

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

# **Scotts Valley High School WASC Focus on Learning Report 2019**



## **Focus on Learning**

*Submitted to:*

**Western Association of Schools and Colleges**

*and*

**The California State Department of Education**

*Michael Hanson, Principal  
Neil Aratin, Assistant Principal  
David Crawford, WASC Chair*

# **Scotts Valley Unified School District**

## **Board of Trustees**

**Michael Shulman**  
*President*

**Sue Rains**  
*Vice-President*

**Kim Schultz**  
*Clerk*

**Roger Snyder**  
*Trustee*

**Corey Warner**  
*Trustee*

## **District Administration**

**Tanya Krause**  
*Superintendent of Schools*

**Michelle Stewart**  
*Assistant Superintendent of Education Services*

**Mary Navas**  
*Interim Chief Business Official*

**Carolyn Lewis**  
*Human Resources Administrator*

**Kat Beebee**  
*Director of Technology*

**Visiting Committee**

**March 3-6, 2019**

*Representing the*

**Western Association of Schools and Colleges**

*and the*

**California State Department of Education**

**Chair**

**Jonathan Ferrer**

Director

Sonoma Schools

**Members**

**Virginia Brown**

*Teacher*

*Gonzales High School*

*Gonzales, CA*

**Kenneth Wade Mitchell**

*Teacher*

*Porterville High School*

*Porterville, CA*

**Mia Onodera**

*Science Teacher*

*Monte Vista High School*

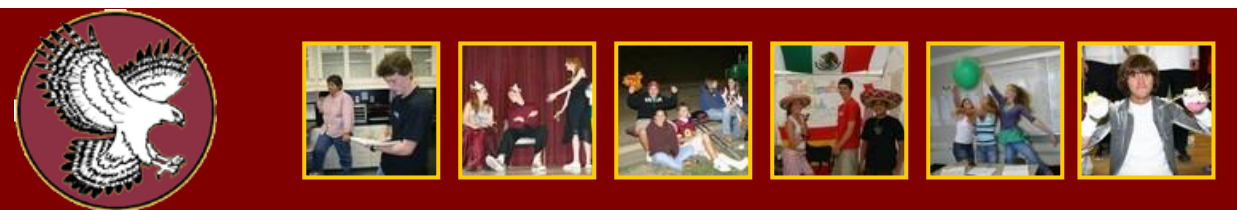
*Cupertino, CA*

## Table of Contents

Chapter I: SVHS Progress Report .....	1
Significant Developments .....	1
1. Administration Changes.....	1
2. ADA, Funding, and Cost of Living .....	1
3. Counseling services.....	3
4. School-wide Tutorial Program.....	4
5. Academic Interventions - K Street and Credit Recovery .....	6
6. New Semester Schedule .....	7
7. Common Core, CAASPP, and CAST.....	8
8. New Courses (not including Math and CTE).....	9
9. Career Technical Education.....	10
10. Textbook Adoptions .....	12
11. Special Education .....	12
12. PBIS, ATLS, and SLOs .....	13
13. Illuminate .....	15
14. Safety.....	16
Schoolwide Critical Areas for Follow-up.....	17
Ongoing Follow-up Process .....	18
Procedures for Implementation.....	18
Monitoring of the School-wide Action Plan .....	19
Integration of Critical Areas for Follow-up or Recommendations from Previous Visiting Committee .....	19
Description of Preparation Process for Annual Single Plan for Student Achievement .....	19
Description of Preparation Process for Three-Year Term Progress Report.....	20
Description of Process for the Current WASC Review (2019) .....	20
Engagement of Stakeholders.....	22
Reflection, Analysis, Evidence and Impact on Student Learning .....	23
Goal 1: Support for All Students .....	23
Goal 2: Common Core (CAN 2).....	28
Benchmarks Assessments.....	28
Math Alignment with Common Core .....	31
Next Generation Science Standards.....	33

Goal 3 Schoolwide Learner Outcomes (CAN 3) .....	33
Chapter II: SVHS Student Community Profile .....	35
A.General Background and History .....	35
Community.....	35
General Description of School .....	36
Faculty and Staff Demographics.....	39
Accreditation History for Scotts Valley High School.....	41
LCAP Identified Needs .....	44
B School Program Data.....	48
General Program of Study .....	48
International Baccalaureate Diploma Program .....	50
Alternative Education.....	52
Special Education .....	52
C.Demographic Data.....	54
1. Socioeconomics.....	54
2. Student Enrollment .....	55
D.Data on Addressing the Eight State Priorities .....	61
1. LCFF Priority 1 – Basics .....	61
2. LCFF Priority 2 – Implementation of Academic Standards .....	68
3. LCFF Priority 3 – Parent Engagement.....	68
4. LCFF Priority 4 – Performance on Standardized Tests .....	69
5. LCFF Priority 5 – Pupil Engagement .....	90
6. LCFF Priority 6 – School Climate.....	94
7. LCFF Priority 7 – Access to a Broad Course of Study .....	102
8. LCFF Priority 8 – Other Pupil Outcomes.....	106
E.Schoolwide Learner Outcomes .....	107
F.Perception Data .....	107
Chapter III: SVHS Self-Study Findings .....	126
Focus Group A - Organization.....	126
Focus Group B - Curriculum.....	147
Focus Group C - Instruction .....	158
Focus Group D - Assessment and Accountability .....	175

Focus Group E –School Culture and Support for Students .....	185
Chapter IV: SVHS Critical Student Learning Needs.....	199
Process for the Development of the 2019 Critical Student Learning Needs..	199
Scotts Valley High School Critical Student Learning Needs .....	203
Chapter V: SVHS Action Plan.....	204



## Chapter I: SVHS Progress Report

### Significant Developments

#### 1. Administration Changes

In September of 2017, the SVHS principal of 7 years resigned for personal reasons. The position was assumed by the assistant principal who was given the title of Administrator in Charge by the superintendent for the remainder of the school year. In November of 2017, a retired school administrator came in on a part time basis for the remainder of the school year to primarily assist with issues of behavior, supervision, and attendance. The Administrator in Charge was officially designated as school principal to begin the 18-19 school year and a full time assistant principal was hired. This change in administration is significant because it was unforeseen and abrupt. This did not allow for a planned transition in which institutional knowledge could be properly passed along and also created a nearly year-long period of time in which the school was lacking adequate administrative staffing to cover responsibilities ranging from employee evaluations to program planning and supervision. It should be noted that this administrative change occurred in the same year that the bulk of the WASC self-study was conducted. Additionally, the WASC Coordinator was called upon to bolster administrative support, reducing time available to begin the WASC process.

#### 2. ADA, Funding, and Cost of Living

The story of SVHS is only fully understood by placing it in the context of the larger district's funding woes. The change to the LCFF did not benefit the district on a meaningful scale. The district's student demographic composition earns the organization substantially fewer supplemental dollars than the other districts in the county and, due primarily to Prop 13, the property taxes do not put the district in Basic Aid status like other similar districts near San Jose. As such SVUSD is the 9th lowest funding unified district in the state of California. In a district with only four schools, and a single high school, this puts a lot of pressure on the district office, site administration, and teachers to properly comply with new regulations and successfully adopt emerging best practices as the economy of scale

does not tilt in our favor. Most staff members perform multiple roles, many more than in a larger district.

At the high school this chronic lack of adequate funding has a large negative impact. To begin with, SVHS has the most rigorous graduation requirements of any comprehensive high school in the county, a nod to our college-bound culture. In order to maintain the necessary courses to fulfill these requirements, and yet still adhere to the minimum contracted student to teacher ratio, the school offers fewer electives. This has made addressing Critical Academic Need 5 (building broader course options) all the more challenging.

In the spring of 2018, due to a drop of enrollment, the high school cut 14 sections from the master schedule for the following 2018-19 school year. The loss of these sections did not result in significant layoffs because the school lost several teachers who were moving to locations to teach where the cost of living was more in balance with compensation. Given the dramatic rise in Bay Area home prices and our teachers' relatively meager salaries, it is certain that an average teacher cannot afford to purchase a home in the city in which they teach. With this in mind SVHS loses multiple young, promising teachers, year after year.

Student absences across the district represents a \$250,000 per year loss in revenue. Our region shows declining enrollment, likely due to the increased cost of living. In November 2018 voters approved a parcel tax which is estimated to raise approximately \$650,000 per year for 5 years. With this tax in play the teacher's union may receive their first on-schedule raise in nearly a decade.

Another challenge is the increasing encroachment from unfunded special education mandates that pull over \$4 million a year from the general fund. And finally, an important historical reference point about SVHS is that when the school was built 20 years ago the construction team was found to be so willfully incompetent they lost a multi-million dollar lawsuit to the district that ultimately did not cover the cost of repairs. In the end the taxpayers paid for a pool, track, library, multiple classrooms, and a performing art center that were never built. Substandard construction has meant that general funds have been required to pay for repairs year-after-year. Substandard infrastructure such as wiring, telephones, and our second-hand bell tower cause disruptions and frustrations.

### 3. Counseling services

Since our last full WASC review, the Scotts Valley High School Counseling Department has seen many staffing and programming changes. Six years ago, the two full time school counselors were both preparing for retirement. When those retirements came, in the midst of the effects of the recession, the district hired back only a single counselor. A couple years later, with the budget healthier, the district approved a part time school counselor. The next year a full time counselor was hired, replacing the part time position, and for the past three years, we have had two full time school counselors on staff to handle the 800+ student caseload.

These shifts in staffing created many challenges within the department. During this instability, it was difficult to reach and support all students and there seemed to be a loss of trust from the student and parent community as their need was greater than our ability to serve them. Over the past three years, we have had to rebuild the department with a new energy, attitude, and culture. It has been our main goal and priority to change the culture of how students perceive and understand the role of the school counselor at our school. To do so we have used the guiding principles set by our PBIS character traits of Respect, Integrity, and Compassion to create this new culture. The reinstatement of a fully staffed counseling team, which includes the College and Career center technician and registrar, could not have come soon enough as we observed a noticeable increase in students struggling with social/emotional needs, particularly anxiety and depression. Supporting the whole student, we believe that a socially and emotionally healthy student is the foundation for academic success. With a positive and compassionate attitude, rich professional development calendar and a structured and systematic approach to our classroom presence and parent education, we have gained back the trust of the community and students.

In the fall of 2017, SVHS invited an audit of our College and Career Readiness by UC Riverside and the Leadership Institute of Riverside County. We were pleased to know that we offer a strong program that results in the highest college readiness percentage in our county at approximately 70%. However, we did uncover key roadblocks to student UC/CSU eligibility. First, we found that 'D' grades, specifically in Math courses, were the most common reason a student would not be university

eligible upon graduation. Our credit recovery program, planned in the spring of 2018 and implemented the subsequent fall, came out of this self-analysis and represents a significant improvement in our student support program. In the 1st semester of 2018, 23 students were recovering credits in this manner.

#### 4. School-wide Tutorial Program

In the fall of 2012 a select committee of teacher leaders came together to begin planning the inclusion of a Tutorial Period. They developed a mission and vision for the program and identified parameters and possible organizational structures. In the fall of 2013 the school's new Assistant Principal took lead on the project. During the 2013-14 school year, many steps were taken and meetings held that brought the idea of Tutorial to life. These include:

- Research Tutorial models, policies, and bell schedules at other similar schools
- Site visitation to Aptos High School by administration and teachers
- Staff polling, discussion, and brainstorming
- Identification and clarification of purpose
- Student feedback gathered through Falcon Forum
- New bell schedule built
- Procedures for student transferring between classes developed
- District Office solicited for support

Beginning in the fall of 2014, Scotts Valley High School included in its bell schedule a weekly, hour-long Tutorial Period which students and staff could use as they see fit to promote academic progress. The final Tutorial Program that was developed resulted in a 65 minute period added to Tuesdays, and the rearrangement of the bell schedule so that the All-Period day was moved from Wednesday to Monday. As a result each course lost 7 minutes of seat time per week and the teachers Professional Development time was shortened by 15 minutes per week. The Tutorial Period has every classroom utilized with every teacher involved during that time. It does not require any additional funding, resources, or facilities. Students are rostered with one of their regular class teachers and are segregated by grade level to maximize ease of classroom management. An advantage of the new schedule is that SVHS is now in line with other local high schools, including San Lorenzo Valley, Harbor, Aptos, and Soquel, in having an All-Period day on Monday. This makes it easier for ROP students to take classes at the other schools or vice versa.

During Tutorial period students are expected to be quiet and productive. The activities permitted vary and include reading, studying, organizing, doing homework, getting tutoring from teachers, completing make-up

work, using computers in the library for research, and setting appointments to meet with counselors.

Upon implementation of the Tutorial Program, the administration walked the campus to ensure that all students were in their assigned classrooms and properly engaged. Previously, in the spring of 2013, students were informed of the change, their feedback was sought, and their concerns were addressed directly by the Assistant Principal who went into classes and answered questions. Parents were informed via News from the Nest, SAC, and the Parent Club, and a special Parent Night was held in the spring of 2013 to answer questions and concerns. Overall implementation went smoothly and after one year the program had already become an integral part of the school.

Measuring the success and progress of the program has involved tracking students' academic success and getting direct feedback from both students and teachers. Student feedback has been provided in Falcon Forum, Student Government, School Advisory Council, and the WASC Student Survey. Parent feedback has been provided via the School Advisory Council and the WASC Parent Survey.

At each Leadership Team meeting from 2014 to 2017, the team has reviewed the program and identified key areas of concern. Students asked for the ability to use the restrooms and to be able to see more than one teacher during each period. These requests were reviewed and permitted for the 2015-16 school year. One persistent problem remains teacher and student fidelity in using the transfer forms appropriately. Despite this, the Tutorial period is a cornerstone of the school's RTI program as a tier 1 academic support for all students.

In 2017-18, with the administrative changes, additional uses of Tutorial period were put into place. The first was to move Falcon Forum from 3rd period to the Tutorial period in hopes of increasing participation. The idea was that more students would join, increasing overall representation at the Forum, because students would no longer miss class time. Though participation did improve, the increase was marginal. When students were questioned the overwhelming response was that they found Tutorial so useful they didn't want to miss it. Another change in 17-18 involved certain staff meetings. For the first time, the Special Education department began meeting regularly with site admin and counselors on a monthly basis. In 18-19 another group, the Tier 2 PBIS team, scheduled their meetings during this time as well. Therefore, staff have also benefited from our Tutorial period.

Lastly, in Fall of 2018, the site admin and counselors organized a once a month Tutorial session held in the student union called a RIC Squawk,

similar to a TED talk. The purpose of the 'squawks' is to facilitate discussion about important social/emotional topics in the students' lives. Thus far there have been three such talks, the first covering social media and cyberbullying, and the last two dealing with issues of diversity and respect on campus. Students can choose to join voluntarily and the hope is that this will continue in the future as another opportunity for students to share their experiences.

#### 5. Academic Interventions - K Street and Credit Recovery

In the 16-17 school year the site administration sought to increase support for at-risk incoming 9th grade students. Along with the counselors the administration met with their counterparts from Scotts Valley Middle School. They discussed and identified students who would be predicted to struggle in their first 9th grade semester, most of whom were non-graduates of the middle school. Approximately 10 of these students were identified to take part in an intervention opportunity and their 7th period was left empty on their schedule so that the students could receive additional assistance. A part-time staff member was employed to meet with these students every 7th period and provide instructional support, specifically in science and math content, and broadly with non-content specific academic skills such as organization and goal-setting. This class was called Study Skills and was a voluntary option for the students. In monitoring the program's success, it was found that not enough students participated fully for a determination to be made about its effectiveness. The next year, in 17-18, the school attempted an improvement by creating a course called Academic Seminar, staffed by an experienced teacher, to provide structured support to 9th grade students who were similarly identified as at-risk. The year-long course served approximately 12 students and was based on a program developed out of a PBIS Tier 2 intervention designed by Jessica Swain-Bradway, Ph.D. of Illinois PBIS Network and Christopher J. Pinkney, Ph.D. of Portland State University. Again, success was difficult to determine, this time because while some students seemed to perform better than would be predicted, there is no way to know what the alternative outcome would have been. The teacher reported significant behavior challenges related to disruption and distraction and believed that the students, most having 504 plans related to executive function challenges, amplified each other's bad habits without a content-driven curriculum with which to structure their time and activities.

Previously, data had been collected that showed the high school typically lost 25-30 students from each class as they moved from 9th grade to 12th. Roughly half of the students left the district to attend an alternative education placement elsewhere in the county as Scotts Valley did not have such a program in-district. SVHS staff had long sought to keep as

many of these students as possible by developing its own alternative. In the 17-18 school year the superintendent approached the site administration and gave permission to explore the creation of an alternative program. Over the course of the year, a team consisting of the site admin, counselors, superintendent and director of curriculum, met regularly to put a plan together. The result was the K-Street Academy, named after the short side street next to the portable classroom the class would be held in. The general idea of the program is that students will be enrolled in courses from 1st through 5th period and receive instruction in History, English, Science, and Math. All of these courses meet each day, eliminating the block scheduling. There is no homework, the curriculum is largely delivered through thematic projects, and the courses are not UC A-G approved. The teachers who volunteered in the respective subject areas represent some of the most experienced and effective instructors on campus. The student group the program is designed for are those 11th and 12th graders who are in danger of not graduating. In the spring of 2018 the counselors began reaching out to select students and facilitating the application process. By the fall of 2018, K Street Academy opened and enrollment peaked at 22 students by mid-semester. Thus far the evidence, both teacher and student feedback, suggest the program is going to be successful. Current discussion is focused around the timeline and method for growing and refining the program.

In addition to this new alternative program the school also put into place a credit recovery program for the 18-19 school year. This program is housed in a small computer lab adjacent to the independent studies office and is supervised by the IS teacher. The district purchased a block of courses from Silicon Valley High School, an accredited online course provider with UC A-G approved courses. Students who had previously failed or earned a D in courses needed for UC/CSU readiness were contacted and offered the option of taking the online course free of charge while on campus. Oversight of the program is conducted by site administrators with support of the counselors and work is being done to develop systems to effectively communicate progress and support students in need.

## 6. New Semester Schedule

In the autumn of 2014 the school's calendar was modified such that the 1st semester would end prior to Winter Break. This idea was discussed year after year, but without being able to move the school's start date forward three weeks it did not seem possible. The Principal had heard from a neighboring district that their high school was making the change without moving the start date ahead and asked questions about their justification. The Principal confirmed with the State and UC that credits

earned during a short first semester are sufficient to meet their requirements. Satisfied that it was legal to shorten the first semester, and lengthen the second, the Principal brought the idea to the Leadership Team. The team supported the plan and took it to the entire staff for input. The benefits of having a genuine break between the semesters were compelling, and the change was agreed upon by the staff.

The major challenge created by this change was that our two semester course pairs, World Studies 1/ Health, and U.S. Government/ Economics, would now have a 6 week difference in the length of the two semesters. One solution to this problem was for the Health and WS1 courses to collaborate in second semester, the longer one, on a service learning project.

Another need brought about by this change was the necessity of teachers to adjust their scope and sequences and to rewrite their semester finals to reflect this change. To allow for this need teachers were given a number of Professional Development Wednesdays with which to make the necessary adjustments.

In evaluating the effectiveness of the change, the staff was surveyed and a great majority approved. A genuine semester break assisted in relieving students and staff from school-related work over the break and contributed to apparent decrease in stress. Some staff and students, however, reported an increase in stress associated with the shorter first semester. In some cases what seems to have occurred is that not enough material from 1st semester was moved to 2nd and there was crunch in the fall and a lag in the spring. The staff who reported a dislike for change have since made more significant changes to their scope and sequences in order to more appropriately adjust the timing of their units of study. The calendar change was continued in 2015-16 and was reviewed for effectiveness at the end of the year.

## 7. Common Core, CAASPP, and CAST

The transition from the STAR testing regime to the CAASPP assessment system, coinciding with the adoption of the Common Core standards, has been a major development for all schools in the last 6 years. At SVHS we joined the district in a major effort to fully align our program with the new expectations. This included a new focus, with training in literacy and writing across all disciplines as well as a complete overhaul of the mathematics program from a traditional to an integrated approach. The math program changes resulted in the elimination and replacement of all non-IB courses, and involved several successful UC A-G course submissions and a multi-year textbook pilot culminating in an adoption.

Though complex, the transition was completed by the start of the 2016-17 year and the department, administration, and district office are confident the decisions made six years ago will prove beneficial to students. A more detailed discussion of this transition can be found later in this chapter in the Action Plan reflection under Goal 2b.

The initial three CAASPP examinations were conducted during normal class sessions in the English and humanities courses of juniors. The intent of testing in this manner was to reduce the impact to instructional time for the other three grade levels. Initial testing results were promising, with the ELA proficiency score consistent above 80% proficiency. Math scores were more of a problem, starting at 60% proficiency, relatively high compared to other local high schools, but dipping 7% two years in a row to a low of 47% proficiency in the spring of 2017. In the 17-18 school year the CAASPP testing schedule was changed such that the exams were taken within a single week with a modified bell schedule. While three quarters of the students had a later start, the juniors tested in the morning and the entire teaching staff participated in proctoring. This change was made specifically to include math teachers in the testing process and to release administration from direct proctoring duties. The results were positive, particularly in CAASPP Math scores, which saw a 14% increase in proficiency.

SVHS has also fully adopted the Next Generation Science Standards. The science teachers have systematically unpacked the standards and developed a matrix that identifies when and where the standards are taught within the pre-existing offering of courses. Significantly, the science department, in consultation with site admin, determined not to make alterations to course offerings or sequencing to accommodate the new standards. Rather the team chose to see which standards were left uncovered and appropriately include them in the existing framework. In 16-17 and 17-18 students participated in the Ca Science Test (CAST) field tests and in current year we are preparing juniors to take the first legitimate test alongside the other CAASPP exams.

#### 8. New Courses (not including Math and CTE)

##### Environmental Science

During the 2014-15 year, the science department set about to revise its Integrated Science course to better fit the ability and interest of the students who took the course. The class is envisioned to be the least rigorous science class we offer. A teacher was chosen who would oversee development, and with the assistance of the department chair, the course was written and successfully approved by the UC A-G. The first offering of the course was in the fall of 2015-16. The class has a

student demographic composed of a large number of at-risk students as well as students with special needs. Thus far the class has had field trips, guest speakers, hands-on labs, student presentations, and international interviews via Skype, along with more typical direct instruction. This diverse and interactive instructional model has thus far engaged the class with an effective and appropriate level of rigor. The course has provided students with meaningful and relevant connections to important real world issues. An unexpected outcome of putting this class into place was the development of the Green Team, the school's flagship environmental club, as well as the landscaping of much of the campus by class groups.

#### Marine Biology

In the science department, students seeking a fourth year of science had been limited to taking an IB level course. To provide a less rigorous course for juniors and seniors, a Marine Biology course was developed. This selection was made based on the interest of the teaching staff as well as the school's proximity to the Monterey Bay and its professional and academic marine science programs. In 2014-15 the proposed class was approved by the district's Curriculum Council and in February of 2016 the UC A-G approval was applied for and received. The class was offered for the first time in the fall of 2016. It is a junior and senior level class only, and has pulled some students from IB Biology and also added some students who would otherwise not have taken a fourth year of science.

#### Anthropology and IB Anthropology SL

For many years SVHS had been discussing the possibility of dropping or replacing the IB Psychology SL course with IB Anthropology SL. This was due to falling enrollment within the IB Psychology SL course. Anecdotal evidence indicated that the scientific and mathematical nature of IB Psychology SL was challenging for many students. In other words, IB Psychology SL emphasized the "science" in "social science" more than the "social". In the autumn of 2014 the formal decision was made to drop IB Psychology SL and replace it with IB Anthropology SL. Additionally SVHS incorporated a non-IB Anthropology option to run concurrently with IB. Because of the two-year nature of the IB Diploma program, SVHS grandfathered the junior class of 2014-2015 by maintaining IB Psychology SL through the 2015-2016 school year. Thus, Anthropology and IB Anthropology SL began in the autumn of 2016 and examined for the first time in May 2017. As expected, this new course has proven to be accessible to a larger number of students looking for a social studies elective, evidenced by consistently large class sizes.

### 9. Career Technical Education

With the changes in school district funding from the state came major changes in how Santa Cruz County funded its career technical education

program. For many years the Santa Cruz County Office of Education has housed and managed the Regional Occupation Program (ROP). Through this program courses were offered to local high schools, both on the school sites themselves or elsewhere as appropriate. With the Local Control Funding Formula the money that once went directly to the county office to fund the ROP program was rerouted through the participating school districts. In Santa Cruz County the local districts joined the county in a multi-year memorandum of understanding that preserved the county ROP system through the 2018-19 school year, with districts becoming increasingly more responsible for the costs. At SVHS the school had an agreement to maintain 6 ROP courses during the term of the memorandum. Though the school has continued to offer 6 ROP (CTE) courses, their composition has changed in the last several years. These changes in course offerings occurred primarily because of funding. As the district took over more of the cost for maintaining the program it looked for ways to supplement this expenditure. In 2017-18 a county consortium, including SVUSD, was awarded the Career Technical Education Incentive Grant (CTEIG) through the state. This grant provided matching funds for CTE pathway development. Whereas previously the ROP program was designed to offer a broad array of courses and experiences, the new push is to develop pathways and provide interested students with substantial career exploration. The result of this was to eliminate our less well attended ROP courses and replace them with pathways. In the span of three years Sports Occupations, Economics of Marketing, and Digital Photography were replaced with Exploring Computer Science, Gaming Software Development, and Graphic Design. A computer science pathway was a darling of the school board and seemed an obvious fit considering the school's proximity to Silicon Valley. Graphic Design was chosen because the school already had a strong, 2 year pathway that could be easily adapted to fit the CTEIG criteria.

The future of CTE in Santa Cruz County is very much in the air. Multiple grant opportunities are being pursued, but currently the larger districts are pulling out of working with the county or in a consortium and this puts small, single high school districts like SVUSD in particularly challenging situation. SVUSD is currently planning to take on the CTE courses that the county once managed. This will put more teachers and FTEs on the district's payroll, and could count against the high school's contracted FTE ratio, possibly leading to further reduction in sections. We believe CTE courses are an essential component of preparing students to be both college and career ready and as such have identified maintaining these offerings as a critical learning need moving forward.

## 10. Textbook Adoptions

Since the abandonment of California's formal text book review and adoption cycle, SVHS has been without a formal plan or procedure to adopt textbooks. In many courses the need for next textbooks is critical. In many IB courses, for example, the textbooks did not align with the IB curriculum or standards. In some cases textbooks that were purchased at the founding of the school in 1999 are still in use.

The SVUSD Curriculum Council has adapted a new process where the need for new textbooks is discussed, assessed and prioritized. A procedure for textbook analysis and review has been adopted and funding protocols within the Local Control Funding Formula have been developed.

With this procedure in place, new textbooks for IB Biology, IB Chemistry and IB Physics were purchased for 2015-16. In 2016-17, the BIG Ideas mathematics textbooks were brought into the classroom for Math 1, Math 2, Math 3, Honors Math 3, and Math Academy 1 and 2. The department had previously piloted Common Core aligned texts from Carnegie the year before. It is important to note that the cohort of students who took the CAASPP exams in the spring of 2017 were taught from 3 different sets of texts, including texts adopted prior to the introduction of Common Core. The last completed textbook adoption included texts for Anthropology and IB Anthropology, French and Spanish, which were purchased and in place for the 17-18 year. In current year the Humanities department is considering new IB History of the Americas texts.

## 11. Special Education

The Special Education Department and its services saw some interesting changes over the course of this review. In general these changes relate to the division of responsibility between the three teachers in the department as well as the manner in which IEP meetings are conducted.

In 2017-2018, the roles of department members were restructured. There were three full-time teachers: two RSP/SDC teachers and one RSP/IEP Coordinator. This coordinator position was new, as previously all three teachers shared responsibility equally. The single IEP Coordinator was responsible for all IEP paperwork, assessments (both initial and triennial), and amendments. This change greatly streamlined department responsibilities and played to the strengths of the teachers. The ability of the department to support a growing number of students with IEPs was enhanced by these organizational changes. Unfortunately the IEP Coordinator left the school at the end of the same year and the team was unable to maintain this structure with the new staff member.

Previous to 2016, based on direction from the district office, it was expected that all general education teachers attend every IEP. This stance was softened with new DO leadership, the result being that only one general education teacher is required to attend the entirety of an IEP meeting. This change met with broad approval from the teachers, but also with an increased expectation that these teachers maintain regular contact with the parents. To assist this effort, since 16-17, the site admin has allocated professional development time at the beginning of each school year to allow teachers time to work with IEP and 504 case managers in identifying and supporting students. In addition, as part of our 2015-2016 Action Committee work, the department proposed, piloted and saw success with creating an IEP day, where up to five IEPs have been conducted at a single sitting. This strategy was implemented in 17-18 with success, but has been discontinued due to the aforementioned staff turnover.

In 2017-18 an additional section of Math 1A/1B class was added to accommodate increasing number of students in need of remedial math education. This course provides math support and scaffolding to meet needs of all students, both those with IEP's and those without, who struggle with math. The majority of students with IEPs on the diploma track take Math 1A and Math 1B and are more successful in passing Math 1. A year later in 2018-19 we retained both sections and saw an increase in class sizes.

## 12. PBIS, ATLS, and SLOs

In recent years it has been widely recognized by all SVUSD educators that there was a growing and significant need to address the social-emotional health of the student body. One response by the district office was to join with other local districts and bring in the Flippen group to train select administrators and teachers, and then to bring that training district-wide. In the fall of 2014 the Assistant Principal and another teacher joined other staff from SVUSD for a three-day training called 'Capturing Kids Hearts'. The training focused on a positive behavior system and also strategies to develop a safe and accountable student culture. This experience was shared with the entire staff. Approximately a month later the entire high school staff joined the district for a full day training from the Flippen group titled 'Building Champions' that summarized many of the teachings from the longer training. After this the high school staff came together and developed an agreed-upon list of strategies they would use to improve the recognition of positive behaviors, the building of relationships, and the developing of an emotionally safe school environment.

In the autumn of 2015, SVUSD rolled out PBIS, Positive Behavior Intervention and Support, to the district. The program requires a complete review of the school's discipline system with the intention to develop school wide rules, common classroom expectations, and uniform procedures. Potential student behaviors that have been reviewed and revised include cell phone use, dress code, attendance, bullying, defiance, and classroom disruption. The program is centered on a recognition system for positive behavior and a procedure for monitoring student referrals and teacher fidelity. The system is based on a three tier intervention model, mirroring the three-tier RTI model for academic intervention, and required three years to fully implement. In the first year, the high school identified its leadership team, which received initial training. They facilitated the staff in selecting the school-wide rules. Ultimately the staff chose Respect, Integrity, and Compassion as the rules and virtues which they believed were central to the school's mission. These values were crafted into the acronym RIC, and eventually it was decided that the school's falcon mascot would be given this new name. In 2017-18 RIC was rolled out and students were acknowledged for positive behavior with a variety of items from Integrity sunglasses to the highly popular RIC fanny packs. Another form of acknowledgement the staff chose to take is positive parent contact, where we make an explicit effort to contact parents with good news.

