are thought to be well utilized, positive improvements in special education professional development (still room to grow), part of parent community seen as high supportive (Great Parent Club), the majority of teachers feel respected by their students, staff feels respected by students and parents, and the majority of teachers consistently enforce rules governing student behavior.

Graphs of elected survey results are included below. The first graphs below reflect the cross-referenced questions asked of more than one group: 1) staff, students, and parents; or 2) students and parents; or 3) staff and students.

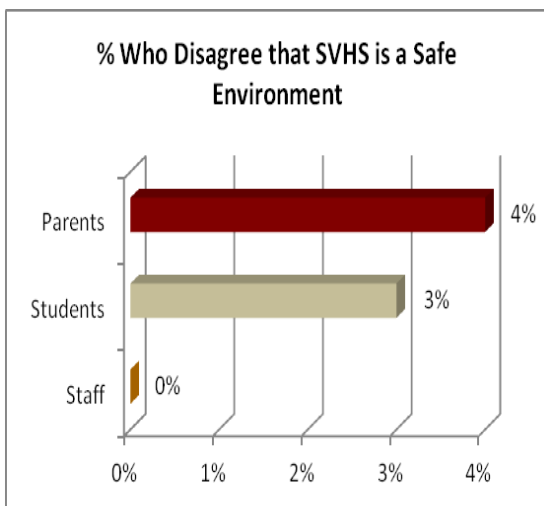


Figure 1.82

Source: Surveys

A small percentage of parents and students disagree that SVHS is a safe environment. Though these are small percentages, they remain a concern to the staff.

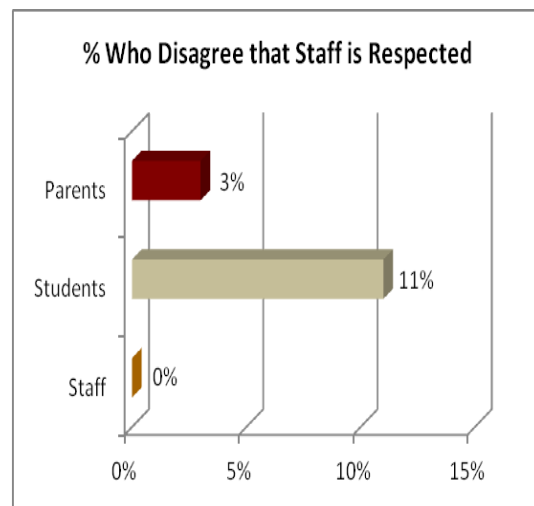


Figure 1.83

Source: Surveys

11% of students disagree that the staff is respected. Most comments on this survey item cited that the disrespect was shown by disgruntled students in response to disciplinary action of a teacher.

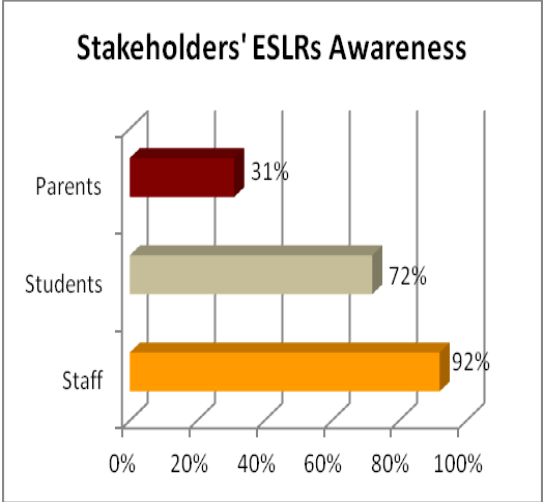


Figure 1.84

Source: Surveys

Almost three quarters of the student body are aware of the ESLRs at the time of the survey. Only one third of the parents surveyed expressed an awareness of the ESLRs, signaling that more effort must be made to increase the understanding of the ESLRs for all stakeholders.

Please refer to the complete SAC survey results and analysis found in the Appendix.

Chapter II: Student/Community Profile Overall Summary from Analysis of Profile Data





Chapter II: Student/Community Profile – Overall Summary from Analysis of Profile Data

Scotts Valley High School Overall Summary

Following a period of time in which the Student/Community Profile was updated with the latest data from 2008 through 2012, stakeholders met in focus groups to reflect, interpret, and summarize the completed profile. Each focus group developed a list of findings based on the profile and also recorded questions that the data raised. The following is a summary of this process.

Findings:

English

- + Department has targeted the Far Below Basic group for the past two years, and has been able to reduce the number of students falling in this group.
- + The data suggests that the department supports success for students, and that there are no areas of particular concern. Overall improvement is evident.
- + Some drop in proficiency occurs as students move from grade 9 – 12, as is the case across the board.
- + There is a slight reduction in the percentage of students scoring Below Basic on the CST ELA and an increase in those whose score is Proficient/Advanced.
- + The scores of ELA hit a plateau over the past 3 years for eleventh grade and over the past 2 years for ninth. Sophomores continue to show growth.
- + CST ELA 9 shows steady improvement in scoring for basic and above.

Social Science

- + HOTA – 2-year course – more in-depth and focused on the continents of America
- + US History (Juniors only)
 - HOTA (IB) interferes with the focus on US history because it is so broad.
 - The proficient scores in US History are up 2% since 2006-7
 - The targeted goal for CST (particularly for juniors) was to raise scores by 6%, but results indicate only 4% improvement.
- + World History (sophomores only)
 - CST World History shows consistent achievement. 80% or more for the last year have been basic or above.
 - Progress is evident in the percent of proficient scores.

Math

- ✚ All Math sections increased their scores and teachers worked together to improve teaching and assessment techniques.

- ✚ General Math

This group included individuals with disabilities
The overall population who took this test was significantly small

- ✚ Algebra 1

Some progress. Increased proficiency last two years. Variety of grade-level students.

There is still room for improvement in Algebra 1 scores. Common assessments are being used along with benchmarks; there is evidence to support that these have resulted in solid gains in CST scores.

Algebra 1 graph shows that the basic level is increasing and the below basic level is decreasing.

- ✚ Geometry

There are twice as many students in Geometry as in Algebra 1.
More steady progress is shown in percent proficiency.

- ✚ Algebra 2

Dramatic improvement in percent proficiency.
Many changes have been made to address the state standards.
Algebra II has consistently improved greatly. Far below basic dropped from 26% to 9%.

- ✚ Summative Math

Evidence of improvement over the three years with a small dip this last year.
Summative Math CST tests students on Algebra and Geometry concepts that they have not practiced in the current year. This could account for the large number of below basic.

Sciences

- ✚ Integrated Science

Improvement on Proficient and Basic but held steady on Below Basic and Far Below Basic.

- ✚ Chemistry

5% increase in Proficient and Advanced over the last 3 years.

- ✚ Physics

Over a 13% increase in the number of students scoring Proficient and Advanced.

- ✚ Biology

Shown great improvement in the Advanced level.

Foreign Language

- ✚ Language 1 and 2 have set goals for grammar benchmark tests, and have met goals of passing numbers.

- ✚ Benchmarks, common assessments, and collaboration have improved results.

- ✚ IB French has multiple levels in one class.

ELD

- ✦ Over the past two years, the school's ELD student population has varied between seven and ten students, which make up approximately 0.5% of the student body.
- ✦ Students are pulled out instead of having an ELD class.
- ✦ This system could use improvement.
- ✦ Because this is not a "class," student attendance is not monitored in the traditional way. Students who have free time tend to choose to not attend or seek the support.
- ✦ Though the ELD numbers are small, AYP is affected by those students (especially district-wide).
- ✦ Since ELD students are statistically insignificant in number, and due to the high mobility rate of this population, it is difficult to make a correct assessment of their language over time as well as the effectiveness of the services they are receiving from Scotts Valley High School.
- ✦ The small number of EL students being tested speaks to the homogenous student demographic of the school. Trends are difficult to establish; however, it can be asserted that the relatively stable number of students tested indicates that as students enter the school as EL then students matriculate from the EL designation at an equal rate.

General

- ✦ API went up by 100 points since 2007. Growth has been consistent(CAN 1).
- ✦ API scores for most subgroups have also gone up(CAN 1).
- ✦ State API ranking went from 8 to 9(CAN 1) .
- ✦ SVHS students are well prepared for the ACT and SAT. SVHS averages are well above state averages(CAN 1, ESLR 1).
- ✦ Students feel comfortable challenging themselves with IB courses. IB program continues to grow and develop for certificate and diploma students.
- ✦ FTE's have dropped since 2007. This is a combination of declining enrollment and budget cuts. This has resulted in bigger class sizes that diminish in one-on-one contact and immediate feedback on assignments, projects, essays, and tests. However test scores continued to increase(CAN 1).
- ✦ Professional development is now once a week(CANs 1-5, added CANs 1,3,4).
- ✦ All Math teachers participated in Common Core training and two years of benchmarks and data analysis. Two math teachers participated in Silicon Valley Math Initiative Coach Training (CAN 2).
- ✦ See PD calendar for meetings on bullying (CAN 3).
- ✦ Peer Advocates Training advisor has attended training and created the program for students and run by students (CAN 3).
- ✦ District focus on teacher evaluations for 2010-2012 was student engagement (CAN 4).
- ✦ English and Humanities attended "Improving Content Literacy" which helped with engagement of English Language Learners (CAN 4).
- ✦ World Language teachers went to the California Language Teachers Association and the Total Physical Response Story Telling workshop which focused on student engagement (CAN 4).

- ✚ Visual and Performing Arts teachers collaborated with teachers from the county which helped with student engagement (CAN 4).
- ✚ Educational levels of teachers have improved.
- ✚ CST participation continues to be high, above 97%
- ✚ The current senior class (2012) evidenced a drop in CST scores for all three years, as compared to other classes. Still, scores tend to be good.
- ✚ Enrollment is declining. New housing developments coming in (could bring in more families)
- ✚ Students with disabilities have a formal program for academic support. We have no system in place, however, to help low socio-economic and EL students.
- ✚ Only one teacher in IS now. She is only able to teach certain classes so there are fewer courses available. No math or science, electives or foreign language. Fewer students get a space. Only teaching health, English and history.
- ✚ Parent involvement remained consistent. Fundraising is down but when the plea goes out for specific needs the parent response is positive.
- ✚ Back to school night attendance is high evidenced by parent sign in-sheets.
- ✚ The former Open House has changed its focus to be more about showcasing the high school to prospective students and their families. Work is not on display for current students, so fewer current parents and students attend, while many prospective families attend.

Questions Raised:

ELD

- ✚ Even though the number of ELL designated students is low, are we maintaining programs and support to assist these students in becoming English language fluent?
- ✚ There is concern that efforts to improve the program for ELL students have not been effective enough. The current push-in/pull-out program is not effective or workable. Though some teachers are contacting ELL teachers when support is needed, students have been scheduled to meet with teachers at times when they are not enrolled in a class, and simply do not come. A better system is needed. Additionally, there isn't enough buy-in among staff for allowing ELL students to leave class for individual meetings.

Survey Feedback:

2012 Survey Results - Top Areas of Concern

1. Class size concerns all three groups surveyed. Large classes affect assessment methods and teaching style (student concern). Class size impacts ability for interactive teaching. We need to find way to make learning work with these class sizes. Large classes affect management; there is sometimes disrespect exhibited between/among students to each other and toward teachers (student concern).
2. Counseling support concerned parents and students. The loss of counselors for crisis support, academic monitoring, and career planning due to budget cuts has resulted in a negative impact on students, particularly those "at risk." Need for more effective and broad-reaching counseling. Students want more time available for career advice. Parents

- need more information to support children in making appropriate course choices.
3. Systemic response to intervention is needed for “at risk” students, supported by professional development.
 4. Communication needs to improve with regard to community service, multicultural education, and Expected Schoolwide Learning Results(ESLRs) or Schoolwide Learner Outcomes(SLOs). Limited opportunities to create connections with the ESLRs (now referred to as SLOs).
 5. Respect was an issue on teacher surveys (citing lack of respect from parents) and on student surveys (citing a lack of student-to-student respect, and student to teacher respect)
 6. On-site staff development is not well-planned & meaningful (staff). Additional resources are needed for teachers to support a balanced curriculum and have an effective professional development.
 7. The enforcement and effectiveness of dress code with regard to promoting a safe and positive learning environment. The revised dress code and its enforcement are creating a division between administration and students – interfering with learning environment (students).
 8. Inadequate learning resources on campus such as library and computer lab.
 9. Accessibility & effectiveness of administration (parent & student concern).

General:

- ✚ How do we respond to continued challenges of budget, staffing and class size to maintain our academic growth?
- ✚ How do we grow in supporting all students?
- ✚ How do we develop an RTI program?
- ✚ Do we prepare our students for a culturally diverse world? This is a major component of the IB program, and something which we constantly work to incorporate.
- ✚ How have increased education levels of teachers impacted student learning and engagement? Student learning should be broader due to increased education.
- ✚ How does the IB program continue to grow and how do we support this growth?
- ✚ What can we do to increase parent involvement?

Critical Academic Needs

The process of reviewing and refining the SVHS SLOs as well as the updating of our school profile provides direction for the revision of the school’s Critical Academic Needs (CANs).

Summary of Progress on Critical Academic Needs from Prior Self Study

1. Monitor the performance of AYP-identified at-risk subgroups, and provide strategies to improve subgroup and individual performance.

PD time has been used on a regular basis to examine assessment results for at-risk subgroups (ELL and SpEd); the Special Ed department has led PD discussions and presentations;

English, Science, Humanities attended a series of workshops in 2010-11 entitled "Improving Content Literacy" designed to develop strategies to help EL students.

Teachers identify and support students from subgroups (2 per teacher in science department). All teachers discuss individual student progress and support strategies during PD time. Two English and Humanities teachers collaborate to support subgroup students. The English department spent time during the start of each year to make lists of those students who are Far Below Basic or Below Basic on the CST. These students, regardless of subgroup or "at risk" categories, become those the teachers target to assist.

2. Have all departments strive to create, implement, and track benchmark assessments that correspond with the newly created CST Blueprint-aligned curricula and/or associated essential standards for all courses.

One or two benchmark assessments per year have been developed in Math, Science, English, and Humanities for each course. These are administered in the fall and spring and results are examined in course-alike groups for discussion and comparison of methods and results.

3. Continue to provide staff development regarding Data Director and time to analyze results as a team.

The school district has developed benchmark assessments in ELA and Math that are recorded in Data Director. The staff has been trained to use Data Director for access to standardized testing information, individual student progress in academics and assessments, evaluation of benchmark tests and validity of such tests, creation of blueprint-aligned tests, and comparative information about class and school progress. Time has been provided during PD for teachers to analyze data in departments.

4. Determine ways to support reading, writing, and math skills across the entire curriculum.

The district K-12 participated in an all-day Professional Development devoted to ELA writing and expectations across the curriculum. Teachers from both the Middle School and High School provided materials to share with the other departments. *Improving Content Literacy* was offered by the County Office of Education and attended by SVHS teachers to support all students.

Teachers need to document the reading and writing occurring in their classrooms and adhere to the shared and accepted formats and procedures for written assignments. Math needs to be further integrated across the curriculum. Follow up is needed with math teachers on how teachers in all subject areas can better integrate math in their curriculum. Professional Development time needs to be provided for the math department to sit with each department to help in developing integrated lessons plans. PD time is needed to develop reading/writing needs/goals for all departments.

5. Seek ways to more fully integrate and assess the school's ESLRs into the daily lives of SVHS students.

Continue efforts to integrate SLOs into daily classes. Concentrate on the "Dedicated Learner" goal, by helping provide students with tasks they find more engaging, such as project-based learning. Improve the incorporation of the "Effective Communicator" SLO by teachers modeling clear and effective communication through more understandable and better-defined assignments and grading rubrics.

6. Continue to develop courses and electives that meet the needs of the non-IB student.

Non-IB students have access to A-G courses, provided the prerequisites have been met. More ROP classes such as bike repair have been offered. Elective courses have been added to in the form of differentiated physical education courses and an Honors English course. Teachers have attended the Expository Reading and Writing Course offered by CSUMB to aid students in meeting college-level expectations for English courses. Special Education is reinstating a basic math course to address the needs of students who are not ready for pre-Algebra.

7. The school staff continues to explore ways of increasing international-mindedness within all aspects of the program.

Global awareness has been highlighted in the implementation of current event discussions every Wednesday throughout the Humanities department with the focus on international components as part of the essential overall pattern. World Languages and the Arts regularly address the influences of culture on both language and the arts throughout history. English courses incorporate cultural awareness and contextual underpinnings in the literature at all levels. IB Literature courses include specific examination of literature beyond that of Western European origin. More non-IB staff needs to be integrated into this discussion.

In addition, the 2010 Visiting Committee believed the school should give priority to the following areas:

1. Articulation and alignment of math curriculum and instruction with course benchmark assessments and STAR testing results.

Benchmark assessments have been developed to check learning. These were written in 2010-11 and revised in 2011-12 to better match curriculum and course pacing. Results are examined during PD time in course-alike groups to compare and improve teaching methods. Additionally, all courses use common finals and many common chapter tests. Geometry and Algebra 2 courses use released STAR questions as a component of each test.

2. The Guidance Counselors in collaboration with the Career Center Technician and ROP Counselor will work toward providing a comprehensive counseling program for all students. Providing consistency of information, course sequence and schedules, time lines for SAT, ACT and deadlines for college entrance to students and parents will improve overall counseling services.

Currently, one counselor is filling the position of college and career counselor as well as intervention counselor. The responsibility to make presentations to all juniors about choices and pathways after high school, organize visits from university representatives, provide up-to-date scholarship and funding information, administer aptitude and interest indicator tests, provide college-entrance exam preparation information and materials, and individually counsel students who need further guidance is fulfilled by this person. In addition, the counselor also meets with struggling students and their parents, in conjunction with the teachers at Student Study Team Meetings. When communication between students, parents, and counselors broke down in 2011-12 due to budget cuts, necessary information for seniors was limited. Parent clubs, administration, and teachers have been working to find ways to provide greater support. For example, Parent Club has offered career lunches, and art courses have brought art school representatives and professionals in the field into the classroom to help guide students.

3. *Ensure that all students and staff feel welcome and accepted regardless of their individual differences.*

The student government president in 2011-12 founded a welcome committee for new students. Newcomers are given a welcome packet and tour. The assistant principal initiated Aztec cultural talks at lunch on Tuesdays and Thursdays. These are designed to make our Hispanic students feel that they have a place on campus. Despite these programs, incoming students who have not been in the community for a long time express that they feel like outsiders in our close-knit school. The Peer Advocacy Group (PAT) was developed to help students integrate into the mainstream environment. PAT students formed a subcommittee that is designated to welcoming all new students and regularly checking in with them to make sure they are finding a niche on campus. In addition, the PAT students are trained by counselors to support/provide assistance to students with emotional needs/crisis. Anti-bullying outreach campaign included drama program presentations made to the middle and elementary schools and anti-bullying posters created and posted by the Graphic Design program.

New staff is introduced at monthly staff meetings. Staff meetings are hosted by a different department each week and include a selection of goodies that occasionally coincide with a holiday or special theme. Department members support new faculty to ensure smooth transitions are made into the school program and culture. Mentor programs are being established within each department to provide further support. Parent groups supply treats for the staff once a month, the student government and the Parent Club host teacher appreciation luncheons, while the Scotts Valley Education Association has periodic meet-and-greet social gatherings for new and returning faculty. All these activities and support systems help provide a welcoming and accepting environment. District mandated trainings focus on safety and sexual harassment, while optional, discrimination and sensitivity trainings are available.

4. *Develop and utilize strategies to more actively engage students in their learning.*

Our district chose student engagement as a mandatory focus for goals and teacher observations. A teacher-led PD was used to brainstorm and share ideas/strategies on the topic of actively engaging students. Lesson plans and techniques were listed, copied, and shared between staff members. Annually, two learning snapshots are completed by each teacher, one snapshot of a class within the home group of the observing teacher and the other of a classroom outside the home group. The data from the snapshots is compiled and shared by Focus Group C. Teachers have both formal and informal Peer Tutoring programs which are offered before and after school. Events such as rallies and activities are very student-driven by members of student government and other students. New PE and ROP courses are designed to increase student engagement.

New Critical Academic Needs

In the spring of 2012, classified and certificated staff, school administrators, and students met over the course of several weeks to discuss, evaluate, and select the school's most pressing areas of growth. The critical academic needs were determined in Fall of 2012 when stakeholders gathered to review the areas of growth generated by findings from the Chapter 4 analysis. The critical academic needs were narrowed down to five by the Leadership Team and further revised by the focus groups.

1. Implement a uniform, school-wide intervention program that will monitor the benchmark and standardized test performance of all students, including AYP-identified at-risk subgroups. Develop, implement, and assess strategies to improve both subgroup and individual performance on these assessments.

2. Build awareness of Common Core standards by correlating them to state standards and IB standards. Align the curriculum, scope and sequence, and benchmarks with Common Core Standards.

3. Strengthen school culture by integrating the School-wide Learner Outcomes (SLOs) into the school community and developing meaningful ways to assess them.

4. Continue to improve our efforts to adjust curriculum, instruction and assessment by monitoring and observing our students at work, to better meet their needs.

5. Build broader course options for students who are less academically motivated.

Chapter III: Progress Report





Chapter 3: Progress Report

The WASC midterm visit in 2010 produced the following commendations and recommendations:

Commendations

Commend the school staff for the modification of the school's mission statement since 2007-2008 school year so as to re-focus students, staff, and stakeholders but also to reflect the growth and integration of the IB Program into SVHS as an institution.

Commend the Scotts Valley IB Program Director for developing and sustaining a successful IB Program which was favorably reviewed by the International Baccalaureate Organization; in addition commend the district and site administration for their support of the IB Program at Scotts Valley High School.

Commend the district trustees, the district administration and the site administration for creating and overseeing the numerous improvements to the facilities at the school site.

Commend the district administration and site administration for the sustained leadership of SVHS in recent years that has led to consistency in the instructional program and in discipline policies.

Commend the district trustees and administration for providing professional development time across the district.

Commend the school staff for working diligently during professional time to create an atmosphere of collegiality and collaboration in creating essential standards, curriculum alignment, and benchmark assessments.

Commend the students and departments for sharing the multi-purpose room to enable them to put on performances.

Commend the staff for addressing the bullying issue as a way to ensure student safety and respect their individual differences, thus enhancing the positive culture of the school.

Recommendations

Articulation and alignment of math curriculum and instruction with course benchmark assessments and STAR testing results.

Alignment efforts with STAR tests continue, targeting revisions to more closely match and prepare students for success on the CST. Benchmark tests and common assessments are used in most courses to evaluate areas for remediation, intervention, and review. In Algebra 2 and Geometry, questions have been written to replicate the formatting of CST items, and these are written into the common assessments. Benchmark tests are administered twice a year, and results are evaluated by both individual teachers and common-course groups.

The Guidance Counselors, in collaboration with the Career Center Technician and ROP Counselor, will work toward providing a comprehensive counseling program for all students. Providing consistency of information, course sequence and schedules, timelines for SAT and ACT, and deadlines for college entrance to students and parents will improve overall counseling services.

This responsibility has been moved to the College and Career Center. Presentations are made to all students, beginning in freshman year, about graduation requirements. In the junior year, college admission requirements and options other than attending a four-year university are presented. Speakers and recruiters have been invited and hosted on the campus for presentations. "News from the Nest" articles describe senior deadlines and opportunities. A new Facebook page has been created and maintained in order to give seniors more than one way to gather information about scholarships, visiting presenters, career-orientation lunches, and a chance to view and discuss all types of opportunities beyond high school.

Guidance counseling has become difficult due to lack of funding. In 2011-12, there was only enough funding for a 60% counselor. However, our College and Career counselor, ROP counselors, and principal fill this need through group presentations in classes in order to provide course and graduation information. The IB Coordinator counsels full IB Diploma candidates in grades 10, 11, and 12.

Ensure that all students feel welcome and accepted regardless of their individual differences.

Peer Advocate Team, Rachel's Challenge, Respect Week, Staff response Bullying (B-doc), Student Gov. growth and influence, improvement in rally student behavior, and motivational speakers are just some of the ways that staff and students have addressed the concern about inclusion for all. For example, by establishing a severely handicapped (SH) classroom and an emotionally disturbed (ED) classroom, interactions between the general education students and SH/ED students have been mutually beneficial, and has extended to observable improvement in acceptance for all.

Develop and utilize strategies to more actively engage students in their learning.

Professional Development (PD) time was spent to review and build a “toolbox” of various ways to engage students. Annually, learning snapshots are completed to inform departments, individuals, and the school in general, of the engagement of students in the classroom. Each teacher visits two classrooms, one classroom in the same department and a second classroom outside the department. Observations are made of student activities and responses to learning - in addition to noting the SLOs exhibited during the visit. The interactions between the teacher and the students are noted as well as among the student groups during the sessions.

Monitor the performance of AYP-identified at-risk subgroups, and provide strategies to improve subgroup and individual performance.