With Tier 1 underway, the PBIS team focused on Tier 2. Due to funding issues with the county, the availability of the externally sourced training was lost. Despite this, the team went ahead and implemented a widely used Tier 2 strategy known as Check In Check Out, or CICO for short. This program requires students to meet with a counselor in the morning to receiving a tracking form, and for the student to bring the form to each teacher throughout the day to receive feedback on performance. The strategy, now in place for a year, has been primarily used to keep students who receive F's at grade checks, but still have above a 2.0 GPA, eligible for extra-curricular activities. This was made possible by a change in school board policy implemented in the spring of 2018 which aligned the district eligibility criteria with that of the governing athletic league.

When in 2017-18 the school conducted its self-study for this report, we reviewed our previous SLOs. All indications were that we did integrate the SLOs into the school culture, but in such a non-explicit fashion that students, parents, and even staff could not identify nor speak to them. We, the administration and staff, determined that because Respect, Integrity, and Compassion were values of such critical importance that we should adopt these as a component of our new SLOs. As we move forward with PBIS, so too do we create a stronger and more measurable culture around our SLOs. Currently the PBIS implementation remains

incomplete and requires more attention. We are lacking school wide lessons to teach the behavior expectations, our acknowledgement system is still in flux, and we are in need of diversifying our Tier 2 supports.

In changing our SLOs to our PBIS school rules of RIC, it was noted that these outcomes primarily covered behavior, not academics. As an IB World School, we have been in the process of implementing the IB Approaches to Teaching and Learning. These are fundamental pedagogical practices that are expected components of all IB lessons and courses. The Approaches look at the educational experience from both the teacher and student point of view and include research, collaboration, context, assessment, and other key learning practices. Since SVHS is an IB school and we are implementing these practices in all IB courses, the school administration proposed that the entire school teaching staff be trained in the ATLS and that these become school-wide expectations and practices for all courses at SVHS. This proposal was accepted by the staff and we adopted the IB ATLS as our academic SLOs.

The net result of our review process is that we have newly adopted both our PBIS school rules and the IB Approaches to Teaching and Learning as our SLOs. We believe these can be effectively implemented and monitored, and that they are essential to the school's mission.

### 13. Illuminate

In the fall of 2015, SVUSD aligned itself with other schools in Santa Cruz County in adopting Illuminate as our new data analysis tool. SVUSD staff received the initial roll-out training for Illuminate during our district-wide professional development day in the autumn of 2015 with additional trainings occurring throughout the year during the Wednesday PD blocks. The use of the Illuminate Data and Assessment (DnA) program allowed teachers to deliver assessments in a variety of modes, and use the programs multiple reporting options to analyze the results. Two years later, in 17-18 the district transitioned to using Illuminate as its entire student information system (SIS), which for the high school included the master schedule and gradebook. The rollout saw multiple training sessions for all types of staff members and while it was understandably bumpy, we made the switch quickly and without significant disruption to the student experience. One major benefit of the new system supporting PBIS efforts is the ability of teachers to write behavioral referrals within the software. This allows for improved behavioral data tracking. Another significant advantage is that teachers using the DnA module can have the assessment scores directly integrated with the gradebook. This has increased the use of the DnA portion of the system and led to deeper assessment data analysis.

## 14. Safety

Due to ongoing concerns, specifically around active shooter scenarios, the school and staff have implemented several key improvements regarding student safety. Most importantly is the training of essential staff members in Threat Assessment and the conducting of Code Red training simulations. The threat assessment training occurred at a county-wide level during the spring of 2017 and including site and district administration, counselors, the school resource officer, and district psychologists. Site teams have since conducted periodic reviews and have also use the training and procedures learned to conduct multiple assessments. The Code Red training simulations which had occurred in the past were heavily updated to create a more realistic feel. The first such drill occurred in the spring of 2018 and included Scotts Valley Police and Fire Departments. These forces responded to the campus during a full lockdown, and carried out the evacuation of a small select group of classrooms. A second drill took place in the fall of 2018 and plans are to conduct a drill each year while progressively increasing the level of difficulty for students and staff. Other important updates to school safety include the use of walkie-talkies for selected staff, including site yard supervisors, and the positioning of a Scotts Valley Police Department School Resource Officer on campus since the 2015-16 school year.

## Schoolwide Critical Areas for Follow-up

The 2013 WASC process developed the following five Critical Academic Needs.

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 Schoolwide Learner Outcomes (SLOs) into the school community and developing meaningful ways to assess them.
4. Continue to improve efforts to adjust curriculum, instruction and assessment by monitoring and observing students at work.
5. Build broader course options for students who are less academically motivated.

The Visiting Committee of 2013 added the following critical area.

6. Celebrate, support, and involve all students – particularly those identified in the at-risk subgroups.
  - a. The school leadership and staff to develop a system to identify and support (social, emotional, academic) the at-risk subgroup students.
  - b. The use of data to monitor the progress of students in the at-risk subgroup.
  - c. Professional development to include the building and use of an instructional toolbox of classroom intervention and student engagement strategies targeting the at-risk subgroup students.
  - d. The leadership, instructional staff, and other stakeholders to develop an awareness of the positive contributions of non-white people and find ways to celebrate the different cultures represented in the school population and community.
  - e. The school leadership, instructional staff, and other stakeholders to find creative ways to communicate with and involve students and parents of students identified in the at-risk subgroups.

## Ongoing Follow-up Process

### Procedures for Implementation

The Single Plan for Student Achievement (SPSA) process begins in the spring following each cycle of student testing, once results are received. CAHSEE (now defunct), CAASPP and IB results are compared for entire courses, classes, subgroups, and individual students. The performance of each student is compared to the grade received in the corresponding course, and in the case of the IB results, student scores are compared against the formal teacher predicted score. The results of these analyses are used to check alignment of essential standards, improve delivery of the curriculum, check sequencing of delivery of content, evaluate the quality of common assessments, and as evidence for creating new goals for the next year. This information may also lead to evaluation of existing resources and addition of new resources. These processes are conducted using the 1.25 hours per week of professional development time built into our schedule.

With this analysis completed, the teachers then establish goals for the next academic year's Single Plan. Former goals are reviewed and analyzed to determine the degree to which the goals were met. Then, based upon the analysis and identification of standards needing attention, strategies are devised to improve student performance. In addition, the IB Coordinator meets with each IB teacher at the start of the year to review their IB results and the corresponding moderator feedback. The advice provided to the teacher from the IB Moderator describes ways to improve their practices. Teacher evaluation goals for the coming year are set and incorporate at least one curriculum development objective.

The completed Single Plan for School Achievement is adopted by the School Advisory Council (SAC), and then adopted by the School Board. The adopted plan becomes the action plan for school improvement. Teachers implement the plan, as appropriate, and the process continues toward semester, CAASPP and IB testing and the culmination of the school year.

Previous to the last 6-year WASC cycle, the SPSA was written with goals generated by each department. This was effective in generating staff-wide investment in the goal setting process. With the transition to the Common Core standards, the SPSA goals moved away from being predominantly focused on departments to being written specifically to address Common Core adoption. For example, in the 2014 SPSA there were three stated goals, the first written to address ELA standard adoption and exam proficiency, and the second to do the same with Mathematics. With the development of the Local Control Accountability Plan at the district level, the SPSA became increasingly aligned with this higher-level document. In the 2017 SPSA there were four site goals, each directly linked and aligned to one of the four district goals. It is the

intention of the high school staff to further align the upcoming WASC Critical Learning Needs with the LCAP through the SPSA.

#### Monitoring of the School-wide Action Plan

Progress is monitored on course and department goals by individual teachers and the corresponding departments. Administration conducts periodic checks with departments and the course teacher(s). Following this analysis, departments review their SPSA goal from the previous year and determine the extent to which their goal has been met. Teachers identify areas of strength and need based upon the relative performance of the students. They devise curriculum modifications and strategies to improve the students' performance. They also analyze subgroup performance to see if any significant distinctions can be identified.

Within some courses, benchmarks are defined. Course-alikes (two or more teachers teaching the same course) are evaluated via common assessments. Through the use of professional development days, teachers collaborate to monitor adherence to the established course sequences and revise benchmark assessments when necessary. Re-teaching and remediation are applied when performance does not meet expectations.

#### Integration of Critical Areas for Follow-up or Recommendations from Previous Visiting Committee

Critical Areas for follow-up are reviewed at the beginning of each year. Each Focus Group and the IB Coordinator collect information on the critical areas most related to their group's focus and annual progress is noted. This information is provided to administration and home groups (departments). The culmination of this process is to establish a concise summary of the progress and determination of the level of completion.

#### Description of Preparation Process for Annual Single Plan for Student Achievement

Every Focus Group meets, collects, reviews, and writes their response on the progress made towards meeting goals and critical areas of need from their perspective. The WASC Chair, IB Coordinator, and administration compile information and produce the annual report, based upon the information provided by each of the Focus Groups.

### Description of Preparation Process for Three-Year Term Progress Report (2016)

In the 2015-2016 school year, SVHS staff utilized nine professional development sessions (1.25 hours each) for the WASC review process. At the beginning of the year, the entire staff met to review the WASC timeline, process, and our Critical Academic Needs. In the fall of 2015 the entire staff reviewed the results of the California Healthy Kids Survey and the SVHS Climate Survey. Staff then summarized their findings in a small group setting. For the previous two years, teaching staff have worked to create and analyze one project per semester that provides evidence that the school is implementing and assessing the SLO's. In December of 2015 the entire staff reviewed this evidence and summarized their findings within departments. In January of 2016, staff met in Focus Groups to discuss strengths and areas for growth, and then documented our progress towards meeting them. The WASC Chair, who is also the IB Diploma Program Coordinator, compiled the information and produced the annual report based upon the information provided by each of the Focus Groups. The report was reviewed and edited by administration and the Leadership Team. The WASC process and report was discussed in the School Advisory Council (SAC) meetings and the Council approved the draft report in the January 2016 meeting. All teaching staff reviewed the WASC report in February 2016 and shared their views with each other. In March of 2016, the WASC report was presented to the SVUSD Board of Trustees.

### Description of Process for the Current WASC Review (2019)

#### 2017-2018 Semester 1

SVHS began the WASC review process by first establishing a calendar. The WASC Coordinator then began a process of identifying the owners of the pertinent information and data, including the registrar, attendance clerk, district personnel, and team leaders.

Next, the leadership team, home groups, and school-wide focus groups were established. Committees were populated with appropriate personnel in conjunction with site administrators.

The Leadership Team and site administration reviewed past goals and studies, and then evaluated progress on the Action Plan. The Leadership Team and chairpersons of all committees were trained as to their structure and function within the self-study process.

A review was conducted of support mechanisms such as governing authority and district office understanding and assistance, professional time for staff members, financial resources, and clerical/technical help.

An orientation took place for the entire school staff to bolster their awareness of the self-study and accreditation process.

## 2017-2018 Semester 2

In January of 2018 the entire staff met and reviewed the school's mission statement. Staff discussed revisions to the statement, and a great many positive comments were made, but staff did not feel strongly enough about these changes to warrant a full rewrite process.

The entire staff reviewed our 2013 Critical Academic Needs and discussed our progress towards meeting our Action Plan goals. Staff then developed, debated and refined our list of preliminary CANs.

In February staff reviewed our then-current school data, including CAASPP test scores. IB staff again reviewed our IB performance data. Focus Groups and Home Groups then began to meet on a revolving schedule. First, Focus Groups met to review their prompts and define their data needs. Each member of the five Focus Groups then returned to their Home Groups to share their Focus Group needs and discuss data collection. Members then returned to their Focus Groups and completed their Self-Study sections.

## 2018-2019 Semester 1

At the start of the 2018-2019 school year, three Focus Groups took time to complete their Self-Study from the prior year. In some cases, additional data was needed.

In October and November, all staff met during PD time to review each Focus Group's prompts and purview, as well as their narrative statements and areas of strength and growth. Staff discussed their findings and worked to prioritize the lists of critical needs developed by the Focus Groups. Once all five Focus Groups findings had been discussed, site administration created a staff survey and polled the teachers to prioritize our greatest needs. From this, our Critical Student Learning Needs were developed. (Please see Chapter IV.)

## Engagement of Stakeholders

As discussed above, the annual SPSA plans and WASC reports are reviewed by the School Advisory Council (SAC), a group with broad membership which includes parents, students and community members. SAC also administers the annual School Climate Survey via the WASC Coordinator. This survey is completed by students, parents and staff. Survey results are presented to the committee annually and longitudinal trends and concerns are openly discussed within the council meetings.

Student stakeholders have many opportunities for additional involvement. These include monthly Falcon Forum meetings, where a broad spectrum of students meets during the tutorial period to discuss their concerns and school improvement initiatives. These students are purposefully not drawn from the Student Government class so that we can give a stronger voice to all groups. Falcon Forum students may request information to be presented to them so that they can better understand school policies, and then relay that information to their peers. Administration is present at all meetings to listen to students' concerns and bring information back to the Leadership Team. The outcome of each month's Falcon Forum meeting is presented to SAC.

SVHS has a great diversity of clubs and organizations, especially given the size of our school. Many of these clubs are aligned with civic organizations or support community service. All clubs are authorized by the Director of Student Activities and mentored by a faculty member. Club thoughts and concerns are funneled to the Leadership Team via these faculty members and/or administration.

Student Government (ASB) students are uniquely placed to listen to their peers and provide feedback to administration and the Leadership Team. That feedback occurs within the classroom, but also directly with administration and the Director of Student Activities, who sits on the school's Leadership Team.

One student sits with the SVUSD Board of Trustees and brings information directly from students to the school board in their bi-monthly meetings. This student has the deep respect of the board and her or his input is thoroughly considered.

SVHS has a very strong contingent of parent groups, including Parent Club, Scotts Valley Education Foundation, Falcon Club, and the Scotts Valley Sports Complex Committee. These organizations have regular meetings with the school administrators and athletic director to discuss areas of mutual concern.

The IB Coordinator meets with parents three times per year to discuss the IB program, and counselors hold annual information and discussion sessions with

parents from each year-cohort. Feedback from these meetings is brought back to the Leadership Team to consider.

Scotts Valley Unified School District conducts an annual Strategic Planning session, where community members, classified and certificated staff, parents and students participate with distinct leadership to discuss the mission and vision of the district and set goals for future growth.

Scotts Valley Unified School District has strong hopes that our Hispanic Community Liaison will help us to improve communication with a growing segment of our population and thereby facilitate and empower the important voices of our Hispanic community.

## **Reflection, Analysis, Evidence and Impact on Student Learning**

### Action Plan Reflection and Analysis

#### Goal 1: Support for All Students

##### 1a: Monitor at-risk student progress (CAN 6a and 6b)

Starting 2013-14 site admin began tracking academically at-risk students as defined by those with F's and below 2.0. State standardized test scores were similarly evaluated an annual basis. These data points were tallied at regular intervals, provided to the counselors, and used for extracurricular eligibility and targeting students for SST referrals or other interventions. Periodically these lists were shared with the teaching staff so teachers can see which of their students are struggling in other courses. In fall of 2018 this process was further supported by the implementation of the Illuminate On-Track reporting system and includes behavioral and attendance data along with academic. This tracking system did not include ethnic demographic data but did include IEP/504 designations in the analysis. Data related to student exits was also collected and analyzed to help understand causes for students to leave the school, this data was critical in the argument supporting the creation of an alternative education program.

##### 1b: Develop and implement Tier 2 Academic Intervention (CAN 1 and 6a)

###### Develop and implement a Study Skills course.

In 2014-15 the school incorporated the Tutorial Period into the weekly bell schedule to provide Tier 1 and Tier 2 supports. In succession SVHS first developed and implemented a 9th grade Study Skills intervention opportunity (2016-17), then a 9th grade intervention course called Academic Seminar (2017-18), followed by an online Credit Recovery option for all students, and

finally an 11th-12th grade K-Street Academy alternative education program (2018-19).

#### Reduction in number of D's, F's and below-2.0 GPAs

Tracking of academically at-risk students and their supports has resulted in a general longitudinal trend of fewer F's and semester GPAs below 2.0. (Please see Chapter II.) General trends show greater improvement in semester one than in semester two. The 2014-15 year showed more struggling students than typical.

It is difficult to draw conclusions from retention rates as students exit for multiple reasons. The most significant reasons for students departing SVHS include moving to other districts, obtaining an intra-district transfer to another local district, or enrolling in an alternative education program. Data from 2007-2013 shows an average annual loss of 68 students, with 41% going to alternative education.

SST Online, provided by a third party, was reviewed by all of the schools in the district in 2015-2016. Administration and counseling teams were introduced to the system and trained in its use. The system was found to be too cumbersome for the site staff to manage given the levels of staffing available. An alternative was put into place which utilized Google Drive to organize SST and 504 documents for storage and sharing between staff members and school sites within the district. This system made more sense as the district was already using the Google suite of apps for many other purposes.

1d: Develop a strategic, multi-year diversity plan in support of at risk sub-groups, and in support of cultural awareness, both local and global.

Early after the 2013 WASC visit, the school came together and brainstormed strategies to promote cultural awareness and celebrate diversity. This effort was not sustained in a way that produced a specific working group. Student Government did continue with the effort and put together Culture Week which now occurs annually and is anchored by an assembly in which students and community members share their culture. Since 2016-17 the school has also had a club, Global Student Embassy, or GSE, that has made connections with sister chapters in Central America and has conducted two summertime trips to Guatemala in which participating students immersed themselves in local cultures.

Specific training was given to teachers regarding gender and sexual identity. This came about as a reaction to the passage of AB 1266 in August of 2013. Over the course the next couple of years the staff was trained by guest speakers from the Safe Schools Project of Santa Cruz regarding raising

awareness about LGBTQ issues and creating a safe school for students. Additional trainings included a lecture from a member of the UCSC Diversity Center about micro aggression and implicit bias as well as a training concerning gender identity vocabulary and concepts presented by our own students.

1e: Maintain and strengthen social / emotional support systems

The social/emotional support system at SVHS has developed in concert with the growing need of students, though on a whole it is perhaps reactionary and lacking in resources. In the spring of 2016 a teacher work group on this topic was formed as part of our Teacher Action Groups. They presented ideas to the full staff on this topic.

In 2015-16 the school was staffed with two full time school counselors for the first time in three years. These counselors represent the front line of service to students with emotional needs. In addition the school has maintained the part-time services of a dedicated emotional health counselor, whose schedule of two days per week has remained constant over the last 10 years. This long-standing counselor was joined in 2016-17 by another part time counselor contracted from the Scotts Valley Counseling Center. The next year, SVUSD hired three counselors in-house to support special and general education students at all four district sites. Since 2017-18 two of these counselors have been available to the high school on an as-needed basis. There has been a significant increase in students with IEPs receiving counseling services over the past four years, with 12 students being served in 2017-18, and 16 students so far in 2018-19.

Periodically during staff meetings, teachers have discussed student emotional health issues. The most significant district-wide effort was the Capturing Kids Hearts and Building Champions trainings received from the Flippen Group. Additionally, individual staff members sought training in mindfulness and used this to support students in their classes. In 2017-18, our office staff, specifically the administration and counseling team, received a multi-day training in suicide prevention known as the ASIST model.

1f: Support SVUSD in the implementation of an improved ELL program

SVHS has less than five ELL students per year. From 2016 onward nearly all of these students have also had IEPs. EL services are provided by a designated EL teacher from the district who provides pull-out support. These services for IEP students occurs weekly during the students' Directed Studies (resource) class or the Tutorial period. The EL teacher also is responsible for proctoring the ELPAC examination, coordinating the monitoring of RFEP students, and facilitating the reclassification process. EL records are

systematically updated in Illuminate. Currently there are three students classified as EL and five actively-monitored, reclassified students.

#### 1g: Implement, monitor and evaluate PBIS

In Item 12 of the “Significant Changes” section above, the PBIS plan was discussed in some detail. Additional information relating to the Action Plan follows.

For the initial implementation in 2015, the high school selected a Tier 1 team consisting of the Assistant Principal, counselors, attendance clerk, a general education teacher, and a special education teacher. This team joined the rest of the district in attending three full-day trainings held at the Santa Cruz County Office of Education and facilitated by a professor from CSU Monterey Bay. During the next year, the Tier 2 teams, consisting of mostly the same members, continued the training. These teams brought back their learning to the site and have held multiple meetings since 2015 to plan, implement, and monitor the program. Additional meetings and trainings were conducted regularly at the district leadership team level and were coordinated by the Director of Student Services.

As part of the planning phase, the site staff was surveyed as needed to gain consensus around the school rules, positively stated behavior expectations, and updates to discipline policy, specifically regarding cell phone use violations and tardies. Further surveys have been conducted since 2017 to monitor program fidelity. This data is used by the PBIS teams, both Tier 1 and Tier 2, to analyze program impact and design improvement. As previously mentioned the program needs significant improvements in the delivery of behavior lessons to students and the use of a sustainable recognition system.

Regarding the behavior referral process, in 2015-16 the school transitioned from a paper-based referral system to an online referral system using Google Forms. This system was continued through the end of the 2016-17 school year. The immediate impacts of digitizing the process was that teachers could report behavior incidents with detail from their classes and the administration would receive these immediately. The digital system allowed records to be more easily disaggregated and analyzed in support of the PBIS Tier 2 intervention program. The disadvantage was that the referral information would have to be manually transferred into the student information system (SIS). In the 2017-18 year, as the school transitioned to the Illuminate SIS, the referral process was transferred to the new program, thus eliminating the need for manual transfer. We are now in the second year of using Illuminate to collect and analyze referral data.

#### 1h: Implement, monitor and evaluate Illuminate

In the fall of 2015 the district acquired the Illuminate DnA program to assist with the collection and analysis of student assessment data. First, the district and site administrations were trained in its use and then the teaching staff received trainings. Select teachers were stipended, trained, and given the task of furthering the proficiency of their peers in the use of the program. At the high school level the test banks that were available were initially of limited use to the staff. Teachers were trained in the use of the assessment reports and gradually more and more have begun using the program to record assessment data, which are typically summative in nature.

In the fall of 2017 the district began using Illuminate as the SIS as well. This rollout required intensive training of office staff, teachers and admin and included a full PD day prior to the start of school. Using the SIS has increased the teacher use of the DnA capabilities, as now assessments scored in Illuminate could be directly loaded into teachers' gradebooks. In the spring of 2018 the site administration, counselors, and district IT were trained in the development of course requests and the master schedule.

#### 1i: Investigate Service Learning Programs

During the 2016-17 year one of the professional development activities included forming teacher work groups around topics that were important to them. One such group focused on the Community Service (CS) program at the school. Several ideas came out of this group. A few changes associated with those ideas have been implemented. The first change increased the available staff to approve and collect CS opportunities and forms from two to six people. Another change asks teachers to utilize Tutorial time to check-in with students about their progress. In 2017-18 the site administration presented to the school board a plan to expand service opportunities to include both career exploration and civic engagement. In 2018-19 these plans are being put into place. The site is now working with the Scotts Valley Chamber of commerce to develop partnerships with local business where internships, site tours, and career interviews can be offered to high school students. The working group had other ideas that would more substantially transform the current CS program to a true Service Learning model; these are still being explored.

#### 1j: Investigate the development of a Media, Arts and Technology CTE Pathway

A Media, Arts, and Technology pathway has been developed and implemented. A description of this is found in Item 9 of the "Significant Changes" section above. The pathway is designated as Design, Visual, and Media Arts and is within the Art, Media, and Entertainment pathway. We updated our existing Graphic Design courses to create this pathway and utilized the CTE Incentive Grant to support its development. This included a

full update of hardware and software in the computer lab. The professional development of the teacher for this pathway included successfully earning a Designated Subject Credential and achieving the minimum qualifications to instruct Digital Media at our local Cabrillo College. The Graphic Design 1 course was articulated with Cabrillo Community College in the fall of 2018.

In 2017-18 the school provided its first computer science course, CTE Exploring Computer Science. The next year, we added CTE Gaming and Software Development. These courses are considered a pathway and progress is being made to fully implement all the components of a CTE pathway as identified by the state. At the moment staffing and funding for this pathway is in flux and its future is uncertain.

## Goal 2: Common Core (CAN 2)

### 2a. Evaluate Common Core progress in Math and English courses

Primary evaluation of Common Core (CC) instruction occurs through analysis of CAASPP SBAC examination results. These scores are reviewed annually by district and site administration and the teaching staff. Consistently high ELA marks (80% and above) led to the conclusion that CC progress in English courses is acceptable. Annual declines in the Math scores were troubling. Analysis of test data suggested multiple causes including the transition to integrated math pathways, the multi-year textbook pilot and adoption cycle, significant staff turnover, and ineffective test preparation procedures. One response to this challenge included the use of MARS tasks to provide students experiences with performance tasks and to enhance our teachers' reteaching skills. Another focus has been on proper placement of students through increased articulation between the middle and high school staff in determining proper 9th grade math placement. A third action saw more focused efforts to familiarize students with the digital SBAC testing environment. The department also continued to adjust its pacing and standard sequencing as the teachers became more familiar with the new textbooks and learned from previous year's experiences. The result was a 14 point increase in the 2017-18 CAASPP mathematics results.

### 2b. Create CC-aligned formative assessments in Illuminate in order to acquire single-strand, standard-specific data on student performance

#### Benchmarks Assessments

In the autumn of 2014 the decision was made to internally generate writing benchmarks. The focus of the assessments would be on students' progress toward reaching the Common Core writing standards. Each teacher developed a writing task for students that would be scored using the writing

rubric used on the SBAC ELA exam. The teachers scored the writing samples and reported their scores to the administration. Training was provided on how to utilize the SBAC writing rubric and develop writing tasks that mirrored what would be seen on the CAASPP exam. By the end of the fall semester of 2014, approximately half of the staff had accomplished this goal.

In January of 2015 the Smarter Balanced group unveiled its plans for the Interim Assessments. It was reasoned by the administration that these assessments were very much like the internal writing assignments the teachers were in the midst of producing, but with the added benefit of being administered online and in the same testing environment of the CAASPP test. The decision was made to replace the internal benchmarks with the SBAC Interim Assessment.

In March of 2015, all juniors in the English 3 and IB English HL Year 1 courses took the SBAC Interim Comprehensive Assessment in ELA. Following this, a PD day was used to train the teachers in using the CAASPP Interim Hand-Scoring system. The teachers, as an entire staff, scored the students responses and analyzed the results. Unfortunately, the administration did not know that to receive results the students would have to also complete the ELA Performance Task, so actual score reports were not achieved.

In the fall of 2015, the administration chose to have the students at the school take as many SBAC Interim Block Assessments as were available, believing that these results, organized by specific standard clusters, would provide meaningful feedback to guide instruction. The results were disappointing in that the information provided back to teachers was limited. Standard specific data was not provided and neither students nor teachers were able to see what questions were missed. For this reason use of the SBAC Interim Assessments was discontinued. In 2016, the search for meaningful benchmark assessments turned to the Illuminate DnA application. Early pilots produced little actionable data as the available test bank items at the time were not deemed to be sufficient, and teachers were not provided the time needed to develop their own assessments.

In 2016-17, high school members of district's Assessment Committee agreed to use existing course writing samples, scored with SBAC aligned rubrics, as the writing benchmark. This was then input into Illuminate for analysis. Data input in 2017-18 for the writing samples was incomplete due to poor communication of expectations from site administration. The same working group developed a CC Reading benchmark that could be adapted to different subject areas. This benchmark was used in the 2017-18 school year by the Humanities department and is under continued development.

## California Assessment of Student Performance and Progress (CAASPP)

There were inherent challenges in the rollout of CAASPP at SVHS, as previously discussed in Item 7 of Significant Changes. In the initial stages, Common Core State Standards (CCSS) were rolled out and the staff was introduced to the broad philosophical and pedagogical ideas the standards were built upon. Early PD centered on developing an understanding of Webb's Depth of Knowledge and how reaching the high levels of the DOK hierarchy were a major aim of the new standards. Subsequent training focused on the literacy standards and reinforcing the idea that all staff members are responsible for literacy, not just the English department.

As teachers updated their scope and sequences to reflect the new standards in the classroom, the site and district began the task of preparing for the new challenges of mass online testing. In 2013 the technology infrastructure at SVHS was woefully inadequate in terms of bandwidth, reliability and quality and quantity of devices. The CAASPP Field Test clearly demonstrated the need for large-scale investment in technology.

With the one-time money released by the State, SVUSD embarked upon a project to update the technology at all school sites. In 2014-15, upgrades were made in server technology, routing capabilities, and the number and quality of wireless access points. Five functional Chromebook carts were put in place totaling approximately 221 devices. In the spring of 2015, the junior class sat for the first-ever CAASPP examination. The test took place during school hours with English and Humanities classes, the only courses when the students were in grade-alike settings. The infrastructure upgrades held up well, and the proctoring was a success with the school reaching a 95% participation rate.

The results of the testing were released in October 2015 and were quite positive, with 81% of students meeting or exceeding the standard in ELA and 61% doing the same in Math. SVHS outperformed all other high schools in Santa Cruz County. Given the socioeconomic demographics of the community, this to be expected and indicates that the school was relatively effective in its rollout of the Common Core standards and administration of the CAASPP assessment. In ELA the data shows the greatest room for growth in Listening. In Mathematics the greatest area for growth is Data Analysis.

Subsequent CAASPP testing cycles have seen changes in our testing format, including a modified bell schedule and all exams occurring within a single week, utilizing the entire teaching staff as proctors. CAASPP results have been previously discussed.

## Math Alignment with Common Core

One of the most significant changes that has occurred at SVHS over the last three years is the transition to Common Core Mathematics. The process is ongoing and has included a complete overhaul of high school courses, standards, materials, and methodologies. In 2012-13 it was decided that SVHS would change from a traditional pathway of Algebra 1 – Geometry - Algebra 2 to an integrated pathway that mirrored what some call the International Model. Another significant change occurred at our Middle School, where the 6th grade acceleration was eliminated, resulting in the fact that 8th grade students would no longer be able to take Geometry. For the high school this meant that the most advanced students, heading toward our IB Mathematics Higher Level course, would need to cover an additional year's worth of material in their freshmen and sophomore year.

The first change that took place at the high school began in 2013-14 as the teachers unpacked the CCSS and began the development of the Math 1 and Math 2 courses to replace Algebra 1 and Geometry. As the year progressed, the teachers began to incorporate the new standards and sequencing into the traditional courses. During this time the teachers also successfully applied for UC A-G recognition for the two new courses. A particular challenge was to develop the final high school math course options and pathways under the new standards' regime. This required articulation meetings with the middle school teachers and both sites' administration teams. The major challenge was to create effective accelerating options at the high school level such that all students would have the opportunity to reach IB level courses. The conclusion of these discussions was the development of the Math Academy and Honors Math 3 courses.

The Math Academy is a two year course that in some ways replaces the old Honors Algebra 2 and Honors PreCalculus courses. Due to the elimination of Geometry at the Middle School, the new pathway needed to include this material as well. This essentially condenses three years of material into two years. It is intended for the most advanced students only. In the past the students eligible for this pathway were the 8th grade cohort taking Geometry, but now with that class no longer offered the students entering the Math Academy must be selected from a larger group of students taking Math 1 at the middle school. The selection process developed was implemented in the 2014-15 year and included a letter of intent, teacher recommendation, and two assessments. The intention of the selection process was not binding and students could enter the Academy against recommendation. In the end, however, SVHS was forced to limit student numbers as only a single section of this course could be offered. Evaluation of the selection process occurs annually based on student performance and revisions have been made so that the process better predicts student success.

In the past, for students to take IB Math Standard Level course, they would have to have been accelerated at the Middle School and have taken Algebra 1 in 8th grade. With the new Common Core standards and based on current research, a new pedagogy of math instruction has developed which asserts that it is more developmentally appropriate to accelerate later rather than earlier. With this in mind we have developed a new course, Honors Math 3, which will combine content from the traditional Algebra 2 and PreCalculus classes. This new course offers a new possibility for students to take Math 1 as a freshman, and then to be able to take IB Mathematics Standard Level in their senior year.

Along with new content, the transition to Common Core math has necessarily included new teaching methods. The math department has engaged in multiple trainings and professional development opportunities over the last several years. Primary among these is their involvement with the Silicon Valley Math Initiative, SVMI. The Math department trained with SVMI in 2012-13, and they have continued since then with the most focus given to the teachers of the integrated courses. Included in the involvement with SVMI is the participation along with the rest of SVUSD in the MARS Task Assessments. Teachers have been trained in using the assessments and scoring them and have used them regularly in the classroom.

In regards to the new content and standards, we have noted that the students struggled with the transition. In particular they find the constructivist method difficult. Perseverance in math is a new skill for them and being asked to work through challenging problems and find new ways to solve has proven to be uncomfortable for many of them. We expect that as time goes on, and students learn these skills and practice them, their anxiety will be reduced when they encounter a novel problem.

It has been noted by many in educational circles that while the State adopted new standards and assessments in mathematics, neither the State nor publishers provided adequate instructional materials to support the new expectations. As SVHS transitioned to the new Integrated Common Core pathway, we reviewed instructional materials and purchased Carnegie Math as a bridge resource until a permanent adoption could occur. This material is consumable, meaning that students write in the texts and new texts must be purchased year to year, making them unappealing for a long term adoption. Carnegie was first implemented in the spring of 2014-15, and its first full year use began in fall of 2015. To assist the teachers in using this new resource they received training provided by Carnegie.

Through the District Curriculum Council, the district evaluated textbooks and resources and considered a permanent adoption for the 2016-17 year. The process culminated in the adoption of Big Ideas Math by Larson and Boswell,

published by HMH. We are now in our third year of using these texts and both teachers and students reporting satisfaction.

### Next Generation Science Standards

In the autumn of 2014-2015, SVHS science teachers used one professional development day to review the format and alignment of the Next Generation Science Standards with current California and IB standards. During the year, Scope and Sequence documents were revised to incorporate the NGSS. Additionally, science department teachers adjusted their assessments to align Common Core writing standards into their laboratory reports. Over subsequent years, the NGSS alignment review continued, and in 2017-18, the department created a matrix identifying which standards were taught in which courses to ensure effective coverage in preparation for the upcoming CAST test in spring of 2019. As part of this effort science teachers have developed an extensive review process that is specific to individual courses so that content from other courses can be targeted for review.

### Goal 3 Schoolwide Learner Outcomes (CAN 3)

- 3a. Revise SLOs
- 3b. Implement SLOs school-wide
- 3c. Develop and implement ways to evaluate SLOs.

During the 2016-2017 school year, a working group consisting of six staff members met to consider the revision of the SLOs. They reviewed the prior SLOs and the challenges our school has had in communicating and measuring them. This group created a single new SLO to replace all others, "Academics and Action". This group felt that the new SLO is shorter, easier to remember, and emphasized the academic AND non-academic strengths of the school, without requiring hard-to enact add-ons to the curriculum. While this language was eventually set aside, there is a consensus that this concept will find a valuable place in the school lexicon and culture.

Simultaneously, the school and district implemented PBIS, the Positive Behavior Intervention and Support. This program requires schools to devise a behavior model that the school community will strive to achieve. After a semester of consultation with student groups, SVHS chose "Respect, Integrity, and Compassion" as the descriptors which best embody positive student behavior. Known as RIC, these three descriptors have resonated strongly with our students. RIC has become the informal name of our falcon mascot, and he proudly adorns our campus and classrooms.

The SLOs of Respect, Integrity and Compassion have been a natural fallout of the implementation of the PBIS system. The vast majority of our students

are now aware of these SLOs, as evidenced in the annual WASC student survey. The choice of the PBIS goals as our SLOs allows us to measure their effectiveness and growth via the larger behavior reporting system within Illuminate.

In addition to the behavioral SLOs developed out of PBIS, the school adopted the IB's Approaches to Teaching and Learning as our academic SLOs. Since integrating the ATLs is a major component of our new CSLN #1, evaluating the implementation of these SLOs is built into the new action plan.



## Chapter II: SVHS Student Community Profile

### A. General Background and History

#### 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) is a low-wealth district and is the 9<sup>th</sup> lowest funded district in the State of California. The district is comprised of 2 elementary schools, one middle school, one comprehensive high school, and a district office. 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 divorced or separated individuals. The community enjoys significant voluntary participation and involvement from its members in both service-related and school-related organizations.

Parent and community organizations that service our community include the Scotts Valley Education Foundation (SVEF), Rotary International, Lions 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, Dominican Hospital, Central California Alliance for Health, Seagate Technology, Fox Motorsports, Zero Motorcycles, Granite Construction, and the University of California Santa Cruz.

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.

### **General Description of School**

Aerial Photo of Scotts Valley High School.



Scotts Valley High School (SVHS) is a comprehensive, accredited high school for grades 9–12. It has a population of 813 students in 2018-2019. SVHS offers UC A-G approved courses that meet graduation requirements and college expectations while also providing opportunities such as our highly successful International Baccalaureate (IB) program, Career Technical Education (CTE) and K Street Academy, our Alternative Education High School. SVHS offers students a reinvigorated counseling program to advise students in the areas of academics, career, college, and personal support. SVHS has had many Santa Cruz County

Athletic League (SCCAL) and Central Coast Section (CCS) championship top finishes in girl's and boy's wrestling, baseball, softball, track, cross country, golf, girl's and boy's soccer, girl's and boy's tennis, football, diving, and cheer. Scotts Valley High School has been rated nationally among the top 5% of public high schools by *Newsweek* magazine, became a California Distinguished High School in 2013 and was awarded Gold Ribbon status in 2015. Over the last four years, SVHS has earned the highest CAASSP results of any comprehensive high school in Santa Cruz County.

### Physical Plant

SVHS facilities include an administration building, student union, library, full-service kitchen, as well as science, computer, graphics, music and video production labs. There are currently 36 classrooms, 7 of which are located in portables. These classrooms are available for 180 total class sections, which cover general and special education, independent studies, CTE and the K Street Academy. Four science lab classrooms house 28 sections of lab science classes. Four 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. The library is housed in a room intended for two classrooms and has limited space for a student body of 800 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 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. There has been an increased focus in these regards after the many recent school shootings. The staff complete online safety trainings annually, and must pass each one in order to meet personnel requirements.

There have been many improvements to the school's grounds and infrastructure over the course of this review. The school's Green Team has made major improvements to the school's landscaping, including a certified organic garden used for both science classes and our school's cafeteria.

Athletic facilities include boys' and girls' locker rooms, a gymnasium, a football field, baseball and softball fields, six tennis courts, one outside basketball court, a wrestling room, one weight room, one exercise room, and a functional team room. Plans for 2018-2019 include the installation of an all-weather track and stadium.

Over the last two years SVUSD has invested heavily in technology infrastructure. The impetus for these changes was the technology requirements of CAASPP as well as the one-time money provided by the State for LCFF. In the spring of 2019 SVHS will transition to providing Chromebooks for all students, thereby achieving our objective of a 1:1 student-computer ratio.

Technology improvements include:

#### General Network Infrastructure

- Approximately 12 Gigabit of Managed Switches
- One Cloud Managed Layer 3 Switch

#### New Wireless Infrastructure

- Approximately 45 cloud-managed Wireless Access Points
- New Category 6A/6 cabling in each building (replacing previous Category 5 cabling)
- Cisco Meraki cloud-based management system

#### Staff/Teacher Hardware

- Roughly 20-30 new printers of various models
- About 20 new teacher laptops
- 4 "SMART" Epson projectors

#### Student Hardware

- The above-mentioned Chromebooks, achieving a 1:1 ratio in the spring of 2019.
- New Graphics Design Lab with 36 desktop computers and monitors
- Updated CTE Computer lab with 32 desktop computers and monitors

#### Software

- Illuminate Education Data Assessment Software
- Chromebook management and testing software
- Google Classroom adopted in many classes
- Naviance Software

The use of technology in the classroom has increased tremendously as the availability of Chromebooks and bandwidth have grown. Many more teachers are utilizing Google Classroom as a primary method of content delivery and students are regularly collaborating in a virtual environment.

## Faculty and Staff Demographics

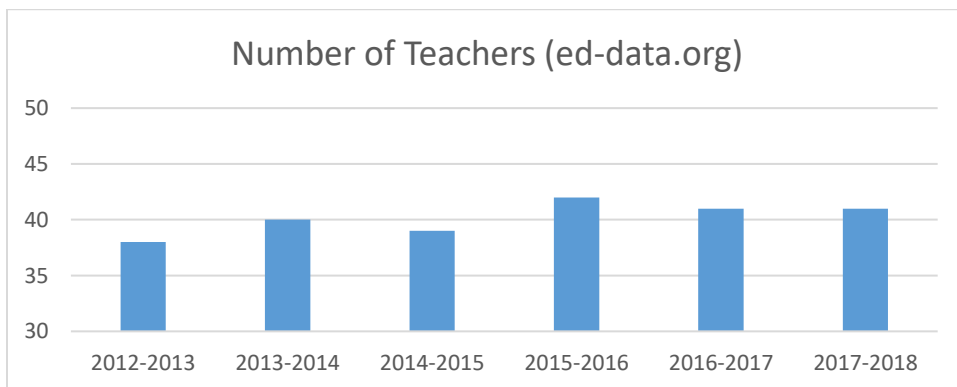
### SVHS Teaching and Counseling Staff

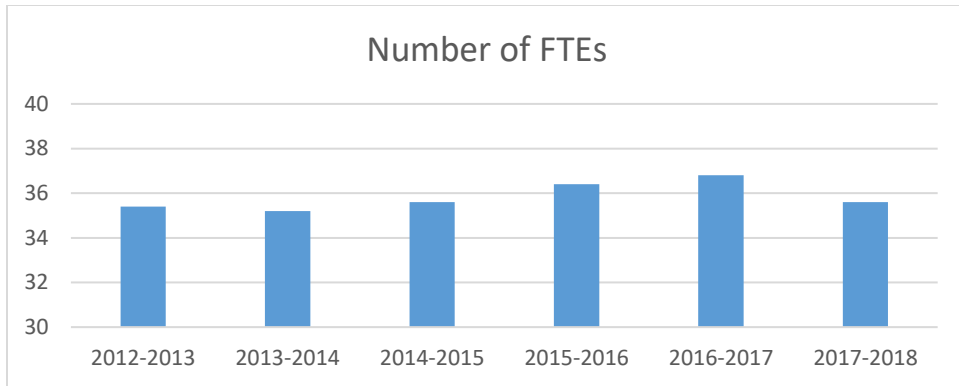


### Staff Description

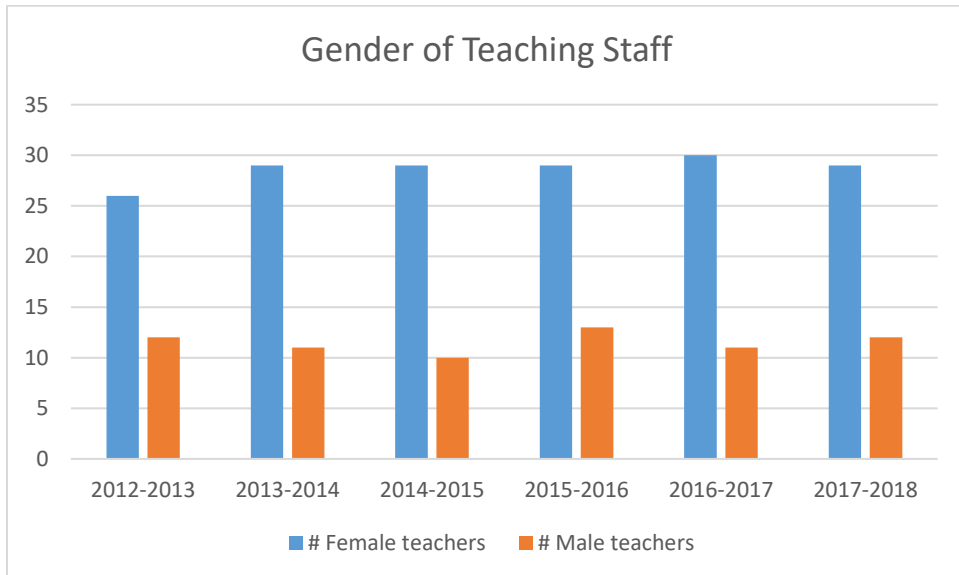
Over the period of this review, SVHS staff have changed considerably. There are 15 new teachers since the last WASC review, representing approximately 40% of our teaching staff.

While there remains a core group of long-term staff, SVHS has experienced significant turnover of our younger staff. As Scotts Valley High School's salary schedule has failed to keep pace with the local cost of living, the cost of housing, and the salaries of nearby counties and districts, the school has been less able to retain and recruit highly qualified teaching staff. The number of first and second year teachers has grown steadily.

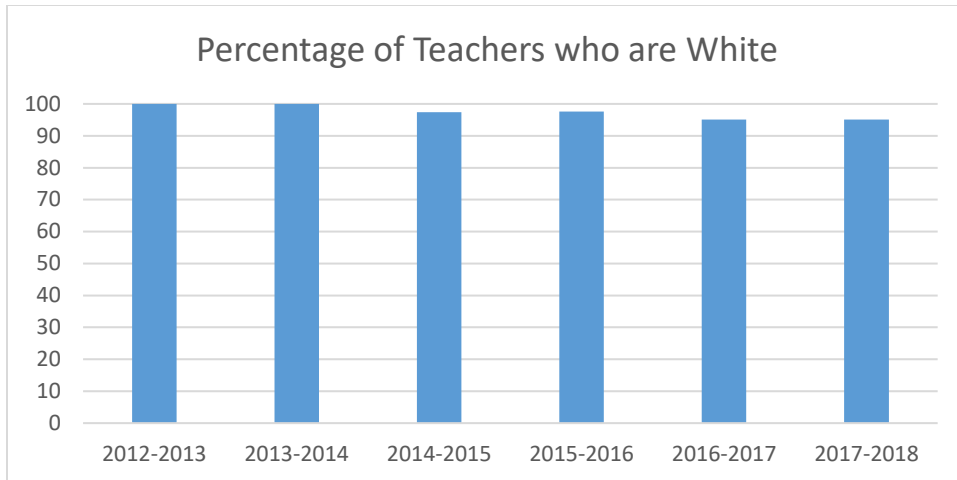




The number of FTE teachers generally increased as Scotts Valley and the State of California came out of the Great Recession. School enrollment, however, has varied, and the low-wealth status of our district has begun to negatively impact staffing once again.



Nearly three quarters of the SVHS teaching staff are female.



There is little ethnic diversity amongst the teaching staff.

## Accreditation History for Scotts Valley High School

### Scotts Valley High School 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. Since that time, stakeholders have periodically reviewed 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 Schoolwide Learner Outcomes (SLO's)

Academic:

In 2017-2018 the SVHS leadership decided to adopt the IB's Approaches to Teaching and Learning (ATL) as our Academic Schoolwide Learner Outcomes. The ATL's are not IB-specific; rather, they are simply descriptors for academic best practices. The ATL's were first presented to staff in 2018-2019 and they are expected to become one of the focal points of our professional development and Action Plan.

The Learning Skills are:

1. Thinking skills
2. Communications skills
3. Social skills
4. Self-management skills
5. Research skills

The Teaching Skills are:

1. based on inquiry
2. focused on conceptual understanding
3. developed in local and global contexts
4. focused on effective teamwork and collaboration
5. differentiated to meet the needs of all learners
6. informed by formative and summative assessment.

Behavioral:

In 2015, SVHS, as part of a larger SVUSD initiative, adopted the Positive Behavior Intervention and Supports program (PBIS) as our overall behavior model. PBIS focuses on a multi-tiered approach to social, emotional and behavior support. It strives to improve social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups. ([www.pbis.org](http://www.pbis.org))

SVHS chose three positive descriptors for our school's behavioral SLO's: Respect, Integrity and Compassion. Known as RIC, these descriptors have become well embedded in the school.

### Accreditation History

Scotts Valley High School's first full WASC self-study and visit was completed in 2007. The school was awarded a six year accreditation term with a mid-term report and visit in 2010. The second self-study and visit was completed in 2013 and likewise, the school was awarded a six year accreditation term with a mid-term report and visit in 2016. This current review is therefore the school's third full self-study.

#### 2007 Critical Academic Needs

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

3. Continue to provide staff development regarding Data Director and time to analyze results as a team.
1. Determine ways to support reading, writing, and math skills across the entire curriculum.
2. Seek ways to more fully integrate and assess the school's ESLRs into the daily lives of SVHS students.
3. Continue to develop courses and electives that meet the needs of the non-IB student.
4. The school staff continues to explore ways of increasing international-mindedness within all aspects of the program.

#### 2013 Critical Academic Needs

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 State Standards by correlating them to State standards and IB standards. Align the curriculum, scope and sequence, and benchmarks to CCSS.
3. Strengthen the school culture by integrating the SLO's into the school community and developing meaningful ways to assess them.
4. Continue to improve efforts to adjust curriculum, instruction and assessment by monitoring and observing students at work.
5. Build broader course options for students who are less academically motivated.
6. Celebrate, support and involve all students – particularly those identified in the at-risk subgroup.
  - a. The school's leadership and staff to develop a system to identify and support (social, emotional, academic) the at-risk subgroup students.
  - b. The use of data to monitor the progress of students in the at-risk subgroup.
  - c. Professional development to include the building and use of an instructional toolbox of classroom intervention and student engagement strategies targeting the at-risk subgroup students.
  - d. The leadership, instructional staff, and other stakeholders to develop an awareness of the positive contributions of non-white people and find ways to

celebrate the different cultures represented in the school population and community.

- e. The leadership, instructional staff, and other stakeholders to find creative ways to communicate with and involve students and parents of students identified in the at-risk subgroups.

## LCAP Identified Needs

### Parent and Community Involvement

SVUSD representatives have met with parents, site councils, and community members in preparing the LCAP. The Scotts Valley Educational Foundation (SVEF) includes many parents and community members to support school programs that the district could not otherwise provide. The leadership has committed to establishing oversight committees for the district's modernization work.

The superintendent, board, and staff work closely with representatives from all parts of the community: Cabrillo College, Santa Cruz County Office of Education, the Scotts Valley Police Department, local political leaders, business leaders, and others. The LCAP review and revision are collaborative efforts spearheaded by the Director of Curriculum, Instruction, and Assessment that take place throughout the year. Engaging stakeholders in the planning for 2017-18 included leadership and site communication, English Advisory Committee, students and staff, and parents, including a parent advisory committee made up of stakeholders from various groups. Discussions surrounded metrics, goals and progress toward goals, and evaluation of actions and services.

Stakeholder Demographics:

Leadership Team: 1 superintendent, 13 directors/administrators

2496 students (and their parents)

252 Teachers and staff

Over 100 employees who work on a contracted or part-time basis

Distinct Groups engaged: 26

Number of meetings: Over 40

Number of stakeholders addressed: 400; additionally, all parents have the ability to provide input through district and site surveys

### LCAP Goals

Goal 1: SVUSD will fully implement Common Core State Standards. Teachers will be trained and provided with appropriate, aligned materials.

- 1) All teachers and staff in our educational community will use appropriately aligned instructional materials to teach Common Core State Standards and/or IB standards in order to improve educational opportunities for students.
- 2) Plan and implementation of appropriate Professional Development (PD), including trainings, workshops and follow up PD.

Metrics:

- a) Teacher credentials (Annual Credential Report audit – Source California Longitudinal Pupil Achievement Data System- CALPADS)
- b) Instructional Materials (SARC/Williams' Act)
- c) Professional Development (Opportunities, Calendar)

Actions

Action 1: Provide professional development (workshops, coaching, planning time) to support the use of academic standards, instructional technology, to provide support for teachers with students with special needs, and improve climate and culture. Provide differentiated and teacher led PD.

Action 2: Purchase Textbooks as identified in five-year adoption cycle

Action 3: Continue current supports of supplementary and consumable materials, particularly software that will access students for RTI support.

Goal 2: SVUSD will provide comprehensive programs to improve student performance and address needs of all students.

- 1) Students will reach high standards and increase proficiency measured by CCSS-aligned state and district benchmarks
- 2) A comprehensive tutorial/intervention/differentiation program will be implemented for of all students, including identified at-risk groups, high needs students, and students already meeting standards.
- 3) All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum reaching proficiency or better in reading/language arts and math.
- 4) Provide training for parents and community members on how to support learning at home and at school, including homework and Common Core State Standards. Specific attention will be given to parents of English Learners.

Metrics

- a) Smarter Balanced Assessment (SBA) data
- b) International Baccalaureate (IB) test results
- c) CELDT/ELPAC data
- d) EL Reclassification rate

## Actions

Action 1: Continue providing quality program for English Learners, including EL teachers at all sites. Focus will be on vocabulary development, particularly in the area of math. Other elements include homework clubs, increased roles and responsibilities of community liaison/EL Outreach, and administrative support (Director of Curriculum, Instruction and Assessment) to regularly examine caseloads.

Action 2: Implement PLCs with data talks surrounding common assessments and Illuminate. Continue assessment committee to ensure compliance, agreement and analysis. Hire a part time data coach to gather, analyze and help staff use student data to inform teaching practices and support student growth, as well as to create and enter assessments into Illuminate.

Action 3: Continue to implement enrichment, tutorial and intervention programs at all sites. Ensure that students are receiving support, specifically at the elementary level in both math and ELA. Use protocols for progress monitoring for intervention; provide after school homework or support, and credit recovery. Determine and implement opportunities and resources for students needing alternative/additional supports to address various needs of all levels of students. Provide summer support for students not meeting standards. Add one section for an academic seminar at the High School.

Action 4: Continue collaboration and coordination with SCCOE Foster Youth Services to implement the Foster Youth Tool Kit and evaluate programs and services in place to support Foster Youth.

Action 5: Create an inclusive culture for parents of English Learners by providing parent outreach for understanding in the education system, expectations, resources, and supports for children's performance. Consider after school language tutoring for parents, such as Rosetta Stone.

Goal 3: All students will be college and career ready.

- 1) All students will graduate from high school on time and be prepared to move on successfully to college and/or careers.
- 2) Increase the number of students who successfully enter and complete high school and who are college and career ready.
- 3) Increase technology personal expertise, ability to teach students to use hardware and software.

## Metrics

- a) Graduation Rate Cohort Report
- b) Dropout Cohort Report
- c) College readiness (Early Assessment Program-EAP)

Actions:

Action 1: Support ROP transition and S4C and CTE Pathway. Counselor Consortium. Participate in college visits. Participate in S4C. Naviance College and Career Support and SAT prep

Action 2: Focus on course alignment by continuing to refine Middle School and High School courses. Continue to look at grade data, course alike common planning. Investigate programs to support course access, such as ways to increase and support VAPA; Investigate art throughout the district with a committee or outside artists with a focus on fine art.

Action 3: Investigate opportunities for credit recovery, Alternative Education, and summer school support.

Action 4: The District Technology plan ensures equity and 100% access and will include plans for training, maintenance, and replacement. The focus is for use with Illuminate, curriculum implementation, particularly inputting and gathering data to support student learning. Continue Tech Force and use Scope and Sequence across grade levels and implement Illuminate student information system.

Goal 4: SVUSD will provide a safe and engaging environment for students.

- 1) To ensure a safe learning environment to maximize student learning by integrating age-appropriate programs to ensure safe and productive learning environments.
- 2) Increase participation in clubs, sports opportunities, and community service.
- 3) Reduce chronic absentee rate by focusing on incentives and positive ways to keep students in school.
- 4) Increase the opportunities for parents, students and community members to provide input about school conditions.
- 5) Maintain SVUSD positive financial certification and reserve for economic uncertainty at or above required level.
- 6) Maintain current levels of maintenance.

Metrics

- a) School Facilities (FIT report - SARC)
- b) School Connectedness (CHKS or Gallup Poll)
- c) School Attendance Rates (Annual P2 Attendance)
- d) Chronic Truancy Rate (CALPADS 2015-2016)
- e) Suspension Rate (CALPADS 2015-2016)
- f) Expulsion Rate (CALPADS 2015-2016)
- g) PBIS opportunities (Professional Development Calendar)
- h) Parent engagement (surveys)
- i) Healthy fitness zones (Physical Fitness Test)

## j) Counseling Services

### Actions

Action 1: Focus on climate and culture by providing time and resources to support SST/504 online and PBIS, including classified and clerical staff; as well as support counseling/ behavioral areas and materials with resources, staff, and specific training. Enhance site safety processes, including threat assessment, inquiry, and support for marginalized groups (i.e. education, outreach and facilities). Provide group and individual counseling, as well as whole group assemblies/presentations.

Action 2: Facilities/Maintenance: Set aside reserve in routine repair and maintenance.

Action 3: Continue to engage parents and find ways to actively communicate with stakeholders, particularly those in specific groups including low income pupils, English Learners, Special Education and Foster Youth. Increase and advertise opportunities for parent education, and investigate alumni association and community forums (topic specific), administer a senior exit survey. Provide various opportunities to receive and provide feedback and communicate with the community. SPSAs align with the LCAP for continuity and increased understanding. Solicit feedback related to concerns or needs as well as ideas for improving school culture and student learning.

Action 4: Hold regular meetings between the district and site admin with a regular focus on absenteeism, truancy and follow up. Use Illuminate system for common letters and reports.

## **B. School Program Data**

### General Program of Study

The vast majority of SVHS courses are UC A-G approved. The only exceptions are Health, Math 1A and 1B, the two CTO Computer Science courses, and our K-Street Alternative Education courses. Please see the SVHS Course Catalog, found under the “Academics” drop-down menu on our school website. Most courses are year-long and earn 5 credits per semester.

In order to graduate, a student must successfully complete 220 credits and perform 60 hours of community service. Students must earn 40 credits of English, 30 credits of mathematics, humanities, and science (including life and physical sciences), 10 credits of art and foreign language, 10 additional credits of either art or language, 20 credits of PE, five credits of health, and an additional 35 elective credits.

SVHS offers courses that meet all our graduation requirements, college expectations and opportunities for acceleration. If a course is offered at SVHS, a student may not take the course at another institution and receive SVHS credit. A student may be permitted to take an equivalent course at another institution only if the student has attempted and failed a course at SVHS. Credit recovery is offered for many courses at SVHS.

The Santa Cruz Career Technical Education (CTE) program provides students with the opportunity to acquire career training and technical skills that prepare them for success in the changing workplace. CTE, a Western Association of Schools and Colleges (WASC) accredited program of the Santa Cruz County Office of Education, is offered in cooperation with area high schools and the local business community to provide job training for high school students.

The Santa Cruz County CTE provides more than 50 courses in 15 industry sectors located at all area high schools and several community-based locations. Current CTE courses on offer at SVHS include: Criminal Justice, Introductory Computer Science, Gaming Software Development, Music Production and Video Production.

The Community Service requirement may be met locally or internationally. The minimum commitment is 60 hours over four years for an average of 15 hours per year. Students who have not been at SVHS for the full four years need only to complete community service proportional to the years they have attended SVHS. Community Service hours must be completed by May 1st of the senior year. Community Service hours must be documented by completing the Community Service Agreement and Reflection Form. The Agreement must be signed by the supervisor of the activity, and the Agreement and Reflection Form must be on file in the Office of the Registrar.

SVHS has a grade weighting system. Honors and IB courses receive a 1 point GPA increase only for grades of A, B, or C. Grades of D or F stand as earned. Letter grades on transcripts shall remain the same, but the numerical value for GPA will be increased by one point.

The SVHS bell schedule is comprised of seven periods offered in a modified block format. All seven classes meet on Mondays. First period meets every day at 7:40am. Tuesdays and Thursdays see periods 2, 4, and 6 meeting from 8:35 onwards, and Wednesdays and Fridays have periods 3, 5 and 7 meeting from 8:35 onwards. Our Tutorial period is on Tuesdays between periods 2 and 4. Every Wednesday, students depart school at 1:15pm and staff remain to work on professional development from 1:45 to 3:00pm.

The Tutorial period acts somewhat like a study hall, where all students are assigned to a home room and where they can work on their academics or travel to another teacher's class for extra help or make-up work.

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. IS courses on offer include English, Social Sciences, Health, Fine Arts, and Applied Arts. One fully-qualified teacher supports all IS classes, although over the span of this WASC review, there have sometimes been two IS teachers per year. 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.

### International Baccalaureate Diploma Program

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 2017 Statistical Report there were nearly 160,000 candidates in 3,300 secondary schools in 136 countries with 211 nationalities. Over 920 of these high schools are in the United States, and 109 of them are in California, the largest number in the USA.

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, selecting advanced classes in their areas of academic strength or interest, or by electing to become Full IB Diploma Students. IB Diploma students follow a rigorous, prescribed curriculum during their junior and senior years, complete intensive exams in each subject area, finish a Theory of Knowledge (TOK) course, write an independently researched Extended Essay (EE), and complete at least 150 hours of a combination of Creativity, Activity 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 currently offers the following IB courses:

**Higher Level (HL)**

English A Literature  
History of the Americas  
Biology  
Chemistry  
Mathematics  
Visual Arts

**Standard Level (SL)**

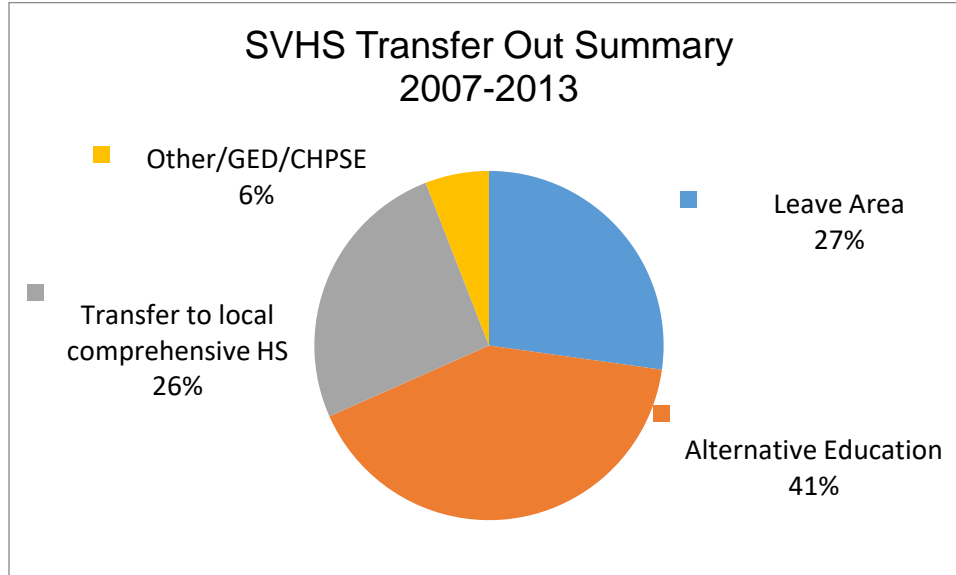
English Language and Literature  
World Languages: French and Spanish  
Social and Cultural Anthropology  
Biology  
Chemistry  
Physics  
Mathematics  
Visual Arts

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.