Each department analyzed performance data for identified subgroups in 2010-11 to identify areas of need and incorporate strategies for improvement into SPSA goals. Science and Humanities Departments attended a year-long series of workshops designed to help teachers meet the needs of ELL students in 2010-11.

PD time has been used on a regular basis to examine assessment results for at-risk subgroups (EL and SPED); the Special Ed department has led PD discussions and presentations; English, Science, and Humanities attended a series of workshops in 2010-11 entitled “Improving Content Literacy,” designed to develop strategies to help EL students. Teachers identify and support students from subgroups (two per teacher in science department). All teachers discuss individual student progress and support strategies during PD time. English department representatives and Humanities department representatives collaborate to support subgroup students. The English Department spent time during PD at the start of the year to make lists of students who scored at the lowest levels on their latest CST exams. These students, whether designated “at risk” or not, become those whom are targeted for intervention during the year.

Have all departments strive to create, implement and track benchmark assessments that correspond with the newly created CST blueprint-aligned curriculums and/or associated essential standards for all courses.

Benchmark assessments in Math and English were developed and administered 2-3 times annually in the 2010-11 and 2011-12 school years. Benchmark tests have been investigated by the Science Department, but are not fully implemented.

Continue to provide staff development regarding Data Director and time to analyze results as a team.

A full staff development day was dedicated to the use of Data Director in 2010-11. All staff attended another training in September of 2012. Further trainings have taken place during PD time on Wednesdays in 2010, 2011, and 2012.

Determine ways to support reading, writing, and math skills across the entire curriculum.

English and Humanities met to coordinate cross-curricular integrated units in 2011; results this year were inconsistent; however, coordination helped eliminate duplication of curriculum between the

two departments. The music department has implemented lyric writing and math-based music theory. The IB curriculum requirements include cross-curricular ties through the Theory of Knowledge (ToK) coursework. Consequently, each department presents content-based topics in the ToK class that connect an understanding of learning processes to all subject matter – and reciprocally, ToK content is incorporated into the classrooms and curriculum in each department.

Seek ways to more fully integrate and assess the school's SLOs into the daily lives of SVHS students.

Schoolwide Learning Objectives (previously ESLRs) have been revised during spring, 2012. New SLOs are more easily used and measured. We are working to incorporate the SLOs and associated language into the curriculum and infuse the SLOs into the school culture. The integration of the SLOs is being assessed through the collection and analysis of student work (SLO evidence assessments stored in department-wide evidence boxes).

Continue to develop courses and electives that meet the needs of the non-IB student.

New ROP courses continue to be added each year. Current ROP courses, and the year they were first offered, on or near SVHS campus include: Culinary Arts 2009-10; Criminal Justice 2009-2010; Digital Photography 2010-11; Sports Occupations 2010-2011; Bicycle Performance and Technology 2011-12; Video Productions 2011-12; and Music Production and Recording Arts 2012-13.

School staff continue to explore ways of increasing international-mindedness within all aspects of the program.

In World Studies 1, students collaborate to research a country and create their own imaginary country. Art 1 includes a folk-art project. The English department examines the cultures and contexts through the authors' origins and literary settings, especially in ninth, tenth, and twelfth grades (English 3 focuses on American Literature). English 2, for example, is based completely on literature and projects on culture and history from around the world. Many students that year do historical narrative projects based on interviews with people from other countries. In September of 2012, an exchange program with a school in Chile took place, bringing together students from the city of Concepcion and those here in Scotts Valley. International-mindedness is a common underpinning of the curriculum in all IB courses.

Action Plan Progress

Home groups analyzed data and reported progress made on the 2011-12 action plan. The action plan is the school's Single Plan for Student Achievement (SPSA).

English Department

A. Significant Developments Having Major Impact

- We acknowledged the need for differentiation in the sophomore year of English due to the transition to IB English for some students. An Honors English II course was developed and created for 2012-13 school year. During the 2011-12 school

year the curriculum was piloted for future use. The focii for the new course are literary analysis and speaking skills.

- Across 9-11th grade, we recognized a need for structured grammar instruction; therefore, we have a developed grammar unit that is used in all grade levels in 2012-13. The goal of this cumulative curriculum is that it will result in improvements in the use of grammatical constructs in the students' own writing.
- English III classes focused efforts on use of rhetorical devices. They added comparative essay using rhetorical techniques in the Age of Reason Unit.
- English III also focused on nonfiction reading with *Catcher in the Rye* Unit using articles on psychological disorders and their connections within the unit.

B. Description of Procedures and Implementation

- **English I:** Our focus was on the standards for writing strategies. We attempted to use district created benchmark tests to monitor our students' skills in grammar. Although the teachers were unsatisfied with the quality of the benchmark tests, we did recognize a distinct need for direct grammatical instruction for our students. Therefore, we developed a grammar unit of study to implement throughout 9th -12th grade classes as appropriate.
- **English II:** Our focus was on the standards for literary analysis. We acknowledged the need for differentiation in the sophomore year of English due to the transition to IB English for some students. An Honors English II course was developed and created for 2012-13 school year. During the 2011-12 school year the curriculum was piloted for future use. The focus for the new course was on literary analysis and speaking skills.
- **English III:** Our focus was on writing conventions and reading comprehension. Teachers implemented a comparative essay focusing on rhetorical devices in the Age of Reason Unit. Also, teachers increased the use of nonfiction reading and comprehension in the *Catcher in the Rye* Unit.
- **English IV:** To prepare students for their successes beyond high school, teachers implemented multi-cultural literature circles, assignments that incorporated functional reading and technical writing, and longer-term projects.

C. Accomplishment of SPSA plan

We did not meet our CST SPSA goals. However, we did make improvements to our curriculum as well as our working relationship with the Special Education Department. Furthermore, as stated in our CANs, we continue our work toward curriculum instruction with benchmark assessments and CST results.

Math Department

A. Significant Developments Having Major Impact

- CST averages increased in all math courses in 2011-2012 due to increased focus on standards. For example, standards-aligned texts are now used along with standards-aligned assessments. Our geometry text is not standards-aligned, so supplemental materials have been developed for that course to better meet the curricular standards.
- The sequence of topics in courses have been rearranged to better align with the CST. Topics which are more frequently covered on the CST have been rearranged in the scope and sequence in order to be taught before the standardized tests.
- A focused review of topics tested on the CST is incorporated into classes during the two weeks before the CST tests.
- Proper placement of students has been improved by reviewing course registrations in the spring of each year. This has included articulation with the middle school to check the placements of incoming freshmen.

B. Description of Procedures and Implementation

CST data was analyzed by strand and results were used to revise the scope and sequence.

Analysis of CST data was used to identify students in need of additional support, with particular focus on identifying students belonging to underperforming subgroups.

C. Accomplishment of SPSA plan and ESLRs

We did not meet our CST SPSA goals. However, we did make improvements to our curriculum and included testing and practice of STAR-based questions throughout the year. Furthermore, as stated in our CANs, we continue our work toward curriculum instruction with benchmark assessments, CST results and the introduction of the Common Core. In addition, the following changes were made to better incorporate and measure student progress with the SLOs.

- Demonstrate cultural awareness - Where possible, alternative perspectives on math topics as seen in other cultures are brought up in several classes.
- Realize Role in Society - Daily peer tutoring sessions are offered for students at all levels of math.
- Effective communication - Students are coached in ways to effectively communicate by showing clear, organized work.
- Apply knowledge and think critically - Students are frequently presented with problems that require application of knowledge and critical thinking, in all levels of math
- Exercise effective communication - Collaborative teaching models were used more frequently in several courses. Portfolio projects are required in all IB courses and in Statistics

Humanities

A. Significant Developments Having Major Impact

- We did not meet our goal of 80% students being proficient or above. For 2011-2012 67.37% of students were proficient or above in World History. For 2011-2012 67.55% of students were proficient or above in U.S. History.

- Student teacher taught unit on World War II and foreign affairs enhanced the U.S. History course.
- IB HOTA year 1 focused more on U.S. standards; however, there was less time to do review and vocabulary before exams.
- Special education meeting attendance increased. IEP meetings were strengthened by all teachers meeting. Teachers increased effective communication with Special Education teachers.
- Created comprehensive website for U.S. History and IB HOTA year I. Lecture notes and other important documents were available online for students who were absent or who need additional support.
- PD time was dominated by WASC; therefore, there was little time to work as a home group to collaborate on these goals.

B. Implementation and Monitoring of last year's SPSA plan.

- U.S. History and World History teachers compared 2011-2012 cluster scores to 2010-2011 to find the lowest cluster score. The data determined the focus of greatest need for the standards the teachers have chosen to address.
- U.S. History teacher added a class debate on Japanese Internment and project on World War II and did a simulation for the Cold War. (ESLR's—Effective communication, apply knowledge and think critically; CAN—international-mindedness)
- World History teachers altered lessons for the World War I unit, such as adding a simulation of trench warfare, completing a writing assignment, and increased vocabulary. (ESLR's—Effective communication, applying knowledge and think critically; CAN's—Support reading, international-mindedness)
- IB year one teacher focused more on practicing on writing prompts and focused on WWI. IB year two teacher focused more on preparing students for study of WWII and to continue student growth in essay writing. (ESLR's—Effective communication; CAN—support writing)
- Teachers used techniques they learned from the Content Literacy workshops to help with writing skills and increase class discussion. For example, using pair-share before whole class discussion to encourage more participation. (ESLR—effective communication; CAN—support writing, subgroups)
- U.S History teacher used CST released test questions to help students with test-taking skills. (CAN—subgroups)

Science Department

A. Significant Developments Having Major Impact

- We analyzed last year's CST scores for all students and students in specific sub groups. We compared CST scores, grades, and extra credit awarded to target students.
- Both our goal and the corresponding district goal is to increase student achievement by 10%. We made progress toward this goal last year. Our overall CST scores showed

improvement, but not all scores improved as much as we had planned. We saw improvement in most of our identified subgroups' scores, but not by the states goal of ten percent. Some identified subgroups did not improve. The science department staff made this analysis and decision.

B. Description of Procedures and Implementation

- For goal A, students from identified subgroups, especially EL and Socio-economic were identified and teachers monitored their formative and summative course assessments, ELA and math benchmarks, course grades, informal teacher observations, and CST scores and discussed the progress with each student..
- For goal B, 10 % of all students enrolled in a science class will participate in science fair or pre IB activities.
- All students' scores are expected to improve by ten percent.
- The selected group of students from identified subgroups will improve their scores one proficiency level.

C. Accomplishment of SPSA plan

We saw improvements last year. Our strategy seemed to work, but we did not achieve our goal. This year, we will continue with the same strategies, but broaden our program to include more targeted students from identifies subgroups and identifying those students on the brink of moving to another quintile. We will generate a list of the identified students and will check up on their progress as a department on a monthly basis beginning September 19, 2012.

In addition to securing textbooks for the Integrated Science students, we will work to support the Integrated Science teacher and students by adding a formal check in with the IS teacher to every department gathering so that we are aware of the resources and support that we can help with.

World Languages

A. Significant Developments Having Major Impact

Students coming into French 2 and Spanish 2 have come into the class with a mastery of conjugations skills of the regular verbs measured by a diagnostic assessment given within the first few weeks of school. This improvement has been due to the benchmark tests that were administered the previous year in French 1 and Spanish 1. A similar trend was noticed with the current French 3/3H and Spanish 3/3H students whose 2nd year past tense/preterit benchmarks contributed to a marked improvement in this area for current 3rd year language students.

B. Description of Procedures and Implementation

World Language instructors administered verb conjugation benchmarks throughout the course of the year until the achievement targets were met. Regular in-class review, monitoring of student results, re-teaching and re-administering of the benchmark exams were performed in order to help all students reach the achievement target.

C. Accomplishment of SPSA plan

Student progress was monitored by formative assessments, student observation and the implementation of the benchmark exams. Students who did not pass the benchmarks at 90% during the first administration were given in-class review, and in certain cases, one-on-one tutoring. These students were then provided additional opportunities to pass the benchmark exams. This intervention strategy has contributed to meeting several of the school ESLRs, including: Applying Knowledge and Thinking Critically, because students used new knowledge and skills to process information in a variety of contexts. Students modeled a high level of integrity by completing their own work, and continuing to review as needed until they passed their exams.

General Observations

Modifications were made to the school grounds as part of the results of an access compliance review. These improvements include concrete slab removal and replacement as well as the construction of planters, steps and wheelchair access routes to the C600 building.

Stability of staff has improved.

Better relationships with district and site district administration and the school board has improved teacher morale. Improvements to the physical plant, including landscaping, has improved students' respect for the ground and school. Quick response by administration to issues such as vandalism and visibility of trash and recycling cans has improved the appearance of the school.

Chapter IV: Self-Study Findings





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

Focus Group Leaders:

Martin Schafer	<i>Science</i>
Michael Hanson	<i>Science</i>

Focus Group Members:

Valerie Bariteau	Principal
Bobbi Burns	Parent
Jenna Coop	Student
Debbie DeCastro	English
Elizabeth Hollenbeck	Music
Carolyn Lewis	SVUSD office
Molly McQuestion	Spanish
Riley McWilliams	Mathematics
Jared Norman	PE
Nico Ponza	Student
Michael Shulman	SVUSD board member
Logan Thornley	Student

A1. To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research, and the belief that all children can achieve high levels?

To what extent is the school's purpose supported by the governing board and the central administration and further defined by expected school-wide learning results and the academic standards?

School board members, administration, staff, students, and community members all contributed to the process of creating a Mission Statement and defining Expected School-wide Learning Results. Thanks to this wide involvement, the SVHS community is aware and supportive of both documents, as shown by surveys conducted by SVHS. In addition, the school community supports the Mission Statement, SLOs, and academic standards as evidenced by cooperative, consistent, and continuous participation in school-wide programs and committees.

WASC Professional
Development Meeting
Attendance Records

SLOs

In the Spring of 2011, SVHS reviewed and revised our Mission Statement to state that:

Scotts Valley High School's mission is to provide an exemplary education that will prepare our students to thrive in a modern world.

SVHS Vision and Mission
Statement

Through our challenging and diverse curriculum, extra-curricular programs, and strong partnerships with the community, students are prepared to be skilled and literate members of both local and global societies. SVHS programs enable students to realize their full potential in intellectual, social, physical, and ethical development.

This Vision and Mission Statement was created in a collaborative fashion, with input from parents, students, certificated, and classified staff. This diverse group was split into several smaller teams, each generating their own individual SLOs. Each team's input was then synthesized through a democratic process of selection and iteration. Governing board members and school administrators approved and participated in the formation of the vision, purpose, and SLOs for SVHS.

In the 2006-07 school year, the district first held a strategic planning Professional Development day to meet as a unified school district, with the initial intent of exploring methodologies of current educational research. One of the major goals of this process was to align the Vision, purpose, and ESLRs of SVHS with the district-wide strategic plan for continual improvement. This process has been reviewed and conducted

SVUSD Strategic Plan

annually with participants that include the district office personnel, site staff and administration, parents, and community members.

Prior to the creation and adoption of the SLOs, SVHS enhanced awareness of the ESLRs (see Appendix) using the acronym "DREAM." In 2005, this was adopted to summarize the Expected School-wide Learning Results. Through this process, certificated and classified staff, involved students, parents, and community members have become aware of the mission statement and Expected School-wide Learning Results. Going forward, we plan to develop ways of delivering the significance and building familiarity of the new SLOs.

In 2011-2012 we reviewed the ESLRs and felt that our staff, and student body had evolved, and we wanted to reflect our more refined educational philosophy. We wrote new SLOs to reflect who we want our graduates to be, and to have outcomes that were more measurable.

A subcommittee was formed, composed of a cross-section of our school community. This committee met and revised the ESLRs, transforming them into the new SLOs. These were then brought to our focus groups for input and final approval. The staff reviewed and approved the SLOs during the October 14, 2012 Professional Development Day. The SLOs were presented to and enthusiastically supported by the Board of Trustees.

We conduct annual surveys of staff, parents and students. A large amount of information was gathered from the entire process which led to the following conclusions:

Students with special needs are supported to achieve success in a variety of curricula. IEP/504/SST plans and processes help all students improve achievement by supplying appropriate support and accommodations.

The district Superintendent, Board members, and other site administrators regularly visit, observe, and participate in school activities.

The governing board and administration clearly communicate school policies to parents.

Teachers have collaborated to create each scope and sequence, which directly addresses state content standards and SLOs. Time has been added to this year's PD calendar for incorporating Common Core Standards into the appropriate department's scope and sequences.

PD attendance records

Staff Survey – Question 20 (89%)

Staff, Parent, & Student Surveys

Special Ed syllabi, curriculum, IEP/504 plans SST process and plans

District Office Schedule

Parent Survey – Question 14 (84% agree)

Scope and Sequence Essential Standards

Parent Survey – Question 24 (61% agree)

Parents are aware that the purpose and goals of the school are directed toward teaching, learning, and cultural awareness.

*Parent Survey –
Question 25 (68% un
Aware or neutral)*

A majority of parents are not fully aware of the School-wide Learning Results.

*Parent Survey-
Question 15
(49% agree)
Course handbooks*

Parents are divided about whether they receive accurate, clear, and timely advice from school staff regarding school course information.

*Parent Survey – Question
19 (63% agree)*

Most parents understand the structure of organization and communication regarding administrative decision-making at the school.

Aside from the generation of our school's vision, purpose, and SLOs, there are several ongoing programs that exemplify the dedication of our school community to success for all students.

The School Advisory Council (SAC) is an example of collaboration toward student success and school improvement. The SAC is a group of administrators, parents, teachers, and students that helps drive policy revision on such programs as school safety, and policies, and issues as they arise. Two examples of these issues might include bully prevention, and disaster preparedness. This committee provides an integrated approach to school improvement that includes a wide cross-section of school community members. It convenes once a month, and, in accordance with the Brown Act, meetings are open to the public with published minutes.

*SVUSD Board Governance
Handbook
SAC Minutes*

Student Government is another element of interface between students and the entire school community. Student Government helps the student body develop clubs and organize special events, such as dances, rallies, blood and food drives, and charitable events such as Adopt-a-Family. In addition, Student Government organizes and carries out special relevant assemblies to promote social awareness, such as establishing Respect Week. Every year they successfully work to increase participation in standardized testing, along with increasing understanding of its importance. This effort has resulted in close to 100% participation and an increase of over 100 points over six years in our API score. By including students in positive leadership roles, the school is working toward achievement of SLOs.

Student Government

Respect Week

CST Testing Campaign

SLOs

The Parent Club and Falcon Club are two parent-sponsored clubs that support teachers and athletic programs, respectively. Parent Club helps supplement the budget for instructional materials and other needs of the school in the academic and arts programs. The Falcon Club supports our athletic programs by raising funds to pay for coaches' stipends, equipment, and other athletic needs. These organizations provide a

Parent Club

Falcon Club

platform from which parents and other community members can be involved in the school's achievement of its mission and vision.

*Certificated Staff Adjunct
Duty Records*

Above and beyond the normal duties of the teaching staff, several teachers are further involved in coaching athletics, directing theatrical and choral productions, and/or advising extracurricular clubs.

One area for improvement will be to establish a routine process of review of achievement of the SLOs and rededication of staff and school-community towards meeting these school goals. Through our ongoing WASC process and review, we continually evaluate our success in achieving our SLOs. Through this process we chose to update our SLOs to more accurately reflect our practice and be able to truly measure students' success.

In summary, the Scotts Valley High School community supports the high school's mission statement and SLOs, and continues work towards effectively implementing them through collaboration among staff and the entire school community.

A2. To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected school-wide learning results and academic standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board regularly monitor results and approve the single school-wide action plan and its relationship to the Local Educational Association (LEA) plan?

The governing Board of Scotts Valley Unified School District was involved in the formation of Scotts Valley High School's original Mission Statement and ESLRs and later our newly updated Mission Statement and SLOs. Board meetings, which take place twice a month, provide a format for continually monitoring and supporting the Mission Statement and the SLOs. The board has also supported the process of implementing the Mission Statement and SLOs by providing staff development time dedicated to this purpose and adopting a Strategic Plan correlating both documents.

SVHS SLOs

The governing Board is made up of local elected community members who create and establish bylaws and policies that govern the school district's actions. The public in the local voting precinct elects the governing Board. The Board meets in a public forum twice per month,

Board Policy 1230

Board meeting schedule

with opportunities for district employees as well as the public to comment. The public is welcome at board meetings, and minutes are published on the district website for public viewing. In addition, Board members regularly tour classes and attend events, sometimes accompanying our Superintendent.

Record of public requests to speak at board meetings "How to Address the Board," posted on website

Some examples of issues that have been addressed by the Board include a shift to grade weighting for GPA calculation, budget reviews, closed-session salary negotiations, enrollment trends, donations, textbook adoption, legal issues, and school safety plans for all sites. Time is allotted for any attendees, including parents, to offer their opinions and insight into any of these issues relating to the school community. In addition to participation in board meetings, there is a uniform complaint procedure distributed to all parents at the beginning of each school year, and this procedure is posted in all classrooms as well.

*Governance Handbook
Board Policy 1130 (responsibilities of personnel)*

Williams Uniform Complaint Procedure

The district Mission and Vision Statements are used by the school Board and site staff as they review progress towards the high school's goals and SLOs. Each spring, the governing Board along with a diverse group of stakeholders, revise the district Vision and Mission Statements and developed a district Strategic Plan, which includes ongoing Professional Development time dedicated toward improving student achievement. At SVHS, some Professional Development time has been dedicated to the development and refinement of the SLOs. Recurring themes in both the SLOs and the district and the school's Mission and Vision Statements focus on developing academically capable, socially responsible, globally aware, contributing members of the community.

District Mission and Vision Statements

SVHS Mission Statement

Many new board policies speak directly and indirectly to many of the SLOs. The Board adopted International Exchange Policy 6146 addressing our cultural awareness SLO. Board Policy 6142.4 defines community service requirements for graduation in line with our positive contributions to community SLO. The Board Policies in section 5145 address the issues of bullying, harassment, and misconduct. In line with this policy, Board members attend California School Boards Association (CSBA) annual conferences where they receive ethics training and CSBA sends annual updates to keep the Board members aware of current information.

Board Policy 6146

*SVUSD Strategic Plan
Board Policy 6142.4*

Board Policy 5145

The annually reviewed District Strategic Plan, first adopted in June, 2006, calls upon site administrators and teachers to implement many of its actions. Teachers and teacher representatives are assigned to 70% of the action steps listed under student achievement and Professional Development responsibilities. Our professional development calendar has four afternoons each month dedicated to accomplishing those tasks.

SVHS schedule of Professional Development days

As part of the WASC cycle, SVHS annually evaluates data to provide

Single Plan for Student

continuous improvement in our School-wide Action Plan. Board policy requires that our Single Plan for Student Achievement is revised and adopted yearly.

*Achievement - SPSA
Board Policy 5145.*

In conclusion, the governing board of the Scotts Valley Unified School District has supported the formation, implementation and ongoing review of the Mission Statement and SLOs and continues to provide support by making them both a part of the district strategic plan. The board also provides a forum to monitor the implementation of the mission statement and SLOs each month during public meetings.

District website lists new and revised policies

SVUSD Strategic Plan

Board Policy 1312.3

Board Policy 1312.2

A3. To what extent, based on student achievement data, do the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school-wide learning results and academic standards?

To what extent do the school leadership and staff annually monitor and refine the single school-wide action plan based on analysis of data to ensure alignment with student needs?

The Scotts Valley High School administration and staff have been actively involved in using student achievement data to make decisions and develop programs aimed at all students achieving the SLOs and standards. A SVHS campaign raised participation in state CST testing, and the results of that testing were analyzed. This directly guided staff into making relevant improvements in programs and curriculum. In addition, The International Baccalaureate Coordinator and the staff are currently using test data to implement new classes that make the IB programme accessible to more students.

Three new P.E courses were added to allow for more choice education.

Added Honors English 2

In the most recent survey, the staff strongly agreed that the SVHS administration responds to achievement data to improve student learning.

Staff survey: question 14: scored 90%agree

Since our initial campaign to raise awareness in CST testing, SVHS has managed to maintain well over 95% participation. The original campaign was so successful that students from the ROP Marketing, Journalism, Video Productions, other courses, and the Student Government continued to join together to develop and deliver articles, videos, and presentations intended to raise awareness and increase participation in the CST. The success of the campaign is evidenced by a dramatic increase in the overall school API and a nearly perfect student participation rate, even after three prior years of declining scores. The most recent API score increased by 20 points, from the 2011 base 844 to

API increase of 20 points, from 844 to 864

a 2012 growth score of 864, with near 100% participation. Because of this, SVHS is one of two county high schools that qualified to apply for The California Distinguished Schools Award.

During Professional Development meetings, time is designated for the analysis of last year's CST test results. Teachers are given data showing scores and progress across departments, within specific courses, and among individual students. Instructors then meet within their subject areas and make conclusions based on the data that will be used in the future to help students increase academic performance, with focus on sub-group achievement. Each department uses this data to annually revise the Single Plan for Student Achievement (SPSA).

Analysis of the CST test data has resulted in a variety of improvements in curriculum and instruction within the classrooms. Specifically, instructors continue to align the curriculum of their courses with the state standards. Every year, instructors analyze CST cluster scores, develop goals for improvement and adjust their curriculum, scope and sequence and/or teaching strategies to address areas of need. Each department then submits their plan for improvement to be incorporated into the school wide SPSA. The use of Data Director, a web-based data and assessment management system, and especially the English and Math benchmarks, allow staff to assess actual student learning within the classroom and allow instructors to make decisions with more precise and timely data.

Instructors use CST test score analysis to compare in-class assessments and grades with the standardized test achievement scores on a topic-by-topic basis. This has provided valuable information that is used to assist instructors in identifying the strengths and weaknesses of their course curriculum and instructional methods according to the State Standards. Based on this analysis, teachers have created common subject-specific benchmark assessments.

Instructors associated with the International Baccalaureate Diploma Program have reviewed assessment data privately and as a group with the Program Coordinator. The focus of these reviews is to assess best practices and increase student achievement. The IB Coordinator works extensively to promote access of IB courses to more students by restructuring the program to offer a wider range of standard and higher-level courses. As a result of this restructuring, 73% of seniors are taking at least one IB course during the 2012-13 school year, up 3% from 2011-12.

Data Director has allowed us to analyze and disaggregate test data to more effectively and efficiently create school wide and department goals. These results drive our curriculum focus, planning, and implementation.

CST Test Data

Professional Development Meeting Calendar

Scope and Sequence

CST test analysis PD meetings

Math and English benchmarks and other common assessments on staff share t-drive.

IB Testing Data

IB meeting minutes

98 seniors and 117 juniors taking at least one IB course

PD agendas

We are also able to look more closely at the sub-groups and populations.

To conclude, Scotts Valley High School administrators and staff have used - and are continuing to use - test data to improve student achievement of SLOs and Standards. As a result of this effort, programs have been changed and new programs are being instituted to further progress toward improving student achievement.

A4. To what extent does a qualified staff facilitate achievement of the academic standards and the expected school-wide learning results through a system of preparation, induction, and ongoing professional development?

Beginning with the hiring of highly qualified staff members, SVHS staff facilitates achievement of the academic Standards and Expected School-wide Learning Results through the ongoing opportunities for Professional Development individually, departmentally, and as a whole staff. Such practices maximize staff experience and expertise and lead to student achievement of expected outcomes and standards.

SVUSD Human Resources Data

CBEDs

Teacher qualifications are dictated by the high standards established by the Scotts Valley Unified School District. Such standards are based on criterion that requires educators to be NCLB compliant, subject matter proficient, and approved by the California Commission on Teacher Credentialing (CCTC). SVHS educators reflect and exceed these standards and continue to build upon their qualifications through professional development. Current certifications and/or degrees of our 40 SVHS educators include: all teachers are CLAD certified, all are 40 NCLB certified teachers, and two teachers participate in the Beginning Teacher Support and Assessment (BTSA) New Teacher Project. In addition, over half (60%) of all certificated SVHS teachers have a Master's Degree.

At SVHS, the International Baccalaureate (IB) Diploma Programme has excelled in achievement of high academic standards. The IB Programme promotes a greater global perspective, encourages lifelong learning and critical thinking. This program also gives students the opportunity to challenge themselves with rigorous, skill-based curriculum, as well as fulfill school-wide standards. To facilitate the program's success, all International Baccalaureate instructors, as well as one counselor, have attended official IB training conferences around the country. Ongoing trainings occur throughout each year, and IB teachers are mandated to have at least one IB training every three years. IB instructors inducted into the program attend a one-week workshop that provides general

IB Programme Data

Sept. IB Dept Meeting Minutes

information necessary for implementing a subject specific course, and basic information about the IB Programme in general. IB teachers meet monthly to coordinate and collaborate about assessments, assignments, and student progress. According to the 2012 SVHS Parent Survey, 70% of families within the parent community support the IB Programme.

*Parent Survey question 27
(70% agree "IB classes are beneficial to Scotts Valley High School students")*

In addition to IB trainings and conferences, the staff regularly attends training conferences that focus on teaching to improve student achievement. This year, a group of staff is attending the Anthony Mohamad "Will to Lead, Skill to Teach" conference. A representative from each department is attending and will report back from the Doug Fischer "Purposeful Classroom" training.

Professional Conference attendance

The qualified staff at SVHS facilitates student achievement of academic standards and SLOs by establishing high expectations, supporting self-sufficient student academic achievement, and implementing a variety of instructional strategies in order to support all students. Teachers establish high standards and expectations at the start of the school year and continually reinforce them throughout the course of the year. These expectations are initially communicated through course syllabi and are reflected in the quality of student work and performance. Based on the 2012 Student Survey, students concur that teachers place high expectations on the importance of the quality of work. Additionally, 89% of the parent community stated that teachers have high expectations for students' academic achievement; 84% of the SVHS staff reported that they consistently require high quality work from students. Furthermore, teachers go beyond content to teach good habits, such as responsibility, punctuality, accountability, and discipline in order to provide students with the required skills for post-graduate opportunities. These attributes reflect our school-wide learning outcomes.

SVHS SLOs,

*Student Survey Question 8
(82%)*

*Parent Survey
Question 5 (89%)*

*Staff Survey
Question 19 (84%)*

SLO's

To ensure students reach the Expected School-wide Learner Outcomes, and more currently, the new SLOs, SVHS educators utilize a variety of instructional strategies to tend to all students' academic needs and different learning styles. Despite the lack of resources available, student access to technology has improved in recent years. Two computer labs, a portable laptop computer lab, and a new music and video recording studio have been added to the school site. The access to the server has been broadened in order to give both students and teachers the ability to connect without overloading the system. Teachers each have district-assigned personal laptop computers to use, and most classrooms have LCD projectors or document cameras as well.

*Staff Survey Question 18
(86%)*

SVHS Equipment Lists

*Student Survey Question 18
(64%)*

Different instructional techniques are evident in all subjects. For example, English teachers use kinesthetic approaches to teach difficult literature such as Shakespeare. Mathematics teachers use document

cameras and other visual techniques to relay notes about subject matter, and real world applications are utilized to ensure understanding. Math instructors often employ small group activities (2-4 students) to work toward solutions to problems posed by the teachers. One way that science classes conduct lab experiments is to deliver a hands-on approach toward concepts learned in class. This is accomplished with laboratory activities that engage students in small collaborative groups. Labs may involve apparatus to test scientific hypotheses and formulate student's understanding of scientific principles. World Language teachers use Total Physical Response (TPR), role-play, music, and many others differentiated instructional techniques to address the multiple intelligences, thereby reaching all students. In P.E., students create their own individual physical fitness plan and track their progress and barriers, and make necessary changes to their goal in order to establish the importance of being active for life.

Through the process of creating the Scotts Valley Unified School District's Strategic Plan, a need was defined and negotiated with certificated staff to have a modified schedule that allots time for ongoing Professional Development. Professional Development time has been used for aligning curriculum to state and Common Core Standards curriculum, cross-curricular articulation and collaboration among all schools within the district and the site staff, testing data analysis, data talks, curriculum alignment with SLOs, bringing in and sending out staff to content area workshops. For example, several PD times last year were allotted for the special education department to help teachers increase their knowledge and awareness of the students' special needs, modifications and accommodations, and how to address specific behaviors in the classroom.

SVHS educators promote the newly developed SVHS School Wide Learner Outcomes. The SLOs have been revised from the foundation set by the ESLRs in order to meet the needs of our dynamic individual students. Teachers incorporate the SLOs through communication with classes, defining the relation to the classroom curriculum and the learning goals to the students. All departments have a scope and sequence for each course, and these are updated and revised annually.

In addition, Scotts Valley High School teachers and administrators lead by example, promoting the implementation of our SLOs. SVHS teachers modeled the SLOs in a number of ways, and have inspired their students to do the same. For example, when a crisis arises, such as a student who suffers a serious medical condition, the SVHS staff steps up to build a support system with students, community members, and neighbors to provide for the family in need. When problems arise, big or small, the staff and students have worked together toward common goals in the areas of social awareness, strengthening community, and actively

SVUSD Strategic Plan

SVHS Bell Schedule

SVHS PD Calendar

SVUSD District Calendar

SLOs

SLOs

Scope and Sequence

SLOs

Haunted House

seeking solutions. Student Government places great focus and attention on supporting others, within and beyond our community. Each year, they organize a food drive, sponsor families for Christmas, and raise money for various charities. The Peer Advocacy Team (PAT) strives to provide personal, emotional, and social support for students in need. Students and teachers alike have worked hard to increase the awareness of what bullying is, and to make the campus safer and more comfortable for all. In a collaborative effort to address this challenge, SVHS has had school-wide assemblies. Additionally, Student Government sponsors an annual Respect Week, and a process for reporting and documenting bullying has been implemented. Teachers sponsor opportunities to have real world experiences; there are summer trips to Costa Rica, an exchange program with students from Chile, and presentations from leaders of the Invisible Children Project, for example. Each year the Interact Club sponsors the Pennies for Patients fundraiser for the Leukemia and Lymphoma Society. Student Government and other specific clubs have helped students realize their role in society by regularly involving students in food, coats, books, and blood drives. Scotts Valley High School's community service requirement means that several opportunities are always available and provided for students to make a difference in a great number of ways. From developing, implementing, and maintaining recycling projects to innovative community service efforts for the disabled and the elderly, our students have shown a high level of integrity and compassion for fellow citizens. Through actions like these, staff members and students have realized their roles in society through positive contributions to community as global citizens, demonstrated cultural awareness and sensitivity to local and global diversities, and have modeled high levels of integrity and compassion.

Every year a number of students earn Presidential Awards for investing more than 100 hours in community service. Our community recognizes many students for their commitment to volunteering with awards from the Rotary Club, the Parent Club, and Memorial Scholarships. Some students have contributed nearly 300 hours for charitable organizations.

Student achievement of the academic standards and the school-wide learner outcomes results at SVHS continue to grow through the continual efforts of its talented and highly qualified staff. One of the many elements that contribute to this increase is the use of focused Professional Development time as individual instructors, as departments, and as a staff toward curricular improvement and alignment with standards.

Respect Week

Pennies for Patients

Community service forms

CAS policies and forms

American Red Cross Blood Drive

Student Government Fund Raisers

Adopt-a-Family

Invisible Children Project

United Way Award

Presidential Awards for Community Service

Senior Awards Night program

A5. To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

The District Strategic Plan development was driven by the need to provide relevant and dedicated Professional Development time, and resulted in four half-days each month focused on data driven Professional Development and identifying student learning needs.

SVUSD Strategic Plan

Currently, Scotts Valley High School's four monthly Professional Development days are governed according to the district's Strategic Plan. Based in part of current educational research, this plan calls for each Professional Development Day to be committed to the goals of achieving both district and site-related objectives. In each Professional Development month, staff members attend one district-directed day, one site-level day, one department or grade-level day, and one day for structured collaboration centering on student achievement. The objectives and nature of these days follow:

Professional Development Meeting Notes

Professional Development Calendar

✚ District directed: Since SVUSD is a K-12 unified district; we want to move forward as a cohesive district. At all levels, we have been focusing on "What does it mean to teach to the Standards?" This was an opportunity for all sites to become thoroughly conversant with the standards and to refine K-12 curriculum alignment to ensure that all the standards are included. It is a time for teachers to work with teachers at other sites or on district-wide committees when needed. Upon completion of the WASC report, SVHS will return its focus of these Professional Development Days, addressing alignment of Standards with adoption of the new Common Core Standards, in addition to course designs, scope and sequences, and student performance levels.

PD Calendar

✚ Site level determined: Elementary and middle school sites use these days for work on developing and monitoring their Single Plan for Student Achievement. In a given year, the high school would use these for WASC-related activities, in order to make sure SVHS is on track to improve in the areas targeted for growth. Other topics for these days include annual evaluation of imperative items, such as emergency preparedness, schedule adjustments, and other site-level activities.

PD Calendar

✚ Department or grade level determined: The purpose of this Professional Development Day is related to curriculum, instruction, assessment, and student achievement. For instance, this meeting is an appropriate time to look at a department's

PD Calendar

benchmark assessments. The focus may vary from department to department, as it would at the elementary level, as relevant to grade level or subject area.

The Scotts Valley High School staff maintains a desire to continue to improve Professional Development with regard to its organization and effectiveness. On the 2012 staff survey, 59% of the staff agreed with the statement, "On-site staff development is well-planned and meaningful," and 42% of those respondents indicated that they "agree moderately." This seems to indicate that the staff feels that the current use of Professional Development Days is valued but could be improved. Worth noting, however, is that two of three staff members who commented on this question stated that Professional Development has improved over the past several years.

Staff Survey question 11

Teachers recently surveyed students regarding differentiated instruction in the classroom and were provided an opportunity to analyze the results for the purpose of utilizing this data to shape future instruction.

Professional Development Calendar

✚ Learning styles show a rounded, varied approach is very popular, with heavy emphasis on the needs of the visual learner and a surprising number of kinesthetic learners. Of the students who participated in the survey, 346 claimed to be visual learners, 220 claimed to prefer all learning styles, and 180 preferred a kinesthetic approach, while 117 consider themselves to be auditory learners. This data shows that teachers need to include a variety of learning strategies in order to reach the varied and diverse needs of the student population.

Differentiated Instruction Survey

✚ The survey also showed that there is a need to increase the use of technology in instruction. Approximately 70% of students claimed that their teachers do not use a multimedia approach to instruction, and 73% of respondents claimed that they do not utilize the computer lab as part of instruction. In response, document cameras and LCD projectors were purchased, the computer lab upgraded, and our laptop cart was reconfigured this year so that any room can be instantly converted to a computer lab with one laptop per student and a printer atop the cart to which the students can print. Teachers sign up for both the laptop cart and the computer lab online. During this school year, both were scheduled for use almost every day. Recently, a Technology Director and two technical support individuals were hired to address these areas of growth.

SVUSD Technology Plan

Computer Lab

Google Calendar

Student work samples are gathered and analyzed to determine the effectiveness of instruction and to further identify student-learning needs.

Evidence Boxes

Examples of high, medium, and low scoring papers are gathered in evidence boxes and reviewed by individual teachers and departments. This process leads to collaborative group assessments and developed strategies to create a system that can track and evaluate students of various ability levels. Staff then utilizes this evidence to discover, share, and document what is truly "best practice".

Staff Survey

Examination of the high school student schedule began in mid-February with each department. The feedback from this will filter through the department chair meetings with to administrators and counselors. The master schedule will then be shared with all faculty for any necessary subsequent re-drafting. Power School provides conflict matrices to minimize scheduling conflicts and increase access for all students to all courses.

*Schedule Committee
Master Schedule*

Department Meeting Notes

The district purchased a software based assessment analysis tool, Data Director, which allows the district to disaggregate student achievement information and view individual student assessments (past and present). Staff can then use this tool to create spreadsheet comparisons employing a multitude of variables.

Data Director

In summary, Scotts Valley High School benefits from the regular, structured use of Professional Development time toward improving student achievement and identifying student learning needs. The implementation of a software-based assessment analysis tool will help facilitate this process by providing more specific achievement data to instructors, in turn allowing them to better shape instruction to maximize student performance.

A6. To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected school-wide learning results?

SVHS is an institution dedicated to efficient and judicious deployment of all available resources. The district and the high school must make difficult decisions regularly due to limited pools of available funds. Despite shortcomings, these institutions are effectively allocating the necessary funds to programs and facilities in need.

In the 2012 staff survey recent poll staff members agreed that the school provides them with the necessary resources and support to maximize the effectiveness of their positions.

In terms of human resources, our instructors are highly qualified and well placed. About 60% of our instructors have Master's degrees, and 100% are NCLB compliant. Our teaching staff exhibits a blend of veteran teachers and enthusiastic credentialed young educators. Currently all instructors are teaching under a valid California credential.

The recent addition of a paid part-time library technician has increased the effectiveness of the library to serve as an organized resource and repository for textbooks and other classroom materials. However, according to a recent poll of students, the library remains underutilized as an educational resource. This may reflect a growing trend toward internet-based research, the part-time status of availability, or the lack of resources available in the library.

SVUSD has a full-time technology supervisor to set up new resources within the district and troubleshoot problems as they arise. Moreover, a half-time technology support specialist was added to serve all four schools, increasing the district's overall technical support resources and resulting in the allocation of one technician half-time to our site.

The current administration has made a concentrated drive using available funds to provide educators with laptop computers and connect the entire campus on a wireless server. This effort has increased the use of technology in the classroom and enabled effective and efficient sharing of data amongst the staff. In addition, students are given a separate login in order to dedicate bandwidth to the shared server.

Each classroom has also been outfitted with updated audio/ visual technology including televisions, DVDs, VCRs, and overhead projectors. We have also increased the number of data projectors available for classroom use. A number of departments have used donated funding to purchase document cameras for classroom use as well.

*Staff Survey –
Question 15 (70% agree)*

*SVUSD Human
Resources Data*

CBEDs

Library Technician

*Student Survey:
question21: 67% rarely
or never use the library
for research*

SVUSD Technology Plan

*Technology in
classrooms, availability
of wireless network, Staff
share drives*

*Additional technical
support*

*Hiring of new technology
supervisor*

Technology inventory

*Technology in
classrooms.*

SVHS has a computer lab capable of serving the needs of an entire class of students for class-work or internet-based projects. In order for students to make use of this resource each student must abide by the Electronic Information Resource Contract and be accompanied by a teacher during class time. This ensures that the students are aware of proper and lawful procedures and protocols concerning the use of technology for educational purposes, and that the computers are used for specific academic assignments.

SVUSD Technology Plan

Differentiated Instruction Survey Results

Electronic Information Resource Contract

Technology-leads and collegial experts have provided training in the use of PowerPoint, LCD presentations, internet research skills, and other needs, as identified by the staff.

When surveyed, concerning the availability of the resources necessary to maximize instructional effectiveness, 70% of the SVHS instructors responded that appropriate support materials are available. The improvements that have been made, such as wireless internet and multimedia technology in all classrooms, has made accessing instructional resources much easier. Teachers express that some important needs have not yet been met, such as dedicated computers for LCD projectors. The lack of resources may be caused by the chronic lack of funds at the district level. SVUSD is classified as a low-wealth district and therefore is funded at a rate well below the state average.

Differentiated Instruction Survey Results

Classroom Observation Survey Results

Staff Survey: Question 15

70% agree

SVUSD Technology Plan

The school website has been a valuable resource to all SVHS stakeholders. Students and parents can access the assignment page for specific course information. Additionally there are links to community service opportunities, college and career planning and preparation, athletic event information, and the IB Programme. The library has a searchable catalog posted on the website that provides all users remote access to its inventory; the school's newsletter, "News from the Nest," is linked and archived on the website as well. A calendar is updated on a regular basis to keep all individuals informed on current events. The SVHS website is linked to Power School, an internet-based program for grades, attendance, and parent-staff communication. This website work was initially made possible due to a volunteer from the parent community.

SVHS Website

The staff has access to an online resource used to organize and delegate classroom technological problems through IT SchoolDude. Use of this process has increased the speed and effectiveness of IT resolution and addressing maintenance problems. Another advantage of this method is instant communication and feedback between school sites and the district office.

SchoolDude IT Maintenance Request System

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

Strengths:

- ✚ There is a diversity of shareholders involved in the creation of the mission statement and Student Learning Outcomes.
- ✚ Time has been allotted and scheduled for professional development within the school schedule.
- ✚ SVUSD contains many dedicated members in our staff, leadership, and governance who share a mission/vision to markedly improve our students' education.
- ✚ There are several examples of existing programs, collaborative efforts, and parental involvement that support and exemplify the belief that all children can reach their individual potential.
- ✚ Analysis of CST data, and an improvement in participation numbers, has influenced alignment of curriculum with the state standards as well as increased API scores.
- ✚ A wide-range of improvement in the category of technology, including the purchase of laptops for all teachers, the update of the computer lab, wireless internet access on campus, a new district-wide technology director, as well as an increase in technology support.
- ✚ 100% of teachers are NCLB compliant and fully qualified for their content area.
- ✚ Increased offerings in and student participation in ROP courses.

Areas of Growth:

- ✚ SLOs
 - Increasing awareness and implementation for all stakeholders.
 - Increasing alignment of curriculum and the process for evaluating progress,
 - An annual procedure for evaluating progress toward achieving the goals is needed at site level.
- ✚ As of yet, the school has not yet identified a strategy nor allocated resources dedicated to support students with staff-based intervention (RTI) to help close the achievement gap.
- ✚ In spite of recent improvements in the library and related resources, there is still a great need for expansion and enhancement, such as with the library/media center.



Category B: Standards-based Student Learning: Curriculum

Focus Group Leaders:

John Postovit Math/Science

Focus Group Members:

Anita Long	English/Independent Study
Paige Newbury	Social Science
Lee Else	World Language
Daniel Denton	Assistant Principal
Sudha Schneiter	World Language
Nicole Bommarito	Fine Arts
Jane Koopman	Parent
Anthony Cellucci	Student
Aaron Gouw	Student
Ethan Hur	Student
Isabel Pennington	Student
Kathy Dunton	Curriculum Director, Scotts Valley Unified School District

B1. To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school-wide learning results?

At Scotts Valley High School all students have access to a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards set out by the California State Standards and Frameworks, moving into the California Common Core Standards, and the Scotts Valley High School SLOs. This is accomplished through a series of efforts. Besides our general education program, a wide variety of other programs including Special Education, International Baccalaureate, Independent Study, and ROP course offerings are used to help all our students reach academic success. Details of these programs will be included later in this section.

Special Education and English Language Development students receive support for their core curriculum classes through both Directed Studies classes and push-in aides to core classes. In Directed Studies, students with special needs are given tutorial support and resources for completing the coursework required in the general education classrooms. The Directed Studies teachers and paraprofessionals communicate consistently with the content area teachers to maintain the expectations for excellence. Our Independent Study Program provides options for students who need remediation, have exhibited success in a less conventional environment, or whose schedules require coursework at an alternate time period. Independent Studies cover the same content and hold students accountable for the same rigor as is expected in the conventional classroom settings at SVHS.

Efforts to incorporate Common Core State Standards began in the summer of 2011 with the Math and English Departments and with individual teachers. The English department, for example, has included oral presentations for the purposes of persuasion, engagement, exposition, and analysis as part of the curriculum every year. The evaluation of the students' speaking skills adheres to the California Common Core standards, as evidence of the recognized value of public speaking as a component that leads to lifelong success. Professional development will continue in 2012-13 with all departments.

Through the process of backward mapping, instruction in the regular course offerings is designed to guide students to meet or exceed the desired outcomes of the California State Framework guidelines. These courses are UC A-G approved, and a complete series of courses will prepare a student to meet UC/CSU admissions requirements. All courses are listed and described on the SVHS website and additional

*Course of Study
Descriptions, Scope and
Sequence*

*California Common
Core Standards*

SLOs

Master Schedule

SVHS Website

*Common Core
workshops at district
office*

*CA State Standards and
Frameworks*

*IB Programme
information*

information can be found on teacher web pages. Students are offered choices in lab sciences, physical education programs (in the second year), mathematics pathways, and world languages (including the option to take a language at the local junior college, such as American Sign Language). Required coursework in Humanities, and English are, at minimum, college preparatory, and can be taken at an honors level beginning in the tenth grade year.

In addition to standard high school courses, Scotts Valley High School is proud to offer the International Baccalaureate course sequence. Our IB program is a comprehensive and coherent program, developed and prepared by the staff to meet IB and California guidelines. These challenging courses are designed to prepare students for entry into the world's leading universities. Scotts Valley High currently offers IB classes at the Standard Level and/or High Levels in History, English, Mathematics, Psychology, Biology, Physics, Visual Arts, Spanish, French, Chemistry, Philosophy, and Theory of Knowledge. Between 10 and 27% of juniors and seniors each year enroll in the full IB diploma program, which grants them an additional credential at the end of their high school career. IB classes are not limited to "full IB" students, but are open and available to the entire student body. Students are actively encouraged to try at least one IB course during their high school career. Approximately 70% of Scotts Valley High School students enroll in at least one IB class during their junior and senior years.

SVHS course offerings are extended through collaboration with Santa Cruz County Office of Education Regional Occupational Programs (SCCOE ROP), and Cabrillo College. ROP courses offered on site at SVHS include Bicycle Performance and Technology, Criminal Justice, Digital Photography, Music Production and Recording, Sports Occupations, and Video Production. Juniors and seniors may take these courses as well as 21 different ROP courses at other school sites. Juniors and seniors may also take classes not offered at SVHS at Cabrillo College to expand their academic choices or broaden their paths.

Course offerings are revised annually to reflect student interests and needs, and may include several new courses for 2012-13. Digital Music Production, PE Dance, Biomechanics, Non-Traditional Sports, and Honors English 10 are all slated to begin as new offerings in 2012-13.