Despite the current fiscal challenges, SVHS continues to maintain its training schedule for all IB teachers. This has been aided by generous donations from our Parent Club. In 2017-2018, 44 % (18 out of 41) of the SVHS staff taught IB courses. As IB staff receives training every three to five 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 2018 exam session, 81% of seniors took at least one IB course while in grade 11 or grade 12, and of those, 32% sat for the IB exams.

## Alternative Education



For a variety of reasons, SVHS loses nearly 70 students a year. The major causes are students moving out of the district (27%), transferring to another local comprehensive high school (26%), or being placed in an alternative education environment (41%).

Typically, only the students moving to Alt Ed programs would have the opportunity to stay in our district, providing such a program exists. Considering the diversity of such programs county wide, it is reasonable to assume not all of the 28 students per year would go to such an in-district program. Assuming our district can retain 50% of these students, this would require a program with the capabilities to serve a maximum of 56 students (14 students x 4 grade levels) at its maturity. This data underscored the need and the opportunity for our K Street Academy, described in more detail in Chapter I.

## Special Education

Scotts Valley High School serves a special needs population that is comparable to other local high schools. For the 2017-18 year, approximately 35 male and 11 female students are enrolled in Resource Specialist Program (RSP) and Special Day Class (SDC) programs. Approximately 80% of these students self-identify as Caucasian. These special education programs are staffed by three full-time special education teachers, seven part-time para-educators and several part-time providers in the areas of Speech and Language, Occupational Therapy, Adaptive Physical Education, Physical Therapy, Counseling, Transition Services, and Behavior Support.

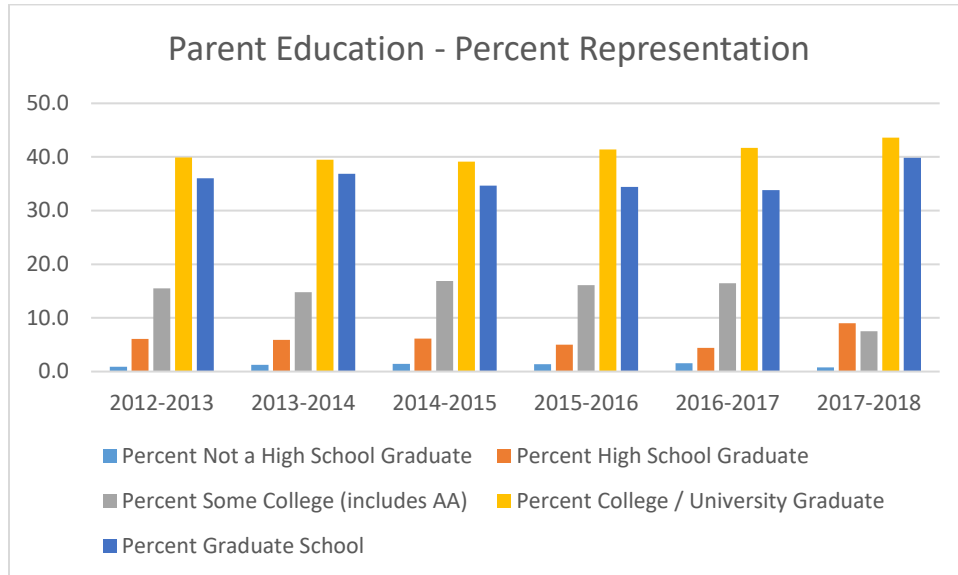
While there is a range of needs for these students, most are high-functioning and are able to attend most, if not all, of their courses in a mainstream setting. These students receive push-in and pull-out services from the special education staff as required.

Currently, all of the RSP students are on a graduation track, with no modified grades. Most special needs students graduate. However, there are seven students not on the diploma track who are working towards a certificate of completion.

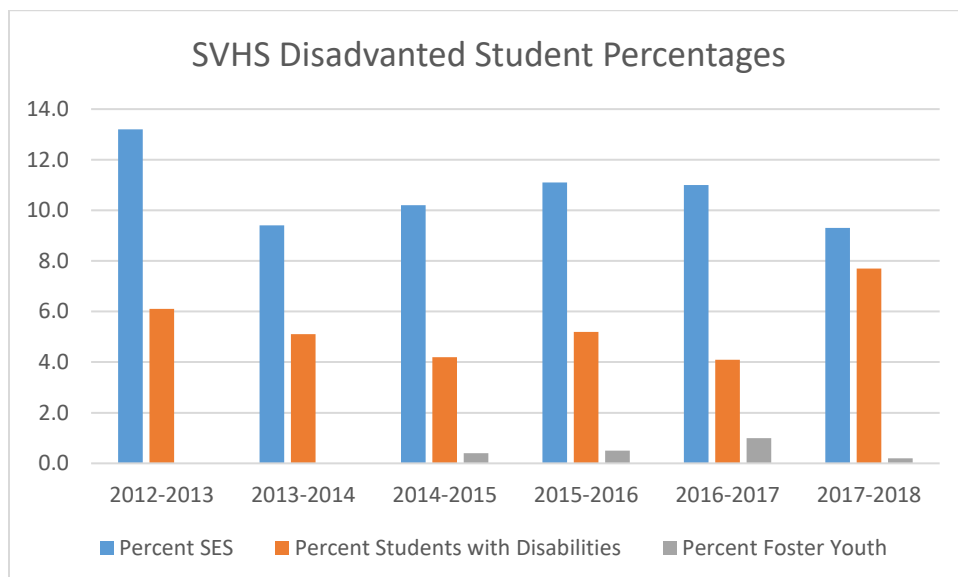
SVHS offers the following classes to support those students' Individual Education Plans (IEP's): Basic English, Basic Physics, Basic Math, Basic World Studies 2, and Directed Studies.

## C. Demographic Data

### 1. Socioeconomics



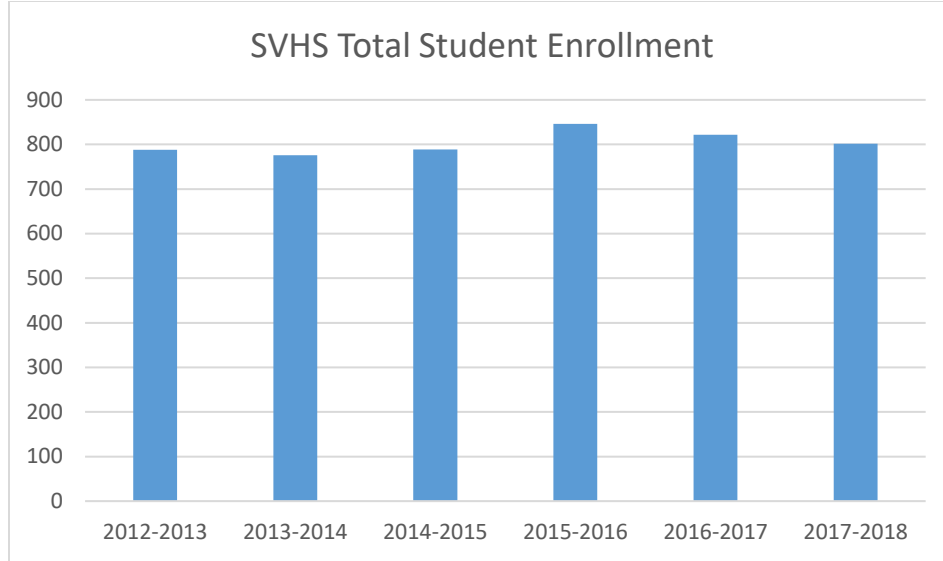
Parent education levels in Scotts Valley have remained largely consistent over the period of this review. The extraordinarily high cost of living and housing, along with the city's proximity to Silicon Valley, means that the vast proportion of SVHS parents are professionals with undergraduate and graduate degrees.



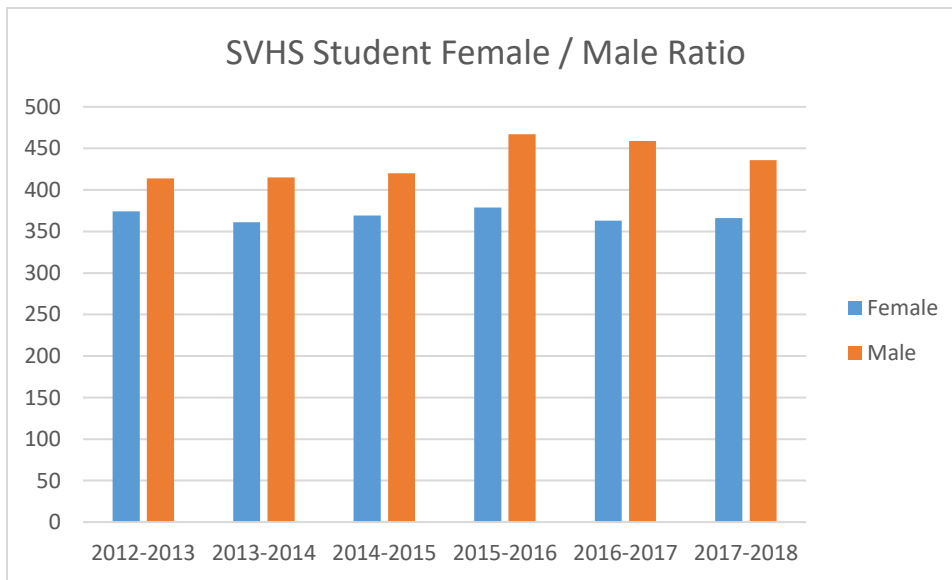
The percentage of students eligible for Free and Reduced Lunch has remained steady, from 10% to 12%.

## 2. Student Enrollment

### General Enrollment

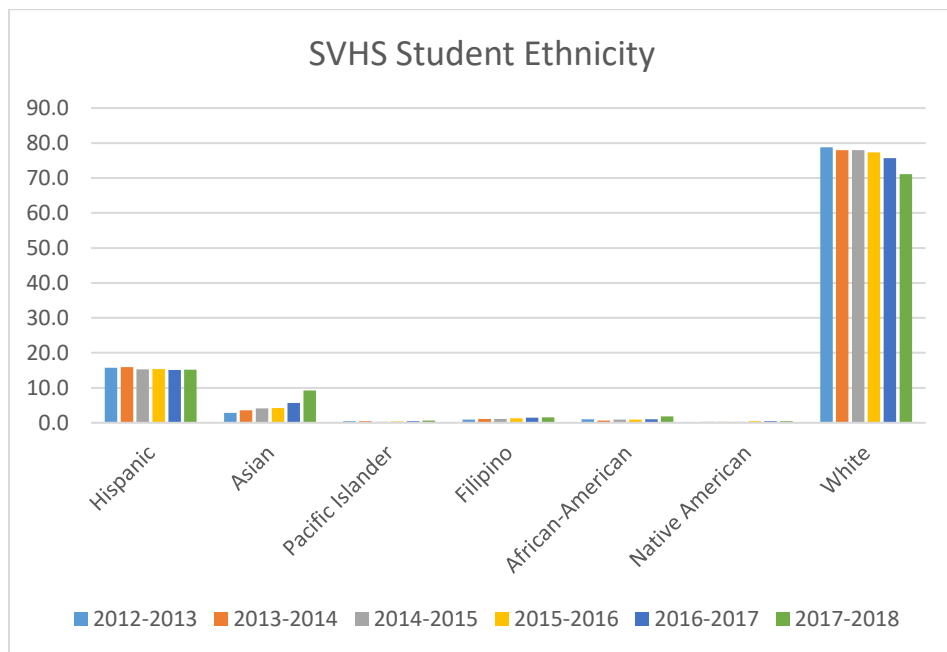
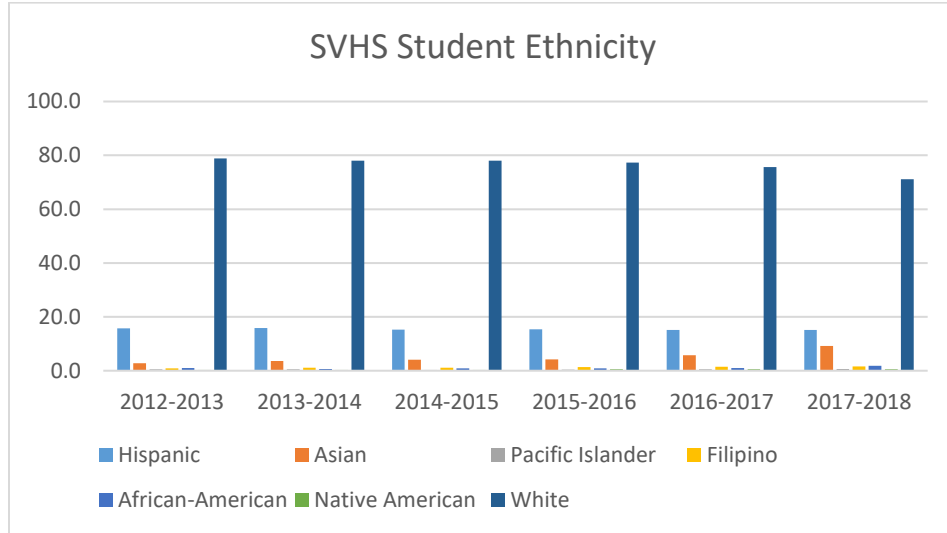


Scotts Valley High School's student enrollment has remained largely consistent over the course of this review, averaging near 800 students. The small amount of variation, however, is of crucial concern for our ADA, school budget, and staffing.



The SVHS population has shown a consistent and significant gender gap, with the male student population outnumbering the female population approximately, 55% to 45%. Discussions about this gap within the SVHS community has led to no clear conclusion as to its origins.

## Ethnicity



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Hispanic	15.7	15.9	15.3	15.4	15.1	15.2
Asian	2.8	3.6	4.1	4.2	5.7	9.2
Pacific Islander	0.5	0.5	0.3	0.4	0.5	0.6
Filipino	0.9	1.1	1.1	1.3	1.5	1.6
African-American	1.0	0.6	0.9	0.9	1.0	1.8
Native American	0.3	0.3	0.3	0.5	0.5	0.5
White	78.8	78.0	78.0	77.3	75.7	71.1

The Scotts Valley community remains predominantly white at about 75%. The percentage of Hispanic students has remained steady over the last six years while the percentage of Asian students has approximately doubled.

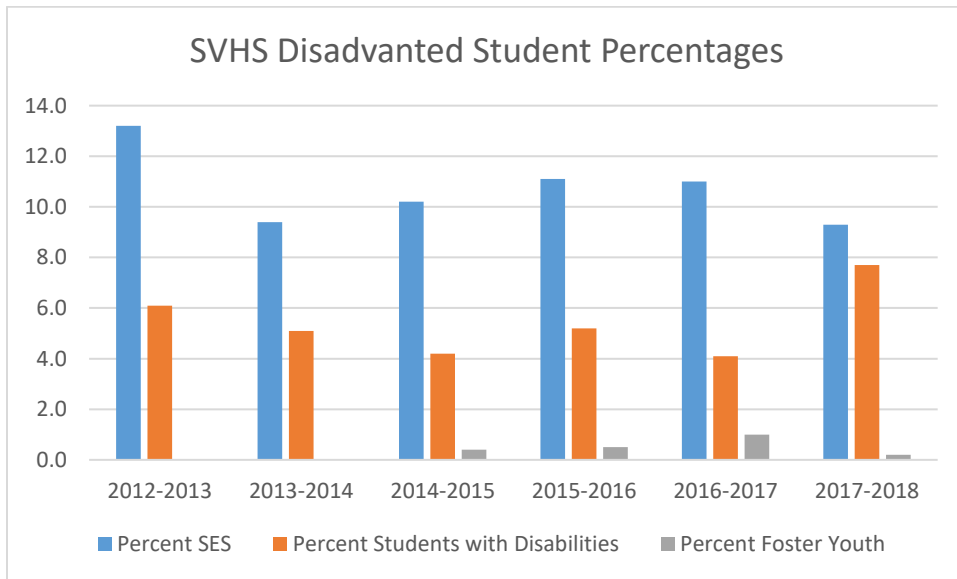
### Primary Language

Based on the Home Language Survey, approximately 10% of SVHS students and parents are multi-lingual. Mother-tongue languages include Mandarin, Korean, Japanese, Tagalog, Arabic, Spanish, French, German, and Persian.

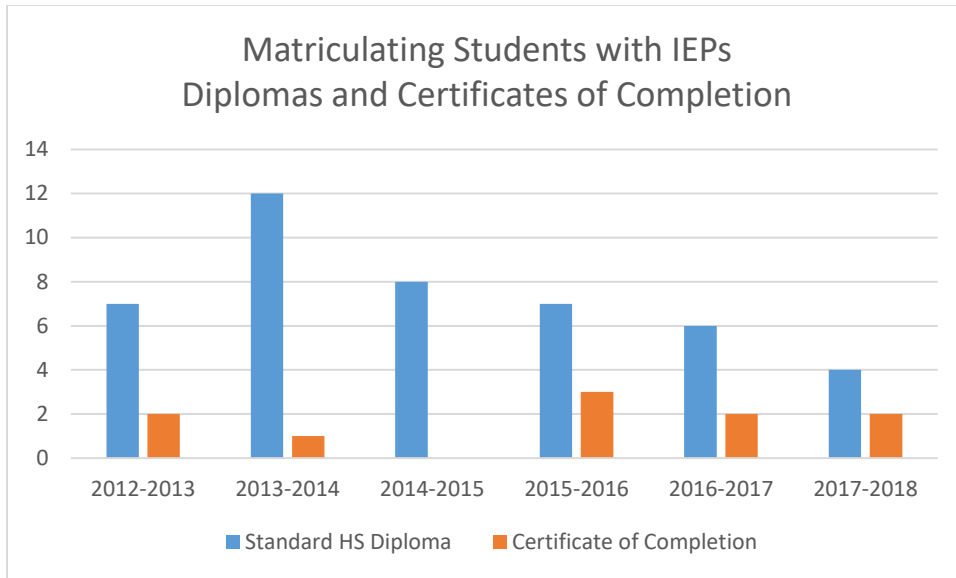
### Title I

SVHS is not a Title I school, nor does the school receive supplemental ADA based on the State's concentration grant formula.

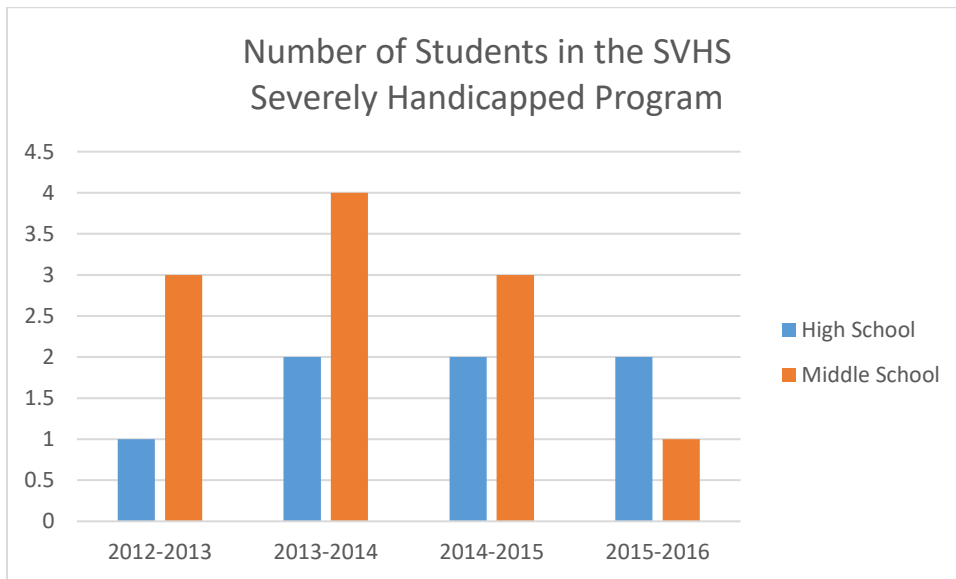
### Special Needs



The percentage of students with identified learning disabilities varied between 4% and 6% from 2012 to 2017. In the 2017-2018 school year, SVUSD made a concerted effort to expand our identification, testing, and support of students with disabilities, resulting in increased numbers of students with IEP's and 504 plans.



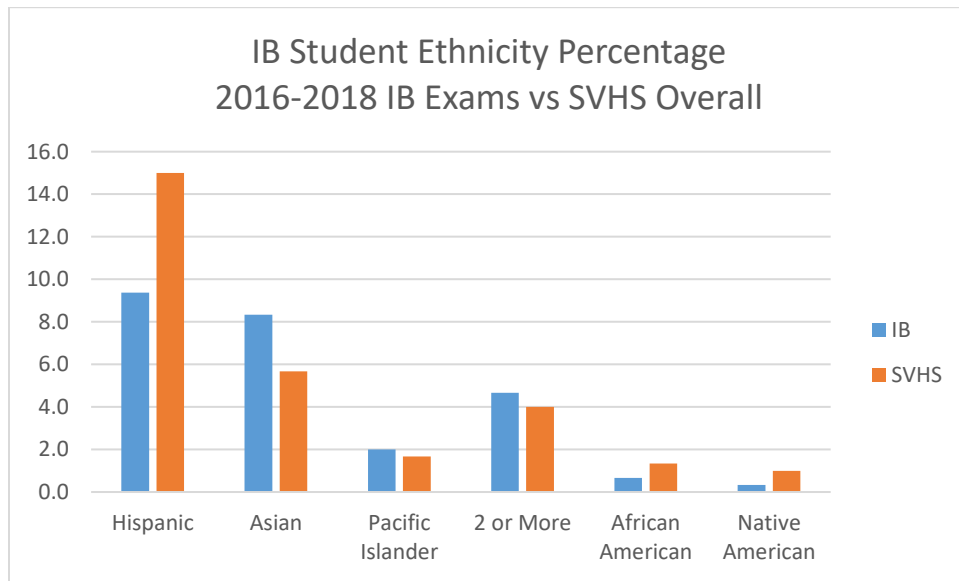
SVHS has matriculated 100% of its students with IEPs, either with a high school diploma or a certificate of completion. The numbers vary from year to year.



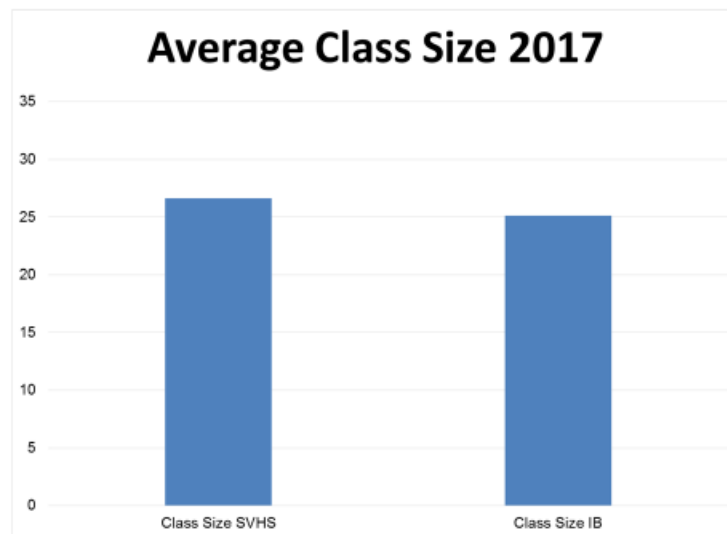
SVHS offered a Severely Handicapped (SH) program from 2012 to 2016. The program on-campus supported both high school and middle school students. Enrollment numbers declined significantly to the point that the program was no longer viable and it was closed at the end of the 2015-2016 school year.

## International Baccalaureate Diploma Program

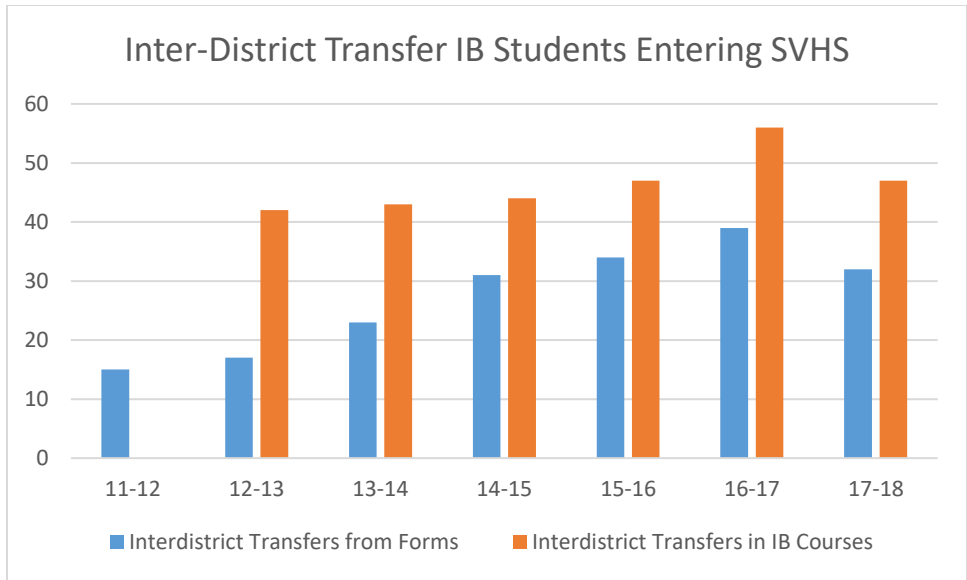
In 2017-2018, 81% of graduating seniors took at least one year of an IB course.



The ethnicities of students within the IB Diploma Program largely mirror the overall student demographics, but fewer Hispanic students choose to examine in IB courses. SVHS offers IB exam fee scholarship assistance to all students.

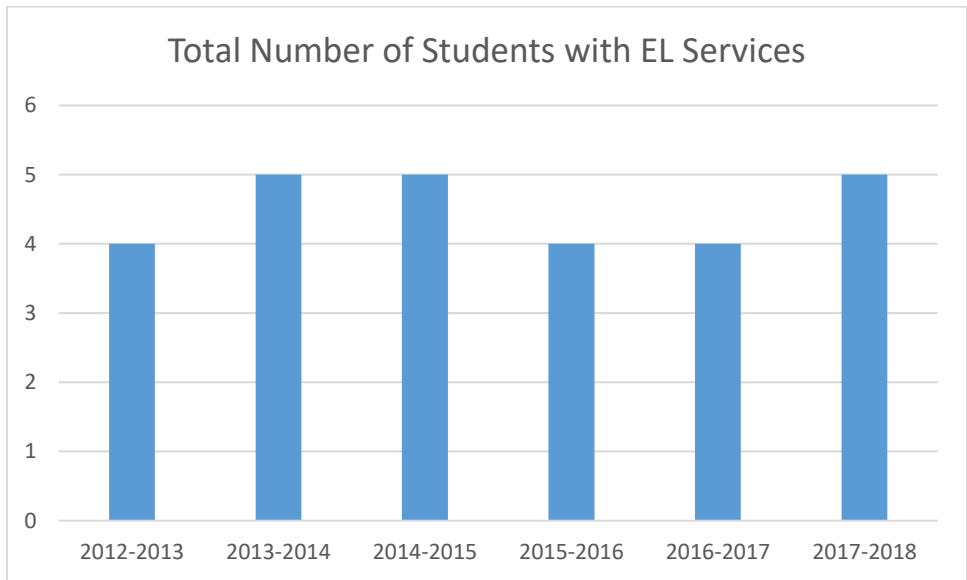


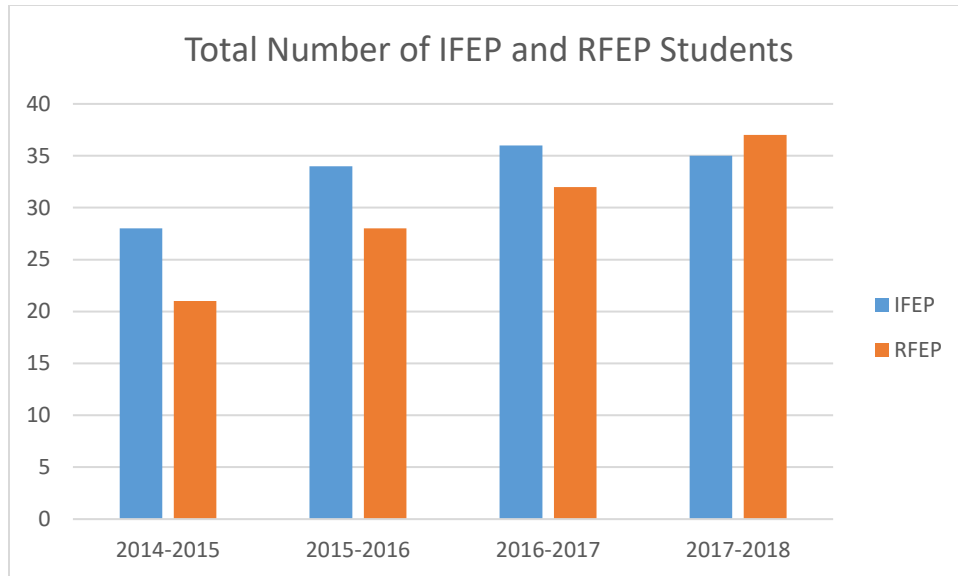
In 2017, the average class size for all SVHS classes was 26 students, while the average class size for IB classes was 25 students.



SVHS accepts many inter-district transfer (IDT) students who come to our school for the IB Diploma program. The blue column above represents the number of IDT's who have indicated on their transfer form that they are coming to SVHS specifically for the IB Diploma Program. The brown column represents the number of IDT's who take at least one IB course, regardless of their reason to come to SVHS.