Our California High School Exit Exam (CAHSEE) results give further evidence of the strength of our program, and that of our feeder school. The 2012 CAHSEE test results for the first administration of the test to 10th graders resulted in pass rates of 97% in ELA and 96% in math. Results from previous years are similar. The students who do not pass are provided guidance through a variety of support services. These

*ROP Course enrollment
and dual-enrollment
(CC)*

CAHSEE Results

CAHSEE Tutorial

504 Plans

*SVHS Special Education
Department*

Special Day Class

support services include the following: after school remediation class in English and math, adult-ed school, and school-provided individual study books. Students have several opportunities in their junior and senior years to pass the CAHSEE. Most years, no more than one or two students fail to pass the tests - generally those students whose IEPs include goals oriented toward the Certificate of Completion.

Scotts Valley High School makes accommodations for both Special Education students and students with 504 plans. In accordance with IDEA, SVHS provides the Least Restrictive Environment for its students. Mainstreamed students receive assistance through a Directed Study class and from staff in the Resource Center. In the classroom, teachers accommodate individual learning needs for any student who may better succeed through means such as seating placement, books on tape, longer times for testing, providing copies of notes for those students who need it, and making test copies larger for visually-impaired students. At IEP meetings, administrators, teachers, students, counselors, and parents set benchmarks and goals for students identified with a learning disability to support achievement. Resource Specialists collaborate with teachers in determining necessary accommodations and/or modifications for testing environments and assignments. The RSP department at SVHS provides a “home base” where students feel accepted, supported, and comfortable asking questions.

Additional support is available to our students from a variety of venues. Informal tutoring in math and science is provided every day at lunch on a drop-in basis. Instructors in English, World Languages, and Humanities have organized peer-tutoring programs. For example, freshmen students who have shown an aptitude for accelerated mathematical study can choose to take an Honors Algebra 2 course upon entering high school. Those students may receive additional support from the teacher, peers, and other volunteers during lunch periods; they are also called upon to offer support to students in algebra 1, geometry, or algebra 2 courses. In this way, the learning culture of SVHS is established and maintained by the staff and students in collaboration. Tutoring for all subjects is also offered every Wednesday in the Career Center. Teachers collaborate at all levels and have professional development opportunities to enhance instruction. All these elements work together to support the rigorous curriculum at Scotts Valley High School.

A full complement of systems provides for identifying and servicing students who are in academic distress. Despite our severely reduced counseling staff, SVHS has managed to establish an active system for maintaining our Student Study Team (SST) program. This program serves as the initial intervention for students who are showing signs of academic distress. The process begins with a referral by a teacher, counselor, parent, or nurse for a meeting in order to discuss the

Tutoring programs

Student Study Team Program

SST Flow Chart

RTI Strategies

SVHS ELD Program

student's situation. Teachers are asked to provide information about strengths, concerns, accommodations made, and remaining questions on a "progress report" form. Once academic status and areas of concern are identified, the meeting is conducted and recommendations are developed with agreement from all concerned parties. In this way, the staff, student, and parents are able to identify common areas to address and a cohesive plan to support the student's success. The SST coordinator monitors student progress, and if necessary, refers students for possible additional services and/or support. One option offered through the district is an Independent Study program for students requiring greater individualization or independent pacing.

In the area of differentiated instruction, SVHS staff has attended a number of relevant instructional workshops, and progress is being made. At these workshops, different types of instructional strategies have been presented, and teachers have collaborated to develop activities that could be used in different subject areas. Lessons in science, for example, focus on the laboratory methods outlines by the State Standards; for accelerated students, further research or exploratory approaches are offered to enhance learning, while remediated students are given opportunities to make more than one attempt or to perform the work in increments. This ensures that every student has access to the relevant curriculum and is held to the same rigorous expectation for achievement. Specially Designed Academic Instruction in English (SDAIE) strategies, direct instruction strategies, Improving Content Literacy, and assessment of the district's Response to Intervention (RTI) strategies have also been investigated. SVHS teachers already use a variety of techniques to deliver differentiated instruction and multi-modal teaching.

English Language Development (ELD) and English Language Learner (ELL) students are given the California English Language Development (CELDT) Examination to determine their English Language proficiency. This determines whether the student is classified as Limited English Proficient (LEP) or Fluent English Proficient (FEP). We currently have 4 LEP students. LEP students are assisted with an ELD program in which intermediate students will receive additional support with a push-in or pullout model that is designed to meet both ELD and ELA standards. Humanities, science and English teachers have attended workshops series designed to promote methods of improving comprehension and performance of LEP students in the regular classroom. To help meet the needs of our ELL students, all of our teachers hold credentials such as CLAD, BCLAD or CLAD-equivalents, designed to assist LEP students in their learning. Of these, three are BCLAD-certified.

Teachers within departments have collaborated to align content and create a scope and sequence, and use common assessments to

*CA Standards
Framework
Scope and Sequence
alignment*

*Professional
Development Calendar*

CST Testing Data

determine if students are achieving the learning goals. Currently, the California Common Core standards and the SLOs are guiding the revisions of each scope and sequence document. Mindful of researched-based methodologies and current pedagogy, the SVHS staff reviews and refines these curricular guides every year. Additionally, as an IB World School, SVHS purposefully incorporates “international-mindedness” into each content area. The English department, for example, chooses literature that accurately represents cultural aspects in many parts of the world, in turn contributing to the class discussions of the use of color symbolism and ritual practices as part of literary analysis. This is just one of many ways the academics at SVHS are made coherent and meaningful for the students. During PD time, scheduled on Wednesday of each week, teachers can accommodate the need to update each department’s and each course’s scope and sequence. As part of its stated goals, the district-wide Strategic Action Plan outlines the way the district will accomplish curriculum alignment to standards and matriculation.

API Scores

STAR Test Campaign

AYP

SLOs

Articulation and alignment of our curriculum with feeder schools and our local community college is arranged through meetings scheduled during PD time with our middle school staff, and through an articulation day held in the spring of each year at Cabrillo College.

There are usually two full district professional development days built into the calendar. However, these are currently canceled due to budget limitations, and have become furlough days. SVHS staff is hoping these will be restored when the budget situation improves in coming years. Currently, as a high school, our staff uses Professional Development days to address student achievement, curriculum, student instruction, student learning, assessment, and accountability. Our district Strategic Plan is evidence of this. Through the implementation of this plan our staff benefits from regularly scheduled professional development, four times each month. This allows for district-wide collaboration between and among departments at the middle school and high school level, and focuses on increasing achievement for all students. Within departments, data is analyzed from STAR results from the middle school and subject-level assessments from the CST and IB assessments. Results have been matched to standards with consideration of the blueprints for the CST assessments. This process leads to the development of benchmarks and establishment of common benchmark assessments.

*California Common
Core Standards*

Our Academic Performance Index (API) scores have shown steady increase. Our 2012 API is 864, a 61-point increase since 2009. (2009 API: 803; 2010 API: 831; 2011 API: 845.) This was achieved through a united effort. The ROP Marketing and Video Production students created an advertising campaign that highlighted the benefits of taking and

performing well on the test, in regard to both the individual student and the school at large. Scotts Valley High School is 100% AYP compliant in all subgroups.

The integration of the new Student Learning Outcomes into daily classes is appropriately an area of growth. While many teachers work to build SLOs into their daily lessons, student and parent awareness of the connection is just in the beginning stages. However, some departments have been able to provide illustrations of specific lessons and topics meant to build SLOs into daily learning. Specific examples:

- ✚ English: Students demonstrate effective communication individually when presenting orally and participating in Socratic seminar; they listen to one another and build levels of knowledge and understanding through the processes of debate, discussion, and peer editing and feedback; in group performance projects, the students collaborate and show leadership, each student finding his or her role as part of a team. Literary analysis, essay writing, and literature study are three of the ways students show their dedication to learning, modalities of communication, and awareness of their roles as global citizens. In this way, the English department addresses all three SLOs are addressed in a cohesive manner.
- ✚ World Languages: Students demonstrate cultural awareness as they research and discuss Spanish- and French-speaking cultures. In addition, daily oral practice and meaningful, real-world role-play give students the opportunity to expand their skills in communication and cooperation.
- ✚ Mathematics: By using the function/graph/table/writing methodology, students learn to communicate through mathematical methods. Given real-life exploration topics, students are able to show reasoning skills that are applied in multiple situations. University-level mathematics courses are offered to students who set challenging goals, and those students frequently demonstrate leadership as voluntarily tutoring others during the lunch breaks. Most math classes integrate daily group problems, giving students a chance to show achievement in collaborative skills, communication effectiveness, and patient empathy as they work together to find solutions. Dedication and commitment to learning and truly understanding is highly encouraged.
- ✚ Sciences: Students participate in various goal-writing activities after analyzing their performance on formative assessments. As dedicated learners they propose action plans to achieve their goals to improve personal test results. Another example is lab activities where students apply their knowledge and critical thinking skills to formulate hypotheses, design experiments to

test hypotheses, analyze data, communicate sources of error and draw conclusions. Lab teams demonstrate effective communication and teamwork during the cooperative activities.

- ✚ Social Sciences: The comparative nature in the study of global contexts and national changes around the world that is covered in the coursework of the social sciences links to each student's development of cultural awareness. One example is the thorough comparison of various styles of governance.

Some teachers post individual standards in their classrooms and present them as "standards of the day." Many teachers provide assignment sheets and project descriptions with the relevant standards and/or SLOs.

B2. To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?

At SVHS all students have access to the school's entire program, directed by their personal learning plan, to prepare them for the pursuit of their academic, personal, and school-to-career goals. This goal is achieved with the support of a wide variety of education professionals. Students are allowed access to any class as required by California State and Scotts Valley School Board Policy.

Incoming freshmen complete a four-year plan for their high school career, which maps out the course of study that will meet their personal and graduation goals. These plans are reviewed annually, or more often in the case of failing students. Students can, each semester or year, modify that plan to remediate or accelerate, depending on their successes and interests that arise as part of their education. Counselors or administrators annually visit students' English classes to provide guidance to medium-sized student groups. In cooperation with students, counselors revisit transcripts and four-year plans annually. For students at risk of not meeting the graduation requirements, individual meetings are scheduled along with written communications to inform parents of their student's status. Meetings are scheduled with parents and students to help develop a plan to remediate deficiencies.

A part-time Career Center Counselor provides assistance to our students, distributing scholarship information, scheduling college presentations, sharing maps, lending catalogs and videos, hosting career panels, organizing Career Days, and is actively reworking our career board and the flow of job opportunities for our students. The College and Career Counselor maintains the college and scholarship links on the SVHS website. This counselor also supports students in meeting the Community Service requirement for graduation by advertising community

Counseling 4-year Plan

Counselor Classroom Visits

Career Center

SVHS Student Handbook and Graduation Requirements, on SVHS Website, College and Career Counseling index.

service opportunities to all students.

All students are given the core curriculum in math, science, English and social studies to meet state and district requirements. Freshmen who enter high school after having completed geometry in middle school may enroll in Algebra 2 or Honors Algebra 2. With successful completion of this course, the student is likely to take precalculus in tenth grade, and either IB Math SL or the first year of IB Math HL in the junior year. The sequence of math courses is as follows: algebra, geometry, algebra 2 (only freshmen are offered the Honors Algebra 2 course, since it is the first step in the most advanced mathematics path of study offered at SVHS), precalculus (or Honors Precalculus), and IB math SL or HL. An a-g approved statistics course is also offered for students who do not choose IB coursework in their eleventh- or twelfth-grade year.

ROP

As freshmen, students may choose biology or integrated science as a start to their studies in the sciences. Counselors frequently recommend that ninth-grade students enroll in biology, since the curriculum in that course is best for preparing students for the first high school standardized test in science. It also prepares them for the Life Science CST required of all sophomores. Students are required to take at least three years of science courses, one life science, one physical science and a third course in either subject matter. Therefore, SVHS offers chemistry, honors chemistry and IB Chemistry; conceptual physics, honors physics and IB Physics; biology, honors biology and IB Biology; and integrated science (the only course that does not fulfill a-g requirements, as it is not a lab science).

The English department offers college-preparatory courses for each of the four years of high school, and students must successfully complete all four years in order to graduate. Students who choose to accelerate their learning can begin in tenth grade with the Honors English 2 class or begin in eleventh grade with the two-year IB Literature A course work. A student may choose to return to the regular college-preparatory courses at the semester breaks or year-ends, if necessary. Historically, few students have changed their curricular path by enrolling in the IB course in their senior year, having earned the opportunity to receive a slightly modified version of the university-level work in that class through their previous performance in the preceding courses.

SVHS Clubs, see Website

All freshmen are required to take five credits (one semester) of Health course. Opposite that semester, ninth-graders usually take World Studies 1, a Humanities course. Although this class does not meet a-g requirements, it does provide a foundation for the social science studies that begin in the tenth grade: World Studies 2 – or Honors World Studies 2 – United States History, and United States Government (one semester) and Economy (one semester). Again, students may elect to take IB

courses in Humanities, beginning in their eleventh-grade year. The IB History of the Americas, a two-year program, expands the curriculum on a global scale, while still addressing the state requirements for understanding of our nation's history and government.

Additionally, students are guided toward and encouraged to complete the full set of A-G requirements in order to prepare them for higher education opportunities. College acceptance rates for SVHS graduates are 53% at four-year colleges and 46% at two-year colleges. Approximately 1% of SVHS graduates pursue other avenues immediately following graduation (e.g., travel, work, trade school, military).

To address a broad variety of student interests and goals, Scotts Valley High School also offers a number of electives, mostly through the ROP courses. In addition to the courses listed in the prior section, students can explore a very wide variety of career options through off-campus courses such as Aquaculture, Cabinetry, Culinary Arts, Construction Technology, Cosmetology, Engine Repair and Performance, and many more.

Course registration begins in February each year, for most students, and may be revised at any time through the third week of the new school year. In February, students are presented with the information they will need to make knowledgeable decisions regarding their educational pathways and graduation requirements when an administrator (acting as a counselor) or the counselor presents in each of the English classes. Course offerings are listed and defined, and an ROP advisor presents available opportunities as well. In this way, all students are given the same information, since all students are enrolled in an English class. The students are subsequently required to take their tentative plan for the upcoming year's coursework to their parents, to discuss and make changes, if necessary. A course catalog may also be accessed through the SVHS website. Upon review, parents sign the registration form, and the students return them to the office, where each student's choices are entered into a master schedule and sections are balanced for numbers, gender, and other relevant considerations. At any time following, students, parents, counselors, teachers, or administrators may make changes as needed. In August, about two weeks before the first day of school, students are given their schedule of courses as requested. Again, if changes need to be made, students and parents must simply follow a process that may include teacher feedback, administrative approval, or counselor recommendations.

Another way students are exposed to career choices is through a biennial school-wide Career Day as well as career presentations aimed exclusively at juniors. These presentations are arranged by the College and Career Center and delivered in the Humanities classes.

Post-Secondary Enrollment Data

ROP

*School Calendar
School Website*

*Course Planning Sheet
School Website*

*College and Career
Counselor*

ROP Counselor

*Course Catalog School
Website*

SOAR Day

The need to monitor students' post-high school careers has been under-addressed, but is now given attention through a new program run by our registrar, who will collate post-graduation data into a single spreadsheet. In this way, we can monitor the long-term success of our program.

Post-Graduation Data

Math and English workshops are provided after school in support of students that have not passed the California High School Exit Exam (CAHSEE). Adult school, community college courses and online courses round out the list of opportunities for students to remediate deficiencies.

Due to funding issues, summer school options are very limited at this time, though some intersession opportunities are offered through Santa Cruz Public School. A student's ability to change their course of study is fluid and flexible within the parameters of the drop/add policies at Scotts Valley High School.

There are also many clubs on campus which are designed to allow students to further explore their interests and potential educational/career paths such as the Cooking Club, Fashion and Design Club, Math Club, Science Club, Visual Arts Club, Young Republicans, International Club, and the Thespian Society, to name just a few.

Currently we are providing tutoring for EL students who have tested in the intermediate level or lower on the CELDT. These students are pulled out of their regular classes for about one hour per week on an individualized basis.

B3. To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

At Scotts Valley High School, every student has the opportunity to meet graduation requirements through a personalized four-year graduation plan. Programs such as ELD, RSP, Independent Studies, ROP, Student Study Teams (SST) as well as IEP and 504 plans are in place to support students and their individualized needs, as detailed above.

SVHS Graduation Requirements

SVUSD graduation requirements include 220 credits that meet or exceed state requirements, and 60 hours of community service. Every student must successfully complete four years of instruction in English, including literature and composition, totaling 40 units. Students must complete 3 years of math, culminating in the passing of Algebra 2 coursework (30 credits). Students must complete three years of sciences, covering both life and physical sciences during those years (30 credits). Three years of social sciences are also required, including U.S. History, economics, and

Six week progress reports

government (30 credits). Students must take one year of world language, and then complete either a second year or a year of fine arts study (20 credits). One semester of Health and two years of physical education are required for graduation as well. (25 credits) The remaining 45 credits are earned through electives, coursework leading to individual university requirements, ROP opportunities, and classes that fulfill a student's pursuit in an area of particular interest.

Counselor Visits

SVHS requires 60 documented hours of Community Service as part of the graduation requirements. Community Service must be approved by an administrator or the IB Coordinator. No more than fifteen hours can be credited for each individual Service event, which encourages students to provide volunteer time to a variety of organizations. Community Service experiences must give time to benefit an identified population of people in the local area – and should not be directly tied to a religious focus. Upon completion of a Service event, the students must complete a reflective form, acquire signature(s) from the supervisory individual(s), and submit the form for final approval to the principal. Additionally, students must also pass the California High School Exit Exam (CAHSEE) in order to graduate.

CAHSEE support programs

Progress reports are mailed home every six weeks, which helps to inform parents and be sure they are aware of their child's current grade status. Grading is recorded through the Power School program. This online program allows parents and students to monitor grades on a continual basis, reducing the chances that a student will fail a course.

Add-drop policy and procedure, on SVHS website

Other support programs are detailed in the previous sections of this report.

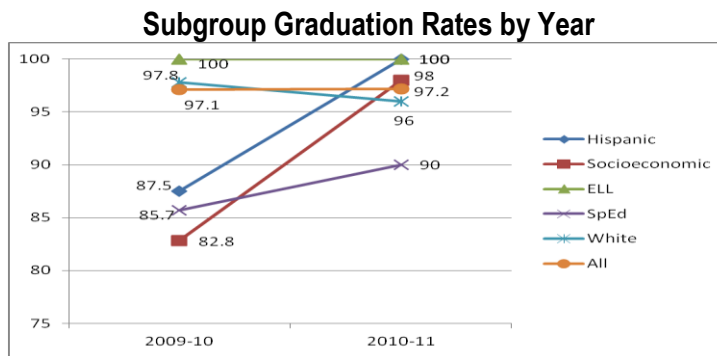
Every year, staff - in tandem with the school counselor - review graduation requirements using the student's transcript along with the individual four-year plan. The vice-principal and principal are currently carrying out many of these counseling tasks, due to lack of budget for counseling staff. For students at risk of not meeting the graduation requirements, individual meetings are scheduled along with written communications to inform parents of their student's status. Meetings are scheduled with parents and students to help develop a plan to remediate deficiencies.

Independent Study, course catalog

Scotts Valley High School has maintained an overall graduation rate of just over 97% since 2009. This includes graduation rates for each subgroup as follows:

Subgroup by %	2009-10	2010-11
Hispanic	87.5	100
Socioeconomic	82.8	98
ELL	100	100
SpEd	85.7	90
White	97.8	96
All	97.1	97.2

Subgroup Graduation Rates



Scotts Valley High School students have numerous opportunities to take and pass the CAHSEE beginning in their sophomore year. The CAHSEE is offered once during a student's sophomore year, twice during a student's junior year, and three times during senior year. If a student has failed to pass the exam during his or her junior year, then remediation is offered. Those students who ultimately do not pass the CAHSEE but have met all of the graduation requirements receive a Scotts Valley High School Certificate of Completion.

School Calendar

At Scotts Valley High School, a student's ability to change their course of program is fluid and flexible within the parameters of the school's drop/add policies. Students are allowed to drop or add a class within the first three weeks of a semester. Students may make appointments with staff on an as-needed basis to address questions about graduation progress. This helps the process of monitoring our students to be sure they are on track to graduate.

Add/Drop Policy

Independent study classes are offered for students who have special circumstances. These courses are offered on SVHS campus and are taken in conjunction with regular classroom courses.

Independent Study

Category B: Standards-based Student Learning: Curriculum

Strengths:

- ✚ *The school community, including students, parents and staff, is committed to excellence in education.*
- ✚ *Our rigorous course requirements provide high expectations for our students. Peer tutoring is available for students wanting additional support.*
- ✚ *The International Baccalaureate Program offers SVHS students a unique opportunity seen at few California schools.*
- ✚ *Department staff time is allocated specifically for curriculum development and course-alike planning, although in the last 1 ½ years much of this time has been allotted to the Focus on Learning self study.*

Areas of Growth:

- ✚ *Students having difficulty with the rigorous requirements need support beyond the scope of peer tutoring. Continue efforts to improve support for struggling sub-groups, such as ELL and socioeconomically disadvantaged students.*
- ✚ *Develop and implement cross-curricular integration among disciplines and increase communication between teachers and departments and increase interaction between middle school/high school staff.*
- ✚ *Strengthen efforts to provide more meaningful, engaging, and relevant instruction and assessments.*
- ✚ *Broaden the commitment to comprehensive benchmarking in all subjects. Benchmark programs are in place in some subjects and are being reviewed for improvement by teachers and administration.*
- ✚ *Incorporate SLOs more thoroughly into the curriculum.*
- ✚ *Expand curricular programs to meet the needs and interests of underachieving students.*



Category C: Standards-based Student Learning: Instruction

Focus Group Leaders:

Carol Freeman	Social Science
Lori Carbone	World Language

Focus Group Members:

Emily Brandt	Fine Arts
Adi Welch	Science
Lynne Near	World Languages
Kathy Rauch	Math
Naomi Rollins	English/Fine Arts
Danielle Sattler	Special Education
Christie Danner	Counselor
Margot Carlisle	Parent
Lizzy Torrez	Student
Brett Perry	Student
Layne Ahlstrom	Student
Matthew Helms	Student
Michael Levy	Student

C1. To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?

At Scotts Valley High School, students with a variety of abilities and diverse backgrounds are involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results.

ESLRs/SLOs

Specifically, various surveys, informal interviews and learning observations showed that most students know the expected performance levels and standards beforehand, that some differentiation of instruction is occurring in the classrooms, and that overall students have very positive perceptions of their learning experiences. However, there is room for growth in addressing the specific needs of individual learners as well as making the ESLRs/SLOs an integral part of school culture.

Surveys

Student Interviews

Focus Group-generated Surveys

Many sources of evidence demonstrate that students are made aware of the standards and expected performance levels prior to instruction, and that most students are familiar with the ESLRs/SLOs. Specifically, this evidence includes but is not limited to: learning snapshots, student interviews, the student survey and course materials.

SLOs/ESLRs Posters

*Learning Snapshots
Syllabi/Assignments
Student Interviews*

Observations of teachers and students working provided in the Learning Snapshots showed that students are exposed to the standards and the ESLRs through rubrics, assignment directions, and syllabi. These observations reported that many teachers list the standards directly on the board for each lesson as well as directly on their assignment handouts, and provide overarching learning goals as well as how they relate to both the California State Standards and ESLRs. In addition, many teachers list standards and appropriate ESLRs in their rubrics with their assignments and/or assessments. Similarly, IB students are informed regularly on the IB objectives and expectations related to IB assessments, and regularly review the evaluation criteria in relationship to their coursework. They are also made aware of IB learning objectives and expectations through the review of student samples (high, medium, and low) and demonstrations.

*Learning Snapshots
Syllabi/Assignments*

*IB Evaluation Criteria,
Assessments*

Student surveys and interviews also indicated that daily agendas and learning goals posted in the classroom and on assignments help them become aware of the standards and performance expectations. Most students interviewed stated that teachers told them the expected performance levels and standards before the activity through posted agendas and standards, explaining tasks and goals for the day, and showing examples from various performance levels. Students stated that standards are often explained at the beginning and end of units but are

Student Survey

Student Interviews

not always explicitly discussed before each lesson or activity. Only a few students stated that they were standards or learning expectations were not discussed in all of their classes.

The instructional materials in use in all courses assist students in understanding and achieving the California State Standards. All text books in use at Scotts Valley High School are aligned to the California State Standards. In addition to including a list of the standards, the books include and define standards that will be covered in each chapter.

Textbooks

Overall, students are made aware of the ESLRs through a variety of means: ESLR posters are hung in all of the classrooms, the ESLRs are also listed on the back of the student ID cards for the last 5 years. The student survey revealed that the majority (72%) of students were aware of the ESLRs, however, comments stated that we could improve on communicating them in a more regular fashion throughout our lessons. Students interviewed concurred with this information: they indicated that they are aware of the ESLRs primarily through ESLR posters in the classrooms but they are not consistently and explicitly discussed during instruction by all teachers.

Student ID Cards

Student Survey

Student Interviews

Dream Posters

In terms of differentiation, it has become clear that teachers at SVHS employ a variety instructional methodologies and strategies that address the needs of a variety of learners, and that this has kept students engaged and interested in learning. This instructional approach had a positive impact on student performance overall. However, a review of several data sources revealed that differentiation based on individual student learning abilities remains an area of growth, and that instructors could benefit from professional development in order to implement more ability-based differentiation in the curriculum.

Learning Snapshots

Observations of students working and student interviews showed that instructors use a variety of instructional methods and assessment means to differentiate instruction and ensure that all students were meeting the academic standards. Examples of such differentiation include the use of co-teachers in mainstream classes to increase accessibility to expected academic standards, the integration of technology, tech-based learning throughout the curriculum, the use of formative and informative assessments, as well as the use of multi-media/product based learning. In addition, the snapshots revealed that many teachers use collaborative/team learning, peer editing, and small group work in their classes so that students who have already mastered the skill or content can give assistance to students who are still developing their skills or knowledge.

Learning Snapshots

Student Interviews

However, when surveyed regarding the differentiation of curriculum employed by teachers in the classroom, it is clear that this remains an area of growth for most instructors. Only about half (51%) of instructors regularly select a variety of books and resource materials to address all of their students' reading levels the majority of the time, and only about 40% of teachers regularly discuss areas of interest with their students before planning lessons. The use of learning contracts based on student readiness, interests, or learning profiles is not a regular practice for most instructors, as 82% of responded that they used them either "some of the time", "not often" or "never".

*Differentiated Instruction
Survey Questions #1-10*

In addition, over half of all instructors (53.6%) regularly reteach concepts to small groups who need support or explanations, and either provide additional enrichment or exemption to students who have mastered the material. An additional 35% of teachers differentiate in this way "some of the time". Nearly 60% of instructors regularly use tiered activities according to student abilities and needs, with another 25% of instructors state that they use such activities "some of the time". Only 21.4 % regularly offer students choices of assignments and assessments, yet 46% of instructors do offer choices "some of the time". The use of learning stations is limited in that only about 18% of instructors use them most of the time or always. The majority of respondents stated that they either used them some of the time (36%), not often (29%) or never (18%).

Learning Snapshots

Differentiation Survey

*ESLR/SLO Evidence Box
Evaluations*

However, almost all teachers (92.9%) group students according to readiness and interest levels, and use seating arrangements that mix student ability levels. This was confirmed by the student interviews that stated that differentiation was occurring through mixed level student pairings. In addition, about 86% of teachers allow students to choose working alone or with peers.

Learning Snapshots

Differentiation Survey

*ESLR/SLO Evidence Box
Evaluations*

Based on the differentiation survey, it appears that the instructional staff would benefit from a discussion of what differentiation means and looks like in a classroom setting and a discussion of the different techniques that can be utilized in order to keep all students engaged and meeting their individual learning goals and needs.

Differentiation Survey

Students' perspectives on differentiation were reflected in their interview responses. A majority of students indicated that teachers are regularly using informal checks to assess student understanding, and that students received additional help additional help and/or assignments if they asked for it. Most students did not indicate that they were provided

Student Interviews

individualized lessons or assignments based on their learning levels, and several reported that students needed to advocate for themselves if they needed this level of assistance. Students indicated that large class sizes hindered teachers providing individualized instruction.

Differentiation Survey

Although it remains an area of growth, the level of differentiated instruction and curriculum that has occurred has impacted student learning by increasing student engagement and increasing student proficiency levels across the curriculum for most students. The results of the student survey revealed that the majority of students feel their teachers keep them interested and involved in classroom activities. In turn, this student engagement contributes to improved student performance in classroom activities and on assessments, and even increased interest and enrollment in advanced-level IB courses. Most notably, the impact of this differentiation on student learning is an overall increase in student proficiency levels on the CST assessments and the school's high pass rate on the CAHSEE exams.

Student Interviews Student Survey, question #17

Student perceptions of their learning experiences were gathered and recorded from informal student interviews and dialogues, and revealed that most students have a clear understanding of performance expectations, the standards and the ESLRs. In addition, most students reported very positive learning experiences in their individual classes, and substantiated their responses with specific examples of their learning.

Informal student interviews

As reported previously, a vast majority of students report that they are aware of the ESLRs and that they are aware of the standards teachers are addressing in their lessons. Additional support for these statements comes from the student survey, in which 72% of students indicated their awareness of the ESLRs, 64% of students stated that their teachers keep them engaged and interested in lessons and activities, and 85% of students feel that their teachers genuinely want them to succeed.

Student Survey Questions #1, 17, 15

The vast majority of students interviewed provided insightful and overwhelmingly positive comments of their learning experiences, and reported several similarities among their different courses. Common experiences students reported across the curriculum were establishing the learning goals and goal setting, making connections across the curriculum and applying the concepts they learned to real-life situations. Students reported that collaborative learning as well as projects and performance-based assignments in all of their classes were effective and enjoyable means of meeting the learning objectives.

Student Interviews

English

The students involved in evaluating their own work as well as their peer's work have expressed that their ability to demonstrate effective communication improves each year, and through careful listening they have acquired the tools to find constructive criticism a useful common understanding. Often, students reported that reflecting on their own writing helped the process of revision, leading them to make the necessary changes to improve on the next writing assignment. In this way, the students identified that learning from adversity has resulted in a positive outcome.

English literature students also expressed gaining a global perspective when examining themes and contexts that contribute to the literature and authors' intentions. Through open discussion in Socratic seminars, class debates, and group collaboration, the students found ways to demonstrate leadership and conduct productive group work time. Through these activities and through the study of Greek and Roman Mythology, Shakespeare, and a variety of literature from different cultural and historical perspectives, students felt that the English curriculum over the four years at SVHS increased their awareness and understanding of their own cultures and of other cultures.

Math

In terms of their perceptions of learning, math students responded that there are opportunities to demonstrate motivation, commitment and independence within their math class if they participate during discussions, help other students, focus during class and complete their assignments by trying their best. They also felt that their math teachers inform them of the lesson goals each day in various ways and that their teachers use a wide variety of techniques while teaching.

Science

Science students felt that setting goals and reflecting on achievements helped them stay focused, and that they could apply many concepts learned in science to real life situations. They felt that their science courses have affected the way they think and analyze data by asking questions and analyzing problems with a systematic approach. They were better able to understand different places, different ecosystems, and the conditions that affect the world, and that they were able to look at other everyday life situations critically. In addition, the consensus was that collaborative group projects such as labs were most effective in helping the students learn.

English Student Interviews

Math Student Interviews

Science Student Interviews

Humanities

Students reported that history and especially current events help them understand the world around them, allowing them to compare the past to the present. Students reported that current event discussions expose them to different sources and opinions, and help them recognize bias in the media as well as their own personal biases. Skills students obtain from humanities courses include note taking skills, presentation and public speaking skills, and writing. Students pointed out that what they learn in History connects to the books they are reading in English and the writing they are doing in their English courses.

Humanities Student Interviews

World Language

When interviewed, the vast majority of students reported that world language classes have given them a better understanding of our multi-cultural world, provided them with many opportunities to speak and learn the language. They stated that World Language instructors provided a positive affective environment in which to learn and that they held their students to high academic standards.

World Language Student Interviews

Students said learning about different countries, seeing movies, listening to music videos, and the exchange with Chilean students as some of the ways they learned about multi-culturalism and differing points of view. Most students felt that projects were beneficial to learning vocabulary and writing skills, while listening and pair-based speaking activities benefited their understanding of the languages and culture studied. They specifically stated that these activities improved their speaking abilities as well as their understanding of various cultures, and said that practice with partners and in small groups as an important formative step in gaining oral competence. Most students interviewed stated that they had had some level of success speaking the target language outside of the classroom ranging from being able to understand what relatives were saying in the target language, to meeting and conversing with people when traveling.

Visual and Performing Arts

Students reported that participation in the Visual and Performing Arts provided them with the opportunities for developing independence, self-reflection and improvement, goal setting and demonstrating commitment. Both Visual Arts students and Graphic Design students reported that in hands on projects there are constant opportunities for self-evaluation based on a rubric of skills and concepts as well as peer to peer evaluation. Students reported their motivation to succeed, their enjoyment of the coursework and that their work in VAPA contributed to their success in other academic courses.

Visual and Performing Arts Student Interviews

Through the study of various artists and techniques, students

commented on how they understood how art can have a message or positive impact on the community. Graphic Arts students discussed how making posters for different organizations both within (plays, haunted house, anti-bullying) and outside of our school (SVWD water conservation) could have great impact on the community. Students reported that through the Performing Arts, they are given many opportunities to affect their community. Choir/music students participated in “Sing for your Life”, a community fundraiser, where they saw their efforts in music reach the community and affect the lives of others. In Drama, students wrote and performed “Anti-Bullying Skits” for elementary school students, which focused on the effects of bullying and how it can be changed in our schools.

Students reported that skills developed in Visual and Performing arts helps students in almost every other academic area. They gain confidence, productivity, and creativity that they can use in projects for other classes that include things such as posters and speaking assignments.

Health and Physical Education

The majority of students interviewed in Health and Physical Education recounted positive learning experiences that included developing healthy life behaviors and attitudes, encouraging mutual respect, and recognizing and respecting diversity in their classmates and community.

Most Health students expressed that they learned to eat healthier, modify their eating patterns, and make better choices overall when it comes to personal health. Nearly all students reported that they have made at least one positive change in their diets and some stated that they benefited from learning about the connection between how food can play a role in athletic performance. Many students noted that the course helped them feel more confident in being able to help a friend or loved one who might be suffering from mental disorders, and that they are less likely to use drugs and practice abstinence. Most students felt that respect was encouraged by the nature of the course in that many sensitive issues are addressed.

The majority of students in each grade level reported that PE encouraged them to find an activity outside of school/PE to increase their level of fitness, and that this can be accomplished at no cost. Students also reported that during PE, they were expected to demonstrate sportsmanship-like behavior, respect for all classmates and their performance during game play, and a positive attitude in general. They also noted that they can promote fitness in their community by exercising with family members and friends.

*Health and Physical
Education Student
Interviews*

C2. To what extent do 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?

Evidence reviewed during the self-study process shows that teachers at Scotts Valley High School use a range of strategies and resources beyond the textbook in order to help students of all levels succeed. The variety of instructional methodologies and materials used focus on helping engage students and contribute to the development of higher order thinking skills. However, there is some concern expressed by teachers and parents that there are not enough technological and library/multimedia resources available to provide students and teachers with the most advanced learning experiences and exposure to new technologies.

Learning Snapshots

Based on the teacher observations of each other, teachers are current in the instructional content taught and in research-based instructional methodology. Most of the lessons that were observed were student-centered and included active student participation in a variety of activities such as labs, interviews, or research. There was also a variety of instructional strategies employed with a focus on student engagement, including but not limited to: partner work, group work, Socratic seminars, whole class discussion and instruction.

In regards to the use of technology in instruction, the learning snapshots revealed that the majority of instructors were regularly using a form of technology for lesson delivery, and that these instructors were using additional resources beyond the textbook in lesson presentations as well. Nonetheless, responses from the teacher survey revealed that only 43% of teachers feel they have the necessary resources to maximize their effectiveness in their positions.

Teacher Survey, question #15

Parents shared a sentiment that the limited technological resources of the school hindered their students' ability to interact with technology on a regular basis. Based on the parent survey, only 18% of parents agree, and 25% of parents moderately agree that their students are given enough opportunities to interact with technology and that they are prepared for the technological demands of society. Only 21% of parents agreed and 43% moderately agreed that classrooms are adequately equipped and conducive to learning.

Parent Survey

Most students reported that resources beyond the textbook were available, yet only 56% reported that they often used these materials and found them helpful. The school library and its resources remain vastly underutilized, as only 33% of students report using the library

Student survey questions 21 and 22

with other students.

Scotts Valley High School offers students a variety of field trips and cross-curricular presentations that enrich the learning of our students. The Theory of Knowledge (ToK) and all IB students go to the Mystery Spot for a science trip, and the TOK course regularly hosts guest speakers from a wide range of backgrounds and expertise. Guest speakers include fellow teachers, doctors, lawyers, judges, scientists, transgendered individuals, and African Ambassadors. There is a TOK presentation on atomic bomb physics, economics, language, psychology, history, arts, just to name a few. In addition, all IB instructors regularly incorporate TOK elements in their instruction, and many have students complete cross-curricular projects that incorporate TOK concepts.

Additional field trips and cross-curricular presentations take place in English, Science, World Language and the Arts. In Honors English II and IB English senior year, the IB History teachers give history lectures as context for our books, and students complete a joint English/History IB project. The IB Chemistry and IB Physics students take a field trip to Agilent Technologies, and the IB Psychology students visit the Cognitive Neurobiological Imaging Lab at Stanford. There is an IB Chemistry presentation in TOK on scientific models. World Language Spanish students take a field trip to meet their Spanish-speaking pen-pals at South county school, and walk to a local taqueria to order lunch in Spanish. Field trips in the Visual and Performing Arts include trips to San Francisco and San Jose Museums, the Santa Cruz Tannery and Santa Cruz Art Night/ First Fridays. Students are asked to visit various artistically influential sites to gain inspiration and create art such as Pebble Beach for Earthworks, Metreron Park for Architectural sketching and Clarion Alley and Balmey Alley in San Francisco to look at Mural artists.

A review of learning snapshot data, student survey responses and student interview dialogues suggests that teachers at Scotts Valley High School are working as coaches to facilitate learning for students.

The learning snapshots revealed that teachers are facilitating learning as coaches. Most of the lessons that were observed were student centered, where students were often working individually, with partners, or within collaborative groups. In most observations teachers worked with students individually and in groups to address individual questions and provide assistance. Observations also revealed teachers helping students connect the information they were learning or practicing by connecting to prior knowledge and through scaffolding.

Learning snapshots

Student Survey, Questions 15, 18

Student Interviews

Learning Snapshots

Students felt strongly that their teachers are supportive and sincere in their desire for students to succeed. The student survey revealed that 85% of students feel their teachers genuinely want them to succeed, and 86% of students stated that they are able to get help from their teachers during or after class. Student interview responses supported these statements, yet revealed that large class sizes can prevent teachers from providing individual instruction and students should advocate for themselves if they are in need of support outside of the classroom.

Student Survey

C2. To what extent do the representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired? b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this?

Scotts Valley High School students are provided with structured learning experiences that offer multiple opportunities to think critically, investigate, create and communicate knowledge individually and cooperatively. Examination of student work samples across the disciplines provided evidence that students are thinking, reasoning and solving problems of an investigative nature both individually and collectively using a variety of resources and materials. Observations of students working also provided evidence of students working independently and collaboratively on activities requiring higher-level thinking skills.

Student work samples and observations of students working in several disciplines provide evidence that students are engaging in activities that require critical thinking and analysis of an investigative nature. Activities commonly used to achieve this goal were socratic seminars, whole-class and small –group discussions, and perspective-sharing activities that require students to research and analyze alternative perspectives. The practice of self-and peer-edits and critiques is used in many courses to train students in objective analysis and self-improvement. Specifically, coursework from the Humanities, English, Science, Visual and Performing Arts, and World Language departments provide evidence of individual research, critical thinking and communication. In addition, the IB epistemology course Theory of Knowledge requires students use all of their receptive and productive skills to analyze types and sources of knowledge, examine a wide range of perspectives and to communicate such information both effectiveness orally and in writing.

*Student work
Learning snapshots*

In virtually all IB courses, students complete assessments that require

writing and source analysis, analyzing alternative perspectives and participation in class discussions and Socratic seminars to communicate such knowledge. The IB diploma program requires students complete an extended essay, a 3,000 word research paper in which each student addresses a self-generated research question based on his or her intellectual interests. The essay is completed over the course of several months under the limited supervision of an IB instructor.

IB Coursework
IB Extended Essay

In addition, throughout IB History of the Americas students practice their analysis and communication skills through writing and source analysis. This is evident through their research paper and exams. Students complete a 2,000 word research paper in both years of IB History of the Americas. This paper requires them to choose a topic they are interested, formulate a research question, research their topic using books and online resources and databases, and then write their findings and conclusions. The exams in this course include source analysis and persuasive essay writing. In all of these assessments students must present and analyze alternative perspectives and historical arguments. Students must learn to utilize counter arguments in their writing. This shows that students are willing to learn about other ways of thinking and evaluate those ideas.

Similarly, IB World Language students examine multiple perspectives and analyze numerous sources from topics of international importance in their written and oral assessments. They investigate and analyze information to form their own perspectives and to communicate them effectively both in speech and in writing.

In the area of Visual and Performing Arts, students use a set of project specific criteria and are able to demonstrate their ability to think, reason and communicate in the form of individual, peer to peer and group setting critiques. Art students self assess their own work using a rubric after completing a project, then that written critique is passed to another student to critique the same work against the same rubric. The second part of the evaluation process is the class as whole has an interactive discussion while looking at all the work of the class. Students are invited to communicate to give constructive criticism to their peers. For IB Arts, students must maintain a research notebook that documents this process which is later submitted to the IB Examiners each year and is also evaluated against a rubric.

In terms of technology and resources beyond the textbook, student work samples and observations of students working demonstrate that Scotts Valley High School teachers use technology and additional resources in instruction, despite the school's limited resources in this area. This

evidence also revealed that a majority of student activities and assignments require students use technology in order to achieve the academic standards and the ESLRs. However, requiring students to use the library and multi-media resources beyond the textbook is an area in which the instructional staff can increase its effectiveness in the future.

Based on the teacher observations of each other, a majority of lessons observed included technology and resources beyond the textbook. Most teachers used computers, projectors, document cameras, lab materials or equipment to help facilitate the lesson and deliver information. Teachers also used additional resources such as guest speakers and manipulatives to help keep students engaged and interested in the content, and most teachers actively use course web pages to keep students apprised of coursework and to provide them with resources beyond the textbook.

Despite limited technological resources at the school, students use technology both in the classroom and outside of class to learn and review curriculum and to communicate with teachers. Students use technology for a variety of educational purposes: to complete assignments, present projects, reinforce current learning and communicate about learning. For example, in many classes, students create and present information via PowerPoint, spreadsheets, student made videos, graphic arts programs and word processing documents. Students use lab equipment in their science classes as well as graphing calculators in their math courses. Despite limited resources, students use library and multi-media materials in their coursework and assessments to support their learning and to achieve the ESLRs/SLOs

Specifically, a review of student work samples in the Humanities demonstrated that the Humanities department is covering all of the SLOs in various ways. Approximately 26% of the samples covered all SLOs and 82% covered two or more of the SLOs. The majority (78%) of the samples included students using technology, and about a third of those samples (35%) included students using more than one type of technology. Of the samples reviewed, word processing was the technology most often used by students. Humanities teachers also have teacher websites that include links for students to use for their research. Also the humanities department utilizes primary and secondary source documents from a variety of print and online resources to help engage students in the content.

In Science, the student learner outcomes most common across the work samples were those of dedicated learners and effective communicators. Only one student sample depicted themselves as global citizens. The samples showed that students are dedicated learners by applying knowledge and critical thinking as expressed in various research projects

Learning Snapshots

Student Work

Student Interviews

Student Work

Teacher Websites

*SLO Evidence Assessments
ESLR/SLO Evidence Box
Evaluations*

and laboratory investigations.

Student commitment was exemplified by detailing setting challenging goals and reflecting on their achievements. The samples showed that students were working towards being effective communicators through collaborative projects. Students showed a variety of ways of expressing themselves through presentations and writing samples. Though only one student sample demonstrated growth toward becoming a global citizen, many science classes include research of current science events that allow students to understand complex global connections.

In examining the work of the students there were many instances where technology was used to facilitate learning. Some of these include internet research, spreadsheets, PowerPoints, Word documents, LoggerPro, and scientific equipment. The Internet was used in many lessons such as Volcanoes, Magnetism, and Biotechnology. PowerPoints are used in more than half the lessons, some as lecture and some as student collaboration. The use of scientific instruments such as Vernier probe sensors, microscopes, balance scales, glassware, hot plates, and thermometers are seen used in many of the student samples.

All English student work samples reviewed demonstrated implementation of the three the SLOs: Dedicated Learners, Effective Communicators, and Global Citizens. The use of technology played an important role in Projects and assessments in this subject area, and included the use of the internet for research, Power Points, Word, graphics programs, and video projects.

In the Visual and Performing Arts work samples reflected that each teacher focused on students becoming Dedicated Learners and Effective Communicators, with a noted depiction in the area of Global Citizens. Within the arts, technological aspects used included the Internet, graphics programs, Word, Power Point, video projects, and the recording studio.

In Physical Education courses, all the evidence given noted that learners were “dedicated” where most showed that students were “effective communicators” and half indicated students exemplifying being “global citizens”. The Internet and data tables (scientific instruments) were both used in each sample.

The Math Department showed that all evidence applied to the areas of “Dedicated Learners” and “Effective Communicators” with a few samples

*SLO Evidence Assessments
ESLR/SLO Evidence Box
Evaluations*

*SLO Evidence Assessments
ESLR/SLO Evidence Box
Evaluations*

*SLO Evidence Assessments
ESLR/SLO Evidence Box
Evaluations*

of “Global Citizens” represented. The use of technology in math assignments is represented by the use of word, graphics programs, scientific calculators and other math specific instruments on some work samples.

*SLO Evidence Assessments
ESLR/SLO Evidence Box
Evaluations*

In the area of Special Education, student work samples depict that each teacher demonstrated a consistent pattern of using the goals of becoming a “Dedicated Learner” and “Effective Communicator”. A third of the evidence presented work towards the “Global Citizens” aspect of SLO’s, yet this is an area that can be improved.

*SLO Evidence Assessments
ESLR/SLO Evidence Box
Evaluations*

A review of student work samples from the World Language Department revealed that nearly all projects implemented all of the SLOs, but that most projects did not require the use of technology in their production. This is an area of growth for assignments from this department.

*SLO Evidence Assessments
ESLR/SLO Evidence Box
Evaluations*

In addition, many courses integrate resources from outside of the classroom and from the community in their curriculum. For example, each year a representative from the county office of elections comes to speak to Humanities students about voting and a personal banker comes to talk to students about personal finance. The Health course has guest speakers from the community for most topics, and the TOK course has multiple guest speakers from within the teaching staff and the community to speak about the various ways of knowing.

The Visual and Performing Arts also regularly host guest speakers from the community to support their instruction and provide additional, real-world information to the students.

Moreover, the IB program has purchased access to EBSCOhost, an online database of peer-reviewed journals for all SVHS students to use in their research. The instructional staff is currently rolling out a plan to implement research across the curriculum which will include the use of peer-reviewed journals and academic sources.

*EBSCOhost Online
database*

Finally, results of the student survey demonstrated that 56% of students often use resources other than the textbook in their studies, but that most students do not regularly use the library. Only 33% of students stated that use the library often or sometimes. Student interviews indicated that outside resources are used but not necessarily required. Increasing student use of such resources is clearly an area in which the instructional staff can increase its effectiveness.

*Student Survey Questions
21, 22*

Student Interviews

Scotts Valley High School offers a wide variety of courses that promote student apprenticeship, shadowing, and real-world experiences that help prepare students of all abilities and backgrounds for the demands of the workplace. The school offers four on-campus ROP (Regional Occupational Program) courses: Administration of Justice, Digital Photography, Music Production/Recording Arts and Bicycle Technology and Performance and Sports Occupations. In addition, students are able to addend off-campus ROP courses as well as courses at our local community college, Cabrillo. These courses allow students to explore their interests in various career-related domains, prepare for and obtain internships or paid employment, and build portfolios while earning course credit and gaining valuable experience.

ROP programs

Cabrillo College

Other electives that contribute to students experiencing real-world, hands-on applications in the workplace include our Work Experience and Cross-Age Tutoring programs. Work Experience combines paid employment experience with classroom instruction. Students work a minimum of 10 hours a week in a paid position in the local community and attend class weekly. Through their experience and coursework, students develop positive work habits and attitudes, job-related skills, as well as a deeper understanding of the employment cycle, career development, and economic factors related to employment.

Work Experience and Cross Age Tutoring Programs

The Cross Age Tutoring program is an elective course available to upper class students who wish to further explore their interest in the field of education. In partnership with our district's elementary and middle schools, cross-age tutors work directly in elementary and middle school classrooms to assist and tutor students under the guidance of the classroom teacher.

Scotts Valley High School is the only comprehensive high school in our county that has a community service graduation requirement. A student must complete 60 hours of community service to receive their diploma. Because of this requirement, our students are given the opportunity to work with local and national non-profit organizations on short term and on-going community service projects. These experiences promote personal growth and awareness to the real world of work and to service learning. Students who participate in these events have the opportunity to explore careers, create mentorships, and be exposed to diverse populations within our county. The College and Career Counselor coordinates an annual Community Service Fair on campus. Over 40 non-profit organizations come to campus on this day to educate students about their organization and to sign students up for future community service opportunities.