### 3. Language Proficiency





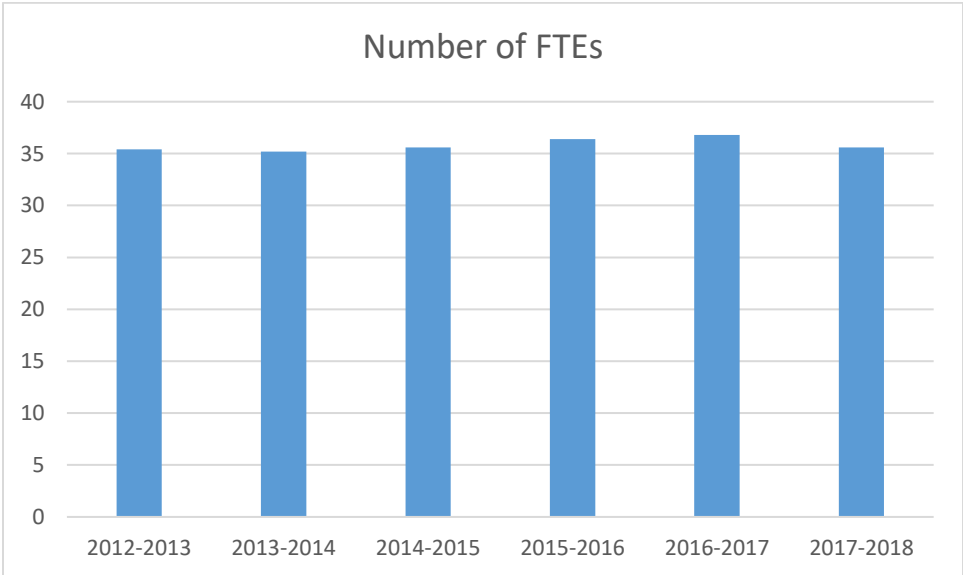
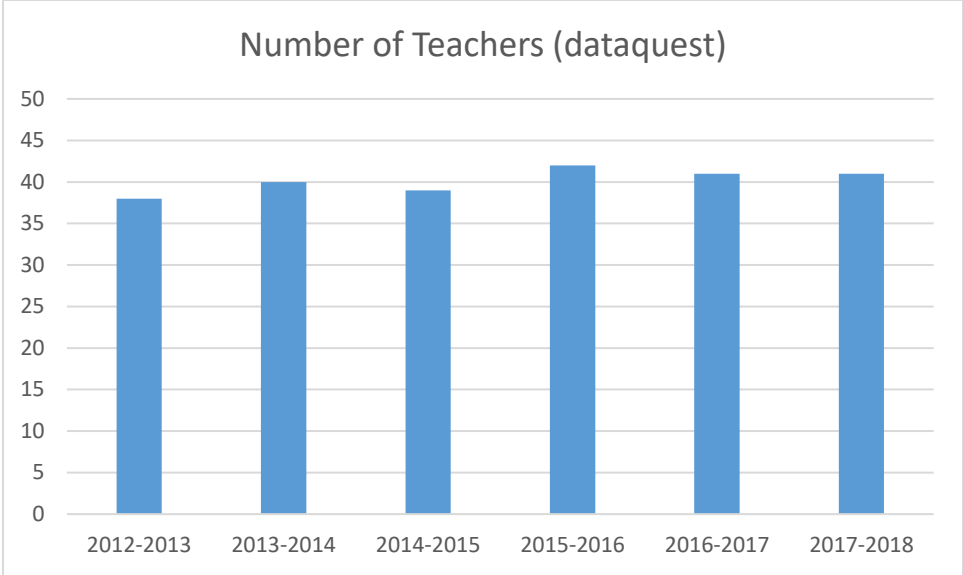
The total number of EL students at SVHS remains quite low. Within the district, there is a significantly greater number of EL students, but our elementary and middle schools do an outstanding job of supporting and eventually reclassifying these students before their arrival to our campus.

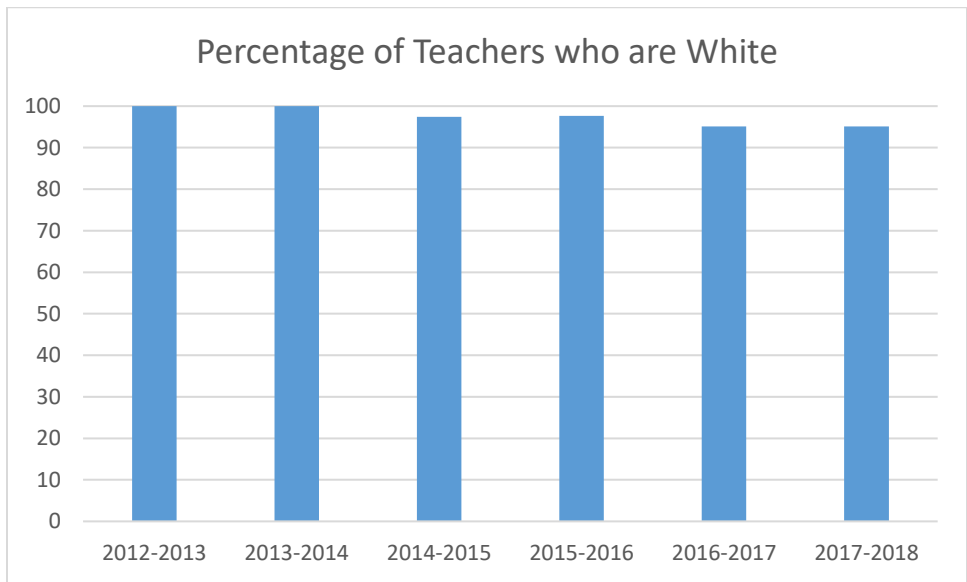
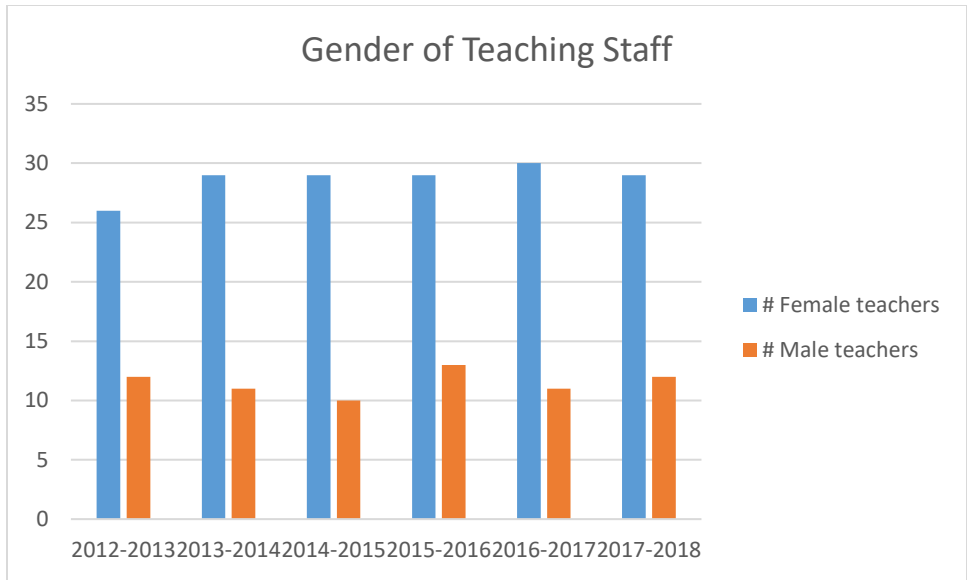
## **D. Data on Addressing the Eight State Priorities**

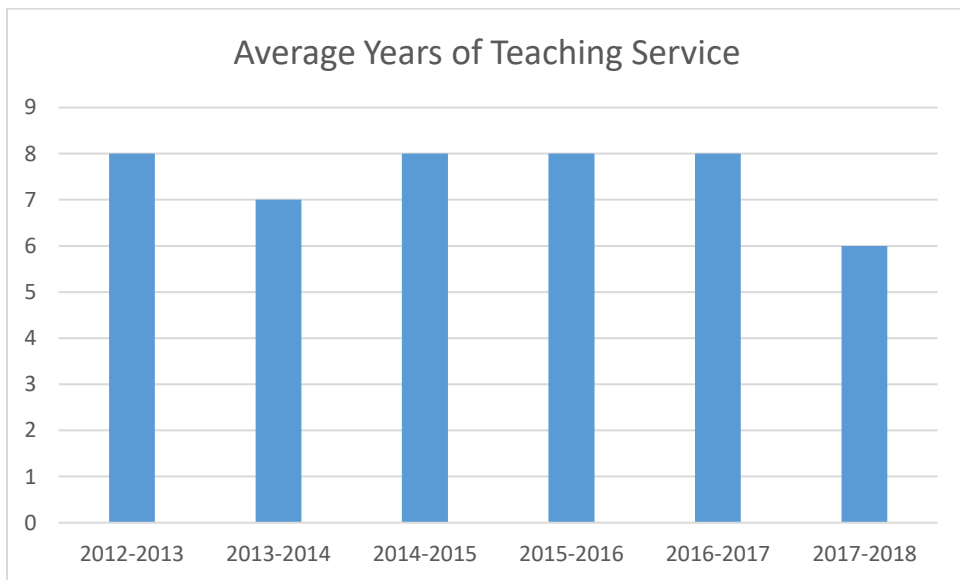
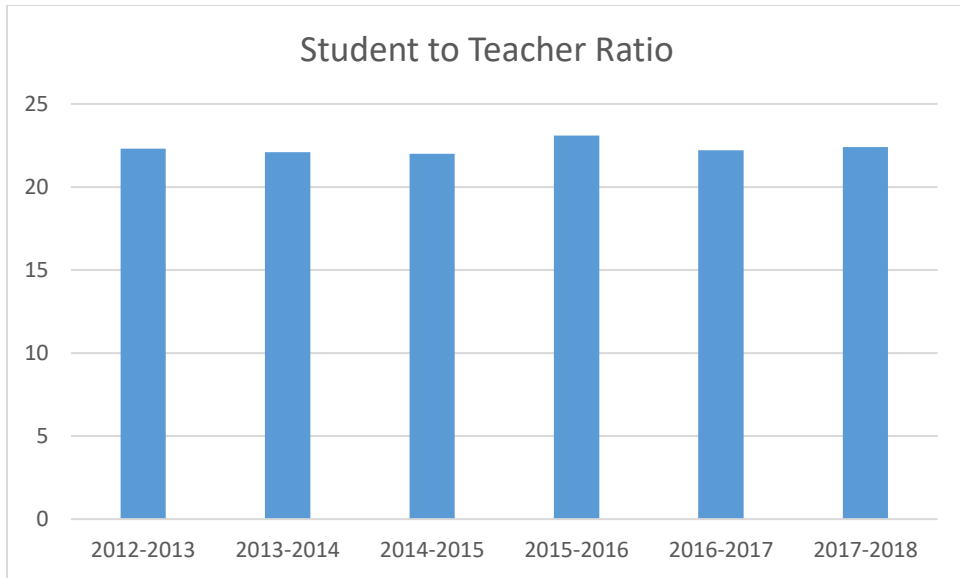
### **1. LCFF Priority 1 – Basics**

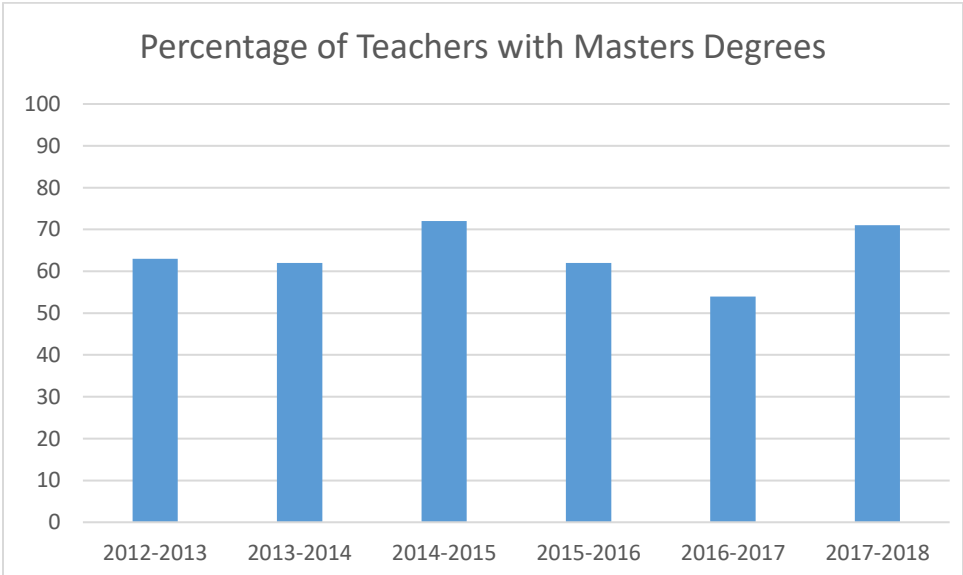
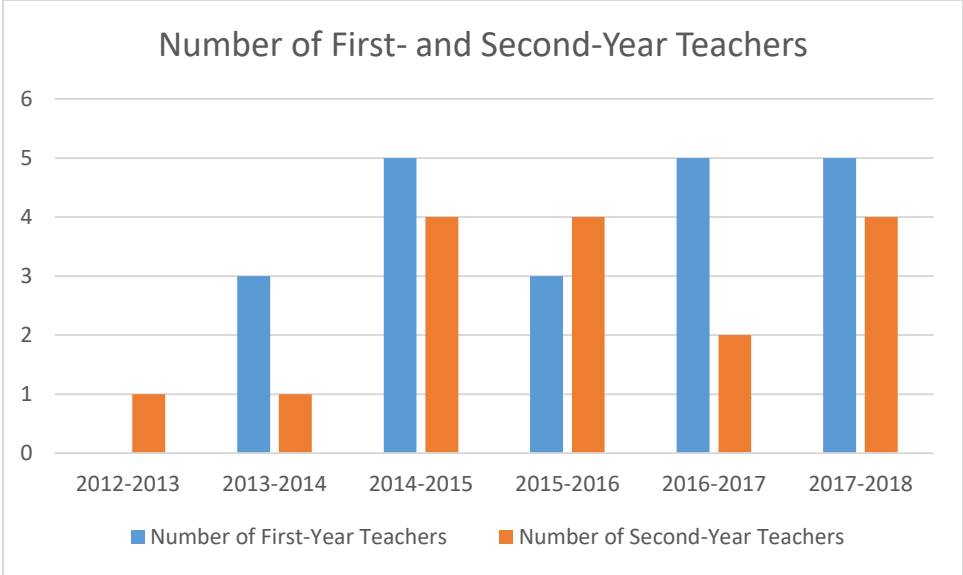
#### **Staff Data**

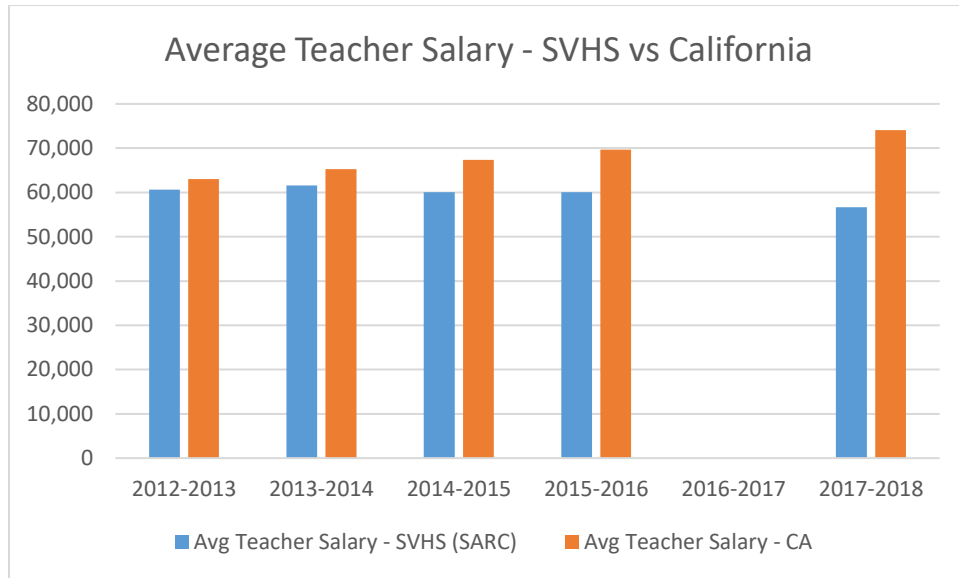
98% (41 out of 42) of staff are appropriately assigned and fully credentialed, pursuant to Ed Code. A single teacher, for a single subject (Drama) is utilizing an emergency credential. It is anticipated that this teacher will complete credentialing in 2019-2020. Additionally, 100% of teaching staff are CLAD certified.











SVHS staff is predominantly white and female. The school has retained a core of experienced teachers, however, it has become more difficult to retain young teachers and staff turnover has become relatively high. With SVUSD's financial challenges, the district's salaries have not kept pace with the state average or the cost of living in Santa Cruz County.

### Professional Development

2012-2013

SVUSD All Day – Data Director Workshops

Common Core Development – Scope and Sequence and departmental

Emergency Training

2013-2014

School Loop training

School City training

Benchmark assessments

Emergency Training

IB Training for seven staff

2014-2015

Roll out CAASPP and CAASPP Training

CAASPP - norming writing rubrics, Discussion surrounding equity and grading policies

Common Core scope and sequence updates

Emergency training

Social emotional growth and supporting at-risk students

Benchmarks and district assessments

IB Training for five staff

2015-2016

Illuminate

PBIS

District – all-day Tech Symposium

Math – Carnegie, SVMl

District – all-day data, benchmarking, assessment

Emergency training

IB Training for four staff

2016-2017

Math – Textbook adoption, county articulation, advisory committee

District – all-day school climate and student support

District – all-day Tech Symposium

Incident Command System emergency training

Next Generation Science Standards

IB Training for four staff

2017-2018

District – all-day Illuminate training

District – all-day social and emotional support training

PBIS

SVUSD Arts Taskforce

IB Training for six staff

Next Generation Science Standards training

## **2. LCFF Priority 2 – Implementation of Academic Standards**

SVHS's academic standards are based on Common Core State Standards, NGSS Science Standards, and IB course and Diploma Program standards. Specific data supporting the implementation of these academic standards may be found throughout Chapter II.

## **3. LCFF Priority 3 – Parent Engagement**

There are a great many ways that parents can be involved with our school. These include:

Scotts Valley Education Foundation (SVEF) provides funds and support through a growing endowment that benefits the high school students in counseling and library services as well as direct support in classrooms (science equipment purchased through grants written by SVEF).

The School Advisory Committee (SAC) is comprised of staff, students, parents and a community member who meet monthly. They review instructional practices, data, and school policy, and they address other issues or concerns. They are charged with approving our LCAP, WASC and IB self-studies and annual goals.

The SVHS Parent Club is our PTO. Officers and parents in general meet monthly. They provide support to the classroom teachers and office staff with donations and volunteers. They annually review the LCAP and WASC self-study. Each year the Parent Club gives each teacher discretionary money that can be used by the teacher to provide resources to meet the needs of the students. Each subject department receives discretionary money for department-targeted needs.

The Falcon Club is our athletic booster group. They provide 100% of the funds needed to run the after school extra-curricular athletic program.

The DELAC committee meets regularly to provide support for parents who are non-English speakers. A community liaison has been hired to specifically support families of our English Learners.

Parents are an important group in our district's strategic planning meetings as well as the LCAP process.

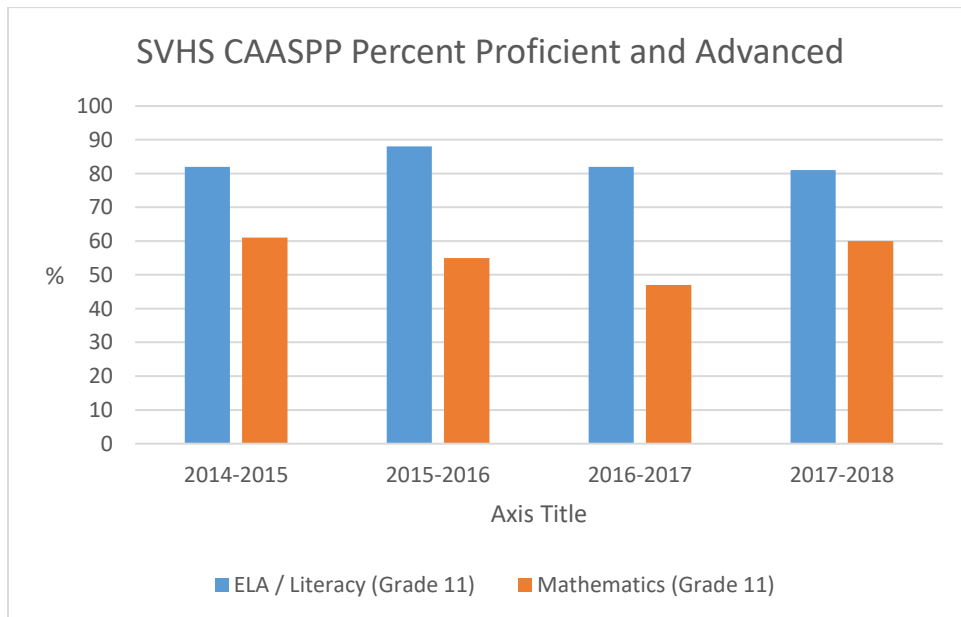
Parents offer assistance for both teachers and students within individual courses, including tutoring, class presentations, and field trip support.

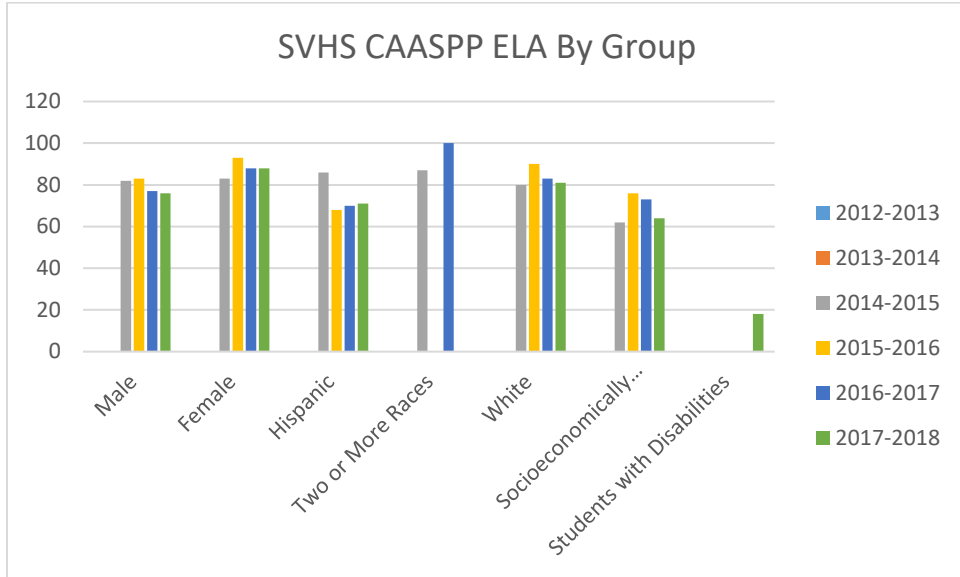
Local businesses and service organizations (Kiwanis, Scotts Valley Rotary Club, etc.) donate funds to the school that can be used in a variety of ways to assist students. The high school music program has benefited from substantial annual donations that are used to supplement the classroom and outside competitions and participation. Very frequently, it is SVHS parents who spearhead these efforts within these businesses and organizations.

The parent-led SVHS Stadium Committee has formed with the purpose of building a stadium with a turf field, all-weather track and stadium seating. This multi-year project also has the intent to eventually build a swimming pool.

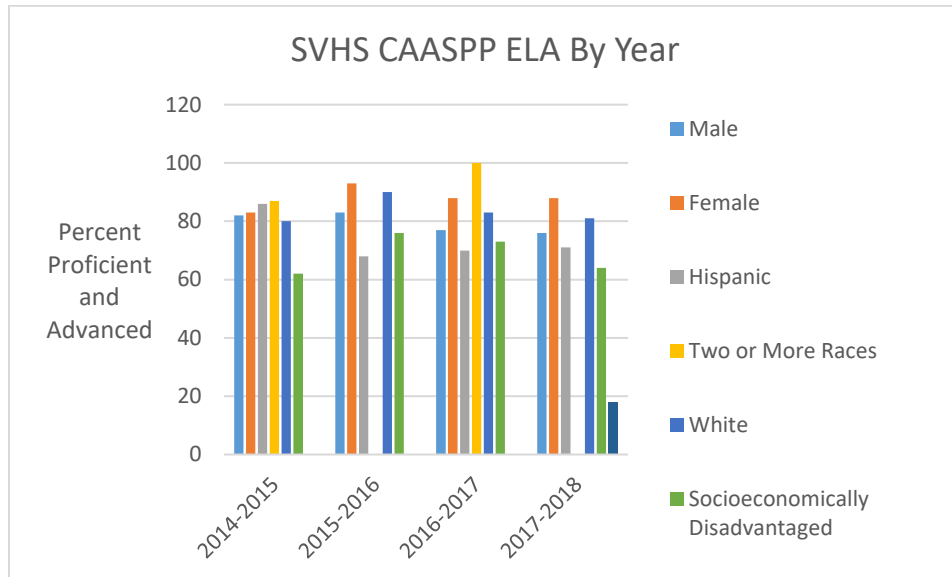
#### 4. LCFF Priority 4 – Performance on Standardized Tests

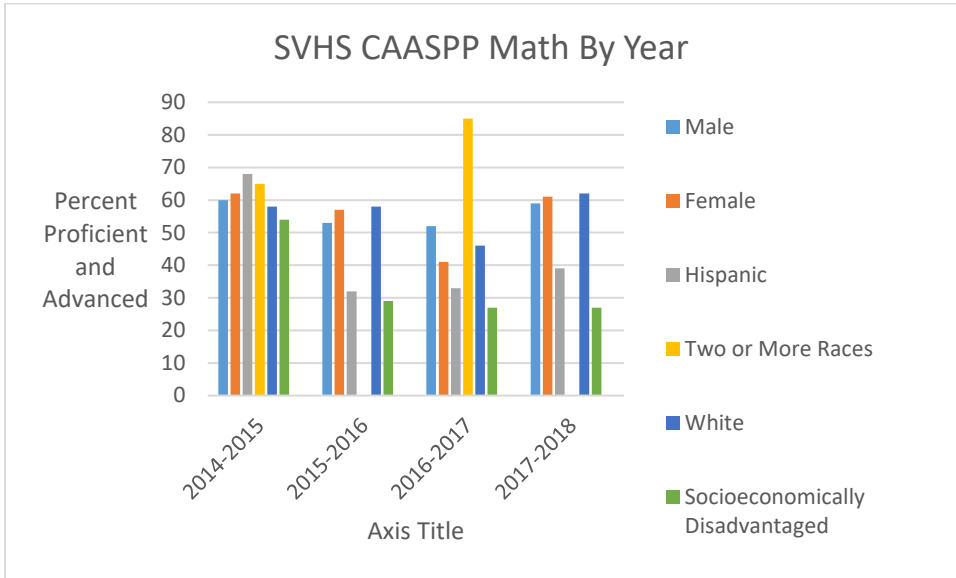
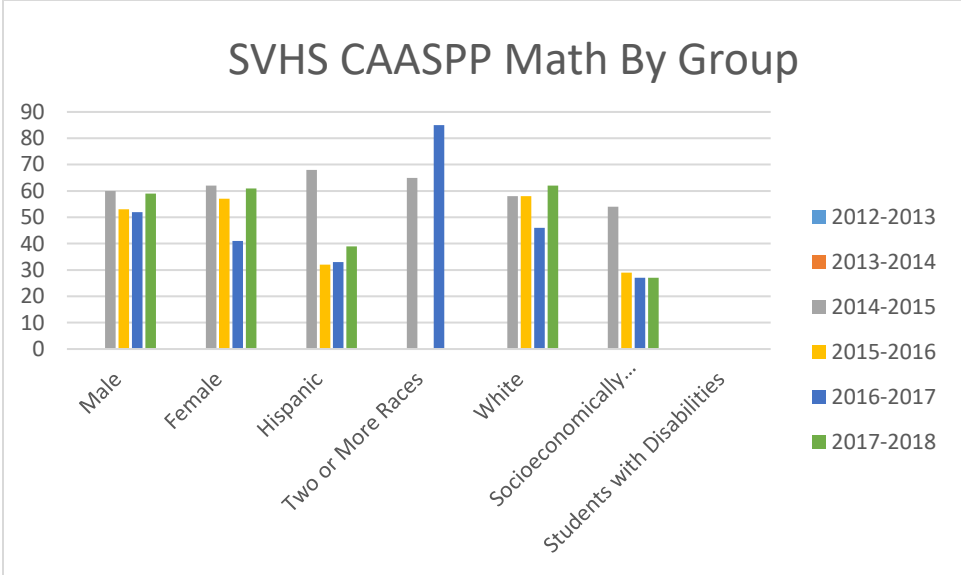
##### California Assessment of Student Performance and Progress (CAASPP) Results



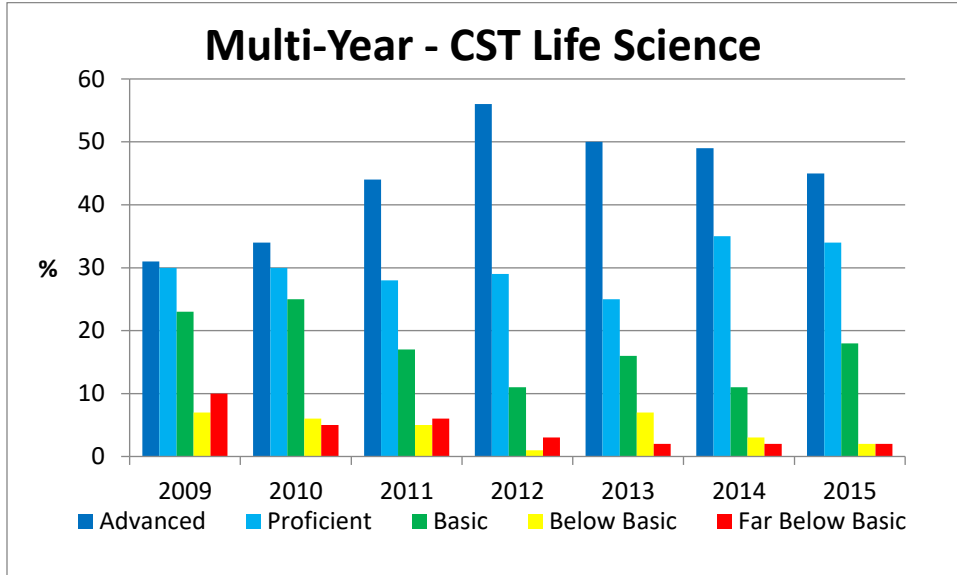


The State does not report subgroup data if the number of qualifying students in the group is statistically insignificant.

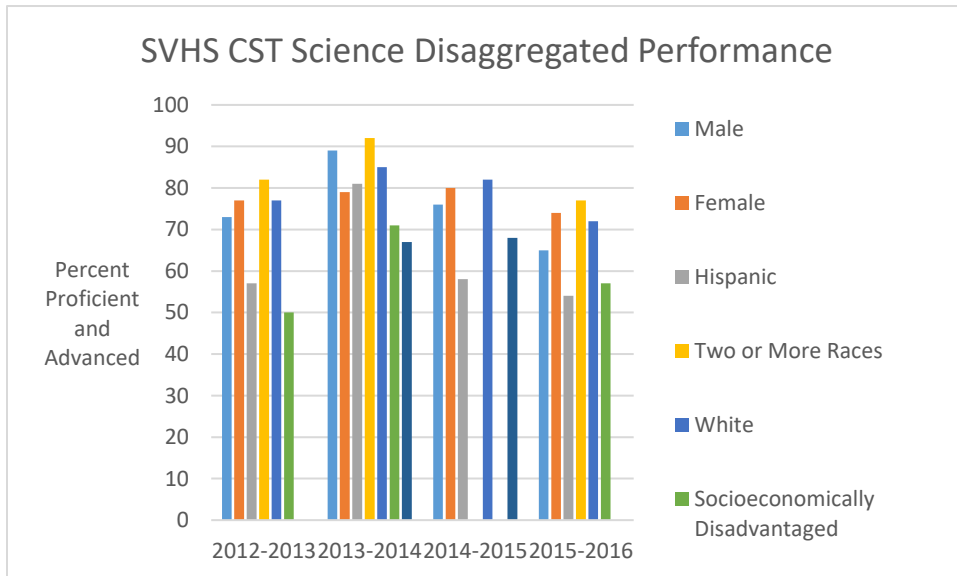




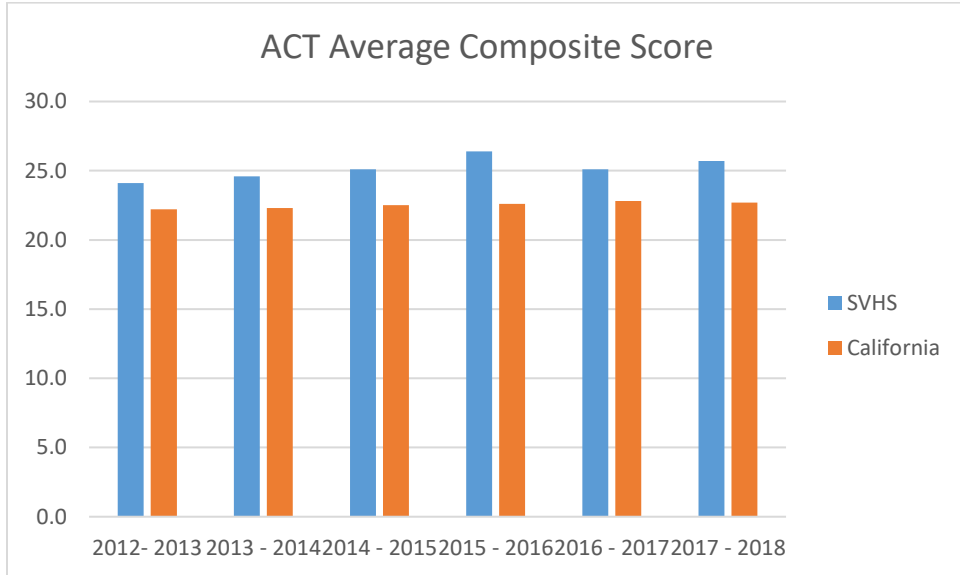
## California Standards Test (CST) Life Science



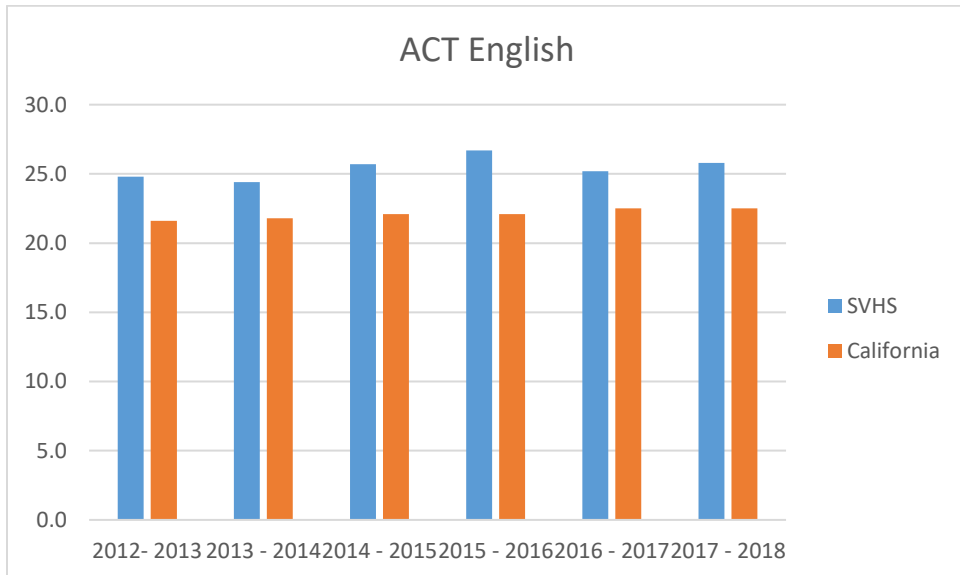
The general trend of the CST Life Science test is that SVHS students have performed well, with an increasing percentage of students who score “proficient” and a subsequent decline in the number of non-proficient students.

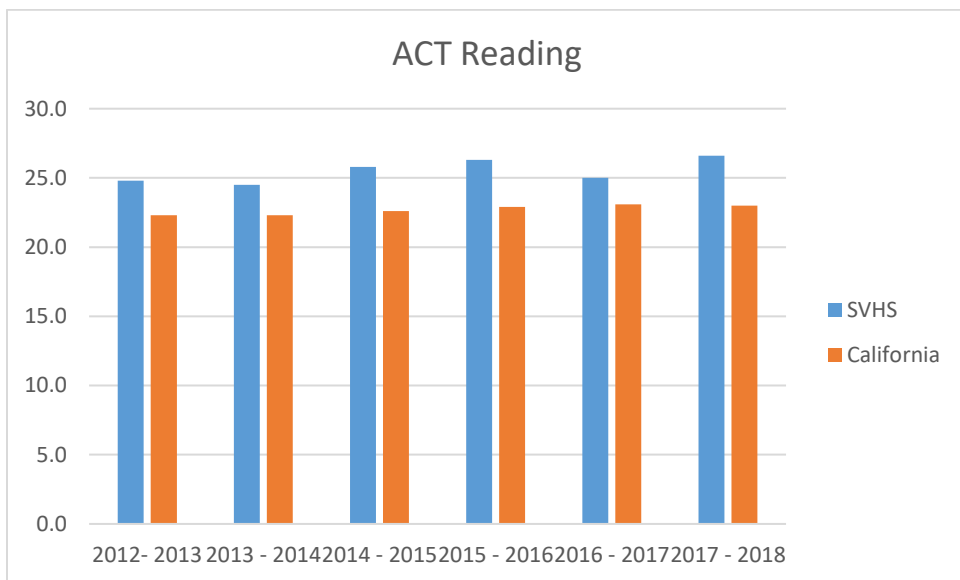
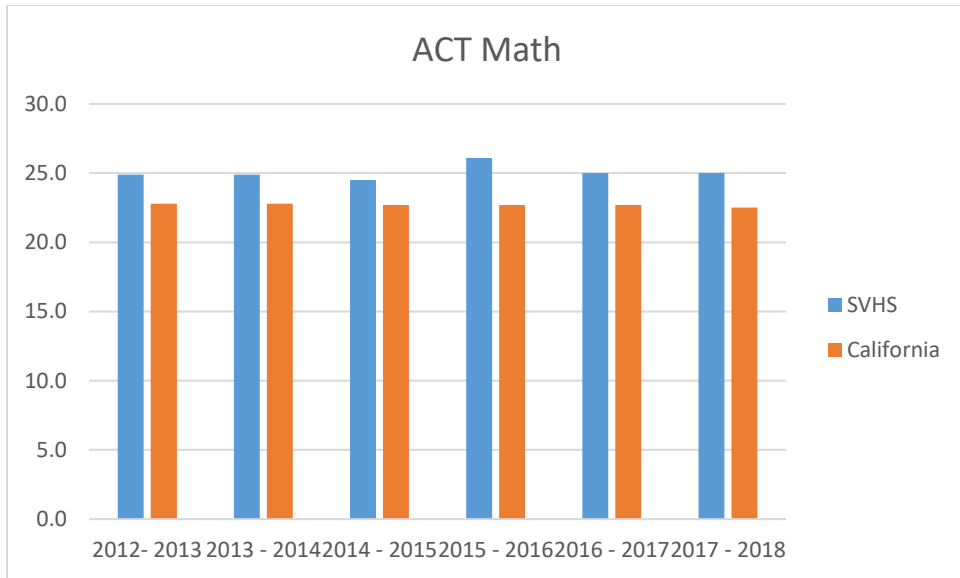


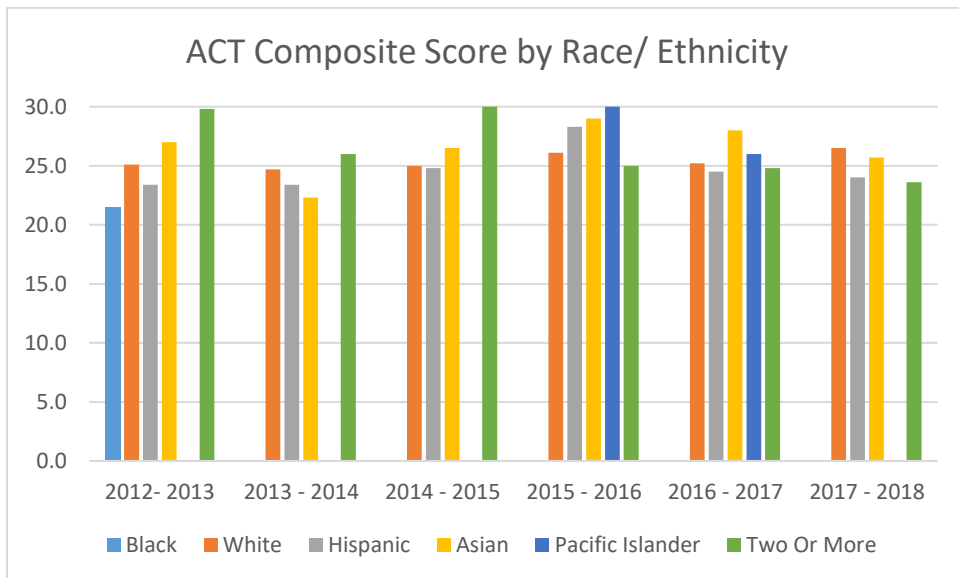
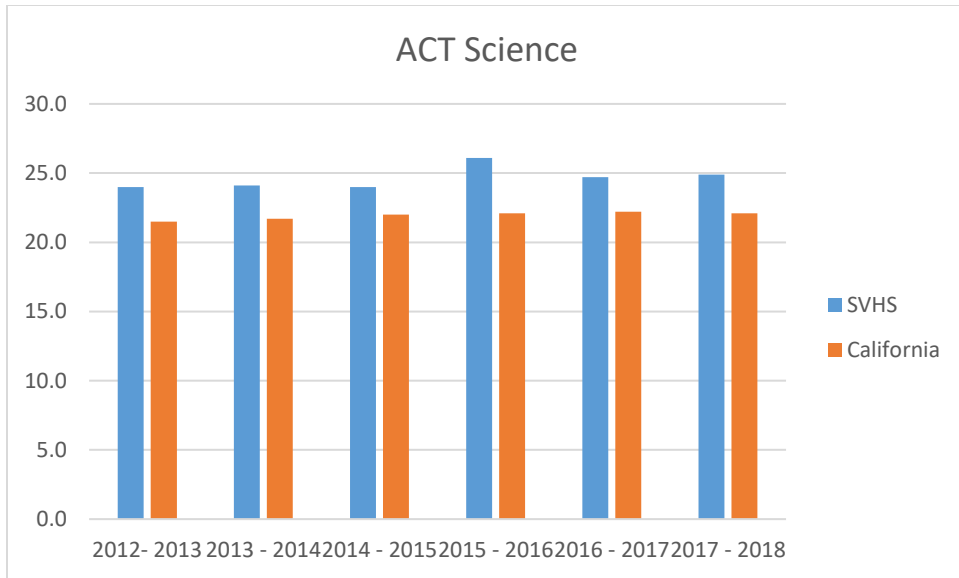
# ACT



Over the course of the last six years, SVHS ACT composite scores have improved slightly while the state average has remained largely static.

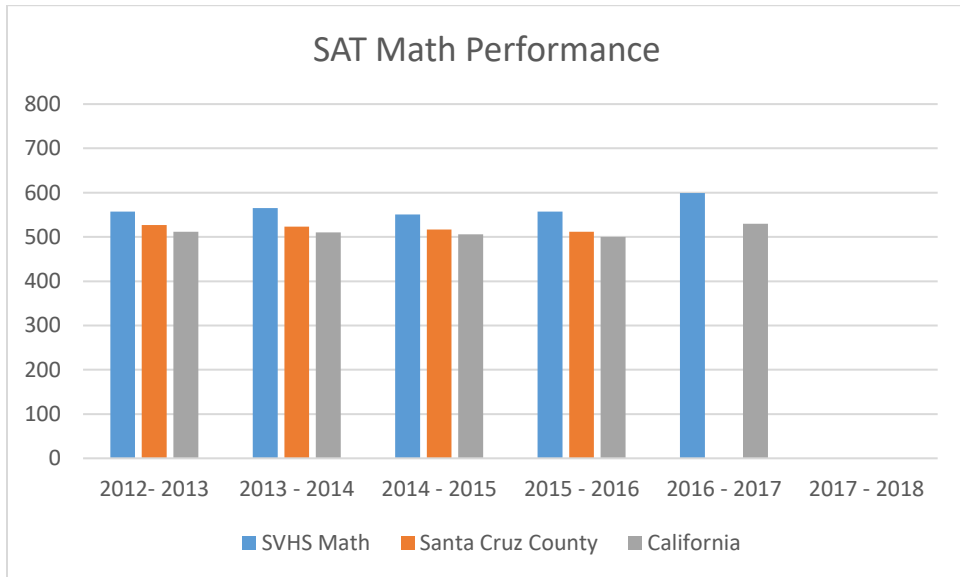
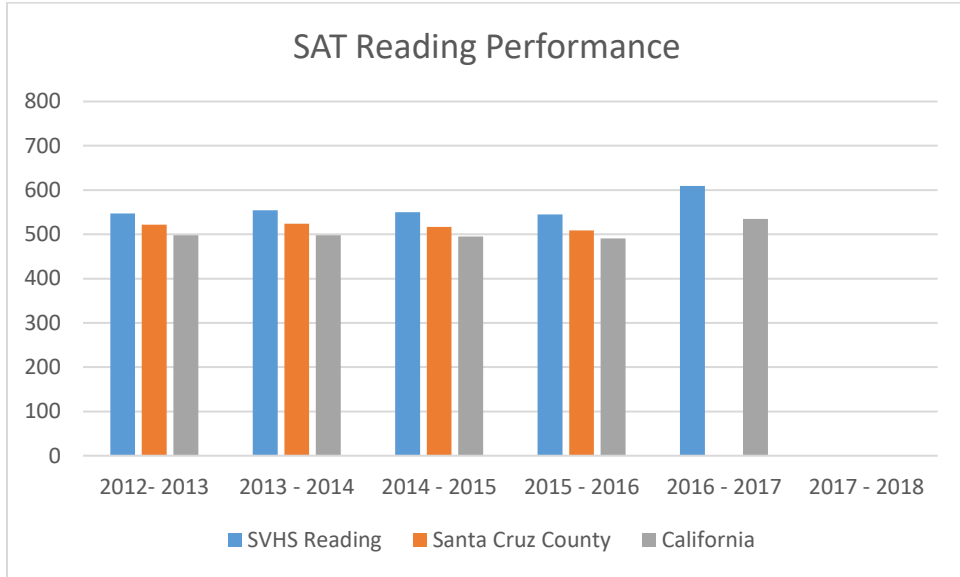


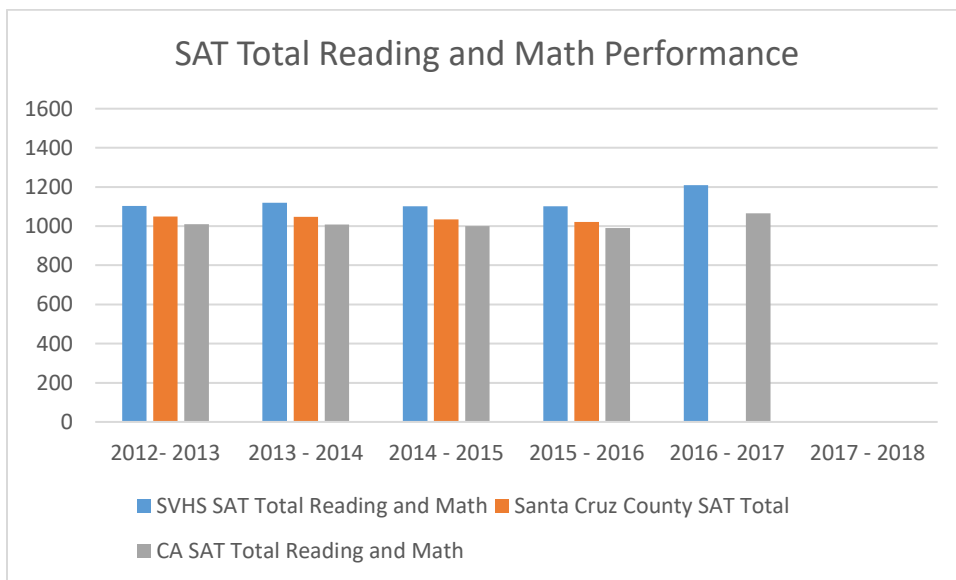
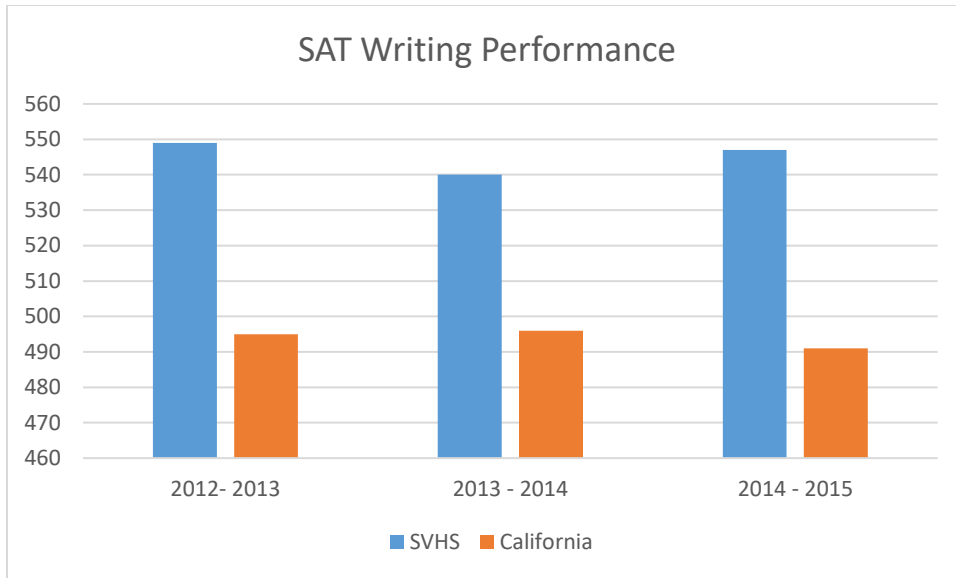




ACT composite scores disaggregated by ethnicity are presented above. In general, the results do not show a large variation. The number of actual examining students is quite small, especially for the non-white groups, and therefore one may see large variation from year-to-year. For example, in 2018, there were a total of 54 students sitting the ACT exams (35 white, six Hispanic, three Asian, and seven with two or more races, and three with no response).

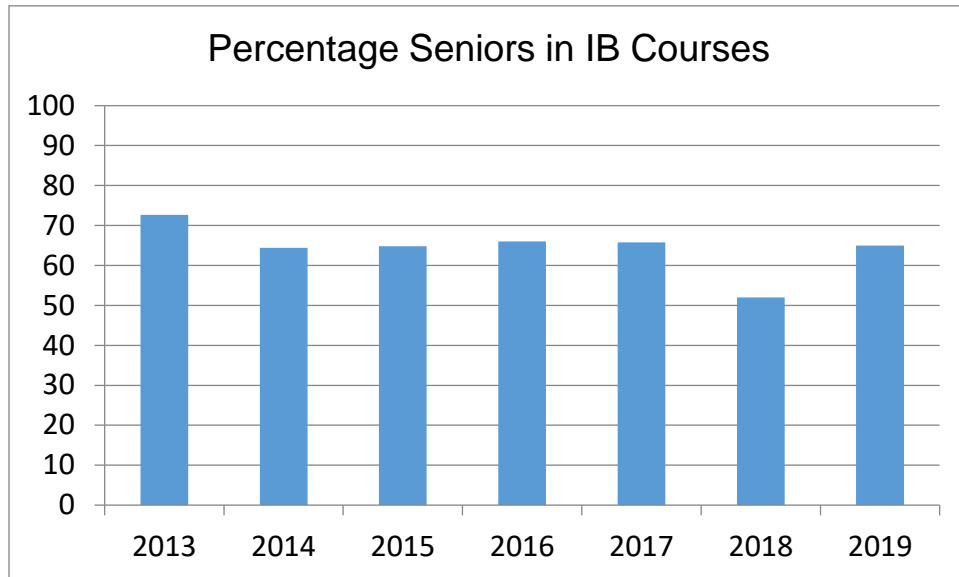
# SAT



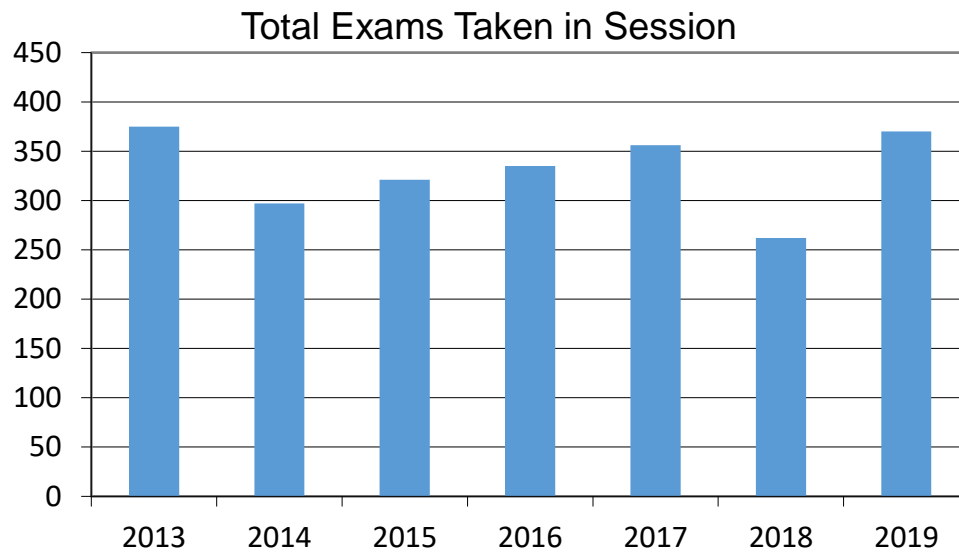


Overall, SVHS student performance on the SAT exams exceeds county and state performance data. At the time of reporting, the College Board has not published the SAT performance data for 2018.

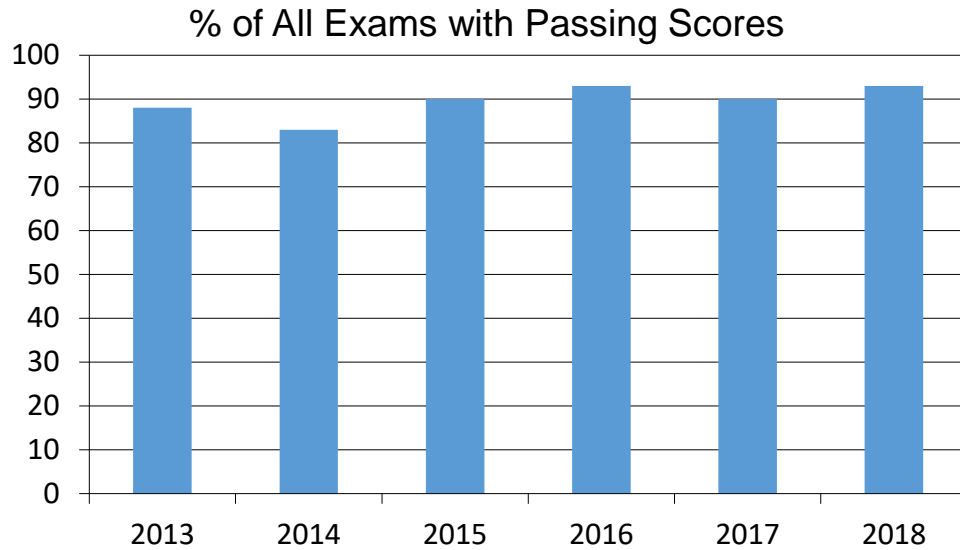
## International Baccalaureate Diploma Program



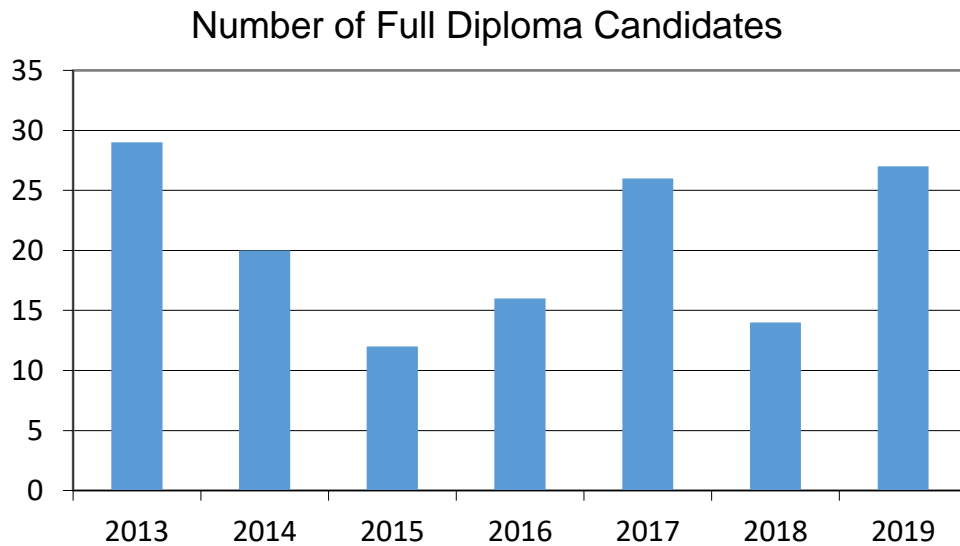
Approximately two thirds of seniors are currently enrolled in an IB course, while over 80% of seniors took at least one IB course as a junior or senior.



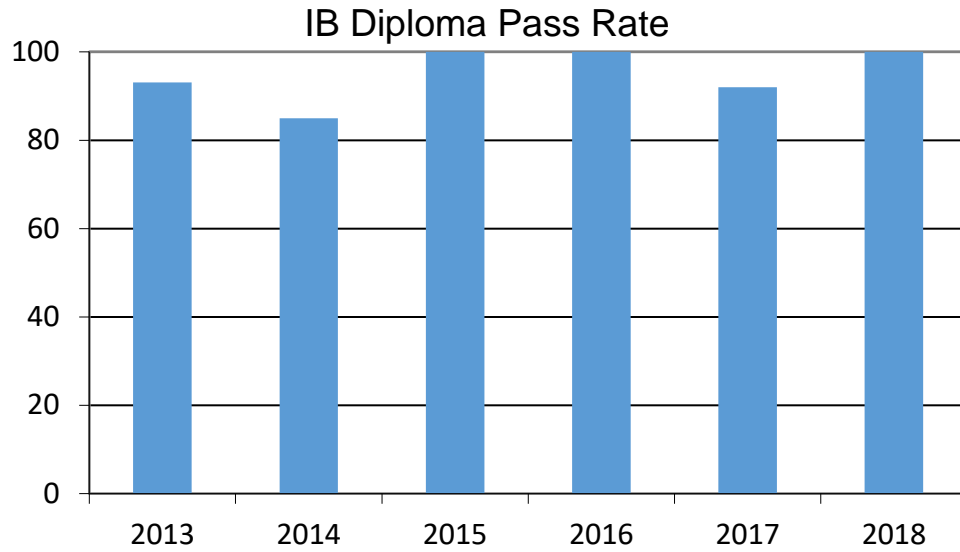
The total number of IB exams taken each year vary year-to-year with the number of full IB Diploma candidates.



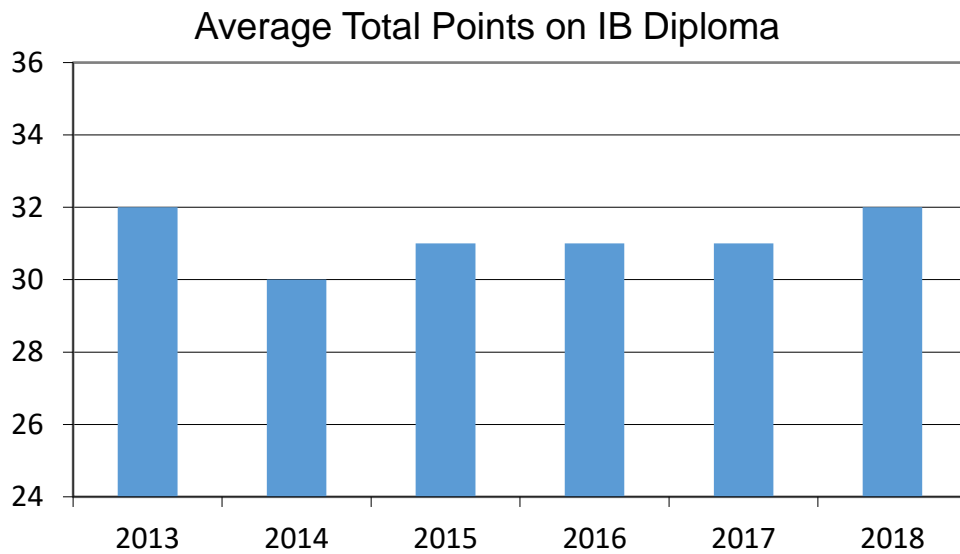
Over the course of this review, SVHS students and staff have done an outstanding job, with over 90% of all examining students earning a passing score of 4 or higher.

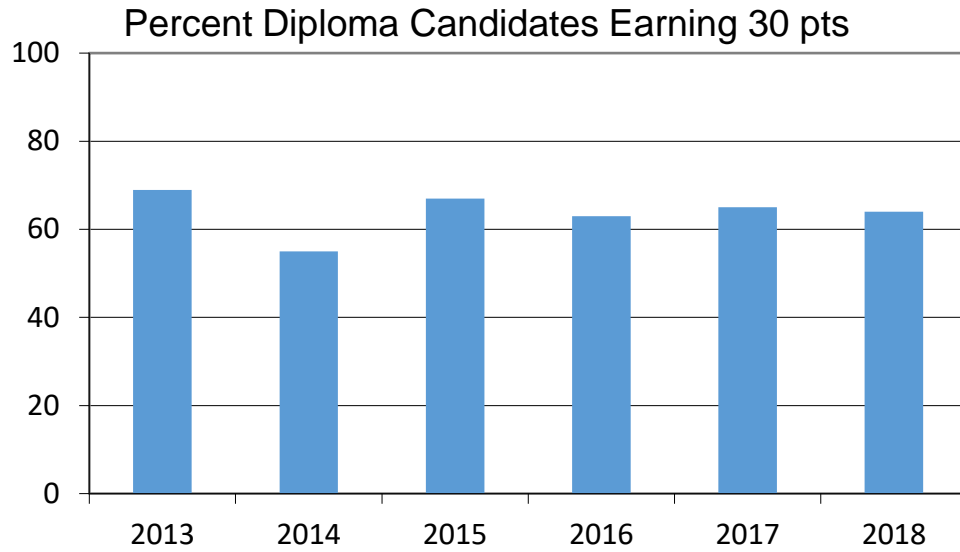


The number of full Diploma candidates varies year-to-year, but averages about 20 students, or 12% of each graduating class.