Community service reflections

College and Career Center

Career Lunch Program

College and Career Database

Scotts Valley High School promotes career exploration and exposure through monthly career panel lunches held in the SVHS College and Career Center. Professionals from our county are invited to the SVHS campus to share their career experiences and expertise in the hopes of inspiring and educating our students. Students have the opportunity to participate in small group presentations by asking questions and creating potential mentorships with the invited professionals. Many of these events have lead to job shadowing and internship opportunities for our students. The College and Career Counselor maintains a database that includes professionals from the community that have offered job shadowing and informational interviewing opportunities for all students. The counselor is continually compiling this list and adding new opportunities for students.

*Career Center Job and
Community Service Board*

A review of responses from the student interviews indicated that students were aware of opportunities that provided by the school but did not personally participate in them. Encouraging student participation in such opportunities is an area in which we can improve in the future.

Student Interviews

The SVHS College and Career Center maintains a Job and Community Service board to which students have constant access. The board is updated weekly and the College and Career Counselor coordinates an outreach program to local companies and non-profit organizations.

IB diploma candidates must complete 150 Creativity, Service, and Action (CAS) hours in order to receive their diploma. Students must set goals for their creativity hours. They must plan and implement community service projects that will help the school and/or community. At least thirty hours must be done outside of the school. Students must also provide a thorough and introspective reflection on their experiences as a requirement of the program.

IB CAS Guide

Each year the Interact Club participates in a variety of local community service including beach clean ups and fundraisers. They help collect food for local food banks. They support Rotary fundraisers. They have a global project which they work on as well. In addition, they organize and run a Pennies for Patients fundraiser which has raised thousands of dollars for cancer patients.

*Club Constitutions and
Meeting Minutes*

The Model United Nations club allows students to learn about the United Nations and participate in simulations. Students attend conferences where they are assigned a country and a topic which they must research before attending the conference. At the conference students debate and

discuss the topic with students from other school representing other countries and they try to create and pass resolutions.

In addition, SVHS offers students the opportunity work under the guidance and mentorship of local attorneys in the Mock Trial Program, a county-wide simulated criminal trial in which students take the roles of attorneys, judges and jury members.

Mock Trial Program

Senior humanities teachers give students extra credit for attending local government meetings, writing a legislator, or participating in Teen Peer Court. The Humanities department also arranges for interested students to attend the Panetta Institute each year.

Student Work

Field Trips

Our Visual and Performing Arts program has a high level of community outreach and real world opportunities. Students have the ability to participate in the school Art Show, our annual theater productions, and perform in musical concerts and festivals. Students benefit from having local professionals come for presentations on college opportunities and specific workshops in class such as improv, stage combat and lighting and sound. Students are also encouraged to attend local workshops and college-level theatrical opportunities as well. UCSC also comes to SVHS at the end of the year to perform "Shakespeare to Go", an accessible, shortened version of a play with a question and answer period at the end between the actors, director and students. Last year, advanced drama students also wrote and created interactive "Bullying Skits" and performed them as an outreach opportunity during assemblies for the local elementary schools. In the past 2 years, students have also been offered an opportunity to go on a trip during Spring Break to New York City to be exposed to theater professionals and Broadway productions.

Annual Art Show

Arts and Music Workshops

Theater Performances

Student Performances

Field Trips

Music

In the Music Department, the SVHS Band and Choir also perform outside of school for community events, such as Kiwanis Holiday Breakfast, Valley Churches United Annual Dinner, and various fundraisers. Students perform in festivals outside of school, such as The Santa Cruz Jazz Festival at Cabrillo College and Sing For Your Life Choral Concert sponsored by Gold Standard Chorus. This gives students the opportunity to work with other professional musicians and educators in our community. Clinicians, such as Mirari Brass Quintet, have also come to our school to run a workshop for our band students.

Choir and Band Performances

On-campus clubs

IB Visual Arts

Students take an annual trip to the San Francisco de Young Museum or the San Francisco Museum of Modern Art to see how art is presented in a real museum and to gain a deeper understanding of influence and

Art Field Trips

culture on art. This exposed students to the history of how local artists started and get their work out into the community. Visual Arts students also visited the Tannery Arts Center in Santa Cruz which is a community based art establishment. As part of the class requirement, they also attend several "First Nights" in our downtown local community. "First Nights" are the first Friday in every month where admission is free to most local art galleries and museums. It is a fantastic opportunity for students to see working artists and the process of showing their work to the community.

Art "First Nights"

Graphic Design

Graphic Design students gain real world experience by participating in local community poster contests as well as promote school-wide events on and off campus. Each year graphics students work on creating promotional posters and graphics that encourage the positive culture of SVHS campus. In addition, graphic students work with our local businesses such as the Scotts Valley Water District to promote water conservation and the Santa Cruz SPCA to promote awareness of animal overpopulation. Business and community members have invited our students to show their work at the Scotts Valley Public Library and the Santa Cruz Artisans Gallery, both in our local community.

Graphic Arts Poster Contests

All Visual Arts students participate in an Annual Art Show at the end of the year to showcase their work and give students real practical experience effectively communicating the composition, materials, process and intent of the work to parents, administrators and the local community.

Annual Art Show

Finally, students who take Yearbook as an elective have the opportunity to work with an actual company, Jostens, Inc. to create the SVHS Yearbook. They work with a company representative who comes to the class monthly to discuss and plan for book sales, advertising, copyright laws, and managing a budget over \$65,000.

Yearbook Production

The self-study process has uncovered several areas of strength as well as a few areas of growth for Scotts Valley High School in the area of instruction. On a positive note, teachers maintain a high level of interest and engagement in their courses by using a variety of teaching strategies, making students aware of learning expectations, standards and the ESLRs, and providing strong instructional programs as well as many community-based, real-world shadowing and apprenticeship opportunities. In terms of growth, the instructional staff should work on consistently incorporating the ESLRs/SLOs throughout their lessons, so that students are aware of their importance and so that the ESLRs/SLOs truly become a part of the school culture. Teachers also need to work on differentiating instruction and incorporating more technology and resources beyond the textbook into the curriculum. Despite limited

resources, teachers should focus on increasing the use of the library and resources beyond the curriculum to ensure that they are a regular component of student assignments across the curriculum. Lastly, teachers should incorporate more connections to the community and resources through the use of guest speakers, field trips, and related opportunities across all subject areas.

Category C: Standards-based Student Learning: Instruction

Strengths:

- ✚ *Teachers use a variety of teaching strategies.*
- ✚ *Teachers make students aware of learning expectations.*
- ✚ *Teachers help students become interested in the content and maintain motivation.*
- ✚ *The school provides a high quality visual and performing arts program.*
- ✚ *The school offers many opportunities for students to participate in shadowing, community projects, and real world experiences.*
- ✚ *Teachers are incorporating ESLRs/SLOs into the development of the projects and assignments.*

Areas of Growth:

- ✚ *Differentiated instruction remains a practice that is underutilized by most instructors in their daily lessons.*
- ✚ *Instruction should focus on increasing the use of the library and resources beyond the textbook, and ensuring that they are a regular component of student assignments across the curriculum.*
- ✚ *Teachers throughout the curriculum need to increase the use of technology-based projects and assignments to achieve the standards and the SLOs.*
- ✚ *Teachers should work on consistently communicating the ESLRs/SLOs throughout their lessons, so that students are aware of their importance and they become an integral part of the school culture.*
- ✚ *Teachers need to incorporate more connections to the community and resources through the use of guest speakers, field trips, and related opportunities.*



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

Focus Group Leaders:

David Crawford *Chemistry, IB Coordinator*
Josh Wahl *English*

Focus Group Members:

Deirdre Robinson *Special Education*
Katie Varni *Physical Education*
Christy Paul *Math*
Marilyn Kirkham *English*
Tom Simpkins *Special Education*
Randy Klein *Community Member*
Kari Thornley *Parent*
Joy Rohde *District Office*
Ben Roumimper *Student*
Jenna Koopman *Student*

D1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?

Scotts Valley High School and its community value the data gleaned from student participation in the CST assessments. Across the subject areas, the process to collect, disaggregate, analyze, and report student performance data is mainly through the results of these state-directed tests. CST assessments. All staff utilizes Data Director as a means of disaggregation, and student achievement is then analyzed; however, because CST reports are not available for access until the following school year, all analysis is conducted in retrospect. In many cases, this makes the process of addressing individual student needs or changes needed in curriculum difficult. The CST-driven data is useful in analyzing whether curriculum is organized and delivered in a manner that successfully addresses the state content standards, but less informative in guiding instruction for the current year's classes. Additionally, some limitations in Data Director make evaluating student performance difficult; for example, when asked to analyze the previous year's SPSA (Single Plan for Student Achievement) goals using CST results, staff is unable to access multi-cluster, multi-year comparisons.

In the Fall of 2010, the district implemented a new benchmark system for assessing student achievement. Ideally, the district's vision is for the teachers to identify key standards and learning objectives. Then, through a series of pre-and-post tests, the students are measured for levels of success in mastering those standards, and the teachers can monitor their own success in delivering the content or skills. Due to a variety of factors, this program is still in process of constant review. Many of the original district-provided benchmark tests were determined to be unreliable and invalid because of a poor design and lack of access to an adequate bank of questions. It was also found that many of the benchmark tests attempted to measure too many standards with too few questions; therefore, the tests neither accurately measure student learning nor mastery of any one standard. Furthermore, many of the original tests had errors in the keys, which further discredited the results.

In the beginning of this process, a deficiency of resources was discovered to be another challenge. Disaggregation software, Data Director, was purchased with the intention of being utilized as a test-generator, but the test banks lacked in both quantity and quality, and often omitted key information (e.g., the reading to accompany reading comprehension questions). In an effort to respond to the Data Director problems, the district created tests using released test questions from the CST, printed from the internet. Another set of difficulties arose: released questions are often the questions that had been removed from

Data Director
Star Results
Professional Development
Data Talk/Department Meetings
Scope & Sequence
CA State Standards

the newest versions of the CST because they had been determined to be unreliable. The district, in consultation with the teachers, evaluated the legitimacy of the questions and the tests. Collaboration efforts have improved the process, but the benchmark tests are not yet satisfactory for the stated reasons.

Implementation of the tests is also a challenge. The original tests required a great deal of paper, time, and scanners to efficiently give the exam, SVHS has one working scanner, so the process became arduous. Eventually, the Director of Curriculum, in collaboration with the Director of Technology, set up online benchmark assessments. The administration created a temporary computer lab in the Student Union where students took the paperless tests and the results were electronically collected. Due to budget constraints, the Director of Curriculum position was dissolved and this work is now the responsibility of the Director of Student Services. The focus of the benchmark assessments and the processes of revision are currently focused on alignment with the Common Core Standards, slated for full implementation in 2014.

Methods of reporting assessment results include six-week progress reports, parent/guardian teacher conferences and communications, Student Study Teams, Parent Club Newsletter, public School Board meetings, and e-mail communication with parents/guardians. The community commonly accesses the publication of standardized test scores in the local newspapers, internet news, the district website, and the school websites.

D2a. To what extent do teachers employ a variety of assessment strategies to evaluate student learning?

In response to the findings in previous WASC reports, each department now has common categorical weights for grading and, in most cases, shared rubrics are employed for assessment. Furthermore, the district has implemented a single grading scale that all teachers must utilize in creating final grades. This has increased consistency in grading practices and has made it easier to transfer students, when schedule changes are needed, to a different teacher of the same subject. For the IB courses, all teachers are professionally trained in assessing student performance and meet monthly to discuss the program.

Grade book – Grade Setup

Gradebook – Grade Scale

To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills?

Varied and subject-appropriate assessment strategies are used to measure student progress. Each department uses relevant and multiple assessment strategies, as follows:

- Social Science uses unit projects including presentations, portfolios, tests, and historical research papers;
- Science standards are assessed through the evaluation of labs, projects, tests, and culminating exams;
- English courses use research-based assignments, thesis papers and analytical essays, student portfolios, performance-based projects, and quizzes on grammar, word analysis, and reading comprehension;
- Mathematics courses use projects, tests, quizzes, portfolios, and models;
- World Language assessments include listening comprehension tests, in-class writing tasks with prompts of varying difficulty, independent practice such as homework assignments, journal entries, peer- and self-assessments, and reading comprehension evaluations;
- The Visual and Performing Arts department uses assessments such as portfolios, quizzes, tests, ongoing formative assessments. Teachers and peers practice group critiques; self-assessments of projects, research, and portfolio work; and video review of student processes and performance;
- The Physical Education and Health courses use unit projects, research papers, portfolios, peer- and self-assessments, physical performance skill tests, and written assessments.

Teachers within departments have begun the process of collecting student work, example lessons, and assessments in evidence boxes. These samples are being used to analyze and discuss student progress toward academic standards, initiating the process of identifying levels of performance and establishing benchmarks of achievement and an effective set of exemplars.

In addition to subject- or department-specific assessments, uniform or site-wide evaluation of student performance can be found through examination of standardized test results for SVHS. This information is sometimes useful in guiding instruction as well. The following are examples of test scores that are collected and analyzed:

CST
CAHSEE

Staff Survey: Nature and Types of Student Assessment

WASC Sample Boxes

AP Exams
IB Exams
CELDT (ELL test)
PSAT
SAT
ACT
Math and English College Assessments (ELM/ELA)
Grade distribution via PowerSchool
Math and English Early Assessment Program (EAP)

*Survey: "Assessment
SVHS 2012"*

Teachers were surveyed to examine which types of assessment are more commonly used, and which are found to be most effective in accurately measuring the learning objectives, mastery of the standards, and student ability and performance. The "Assessments SVHS" survey showed that there is not always a correlation between the most frequently used assessment and the type that is found to be the most effective. Teachers reported the use of a wide variety of assessment strategies for evaluating student learning, and assessment choices align appropriately with content areas. When SVHS maintained a focus on evaluating student progress toward the ESLRs (precursor to the SLOs), there was no overt measurement in place. Currently, most teachers have begun to incorporate SLO objectives into their lessons and unit planning. Some teachers have noted that their oral assessments, such as current events, Socratic seminars, or other discussion based assessments, tend to focus growth in the SLOs and students demonstrate the SLO goals through these strategies the most. Examples of classroom assessments are available in teachers' evidence boxes.

*Staff Survey:
"Assessment SVHS
2012"*

*2007 Staff Survey:
"Nature and Types of
Student Assessment"*

The results of the survey show that educators at Scotts Valley High School in their classrooms practice all twenty-one of the different types of assessments listed. The most commonly used assessments (compared to 2007 "Staff Survey: Nature and Types of Student Assessment") and the percentage of teachers who use them are:

Multiple choice tests and quizzes—96% (up 8%)
Short answer quizzes and tests—88% (up 6%)
Oral presentations—72% (down 7%)
Use of rubrics—88% (up 9%)
Research projects—68% (down 8%)
Unit projects—80% (up 4%)
Fill-in-the-blank quizzes and test—44% (down 32%)
Peer assessment—76% (up 9%)
Essay—64% (down 1%)
Self-assessment—68% (up 6%)
True/false quizzes and tests—44% (down 18%)
Check for understanding—88% (up 26%)
Oral dialogue (fish bowl method, Socratic seminar, in-class discussion) – 84% (up 22%)

Student portfolios—52% (down 7%)
Homework- 84%

Other miscellaneous assessments that were noted as being used, but were not listed in the survey were:

Quiz correction
Student observations
Binder checks
Lab reports
Self-reflection journals

It would appear that as classroom sizes have increased over the last couple of years due to budget constraints, teachers have slightly modified the types (and frequency) of assessments used in the classroom. This decision may be driven by the need to compensate for the amount of time needed to complete grading. Additionally, as standardized test results become the primary measure of a school's success, the practice of familiarizing students with the format of this type of exam gains importance. In short, assessments that can be graded quickly, imitate standardized test modalities, or involve other parties (such as students) in the assessment process are employed more and more frequently.

Interestingly, the teachers' analysis of the most effective types of examinations indicates that short-answer quizzes and tests were considered best; yet, multiple-choice tests, the most frequently used, are believed to be quite ineffective. The summary of the survey results is as follows (in order of most effective, followed by ranking):

Short-answer, (4.61)
Use of rubrics, (5.35)
Oral presentation, (5.91)
Essay, (6.17)
Multiple choice, (8.26)
True/false, (11.96)

Again, these results may indicate testing practices that are created to mimic the CST and other standardized tests, or may reflect teacher time-constraints affecting the decision to choose a particular type of test format. Short answer assessments and evaluation of achievement using rubrics are more evenly ranked, since these are deemed to be effective and frequently used; however, the time involved in grading/scoring these exams may be causing teachers to limit the use of this type of assessment. Teachers ranked oral presentations as a highly effective method of evaluation, but in order to allow for each student to have adequate presenting time in a large class population, a negative impact

*Staff Survey:
"Assessment SVHS
2012"*

on instructional time is unavoidable. Therefore, this form of assessment may be decreasing in frequency of use. The evidence that time factors - as they relate to large class sizes - is a major contributor to choosing a particular type of assessment is validated by the 26% rise in use of "checking for understanding" and the 32% drop in "fill in the blank" tests. The latter can have a lengthy processing time to score, while the former can provide almost immediate assessment information - and is quite informal and subjective.

It was noted in the survey that of the various types of assessments that generate data for analysis, the IB results seem to have the greatest impact on the adjustments or modifications of curriculum and teaching practices. Many teachers noted that the results and feedback provided by the IB, for both internal and external assessments, are found to be quite meaningful. Similarly, a collaborative discussion amongst teachers who teach alike courses was also considered meaningful in guiding instruction.

Additional findings from the assessment survey indicate that many teachers employ both formal and informal assessments to evaluate the success of the lesson or unit, and then adjusting the curriculum or scope and sequence as necessary. In some cases, teachers intend for assessments to inform the students of their own understanding or level of readiness, thereby allowing students to self-evaluate the need for adjusting schedules, work habits, levels of effort, or remediation in any given area or topic.

Provide a range of examples of how student work and other assessments demonstrate student achievement of the academic standards and the Expected Schoolwide Learning Results, including for those with special needs.

Most teachers design lessons and activities that are related to, or address, specific ESLRs (now revised as SLOs), but as yet have no direct measure of the students' mastery of these expectations. No clear indicators exist that any teacher has created or utilizes assessments that specifically evaluate achievement of the ESLRs/SLOs by students with or without special needs. Worth noting, however, are the recorded community service hours and reflections, and the IB CAS hours and reflections, since these are a measure of our students' empathy, compassion, and awareness. Student involvement in extra-curricular activities such Haunted House (which raises money for charity), Canned Food Drives, Adopt-a-Family programs, and other such events also measure many of the expectations described in the SLOs.

Implementation of the new SLOs (and the transition from the ESLRs) is

ESLR / SLO

*Staff Survey:
"Assessments SVHS
2012"*

initially evident in the most current revisions of lesson plans. In order for students to develop the characteristics described in the SLOs, teachers are incorporating relevant activities and assessments into the curriculum with greater frequency. For example, the World Language department focuses on the culture of the language speakers in addition to language acquisition. IB Math emphasizes collaborative or group problem solving, requiring high levels of cooperation, effective communication, and critical thinking. In U.S. History and HOTA, current event projects create community (local and global) awareness. In the Science department, lab creation and analysis is used to promote critical thinking and content understanding. In Language Arts, the use of oral presentations and Socratic seminars encourage both communication skills and the students' ability to be independent learners. Through presentations and class discussions, the Theory of Knowledge students show leadership skills by creating and delivering lessons. The Physical Education teachers require students to design their own performance goals to develop goal-setting skills and the ability to take indicate ability to take responsibility for one's own progress. More and more, the Arts department is asking their students to participate in community- and site-specific events by creating visual and performance-based promotional pieces. Across all disciplines, SVHS staff is finding more ways to intentionally emphasize the Schoolwide Learner Outcomes.

Provide examples of standards-based curriculum embedded assessments in English Language and math, including performance examination of students whose primary language is not English.

As indicated above, both the English and Math departments regularly administer curriculum-embedded assessments in the beginning of, during, and at the end of all standards-based units.

The Scotts Valley Unified School District Office provides CELDT testing for English Language learners, and a Home Language Survey is included in the high school's registration packet to initially identify the students whose primary language is not English. Any findings in the Language Survey are followed up by the Registrar and reported back as a "need" to the District Office. Currently, SVHS has four students who are classified as LEP. Within the classrooms, there are no reported instances of performance examinations for students whose primary language is not English, and SVHS is no longer able to provide an ELD class (due to budget constraints). Therefore, for the last two years, a stipend position has been offered to a single teacher to serve as ELL Support. Last year, this support was delivered to the students in need as a before- and after-school program, and students attended on a volunteer basis. This was found to be ineffective because of the low rate

*Staff Survey:
"Assessment SVHS
2012"*

CELDT results

*Job Description: EL
Support*

of voluntary attendance. This year, the EL Support teacher is implementing a system of pulling students out of their regularly scheduled class during the teacher's open and/or prep periods. Additionally, for students whose ability to speak and comprehend English is extremely limited or just beginning, SVHS offers on-site access to language acquisition software like Rosetta Stone; these students are allowed to earn credit for a required course with a "pass/fail" grade rather than a letter grade. Staff recognizes that the ability to assess and support EL students is limited and that this is an area in need of attention. Even though there are very few non-primary English speakers, the goal to provide full-access to the curriculum for every student is critical.

D2b. To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

To what extent is student feedback an important part of monitoring student progress over time based on the academic standards and the expected schoolwide learning results?

In order to monitor student progress on academic standards, student feedback is used in varying degrees. Each department collects student responses to the learning, and this information is then used to guide best practices. No uniformity to this collection process is currently in place; many departments use end of the year reflections that ask students to identify both the strengths and weakness of their own learning or of the course and the aspects of the curriculum that were covered, while others use class discussions during the year to determine the success of the class and/or recent assessments as seen from the students' perspectives.

In the Humanities department, students self-assess before turning in work to identify aspects of strength and areas for improvement. This process then leads students to set goals for themselves. In the Math department, students complete daily reflections and class critiques in journal entries. The teachers use these entries identify the next steps that are needed. Additionally, students create a personal grade book to track their own progress. In the English department, students cumulatively build portfolios of their work over the years, and complete annual reflection papers on their saved written work. During the senior year, students reflect on the entire body of the four years of written work, and examine overall strengths and weaknesses as writers. Additionally, both the English and Humanities departments use peer-editing, peer-revising, and peer-assessments procedures. In the P.E./Health Department, students keep a fitness journal and reflect on their own

Copies of Reflections

Binder table of contents checklist

Student daily journal

Student grade-book

Student portfolio

Peer editing rubric

Fitness journal

progress toward self-selected goals. Finally, in the Science department, students complete lab write-ups that require the inclusion of self-identified errors and successes.

Lab write-up

As noted earlier, assessment of the SLOs is developing, and not yet in common practice. Therefore, evidence of student feedback with regard to monitoring progress in this area has not been generated as yet.

A district-wide meeting, historically held at the beginning of each school year, mapped student achievement using Data Director and encouraged collaboration across the schools, grades K-12. This information disseminated relevant details in order to fully understand the changes that have occurred in student performance. Teachers analyzed the data and discussed possible causes for variable performance levels, then used that process as the first step toward adjusting curriculum, scope and sequence, and pedagogy, as needed. The practice of analyzing data in a district-wide setting, however, stopped two years ago with a change in Superintendents.

Data Director spreadsheets

Using cluster analysis of CST scores, teachers and departments are able to identify areas of the curriculum that need further focus based on test results.

CST score cluster analysis

Power School includes grade book component that allows teachers to not only analyze current trends within a given assignment or assessment, but also compare performance on the same assignment or assessment when given in past years. In this way, teachers are provided with information to make changes in the curricular content, teaching methods, or evaluation processes as needed.

PowerSchool Grade book

Many teachers lead class discussions after an assessment to gauge student understanding. This, along with the opportunity for students to make test corrections, gives teacher an indication of areas for re-teaching or content that requires increased time to cover sufficiently.

Test corrections

Changes in curriculum or in the methods by which the content is delivered are most often determined by a department as a whole or through the motivation of an individual teacher. Specific examples of data collection, disaggregation, and analysis show that SVHS teachers value this information to guide instruction. However, a formal system of using data to establish best practices in each classroom is not yet in place. Currently, the district's Single Plan for Student Achievement is recognized as a driving force behind utilizing assessment results to discover our Critical Academic Needs.

SPSA / CANs

Monitoring students' progress toward meeting academic standards is primarily achieved through standardized testing. All freshmen, sophomores, and juniors take the CST each spring. All students take the CAHSEE in their sophomore year (and, if necessary, in the junior and senior year). SVHS teachers keep an online grade book through Power School, allowing both students and parents to access grade updates as often as desired, and progress reports are sent home every six weeks.