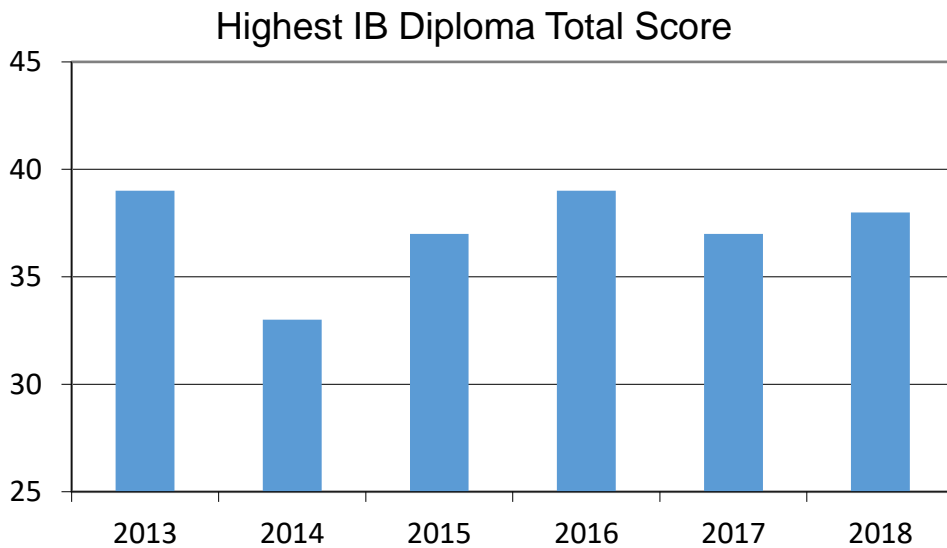


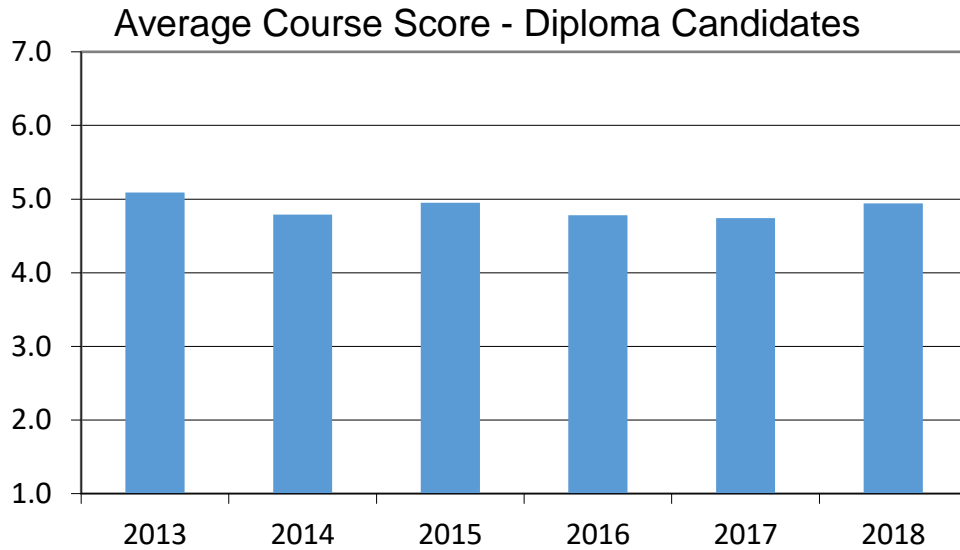
The percentage of IB Diploma candidates who successfully earn their Diplomas has averaged 95% over the last six year, while the world average has held steady at 79%.



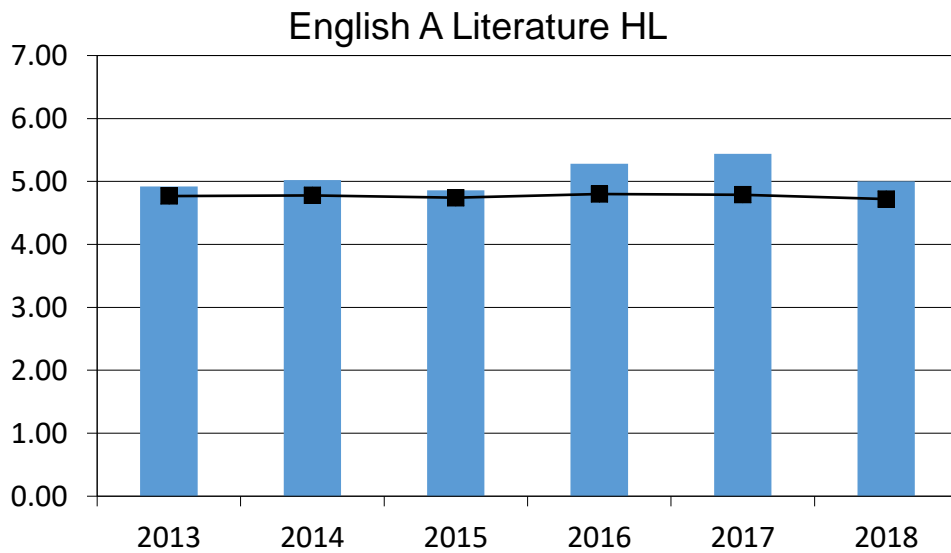


SVHS IB Diploma scores have averaged 31 points. This is important because many universities grant a full year of credit for a score of 30, while the UC system grants 30 credits for a score of 30 or higher.

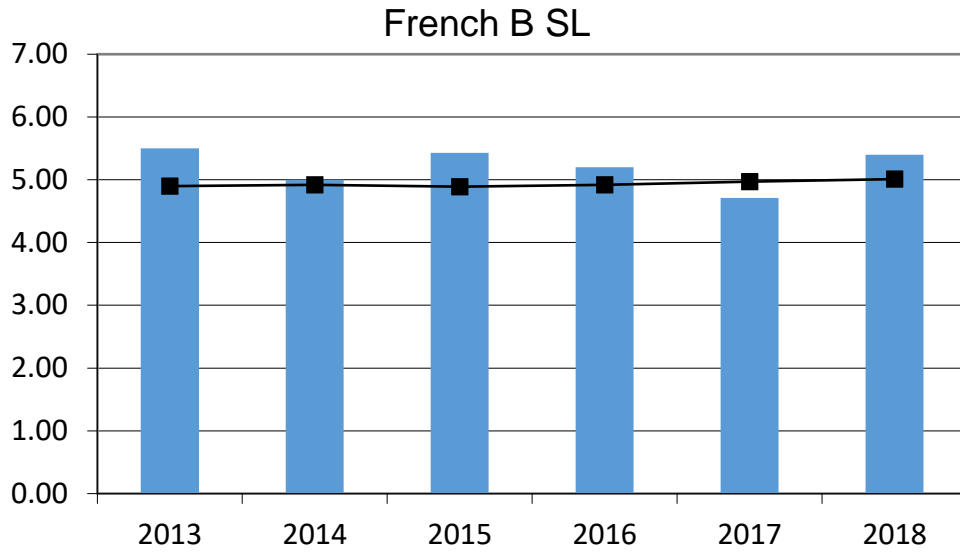




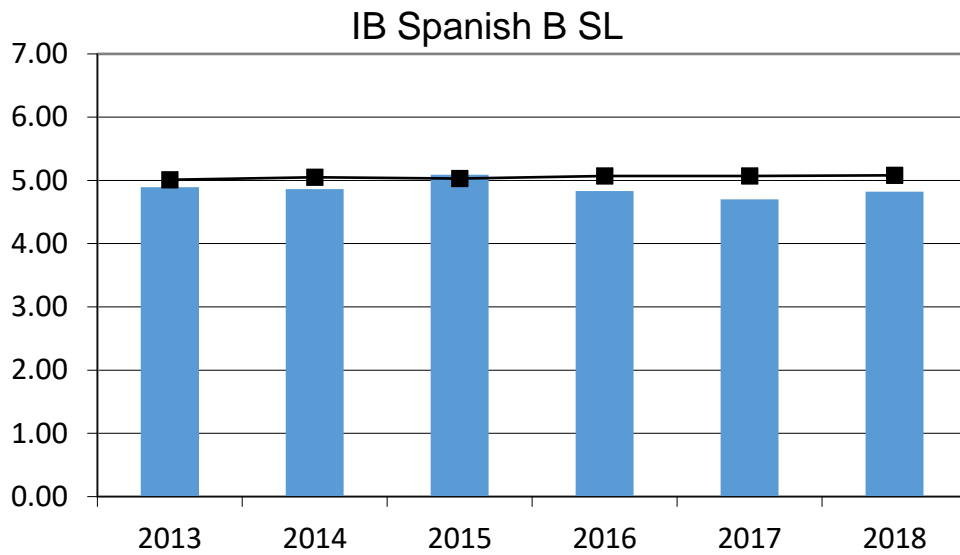
Average IB course scores are presented below. IB courses are scored on a 1-7 point scale, with 7 being the highest possible. Scores of 4-7 are considered to be passing. The columns represent SVHS scores while the dots connected with a line represent the world average.



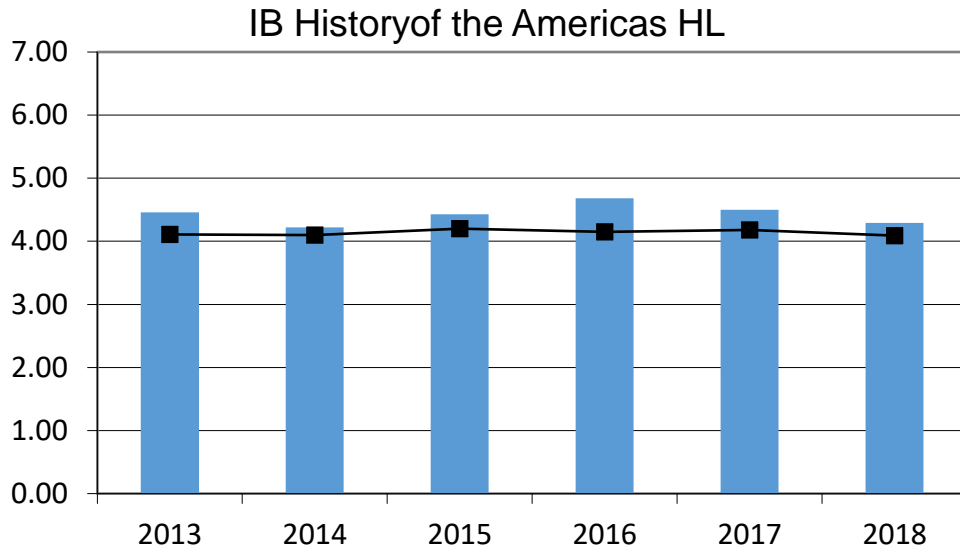
Despite significant staff turnover, IB English scores consistently beat the world average.



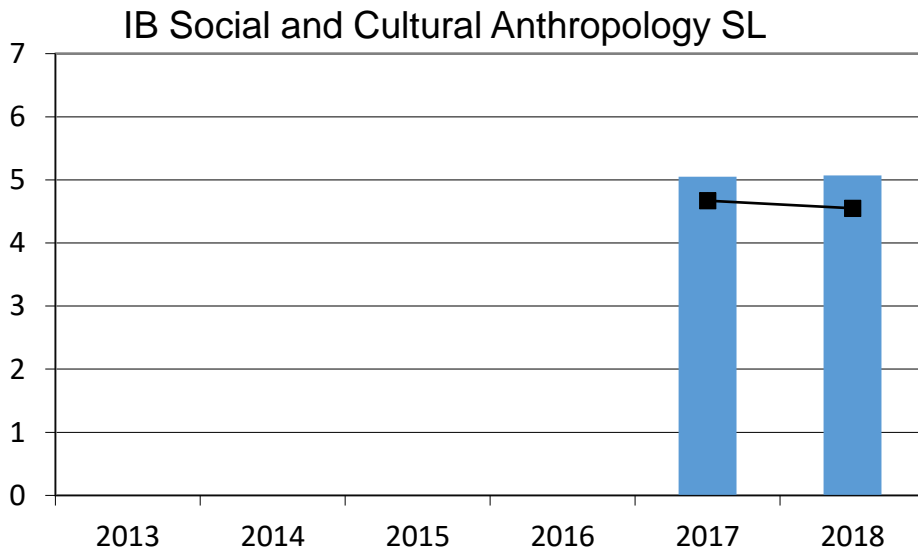
The number of students examining in IB French B SL is small, but they have consistently performed well.



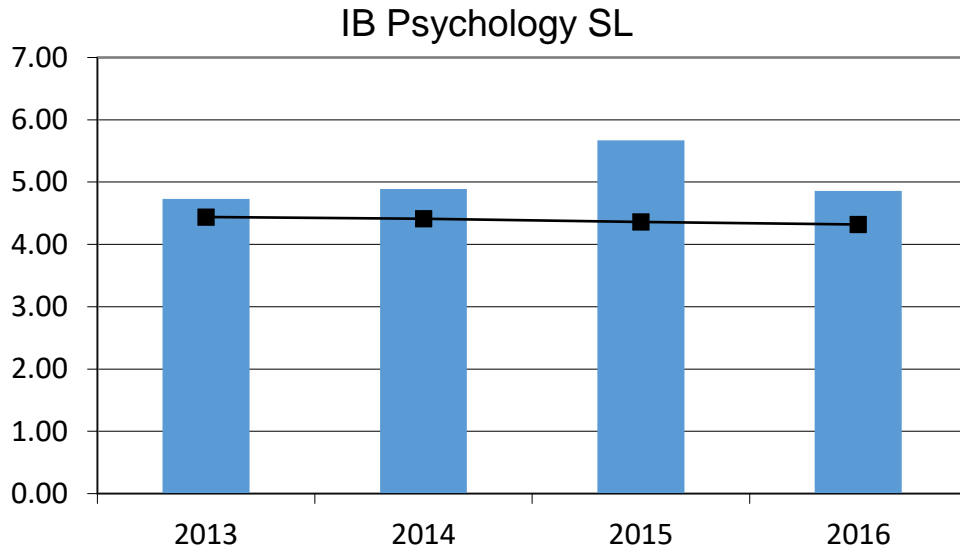
IB Spanish B SL is one of our most popular courses, with over 50 students examining each year, primarily juniors. SVHS scores are consistent and slightly below world average.



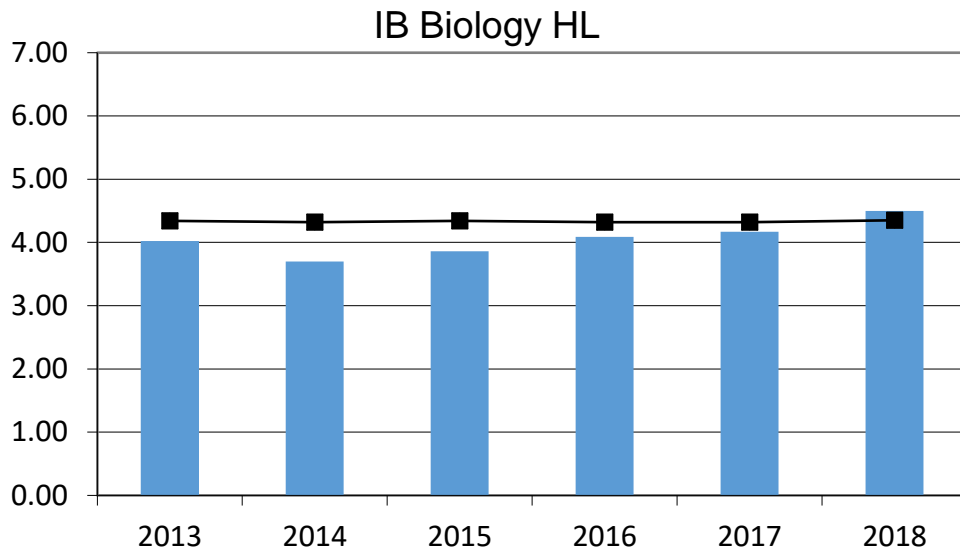
IB History of the Americas HL is our most popular IB course, with over 60 students examining annually. Performance has been very strong, despite significant staff turnover.



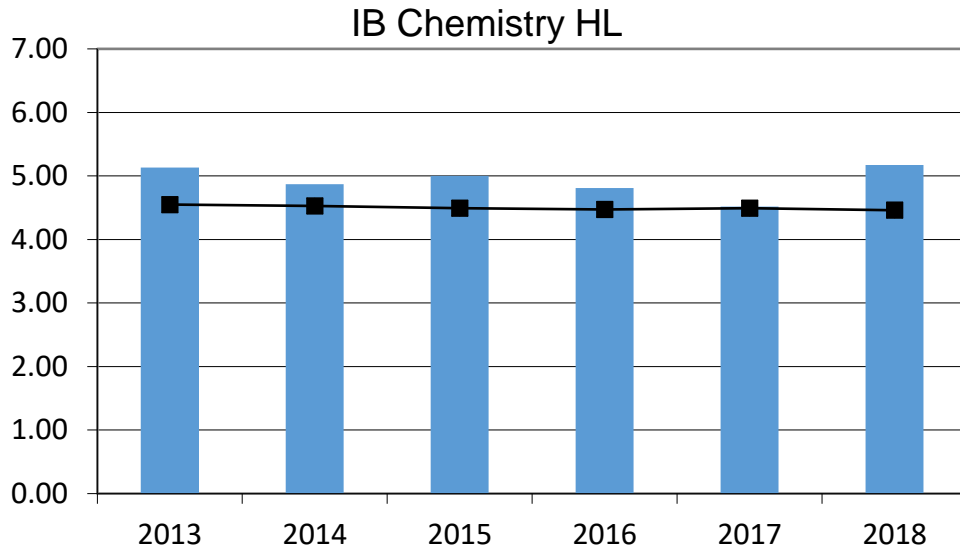
IB Social and Cultural Anthropology SL was a new course for SVHS in 2017. It replaced IB Psychology SL. Our school has performed well, and the class is nearly full with approximately 30 students.



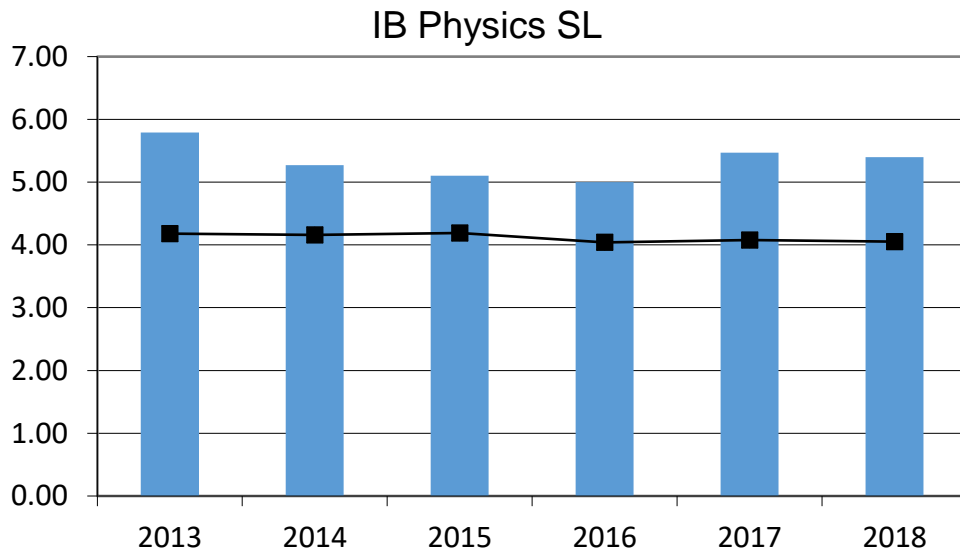
Our student exam performance in IB Psychology SL was always outstanding, consistently outperforming the world average. The number of students examining, however, was very low, prompting the change to IB Social and Cultural Anthropology SL in 2017.



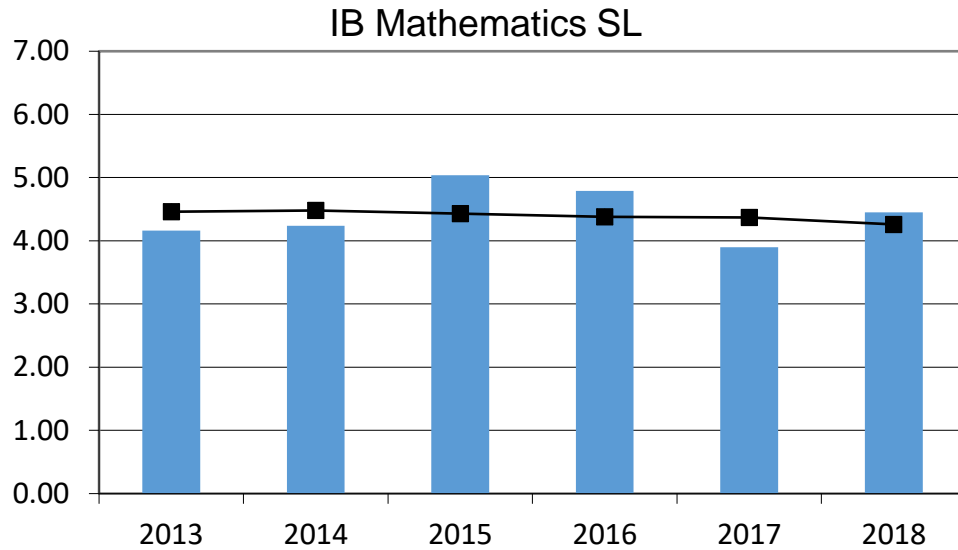
Performance in IB Biology HL has significantly and annually improved since 2014, to the point where our students outperformed the world average for the first time ever in 2018. This course benefits from consistent staffing.



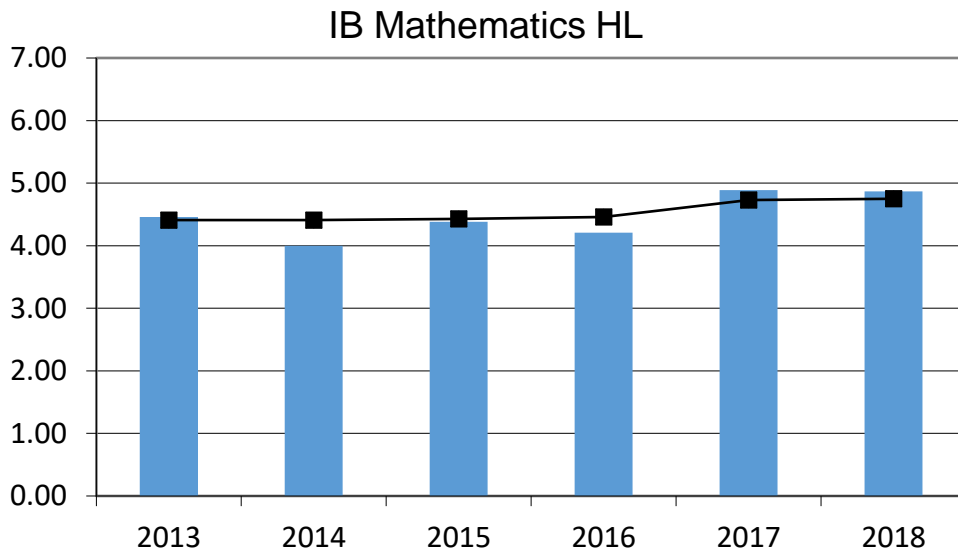
IB Chemistry HL students have consistently outperformed the world average.



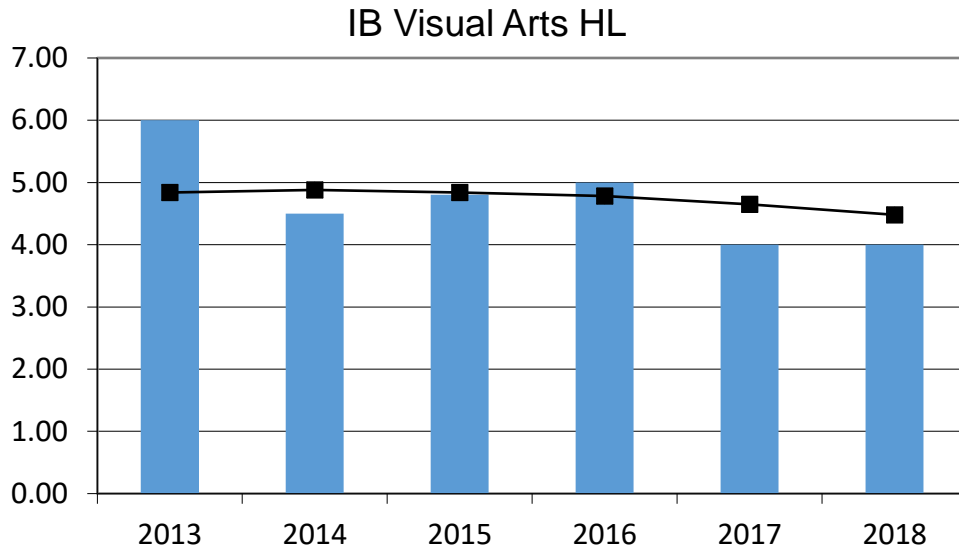
SVHS IB Physics SL students have consistently and significantly outperformed the world average.



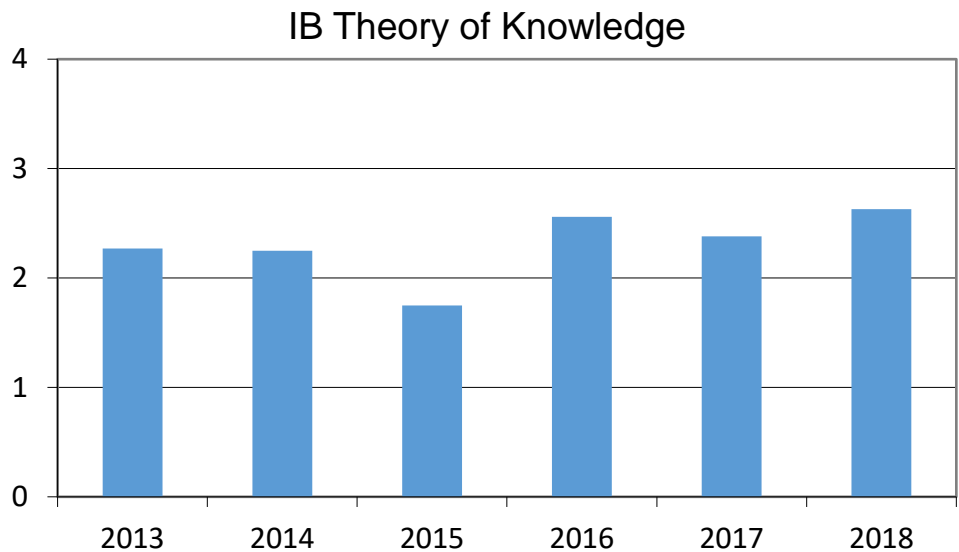
Student exam performance in IB Mathematics SL has been inconsistent, but generally good over the period of this review. This course does not receive university credit at most institutions, so the number of examining students is significantly less than the number of students who actually take the course. Additionally, examining students are often juniors.



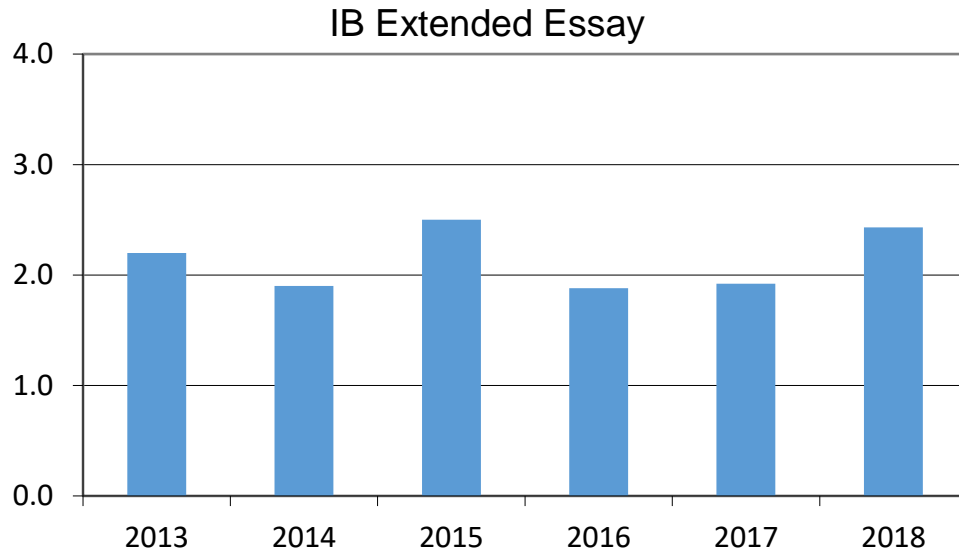
SVHS students examining in IB Mathematics HL have performed very well, generally matching the best IB student mathematicians from around the world.



The number of students who choose to examine in IB Visual Arts HL is quite small. This course has also been challenged by significant staff turnover, with four different teachers over the span of this review.

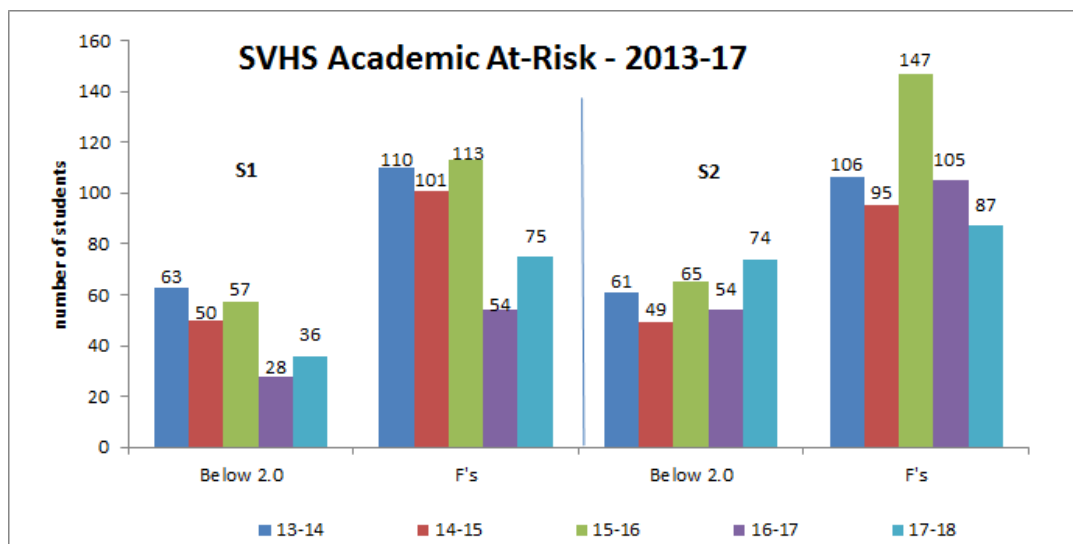


IB Theory of Knowledge is an epistemology course required of all full IB Diploma candidates. It is open to any student to take, but the scores represented here are only those of IB Diploma students. This course is scored on an A-E scale (A being excellent, E being a failure) for the students' performance on an essay and presentation. There is no exam offered in this course. In this graph above, the A-E scale has been converted, like a GPA, with A earning 4 points, etc. SVHS student performance has improved significantly over the last four years. The IB does not publish the world average for TOK.