CST Results

CAHSEE results

Grade book and Progress Reports

Students work with a school counselor or administrator to develop and monitor a four-year plan for graduation. The plan is entered into Power School, and updated each year. Furthermore, the IB Coordinator meets with all current and potential IB diploma candidates (as well as their parents) to review graduation and IB diploma progress. Due to budget cuts, the high school is currently staffed with only one half-time counselor. Therefore, academic and intervention counseling services are available on a limited basis by referral, and sometimes supplemented by administrators.

Four year plan worksheet

To assess student performance on subject-specific academic standards, many departments use some form of unit portfolio or "notebook check" to evaluate a body of work. This practice provides more data than the snapshot that a single assignment might provide. As noted before, progress toward SLOs is not overtly assessed yet, but many lesson plans include these goals as part of the overall objective. The Expected School-wide Learning Results have been built into each scope and sequence in all classes, and these will be adjusted to fit the newer SLOs. By including sixty hours of community service (or more) into the SVHS graduation requirements, students are driven to become active members in their community and achieve some of the goals of the SLOs.

Unit portfolio or notebook check rubrics

Scope and sequence

Community Service form

One of SVHS's primary Critical Academic Needs (CANs) is to both identify and assist at-risk subgroups and individually struggling students. Toward this end, at the beginning of each year, school-wide meetings are held to analyze each subgroup's performance data. This type of monitoring needs to be performed throughout the school year for ELL, Special Ed students, and socioeconomically disadvantaged students. Most importantly, a site-wide system of intervention should be developed and implemented to assist identified students who are in need.

CST Results

CAHSEE results

Grade book and Progress reports

Evidence suggests that there is a need for a unified, strategic approach to integrate the SLOs into the students' daily lives and the classroom lessons. Once the scope and sequence revisions are made to integrate the SLOs in the existing curriculum, a method for assessing progress can also be established in order to evaluate achievement of the desired learner outcomes.

A major shift in utilizing assessment data is seen in the implementation

of benchmarks. Benchmarks are used to varying degrees in every department. The district's implementation has been problematic, but improvements are in progress, indicating the school's commitment to using Benchmarks as a reliable and valid method of data collection and assessment. Creating and administering benchmarks has gained momentum in the last three years, and effective tracking of the results to guide instruction is recognized as a needed area of focus for growth.

The staff has received training using Data Director, and more training is needed. Additionally, the program itself needs further development in order to be fully effective and useful as an instrument to monitor performance and report relevant achievement data. The district has recently purchased new test making software that includes its own disaggregation software, so time will tell if Data Director continues to be the assigned tool for tracking student progress.

In 2010, SVHS collaborated with Scotts Valley Middle School with an intention to ingrate writing into all aspects of the curriculum. While this was an initially worthwhile endeavor, there has been a decided lack of follow-up at the district level – a necessary component to creating collaboration between school sites. Therefore, the efforts toward supporting reading, writing, and math skills across the curriculum have been sporadic. Evidence suggests that individual teachers who have taken an interest in working toward this goal have been able to meet some of the desired results, but a majority of student work shows little to no evidence of successful collaboration in this area. It is believed that the implementation of the Common Core standards will naturally align itself with these efforts, thereby improving results as an integrated part of the curriculum. It should be noted that the Math department has significantly improved curriculum alignment with the state standards and has seen increase in standardized test scores.

Even though SVHS suffers from drastic budget cuts and constraints, the school has managed to diversify our elective offerings. There are new course offerings for 10-12th grade: Honors English 2; Aerobics, Dance and Fitness, Biomechanics, and Nontraditional Sports in P.E.; Video Productions, Digital Photography, Music Recording and Production, and Bicycle Technology in ROP courses. These courses supplement where budget cuts have eliminated regular secondary elective offerings and provide students with opportunities to explore post-secondary choices other than the traditional college-track program.

In an effort to continue to increase international-mindedness in all aspects of the program, a mandate has been established for all IB teachers to record lessons that lead to global awareness. Our Foreign Exchange Program has brought a number of exchange students to the school. The Humanities, Arts, World Languages, and Language Arts

departments continue to incorporate global resources into their lessons. For example, for the IB ToK course, students access an online forum to discuss with IB students in other schools about issues around understanding knowledge. In the Humanities department, weekly current event discussions bring to light international topics, effectively encouraging awareness of cultures around the world.

D3. To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

The Scotts Valley Unified School District Board of Trustees monitors STAR, CST, CAHSEE, SAT/ACT and IB exam results as well as graduation requirements and progress through presentations delivered by the Superintendent, site administrators, program coordinators, students, and parents. Presentations are open to the public and available online as recordings.

SVUSD Board minutes

The SVUSD monitors assessment progress with feedback from the Director of Student Services (DSS). Benchmark assessments are shared with staff, students, and parents, and are monitored by the DSS. Teachers of course-alike subjects frequently use common assessments. SVUSD has adhered to a district Strategic Plan that included a coordinated K-12 system, intending to continually assess and monitor student achievement.

*SVUSD Board minutes
PD plans*

SVUSD Board Policy

Progress reports are mailed to parents every six weeks, and report cards are sent at the end of each semester. Administrators encourage regular communication between students, teachers, and parents by phone, through emails, viewing of Power School grade reports, site-published newsletters, open parent meetings, and the school's website. In addition, parents and students are encouraged to use both informal (email grade reports, posted grades, phone calls) and formal progress reports for self-monitoring progress.

English and Math benchmark assessments are ongoing. Other departments use benchmark assessments in a less-formal manner. The school staff reviews CST, CAHSEE, and IB exam results at the start of each year.

Data Director is utilized as a tool for disaggregating data. State exam results (CST and CAHSEE), progress reports, and report cards are mailed to students' homes.

Data Director

Students and parents use Power School to monitor in-class assessment results. Some teachers post student grade reports in their classrooms, using student ID numbers rather than names, to protect confidentiality. Either the school's website or Power School can be used by teachers as a way to post homework assignments.

PowerSchool

Some parents have expressed a need for some teachers to improve their personal communication process with parents about assessments and student progress. The SVHS website supports access to individual teacher homework and resource web pages, as well as email links for contacting teachers with questions or concerns. Additionally, the school and district can do a better job of communicating the meaning and analysis of CST results with parents.

Parent Survey





The processes to keep the school district and Board informed about student progress are generally effective. The board frequently comments that they feel well-informed, both by the Superintendent and administrators, and by teacher and student presentations.

SVUSD Board minutes

The school has made progress in developing a formal, school-wide program for using assessment results to improve instruction. Evidence of this progress can be seen in the:

SPSA

School calendar

-  SPSA
-  Benchmark assessments
-  Common assessments
-  CST results

An active Student Government works to improve the effectiveness of communication about assessment practices. Encouragement to excel on the CST is promoted by a Student Government assembly, and by the Marketing, Video Productions, and Graphic Design classes.

Student Government curriculum

Teacher communications with parents and students regarding specific academic standards can be improved.

Parent Survey

Scope and sequence

New courses have been instituted as a result of an analysis of assessments. These include Pre-algebra, Integrated Science 1 (for all grades), Honors English 2 (for grade 10), Honors Algebra 2 (for grade 9), and Honors Pre-calculus (for grade 10).

*Course Offerings
UC A-G list*

Although no formal RTI program exists, many teachers use intervention strategies based on assessment results.

Common assessments are developed based on essential state standards and are used to inform instructional practices.

Course curricula

The need for IB teacher training is based on curricular changes and IB exam performance.

IB Teacher Training Matrix

IB and CST results have been used to modify the delivery and sequencing of the curriculum, and to drive instruction.

Scope and Sequence

Weak CST test results for students in significant subgroups have led to program changes in Special Education in order to better address these students' needs.

*Instructional Staff collaboration
District IEP policies
Improved API for SPED students
PD Calendars*

District and county-driven Professional Development has taken place to improve programs and success in mainstreaming for ELLs, SpEd students. The SpEd teachers have begun a practice of improving the push-in support is used in the classrooms in meeting the needs of all learners.

Staff PD is often aligned with community concerns about students' health and well-being (bullying issues, stress and mental health, dress code).

PD Calendars

A Peer Advocacy Team (PAT) has taken a role in counseling and supporting students with appropriate conflict resolution strategies.

The addition of Regional Occupational Program (ROP) courses has been a direct response to community requests.

A small teacher-relief fund has been set aside to allow teachers time to assess student work.

Special Needs Programs, formerly housed at the County Office of Education, have transferred to classrooms on the SVHS site to better serve student needs and to build community.

The Directed Studies course provides assistance for students with IEPs, and has recently expanded from two available periods per day to six available periods per day to meet diverse scheduling needs.

The College and Career Center has a qualified educational specialist to assist students in making informed decisions about post-secondary plans.

Academic counseling at SVHS has been decimated due to budget cuts. SVHS has retained the support of one half-time counselor to provide services to students with 504s and for academic counseling for students who are at risk of failing.

SVHS students generally perform well on formalized assessments, including CAHSEE, CST, IB, PSAT, and SAT/ACT examinations.

There has been significant improvement in the level of electronic communications with stakeholders, including PowerSchool, "News From The Nest," as well as individual teacher email and the school's website.

*CAHSEE, STAR, IB,
SAT, ACT results*

While there is no formal, school-wide system for using assessment results to modify curriculum or instruction, individual teachers and departments do work toward this end. The implementation of Professional Learning Communities (PLCs) would formalize the process and help close the loop on the effective use of assessments. The establishment of PLCs would also allow for department-driven, targeted Professional Development.

SVHS's API continues to rise; yet a persistent achievement gap for students in subgroups such as English Language Learners, Students with Disabilities, and low Socio-Economic Status students exists. The implementation of a formalized intervention model would help all students.

CAN #1:

Teachers meet at the beginning of the year to review CST results for all subgroups. Individual teachers and departments target under-performing students within subgroups to provide them with academic support.

PD Calendar

There has been increased communication with the SpEd department to increase the support for this critical subgroup.

SVHS does not have a formalized RTI program to help low socioeconomic students and ELL students.

CAN #2:

Core academic departments and courses use benchmark assessments aligned to their relevant standards.

CAN #3:

Staff receives yearly training on Data Director; however, more time to analyze data is needed.

CAN #4:

All staff attended a single training exercise on the Common Core and writing across the curriculum. Furthermore, English and Math department chairs have received some training on the conversion from California State Standards to Common Core Standards.

CAN #5:

Teachers have been working to integrate SLOs into their classroom

lessons. There are numerous school clubs, assemblies, and projects that directly align with the SLOs. All students are required to perform community service. An active Student Government has significantly improved a positive culture. The IB Learner Profile has become an important aspect of the IB Diploma Program. A vigorous and well-supported athletics program actively supports the SLOs.

CAN #6:

ROP courses and Directed Studies have been added to meet the needs of non-IB students.

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

Strengths:

- ✚ The clear communication of student achievement through electronic means has become standard and has helped all stakeholders.
- ✚ Teacher survey results indicate that IB assessment results are utilized to guide instruction. Some department use CST results to modify instruction.
- ✚ SVHS has shown significant growth in CST and IB assessment results. Our strong CAHSEE results have been maintained.
- ✚ Staff utilizes a wide variety of assessment techniques in all classes.
- ✚ In all departments and courses, student feedback has been utilized to guide instructional practices. The use of peer and self-assessment has significantly grown over the last three years.

Areas of Growth:

- ✚ The school needs to develop, implement, and monitor a formal RTI program.
- ✚ Data Director has not been the effective tool that was envisioned. The school and district do not effectively use assessment data to modify curriculum and instructional strategies.
- ✚ Promote and conduct an effective post-graduation survey to collect data that will inform instructional practices, curriculum, and a whole school experience.
- ✚ Though a variety of teacher-led assessments are utilized, student driven summative assessments of instruction and strategy effectiveness are needed.
- ✚ Implementation and effective use of benchmarks needs improvement.
- ✚ CST results need to be more meaningfully used to guide changes to curriculum and instruction.
- ✚ Recommend developing a graduation survey for students in first year out of high school to see how their experience at SVHS as impacted their readiness for life beyond K-12.



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

Focus Group Leaders:

Ann Brooke-Freeman	<i>English</i>
Dayna Fisher	<i>Social Science</i>

Focus Group Members:

Jenny Daniels	<i>Special Education</i>
Angelique Jezequel	<i>Science</i>
Erik Wyner	<i>Math</i>
Marty Leshin	<i>Social Science</i>
Elizabeth Smith	<i>Physical Education</i>
Vicky Granger-Jones	<i>Parent</i>
Kaila Wiseman	<i>Student</i>
Saboor Chaudry	<i>Student</i>
Maia Woodmansee	<i>Student</i>
Allison Niday	<i>Community Member, SVEF</i>
Cheryl Romer	<i>District Office</i>
Art Bubb	<i>School Board</i>

E1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

SVHS school has many links to the parents and community. Scotts Valley High School administrators, teachers, and staff encourage parental and community involvement by using numerous strategies, including but not limited to, volunteering in classrooms, fund raising, and extracurricular activities.

The school communicates with parents and the community through a variety of means. The school directory with all student addresses and telephone numbers is published and disseminated by the Parent Club. The administration and office staff, with input from the various parent groups and school staff, write and distribute a weekly e-news-blast called "News from the Nest" informing parents of school activities, fund raisers, testing information, college preparation, scholarship opportunities, administration communications, and more. Our marquee is an additional source of information that visually displays SVHS news and information on a daily and weekly basis. Parents can sign up for text messages about events, school closures, and other important information. Student Government reaches out to the community to inform everyone of important dates and events. Pertinent information can also be found in the school's registration packets, distributed at the beginning of each school year. Additionally, the Falcon Club sends a weekly email to parents with news of sporting events and student athlete accomplishments. Local newspapers and several Facebook pages are in place to communicate with the Scotts Valley High School and Scotts Valley city communities.

Scotts Valley High School has a website that consists of many different pages that are maintained by administrators, athletic coaches, counselors, IB coordinator, and teachers to keep parents, students, and community members informed. Office staff periodically updates the daily bulletins. The school calendar is updated as pertinent events, deadlines, or contact information critical to students and/or parents arise. The website also includes teacher contact information and homework pages, the library circulation catalog, counseling services, sports programs, IB Programme information, community service opportunities, college and scholarship offerings, and communications from parent organizations. Through the school website, all stakeholders have access to the SVUSD website as well for information or documents at the district level. The district employs a full-time director of technology and three part-time technology support staff who handle any technical issues.

Email
School directory
Site plans/site councils
Newsletters (parent club)
Marquee
Falcon Club Newsletter
Local newspapers: Scotts Valley Press-Banner and Santa Cruz Sentinel
News from the Nest
Parent Club Facebook Page
Student Government Facebook Page

High school website
District/school website

Power School is the school's main source of information to communicate with students and parents regarding grades, attendance, and community service progression. Through the internet, parents and students may check student progress in each class, see attendance records, and check on the student's progress toward their community service hour requirement. Through Power School parents and students may also email teachers with questions or concerns.

Power School

Over one hundred community members, parents, staff and students participated in the development of our District Strategic Plan; therefore, it is a collaborative document with investment from all stakeholders. This group will continue to meet on an annual basis to review progress and identify any new, necessary focus areas.

District Strategic Plan

There is a wide range of informational meetings available to parents and the community regarding the many programs, activities, and events on campus. These include, but are not limited to, our district-wide strategic planning meetings, School Advisory Council (SAC), the IB Programme informational meetings, counseling services, 8th grade Parent Orientation, SOAR Days, Freshmen Orientation program, Academic and College and Career Nights, Parent Nights, Parent Club sponsored Meet-the-Principal evening, athletic meetings, Back-to-School Night, and Open House/Expo.

*EXPO Night
Back to School Night
Parent Club meetings
Meet the Principal
School Advisory Council
IB Nights
School Board Meetings*

SVHS conducts many meetings to counsel and inform our students and parents about graduation requirements and school programs. IB meetings are held for parents and students at the sophomore and junior levels to introduce, counsel, and guide parents and students through the IB Programme and its options on an on-going basis. The counselor, administrators, and teachers conduct informational presentations to all grade levels regarding class selection, IB courses, scholarship opportunities, community service requirements, and educational/post-high school goals. These presentations are followed-up by class selection forms sent home for parent approval and notification. The career and intervention counselor, IB coordinator, and administrators are also available for individual sessions regarding specific student scheduling, academic planning, post-high school plans, career exploration, and other educational/career technical needs as well as personal and emotional concerns.

*IB Nights
IB student-parent
counseling
IB Counseling - full IB
College and Career
Counselor
Administration/counseling
Workability - Special
Education
Youth Services Counselor
SVEF*

Parent Club hosts an annual Meet-the-Principal night with the community so that the principal may outline the school's goals for that academic year. Athletic informational meetings are held by the Falcon Club to communicate requirements for the student athlete and volunteer opportunities for parents. At the beginning of the academic school year, parents are invited to Back-to-School Night, which includes presentations by the principal and teachers. Parents attend each of

*Parent Club Meetings
Meet the Principal
Falcon Club
Back to School Night
EXPO
IB Nights*

their student's classes where teachers explain and respond to questions about class expectations, curriculum, assessment, and grade-level, subject standards. Also, the sophomore parent IB night and incoming freshmen parent nights provide specific information to parents of these specific grade level students. At the start of second semester, parents, students, and community are invited to Expo Night, SVHS's open house. During Expo, teachers display student work and interact with parents and students to address questions about class choices. During Expo Night students and parents have booths set up to inform and welcome new members to their clubs, sports, and organizations.

Other modes of communication include, but are not limited to, board policy, automated phone dialer, email, student newspaper, and phone calls. There are a number of board policies that outline appropriate parental involvement at the high school. An automated dialing system and voicemail allows the high school to get messages to families regarding news and/or student attendance issues. Parents, teachers, and students also communicate regularly through email. If parents prefer, teachers also have voicemail boxes for phone calls and messages. In some years, the students produce a newspaper, "The Falcon Times," to entertain and inform students and staff. SVHS also utilizes our local newspapers to communicate school news, events, and other stories of interest.

Parents and community members are invited and encouraged to attend student performances, games, and activities. A comprehensive athletic program provides the community with many opportunities to watch a myriad of sporting events. The school also has a successful drama program that produces a play in the fall and a musical production in the spring. Scotts Valley High School hosts a Career Day for students each spring. This day provides students with opportunities for them to learn from parents and community professionals who share their experiences in the working world. The Parent Club organizes monthly career lunches, where community members are asked to present opportunities to the students. The community is invited and encouraged to attend other programs and events including, but not limited to, the SVHS Art Night, Senior Awards Night, band and choir concerts, Mock Trials, the Halloween Haunted House, Talent Show, Battle of Bands, IB Science Night, spirit rallies, and school assemblies. Many of these events are advertised using many of the previously stated modalities of communication.

Another way that stakeholders have input is through the School Advisory Council (SAC). SAC is made up of elected representatives of parents, students, community members, and staff, and serves as an advisory board concerning school policies and procedures. The council conducts and analyzes the annual parent, student, and teacher surveys.

Falcon Times
Phone dialer
Voicemail
Email
Local newspapers: Scotts Valley Press-Banner and Santa Cruz Sentinel

Athletic events
Drama Productions
Music Productions
Club events
Career Day
Student Government
Events
SVHS Art Night
Haunted House
IB Science Night

School Advisory Council
SAC Surveys
SPSA

These surveys help administration and teaching staff evaluate the effectiveness of communication with students and parents in order to improve weak areas and celebrate successes. According to the most recent SAC parent survey, 91% of parents know how to access information about their student's homework; however, only 49% of parents feel they "receive accurate, clear, and timely advice from the school staff when choosing courses." This information indicates that communication about the classroom practices is established, consistent, and effective. However, the low percentages of parents who feel they know how to help their student choose courses speak to our budgetary cuts to our counseling program. To compensate for this loss, the administration is using parent communication lines, such as "News from the Nest," to distribute documents and counseling information to help parents feel better informed. The council is also a sounding board for the principal and a line of communication between the school and the parents. SAC annually reviews and approves the Single Plan for Student Achievement.

The superintendent and members of the school board meet bi-monthly with the City of Scotts Valley, including police department, city manager, city council members, public works, and the city financial manager and lawyer, as needed.

SVHS and the district enjoy an exceptional relationship with the local community. Businesses not only employ many of our students, but also are always available to provide support for the variety of activities happening on campus. For example, food and paper products are often donated for meetings or student activities. The local Rotary Club sponsors a back to school breakfast for all the teachers in the district and distributes monetary support to each school site at the breakfast. The Rotary also sponsors a Student Achievement dinner each year, honoring some of our exceptional students in grades 7-12, including providing scholarships for graduating seniors and savings bonds for younger students. The Kiwanis Club is a huge supporter of Music in the Park, raising money to help our school district. The Scotts Valley Chamber of Commerce honors a Scotts Valley Youth of the Year. Local construction workers and businesses have spearheaded small construction projects and have assisted in moving equipment around the site for graduation, and helped to improve our sports field by installing a proper drainage system. Several local businesses have established annual scholarships, such as Granite Construction. During our homecoming football game, more than 2,000 people come to the high school to cheer on the football teams, partake in the carnival games and activities, and support our student leadership group in their homecoming event. A local car dealer provides trucks for use in the homecoming parade. A number of community members with no children in our district are lifetime members of the Falcon Club and

*Meeting: Superintendent,
board, city officials*

*Rotary Club of Scotts
Valley
Kiwanis Club
Local businesses
Student Government –
Homecoming
Falcon Club*

support student athletes.

The SVHS Falcon Club and Parent Club are well organized and actively fundraise for academics, arts and after school sports. Through the communications channels noted above, parental and community resources are used to supplement what is currently provided at SVHS. The Parent Club seeks out grants and scholarships available to the school and members of the graduating class. Through the school's career center, more than 2,170 scholarship applications are made available to students. Some of the programs give away hundreds of scholarships, including USA Access to Education (420), and Ronald McDonald House (50). The variety of scholarships range from an Navy ROTC Nursing Scholarship for \$150,000, a National Association of Hispanic Journalists for anywhere from \$1,000 - \$5,000, an Isaacs Scholarship for science, worth \$12,000, an SAE Engineering Scholarship worth anywhere from \$500-\$5,000 to a Mercury News/Knight Ridder Minority Scholarship. SVHS students are awarded over a million dollars in scholarships each year. The Parent Club also coordinates and implements extensive fundraising activities to support academic and arts program funding. At the same time, the Falcon Club members provide financial and volunteer support for after-school sports programs that span more than 22 sports and over 42 teams. At SVHS, more than 75% of students are involved in at least one after-school sports team.

*Parent Club
Falcon Club
Career Center
Senior Awards Night
Program*

The Scotts Valley Educational Foundation (SVEF) is a separate non-profit organization whose sole purpose is to raise funds for the Scotts valley School District, including but not limited to: technology, arts, and music programs. The Foundation was formed in 1983 by a group of parents who were committed to raising funds to help the Scotts Valley Unified School District confront budget cuts and restrictive state legislation in a time of financial crisis. This forward-thinking group established the Scotts Valley Educational Foundation (SVEF) to support district-wide programs and to make sure every child receives a well-rounded educational experience. SVEF is focused on providing funding for critical programs and services within the District. Each donation has been earmarked for programs that affect all children. Music, art, technology, counseling services, and libraries are among the regularly funded needs. This year, the Foundation will support a grant specifically for high school students, providing college counseling services and support for a maximum of two years as they navigate the challenges of college applications and gaining acceptance into a two- or four-year college of choice. Since 2006, SVEF has raised nearly \$600,000 to enhance arts and music, support libraries, counseling services, teacher training, and special education programs, as well as address technological and safety concerns. Fifteen percent of our income also supports a growing \$250,000 endowment fund; the interest of which will

*Scotts Valley Educational
Foundation*

be used to support additional programs and needs.

Parents also volunteer on a regular basis to help in the office, the library, and the career center. If SVHS is short on office staff, the parents do a myriad of tasks including, but not limited to: answering phones, collating materials, filing, alphabetizing records, putting together student packets, and volunteering during special events. Parents are also encouraged to volunteer time to help teachers with a variety of tasks including, but not limited to: reading class essays, grading class assignments and notebooks, and mentoring and monitoring students for drama productions. Parents are actively sought out and encouraged to volunteer their time in other ways, including, but not limited to: involvement in WASC, strategic planning, Parent Club, Falcon Club, and School Advisory Council.

Parent Volunteers

SVHS is working to develop additional strategies to involve non-English speaking parents. Currently, four early advanced English Proficient students (according to their CELDT scores) who speak Spanish as their primary language attend SVHS. At present, limited resources challenge the ability to include non-English speaking parents. Although some of the staff is bilingual and available for translations, especially in Spanish, there is a lack of specific programs to support and communicate to non-English speaking families. Necessary district documents are translated into Spanish, but high school paperwork is not. The non-English speaking students receive support on campus.

*District English Language
Acquisition Committee
(DELCAC)*

SVHS has been working to improve and update its EL master plan, which was presented and approved by the Board of Trustees in January 2007. One of the major changes made was to hire credentialed staff (hourly) rather than using paraprofessionals to deliver instructional support. Currently, funding to support EL programs is split between state funds and encroachment on the general fund. The District has also created a District English Language Acquisition Committee (DELAC), which started in January 2007 and also covers the expense of CLAD training to any teacher who wishes to become CLAD certified. Today, 100 percent of our teachers are CLAD certified. As part of our district hiring policies, we only hire CLAD certified teaching staff.

*District English Language
Acquisition Committee
(DELCAC)
CLAD certified teachers*

Teachers use email, Power School, and phone communication to actively communicate with parents and students regarding academic progress, including grades, behavior, and overall success. In addition, both parents and teachers can schedule face-to-face conferences to review student progress on a case-by-case basis through informal meetings or Student Study Team Meetings conducted by the counselor. Through Power School, teachers produce progress reports every six weeks to inform parents of student academic achievement, and parents may request that Power School send them regular reports in addition to

*Email
Power School
Progress Reports
Phone calls
Syllabi
Student handbook*

the formal six-week progress reports. Power School is available 24/7 and even has an application for smartphones. The course syllabi and student handbook are important documents to communicate course expectations, academic standards, and behavioral expectations.

Parents receive automated notification on a nightly basis when their students are absent and are required to contact the office when their student is absent. The office staff connects parents and teachers through email to keep the absent student current on schoolwork during their absence. For long-term absences, SVHS offers independent study contracts so that students and parents can request homework assigned and required to be turned in upon return from their absence. This way, parents and students can remain informed and current on classroom instruction and assignments.

Parents and community members are encouraged to attend school board meetings and provide input on any topic on the board agenda. The board takes parental input very seriously. The district has also created board policies and administrative responses that support parental involvement at an appropriate level.

Email
Phone dialer
Phone calls
Independent Study
Contracts

School Board Meetings

E2. To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

Scotts Valley High School is committed to maintaining a safe, clean, secure, and orderly campus that nurtures learning.

Safety is ensured through a wide range of programs. The communication lines between the school, district, and city officials are excellent. SVHS also has a very comprehensive school safety plan, approved by the Board of Trustees. The plan outlines specific activities in relation to a myriad of potential hazardous situations and clearly identifies actions that each staff member must take. Component A of the safety plan focuses on student needs. SVHS coordinated with chiefs of police and fire and the Santa Cruz County Office of Education (COE) coordinator to put together emergency and safety plans. The district has also conducted all district and school site safety trainings in collaboration with the police and fire departments. These plans demonstrate how personnel will work together in the event of an emergency, and include maps of our campus

School Safety Plan
School Map
School and district-wide
Safety Training

and areas around the campus. The Santa Cruz COE is using SVHS's approach as a template for other districts to follow.

The annual School Advisory Council (SAC) survey shows 89% of parents feel confident the school provides a safe environment for students. Student survey shows 83% feel safe in their classrooms at school. The survey also shows that 76% of students never feel bullied or harassed. Staff Survey show that 98% of the staff feel the school is safe for students, and 95% of staff members feel safe at school.

SAC Surveys

The district meets regularly with city officials to identify any specific issues or needs. There is a regular police presence on campus for dances, games and other school events. The district and school officials have regular communications with the police department to ensure a safe and secure campus. As of Fall 2006, our School Resource Officer position has been vacant due to lack of available city funding. However, the police department works closely with SVHS, and officers are available upon school request. The police department also has a juvenile detective who specifically works with students who are having trouble with the law or who are victims in need of help. This detective works a day shift; therefore, the detective's availability during school hours is optimal.

Scotts Valley Police Department

The high school staff conducts two fire drills, two intruder drills, and two earthquake drills per year, as outlined by the school safety plan. Campus supervisors and other High School administrators are highly visible during the school day and the closed campus policy is enforced at all times.

Safety Drills

A wide range of board policies is in place to support safety of staff and students, including complaint procedures for staff, students and parents, and a drug- and alcohol-free environment. These are examples of the policies that establish and a safe and supportive environment at SVHS.

School Board Policies

In order for SVHS students to participate in any extra-curricular activities, they must understand and sign a student code of conduct. The code spells out behaviors that must be adhered to in order to maintain eligibility for participation in such activities, including athletics, theater productions, and special events. This also includes academic performance and for sports, follows California Interscholastic Federation (CIF) rules and regulations.

Student Code of Conduct

CIF Rules and Regulations

In classrooms where safety is a primary concern, such as ceramics, science, and physical education, staff presents very detailed instructions for maintaining a safe environment. For example, in all science courses there is a safety component lesson given prior to all labs. Some science staff members also give assessments that encourage students to

*Class Safety Instructions
Lab safety contracts and rubrics*

memorize lab safety. Hazardous materials for science classes are kept in locked cabinets, accessible only by the teacher.

In PE, uniforms are required, ensuring students are appropriately attired for all physical activities. PE department or the Falcon Club funds accommodate students who cannot afford uniforms for P.E. or sports teams. Teachers conduct specific and detailed training before allowing students to engage in physical activities. Rules, regulations, and classroom protocols are outlined each time a new unit is started. In addition, daily checks for understanding are used to ensure student comprehension.

*Athletic uniforms
PE Safety Instruction*

All teachers are alerted to students with health issues through Power School in conjunction with formal communications given by parents. Emergency cards for each student are kept in the school office and the district nurse is available in the district every school day and on the high school site one day every week. Special medications for students with specific health needs are kept in the nurse's office for immediate accessibility in case of need. Students who receive daily medication are seen in the health office and given medications with the time and date noted in the health log.

*Power School
Emergency Cards*

Athletic programs include the regular presence of a certified medical assistant. All coaches who are holding stipend positions are required to be CPR and first aid certified. Emergency cards for every player are kept with coaches at all times.

Certified Medical Asst.

The Scotts Valley Unified School District actively participates in the Healthy Kids Program, and school administration reviews and summarizes the Healthy Kids Survey with SAC every other year. The cafeteria follows FDA regulations and complies with all federal safety procedures, including twice-a-year inspections by the County Health Department, and quarterly site visits and inspections by the Food Services Director. The National Restaurant Association Educational Foundation certifies Scotts Valley High School's food services for the ServSafe Certification, recognized by the Conference for Food Protection. SVHS's Food Services Director has numerous manuals and binders that directly address food service and safety policies and procedures. The school is compliant with all relevant Senate and Assembly bills that address child nutrition. The District has been trans-fat free since the end of the 2006/2007 school year. A significant goal of the District is to provide nutritional information for all foods served in a way that is easily accessible by parents, such as the District website.

*Health Kids Program
Healthy Kids Survey
County Health
Department Site Visits
ServSafe Certification*

With the development of the District Wellness Policy, the District and the Board believe that foods and beverages available to students during school hours should support the health curriculum and promote optimal

District Wellness Policy

health. Nutrition standards adopted by the district for all foods and beverages sold to students, including foods and beverages provided through the district's food service program, student stores, and vending machines meet or exceed state and federal nutrition standards. The school has programmed vending machines to sell only water, 100% fruit juices, or Gatorade during school hours, as well as half an hour before school starts and one half hour after school is released.

Respect is also a significant focus area at Scotts Valley High School and respect and concern for others is encouraged in every classroom and in every common area of the school. In the fall, Scotts Valley High School's Student Government hosts Respect Week. During the week, our school focuses on five aspects of respect: respect for the environment, respect for self, respect for others, respect for our school, and respect for our opportunities. The week culminates with an inspirational speaker and/or presentation. One year our Student Government chose to introduce our school to Rachel's Challenge, which began a very thought-provoking anti-bullying campaign on our campus and at our middle school. The consistent outcome of Respect Week is a renewed perspective for the staff and students about respect and its impact upon our school culture. As a staff, we have made the decision to move Respect Week to the fall in order to set a standard of respect for the year. We subsequently continue to incorporate and reinforce respect into lessons within each department on a regular basis. For example, throughout the year, to demonstrate the concept of "respect your opportunities," SVHS brings in colleges and representatives from a variety of industries to present the wide range of opportunities to them during Career Day, specific organized luncheons, and informal site visits.

Data collected from the annual School Advisory Council's student, staff, and parent surveys supports the feeling of respect on the campus. 82% of our students believe that teachers treat them fairly and respectfully. 63% of students believe that students respect their teachers. 65% of students believe that students are respectful to other students. 92% of teachers feel respected by the parent community, and 92% of teachers feel respected by students. These numbers reflect the high expectations our entire community has for respectful behavior, especially seen by the percentages from the student survey. Students seemingly have an even higher bar of expectation for respectful behavior than teachers. This is positive in that our students have healthy perspective and desire for more respectful behavior from their peers.

During school's Professional Development meetings for teachers, our staff has begun the process of working on a formal anti-bullying campaign that becomes part of our school culture. After the Rachel's Challenge presentation two years ago, our students formed a new club called Peer Advocacy Team (P.A.T.) who made it their mission to help

*Respect Week Activities
and Assembly
SVHS Student
Government
Career Day
Career luncheons*

SAC surveys

*PD time spent on
bullying education for
teachers*

students who feel lonely or bullied, fervently welcome new students to our campus by assigning them a buddy and giving them spirit wear, and support students who need help with conflicts they face with peers or in daily life. Students involved with PAT attended training in December of 2012 to help better the process. The teachers are positively striving toward a long-term goal of having a formal, embedded campaign of respect as part of school culture.

Peer Advocacy Team

With the recent passing of Assembly Bill 746, staff and teachers have been educated on the bill and its importance to the school environment. As part of a developing anti-bullying campaign, the English department, who see all students on campus, introduced and explained the bill itself, its importance to our school, and its consequences as laid out by the law. This discussion will be ongoing (every year) to ensure students understand their rights, the rights of the staff, and the consequences of disrespectful behavior online. This has become part of the school's development process for a formal anti-bullying campaign.

AB 746 - education and compliance

Another part of the development of an anti-bullying campaign includes an educator-developed "B-Doc" in 2012, which is used for formal documentation of bullying on campus. It is intended to help student victims and to hold student bullies accountable to consequences and counseling for poor choices.

B-Doc - document to report bullying

Student Government, at the behest of students and teachers, created the Falcon Forum in 2008. Each second period class elects a student representative to attend Falcon Forum once per month. The Falcon Forum consists of student representatives, Student Government leaders, administration, and teachers. The Falcon Form engages in healthy, honest dialogue about relevant student issues. The Falcon Forum is a safe place where students are given a voice in decision-making on campus.

Falcon Forum

Students also have a wide range of clubs and after-school activities that allow freedom of expression, exploration of new ideas, and valuable experiences with staff support and encouragement. Our diverse selection of clubs encourages healthy socialization for ALL students. Clubs at SVHS include, but are not limited to: P.A.T., Mock Trial, Musician's Club, Drama Club, Interact Club, Anime, Falcon Frenzy, Meditation Club, Cooking Club, Fashion Club, Falcon Times, STEaM (Science, Technology, Engineering and Math) Club, Key Club, Haunted House, Photography Club, Gay/Straight Alliance, Model U.N., and CSF.

SVHS Clubs

As part of SVHS graduation requirements, all students must complete sixty hours of community service. This requirement gives students the opportunity to experience volunteerism and its impact on our local and global communities, and through this requirement students achieve the

*Community Service
Graduation Requirement
Counseling
Dept/Administration*

SLO of “Students are global citizens who model integrity, awareness, and participation.” Our local Rotary Club recognizes students who go above and beyond the required hours. Many students are recognized and awarded for completing one hundred hours or more of community service.

*WASC SLOs
Rotary Scholarships*

The IB Programme includes CAS hours (Creativity, Action and Service) for diploma candidates, which promote aspects of education that take place outside the classroom. For the IB Programme, students are required to complete fifty hours of community service (which count toward the sixty hours of required community service for graduation), fifty hours of creative activities participation, and fifty hours of physical activity, for a total of one hundred and fifty hours during their two years of IB coursework.

IB CAS Hours

In line with the SLOs, the teachers at SVHS have worked hard to develop a culture of academic integrity and work closely with students to instill responsibility for honesty in their work. Scotts Valley High School has a strict no cheating policy – students receive an immediate F on an assignment if they are caught cheating. In addition, in the event of cheating or plagiarism, the incident is logged into the school system by an office referral. On a second offense of cheating or plagiarism, the student is suspended for one day in addition to receiving the consequences from the first offense. Most departments also use the anti-plagiarism website Turnitin.com to ensure academic integrity in essays and other written projects. Repercussions for cheating and plagiarism are outlined in the student handbook and in parental notifications from teachers at the beginning of the year through syllabi. The staff and administration at the school take authenticity very seriously.

Cheating Policy

*Student Handbook
Turnitin.com
Course syllabi*

Staff expertise is valued and research and innovations are shared in formal and informal ways through department meetings, professional development days, and regular communications. SVHS teachers have access to support and/or feedback from other staff and administration on both a formal and informal level. Some professional development meetings include instruction from teachers for teachers. For example, the English department taught writing strategies, the Special Education department conducted a question and answer session on IEPs and specific student needs, and several teachers act as technology experts available to all staff for help. Within departments, teachers consistently collaborate to develop curriculum.

*Staff-driven Professional
Development*

Professional Development Days offer staff opportunities to collaborate with peers, work within their subject areas, work on K-12 curriculum alignment with district experts, and to address issues at their single school site. This Professional Development time provides teachers with

*Collaborative
professional development
k-12*

the tools and information they need to continually improve upon their practices while also allowing them to share information, strategize on challenges, share curriculum and/or coursework, or simply ask for advice. Data collected through standardized testing is disaggregated for these sessions, so teams can focus on below-proficient students and strategies to assist those students into meeting or exceeding the levels of proficiency.

As noted earlier in section E1, the School Advisory Council conducts an annual survey of parents, students and staff, to identify potential areas of growth, areas of strength, and areas of concern. The feedback is a critical part of self-evaluation and self-improvement. The data is analyzed by SAC and provided to students, staff, and parents once compiled. An area of growth for SVHS would be to develop specific action plans to address areas of concern and areas of growth.

The various services, policies and programs in place at Scotts Valley High School are established to provide a physically and emotionally safe environment for its staff and students. The school culture encourages continual improvement by maintaining a high level of integrity, trust and expectations among its staff and students. The Scotts Valley High School staff is committed to maintaining a safe, clean, secure, and orderly campus that nurtures learning.

School Advisory Council

E3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

Scotts Valley High School uses a wide variety of programs and approaches to ensure all students receive appropriate support to help ensure academic success. Due to budget cuts, the counseling staff has been reduced to a .5 position to handle all at-risk students, SST meetings, and 504 meetings. Currently, freshmen and sophomores meet with the Vice Principal as their academic counselor, and juniors and seniors meet with the Principal as their academic counselor. When full-time counselors were on staff, they met regularly with students of all grade levels and provided intervention as needed to ensure academic success. Now, due to budget constraints, the half-time counselor works with the most at-risk students to intervene. SVHS administrative staff works with students to complete an educational plan and ensure that these students are on target for graduation in addition to assisting them with all types of college application procedures.

*0.5 Counseling position
SVHS Administration*

Administrators work on scheduling classes to balance gender, special needs, and primary language skills. They are also responsible for making any necessary changes in schedules to meet the students' individual needs. The administration at SVHS also provides access for

*SVHS Administration
ROP courses
Cabrillo College
SVHS Independent Studies*

students interested in taking ROP courses at other county high schools, classes at the local community college that are not offered at our school, as well as summer school programs in the county open to all students to take or re-take particular core classes. SVHS offers an independent study program for students whose needs require this mode of alternative education. Adult education is available through the County Office of Education to further support students.

Adult Education - SCCOE

When a student is identified as struggling, a Student Study Team (SST) is assembled. This team includes parents, teachers, students, counselors, administrators, and other stakeholders to discuss intervention strategies to help the student achieve academic success. If appropriate, the team can choose to involve the special education program for testing or begin the 504 process.

Student Study Team

The International Baccalaureate Program (IB) is a holistic program that emphasizes critical thinking, innovation, invention and international mindedness. Students who choose to participate in the IB Program work directly with the IB coordinator to establish pathways for full or certificate IB participation. Full IB diploma candidate students conduct all academic counseling with the IB coordinator. Administrators counsel students who choose to take a selection of IB courses, but these students always have access to the IB coordinator for questions specific to their IB courses. IB courses are open to all students in the junior and senior year without any required prerequisite courses. SVHS strives to increase student participation in the IB program, creating an overall culture of academic excellence. Currently, parents, students, and teachers attend IB informational meetings to learn about the IB curriculum, goals, assessments, culture, and challenges. The coordinator also reaches out to middle school students to inform them of their future IB opportunities educate at SVHS.

*IB Program
IB Coordinator/
Counselor
IB Meetings*

Based on California Education Code, all students have equal access to all classes. Most SVHS special education students are mainstreamed in all or most of their academic courses. All special education students are mainstreamed in PE and some electives; however, SVHS also offers special education classes in history, English, science, and math for the small percentage of students who are not diploma-bound. All special education students are required to take a Directed Studies class, which is used to work on IEP goals, work on current projects and class assignments, develop study skills, and develop test-taking skills. Two new special education programs are also on campus as of the 2011-12 school year: the Emotionally Disturbed Program and the Severely Handicapped Program.

*California Ed Code
Special Education*

SVHS shares an Adaptive PE teacher with Scotts Valley Middle School. This teacher provides accommodations and modifications appropriate for

Adaptive PE teacher

each of the students, and class skills are modified so every child is at a minimum 80% success rate.

An Independent Study program is available for students whose needs cannot be met by the comprehensive high school program. Independent Study provides an alternative means for students to complete the prescribed course of study for graduation through the opportunity for a student to study at his or her own pace, create a bridge between the school and community, accept the challenge to excel in areas of special interest, and achieve competency in basic skills in an alternative learning environment. Independent Study is initiated by a written agreement between the certificated representative, the student, the parent/legal guardian of the student, and any other person who has direct responsibility to provide instruction. The agreement includes all the components of the individual study plan for the student. Through Independent Study, students and parents become active participants in the learning process while under the general supervision of the certificated teacher representative. The goal of SVUSD's Independent Study program is to provide an alternative academic learning experience of the highest quality possible for the student who is capable of learning through an independent study program. The objective is to develop the highest degree of academic performance, self-confidence, self-reliance, responsibility, and potential within each student.

Independent Study Program

Teachers and staff at SVHS refer students who show a need for social/emotional counseling to the Student Services Counselor, a licensed psychologist. Peers and parents can also make referrals if they are concerned for the needs of another student. The Student Services Counselor is responsible for a variety of services. The counselor meets with students and, as necessary, their families. Their focus includes, but is not limited to: emotional issues, relationship/family issues, drugs, alcohol and tobacco abuse/use, and trouble with the law. The Student Services Counselor's primary role is as the initial consultant, where analysis is made of the difficulty at hand and then an assessment determines the student's needs. Contacts are made with parents, family members, staff, police department and/or Child Protective Services, as needed. The counselor refers the student and their families to other resource providers (e.g., drug and alcohol counseling, family counseling, anger management). The counselor is on campus for appointments with students two days per week.

Student Services Counselor

In summary, students of all abilities and social needs receive many levels of support and guidance throughout their educational experience at Scotts Valley High School. Annual counseling and course planning provide students with regular review and modification of individual graduation plans. In addition, a range of course offerings and programs targeted to academically at-risk, as well as high achieving students,

provide our student population with the appropriate support and challenge for academic success.

E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

Scotts Valley High School provides a wide range of programs and contacts to ensure that all students have equal access to a system of personal support services, activities, and opportunities both within the school and in the surrounding community.

Support systems range from counseling/administration staff to peer tutoring. Peer tutoring opportunities are promoted through the counseling office, "News from the Nest," daily bulletins, the school website, and the classroom. In addition, many teachers offer their time outside of their contract hours to conduct group and individual study sessions to any student in need.

*Counseling/Administration
Peer Tutoring
Teacher tutoring*

The Career Center offers information to grades 9-12 on career, college, and technical school exploration. They also offer opportunities to explore scholarships, college applications, financial aid, aptitude testing, jobs, internships, and community service. The community service information is invaluable to students since they are required to complete sixty hours of services as a graduation requirement. Great improvements have been made to the quality and quantity of information offered through the Career Center, thanks to the addition of a part-time Career Center Technician.

Career Center

Course offerings such as Work Experience and Cross-Age Tutoring enable students to explore post-secondary career options while earning high school credit. Work Experience combines work related curriculum with student on-the-job experience. Cross-Age Tutoring allows students who are interested in the field of education or child development to experience hands-on teaching with students at the middle and elementary levels in small group settings.

*Work Experience
Cross Age Tutoring
Program*

ROP classes are offered on campus, such as Administration of Justice, Sports Occupations, Bicycle Technology, Music Production/Recording, and Digital Photography. These courses give students the opportunity to experience workforce opportunities through coursework, projects, and field trips. Some field trip opportunities include police ride-alongs, shadowing physical therapists at the local hospital, and observations of athletic trainers at sporting events. SVHS also allows students to attend ROP courses at other county high schools that include, but are

ROP Courses

not limited to: classes in the fields of agriculture, mechanics, medical, cosmetology, technology, and the arts.

Parents and students can regularly access Power School to stay up to date with grades, attendance, and accumulation of community service hours. All teachers are available to parents through e-mail, phone, and conferences. Teachers also call home to share positive observations and to discuss areas for improvement.

*Teacher-Parent
Communications*

SVHS has made tremendous growth in the last several years to establish a healthy, safe, positive, and spirited environment. Student Government, in collaboration with teachers and other student groups, has worked to make the school feel safe and positive for everyone. With the establishment of Falcon Forum, Peer Advocacy Team, and the growth in services clubs like Interact Club and Key Club a culture of altruism and respect has been established. The teaching staff is intricately involved in student activities beyond their contracted requirements. For example, teachers participate in Homecoming skit activities, rally skits, and activities. Teachers often attend students' sporting events, art shows, drama productions, music performances, and more.

*Student Government
Clubs
Teacher involvement in
student activities*

The staff at SVHS works very hard to support citizenship and ethical behavior by students. Through participation in leadership activities and student government, students are guided by SVHS staff to create a respectful and supportive environment that recognizes and supports diversity at many levels. According to this year's student survey, 79% of students feel that the SVHS teachers respect them, regardless of ethnicity, cultural practices, and sexual orientations. 85% of students also note that they feel teachers genuinely want them to succeed.

SAC Student Survey

SAC Parent Survey

SAC Staff Survey

To encourage learning that promotes inclusion, SVHS offers both a standard and an IB curriculum, both emphasizing cross-cultural understanding and international mindedness. Rooted in the SLOs for developing "Global Citizens who model integrity, awareness, and participation," this critical thinking and study makes all students feel valued regardless of background or orientation.

Teachers at Scotts Valley High School organize travel to other cities, states, and countries to advance student knowledge and experience. Examples of such travel include language study trips to Costa Rica, football competitions in Texas, Alaska, and Hawaii, out-of-town choral competitions, and Mock Trials. This year, SVHS hosted students from Chile, resulting in a great cultural experience for the entire school. Teacher representatives attend all after-school activities such as plays, games, dances, which require between 8-12 teachers and one administrator at each event.

*Trips and exchange
students*

The IB coordinator is also the community service liaison, providing opportunities for volunteer service to meet SVHS's graduation requirement of sixty hours of community service. The coordinator also rewards graduating seniors through Rotary Club awards and scholarships and special acknowledgements at graduation when students complete over one hundred hours of community service.

IB Programme

Scotts Valley High School aims to support the individual needs of all students both on campus and in the community through its range of specific programs and services, and by providing a variety of extracurricular activities for students. Students have many opportunities to excel both intellectually and personally through these course offerings and activities.

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

Strengths:

- Strong links with parents and community.
- Parent resources are identified and actively utilized.
- Teachers are actively involved in student clubs.
- Teachers provide culturally enriching experiences, including field trips and traveling locally and abroad.
- Positive responses from students to nearly every survey question validate that SVHS provides a strong, supported, safe, collaborative, and challenging culture for all.
- Students and staff are involved in the Peer Advocacy Team, which helps new and socially/emotionally struggling students feel supported.
- Additional ROP classes have been added to our offerings, and students have opportunities to take ROP classes at other school and college sites in the area.
- The district has a plan, timeline, and site coordinator in place to fix all of SVHS physical school site deficiencies.

Areas of Growth:

- Currently, SVHS has limited programs in place to support non-English speaking parents/families. A greater need for strategies to involve non-English speaking parents, as the population has changed in the city of Scotts Valley. All of the school's written and electronic communication should be available in languages other than English.
- A limited number of elective courses are offered at SVHS. This needs to be increased.
- Current counseling staff is only a 0.5 position for the entire student body, with administration filling in for counseling duties, specifically scheduling. With respect to student needs for on-site emotional support, career and college guidance, and interpersonal challenges, SVHS needs more counseling-specific professional staff.
- SVHS should continue to explore ways to address the occurrence of exclusion among students, judgment and bullying, and the need for individual expression in order to maintain a culture of acceptance for all.