The IB Extended Essay, or EE, is a 4,000 word, university-level research paper required of all full IB Diploma candidates. The assessment of the EE's is extraordinarily rigorous, as would be expected from a genuine university-level paper. The EE is scored on an A-E scale (A being excellent, E being a failure). In this graph the A-E scale has been converted, like a GPA, with A earning 4 points, etc. The IB does not publish the world average for the EE. SVHS student performance has remained consistent at about a "C" level, with occasional years of better student performance. It should be noted that this project is an extra requirement of the IB Diploma candidates only, and its performance is not tied to any course or SVHS grade.

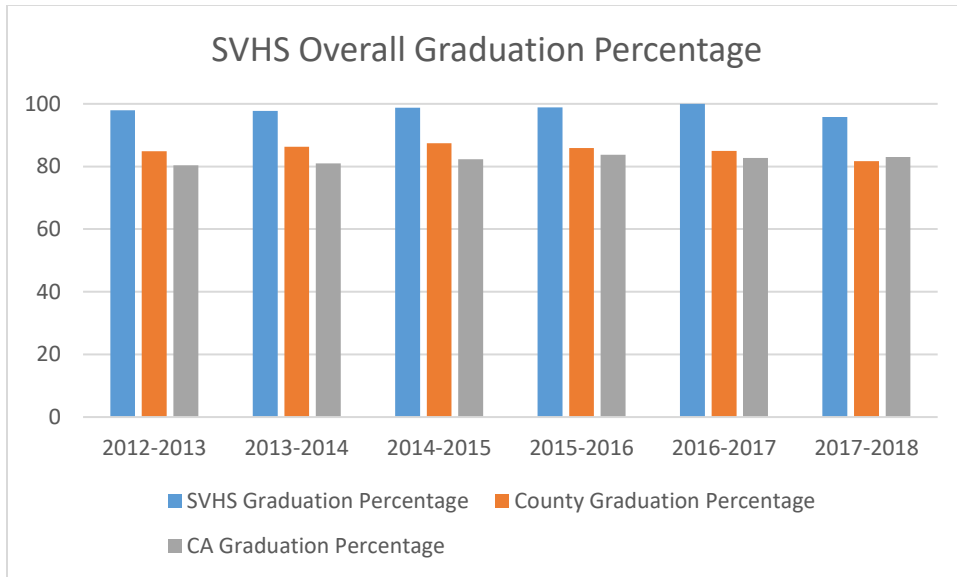
### Report Card Analysis of D's and F's

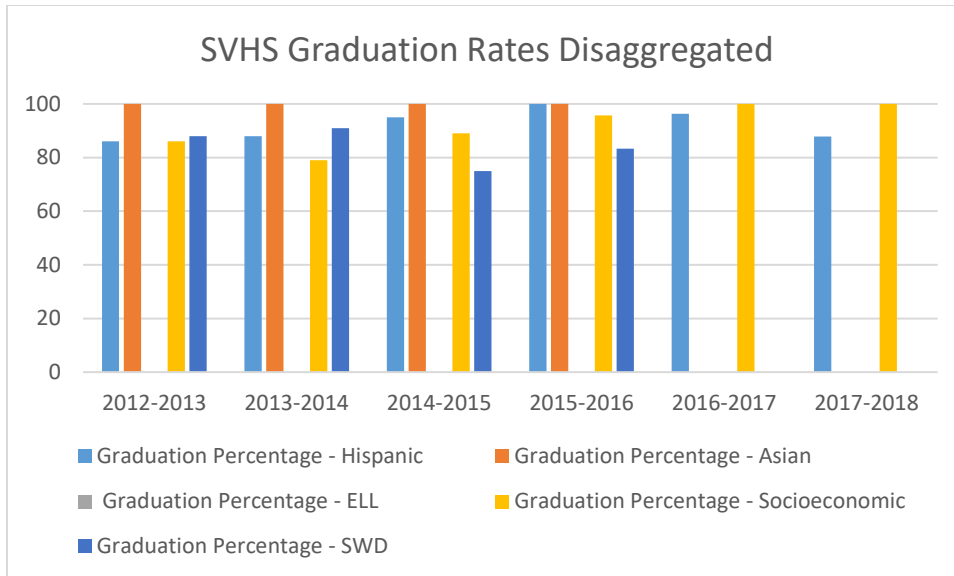


The data above investigates the number of students with F's and the number of students with GPA's below 2.0. It does not specifically look at the number of students with D's. Comparing data from the year before Tutorial (2013-2014) and the year of its implementation, there was a 10% drop in the total number of F's and a 20% drop in students finishing each semester with a GPA below 2.0. These results were promising. In the years since, this data has fluctuated, but the overall trend shows fewer students academically at risk. Anecdotally both students and staff overwhelmingly report positive experiences with the program.

## 5. LCFF Priority 5 – Pupil Engagement

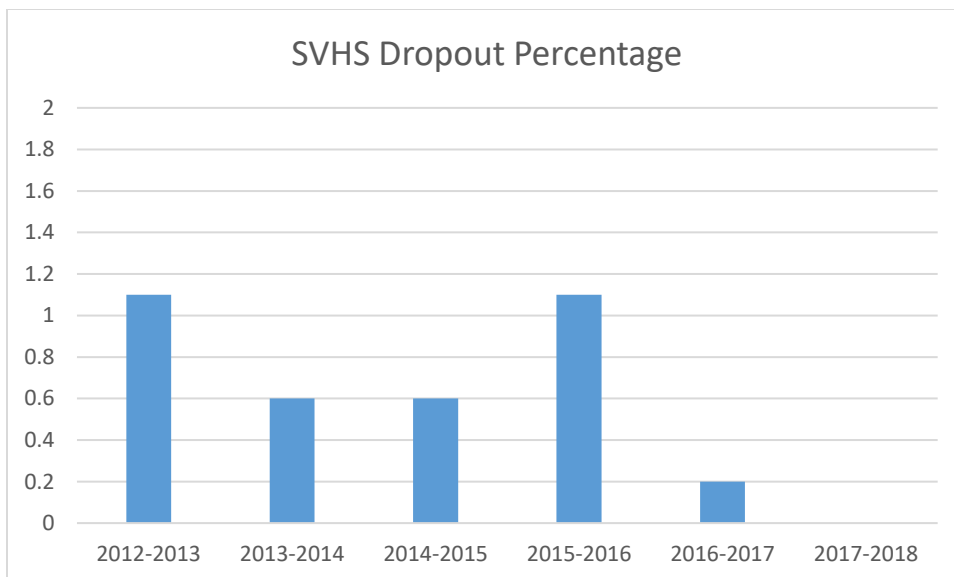
### Graduation Rates





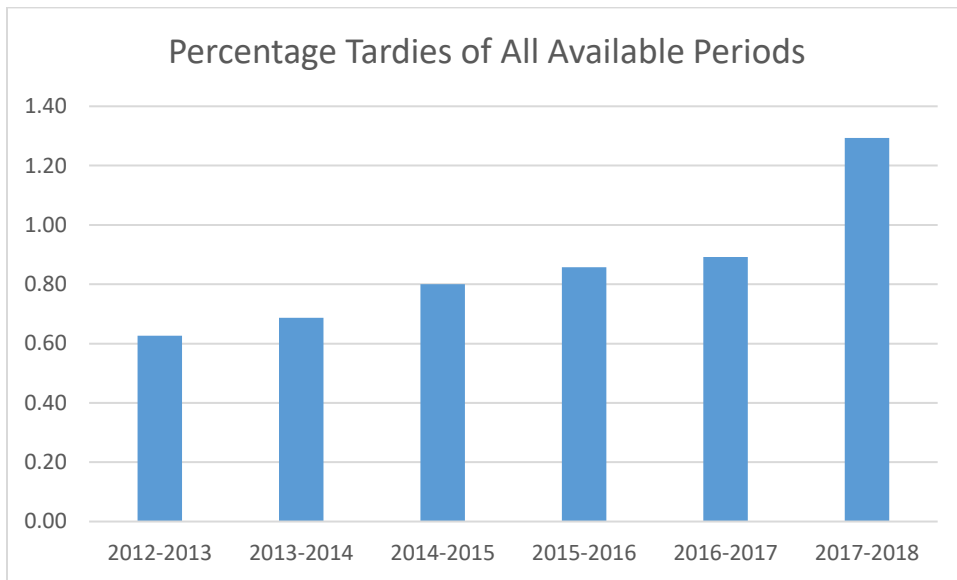
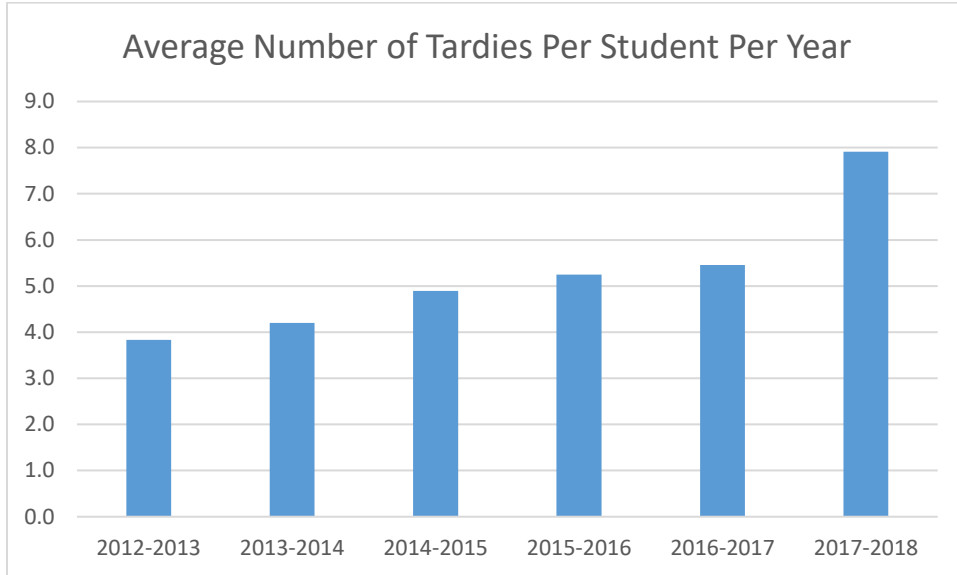
Missing columns indicate that the number of students in a subgroup is too small to generate a percentage in the CDE’s DataQuest reporting database. The graduation rate of our Hispanic students grew from 2013 to 2016 but has dropped slightly over the last two years. This subgroup is small (20-30 students), so that the non-graduation of even a single student produces a large percentage change.

### Dropout Rates



There is no dropout percentage reported in 2017-2018 in DataQuest. Overall, however, the trend shows a reduction in the dropout rate. The addition of the K-Street Academy Alt Ed program should further reduce the number of dropouts.

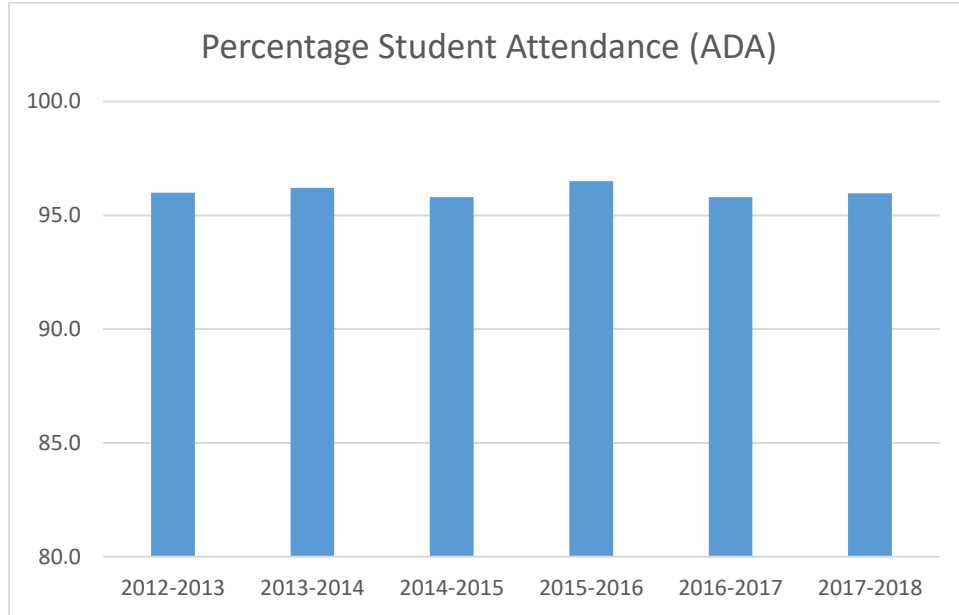
## Tardies



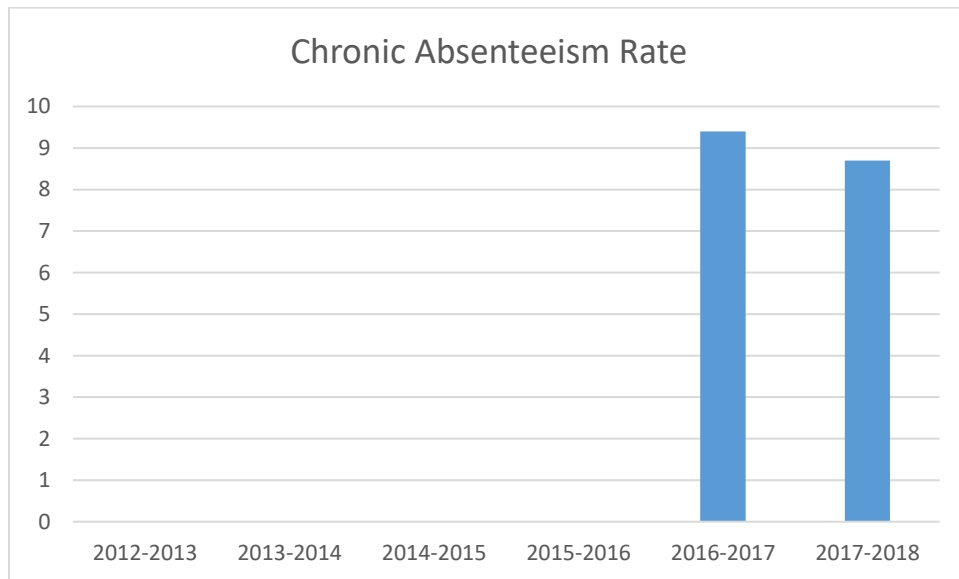
The number of tardies per student per year has grown each year of this review. The result in 2017-2018 is largely due to increased reporting. Our new SIS, Illuminate, requires all teachers to enter attendance within the first 30 minutes of class, resulting in more accurate reporting of tardies.

First period tardies remain the largest problem. In 2017-2018, 61% of all tardies occurred for first period classes. The total percentage of tardies shows us that there is a single tardy every 78 student-class periods.

## Attendance and Chronic Absenteeism



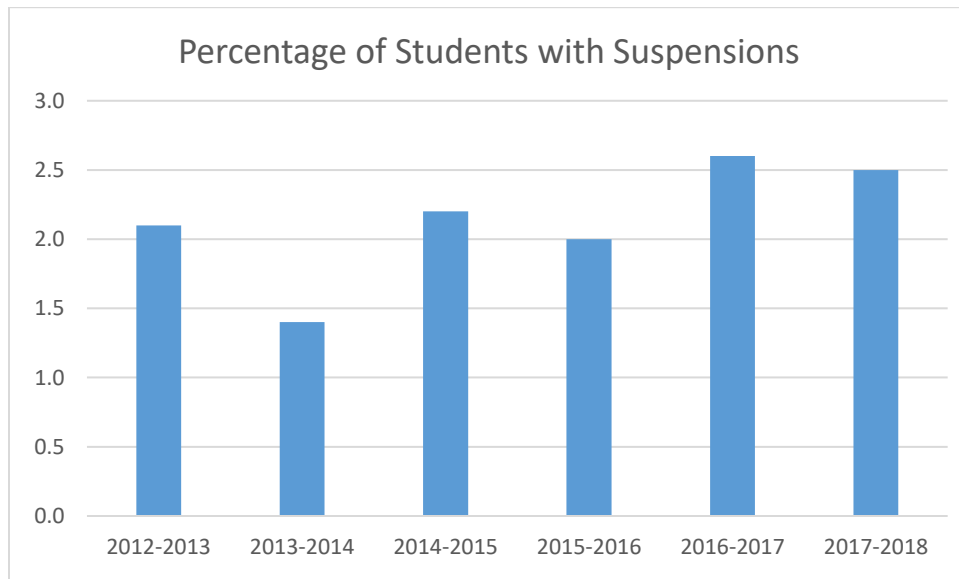
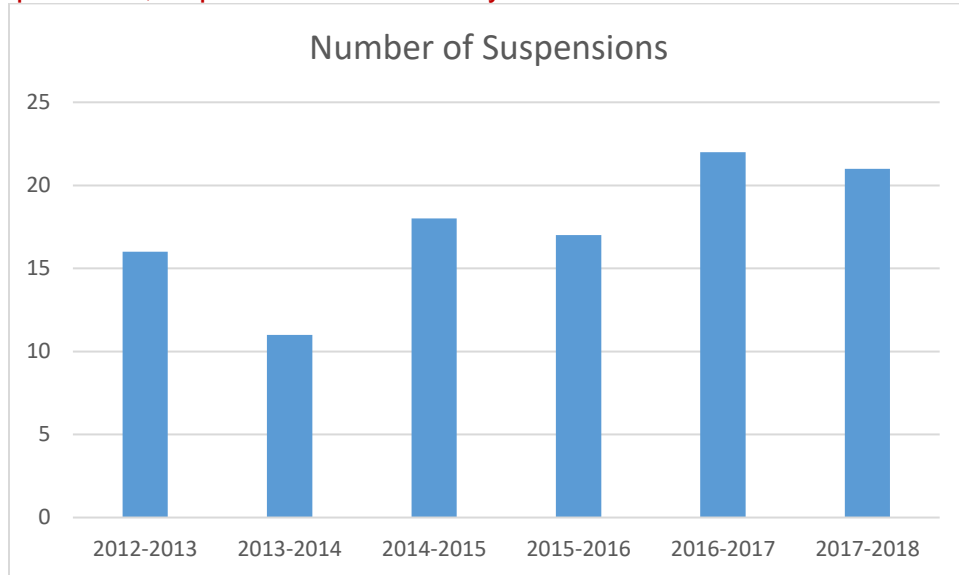
Average Daily Attendance has held very steady at approximately 96%. The 4% loss of ADA, however, has a large negative impact on our district finances, and significant effort has gone into reducing our absenteeism rate.



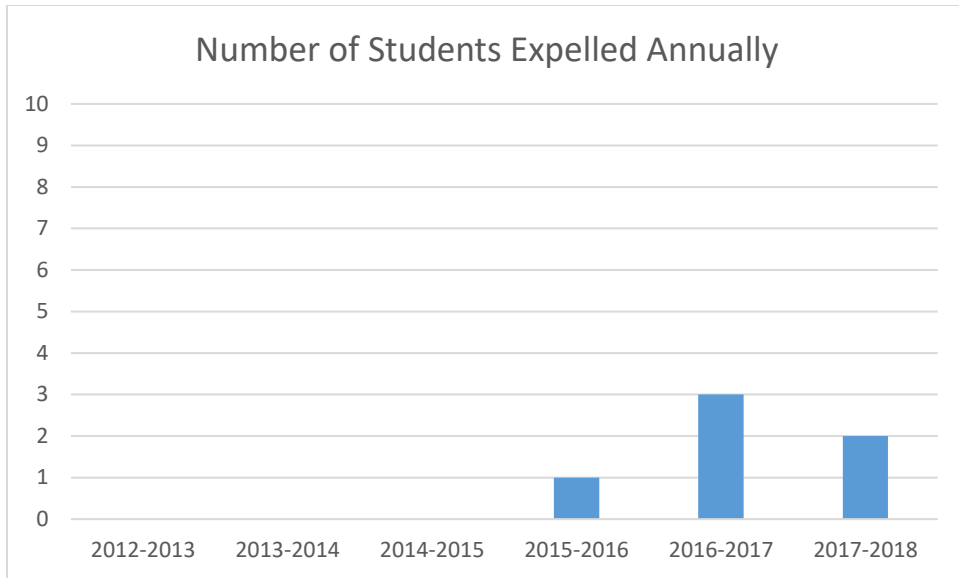
Chronic absenteeism rate is defined by the CDE as the percentage of all students absent for 10% or more of the total instructional days. 8-10% of our students are chronically absent and are responsible for the vast majority of our loss of ADA.

## 6. LCFF Priority 6 – School Climate

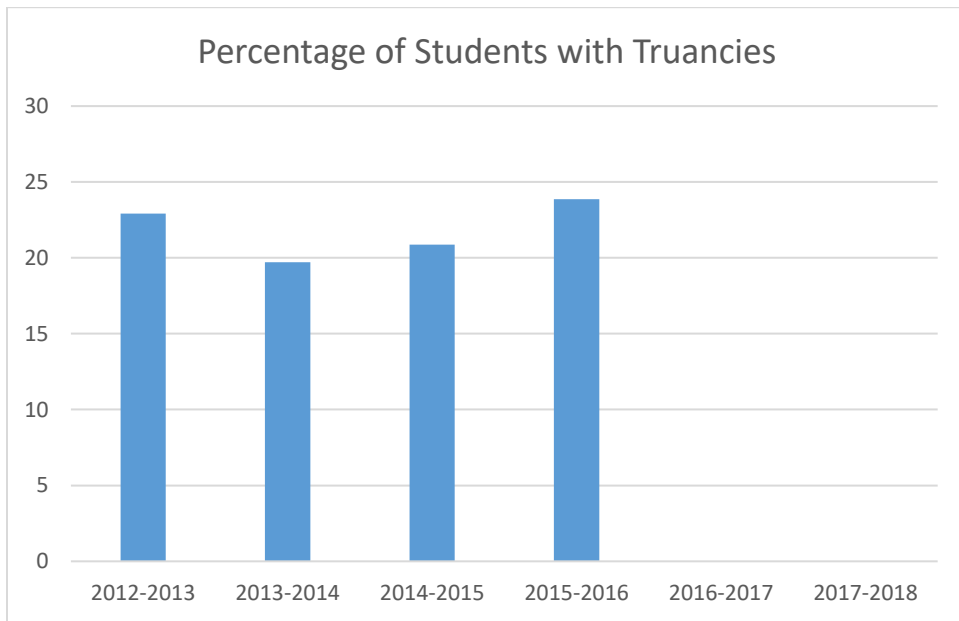
### Suspensions, Expulsions and Truancy



The total number of suspensions, and percentage of students earning suspensions, has remained steady and relatively low compared with our neighboring schools and state averages. Our numbers, however, are generally on the rise and are therefore a focus within our PBIS system and Schoolwide Learner Outcomes.



In most school years, there have been no expulsions. The relatively large number of expulsions in 2016-2017 was due to a single incident.



There is no truancy data for the last two years in the CDE's DataQuest database.

## California Healthy Kids

The California Healthy Kids Survey is administered every other year to 7<sup>th</sup>, 9<sup>th</sup> and 11<sup>th</sup> grade students. The most recent survey, administered in 2016-2017, was completed by 180 out of 221 freshmen (81%) and 125 out of 181 juniors (69%). In showing the results from the last three surveys, the reader is able to longitudinally track 7<sup>th</sup> grade students as they transition to 9<sup>th</sup> grade two years later, then 11<sup>th</sup> grade after another two years.

Scotts Valley High School is considered to be a very safe campus and community. This sentiment is also reflected in the annual School Climate Surveys administered to students, parents and staff. The general trend, however, suggests that high school juniors are feeling less safe at school; not surprising given the exponential growth in school gun violence across America. Interestingly, however, the 7<sup>th</sup> grade cohort in 2012-2013 and in 2014-2015 have each felt safer in each successive survey. Incidents of seeing weapons on campus have remained steady for the last two surveys, and have declined sharply from 2012-2013.

Reported incidents of bullying have dropped in our Middle School and the data shows that incidents decline sharply as the students get older. Incidents of bullying in grade 11 have increased slightly over the last six years. The trends in cyber bullying mirror the trend in overall bullying. Incidents of cyber bullying have affected roughly 10% of the school population.

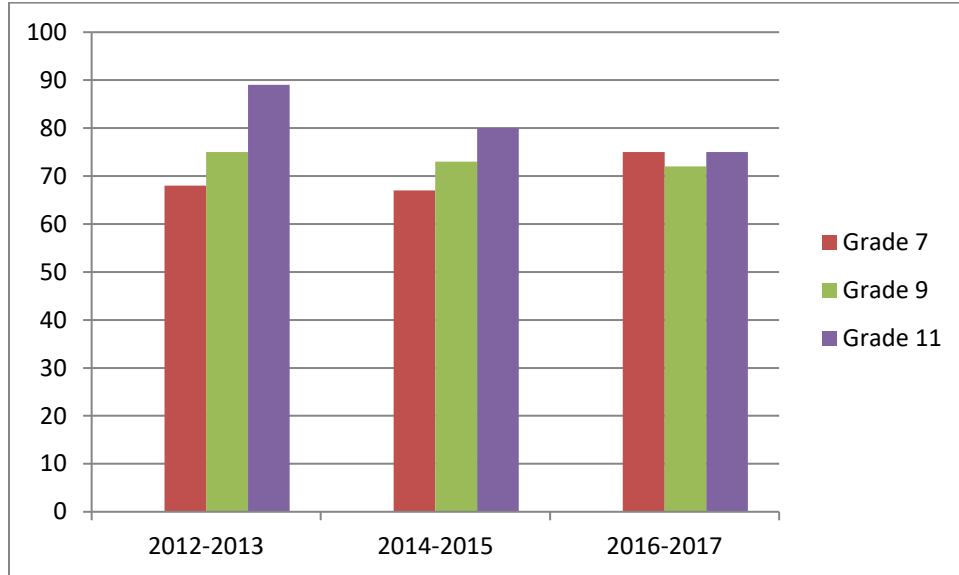
The percentage of 9<sup>th</sup> grade students using alcohol has declined significantly, yet the percentage of 11<sup>th</sup> grade students using alcohol has significantly increased, and by about the same percentage. Drug and alcohol use within school has remained relatively steady over the last six years. It is certainly worrying that 20% of juniors report drug and alcohol use at school.

The percentage of students reporting chronic sadness has remained largely unchanged, yet the percentage of students considering suicide has declined. This is very positive and may be attributed to the increase in social and emotional counseling over the period of this self-study.

## California Healthy Kids Survey Results

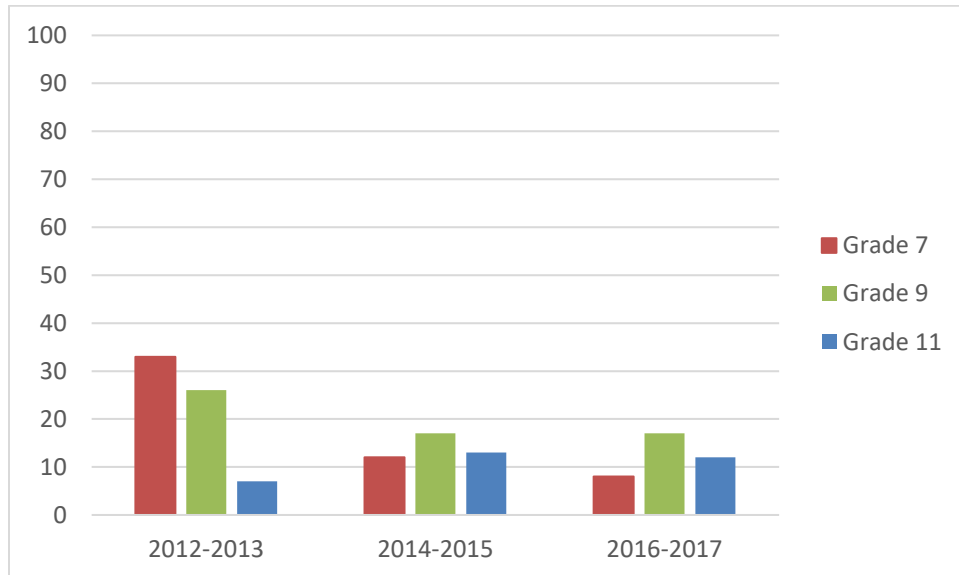
The following presents selected data for the California Healthy Kids Survey.

### Percentage of Students Who Feel Safe or Very Safe at School



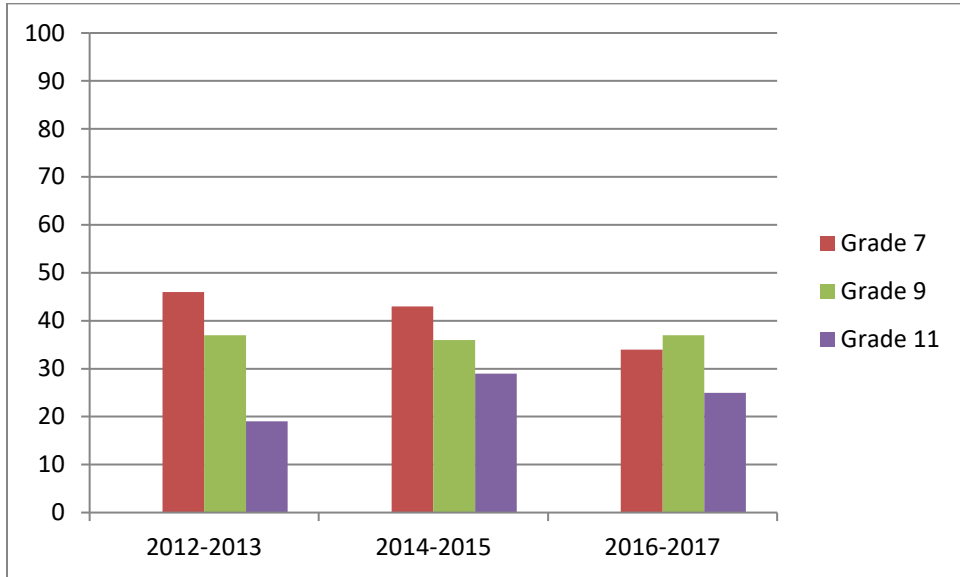
The general trend suggests that high school juniors are feeling less safe at school; not surprising given the exponential growth in school violence across America. Interestingly, however, the 7<sup>th</sup> grade cohort in 2012-2013 and in 2014-2015 have each felt safer in school in each successive survey.

### Percentage of Students Who Have Seen a Weapon on Campus over the Last 12 months



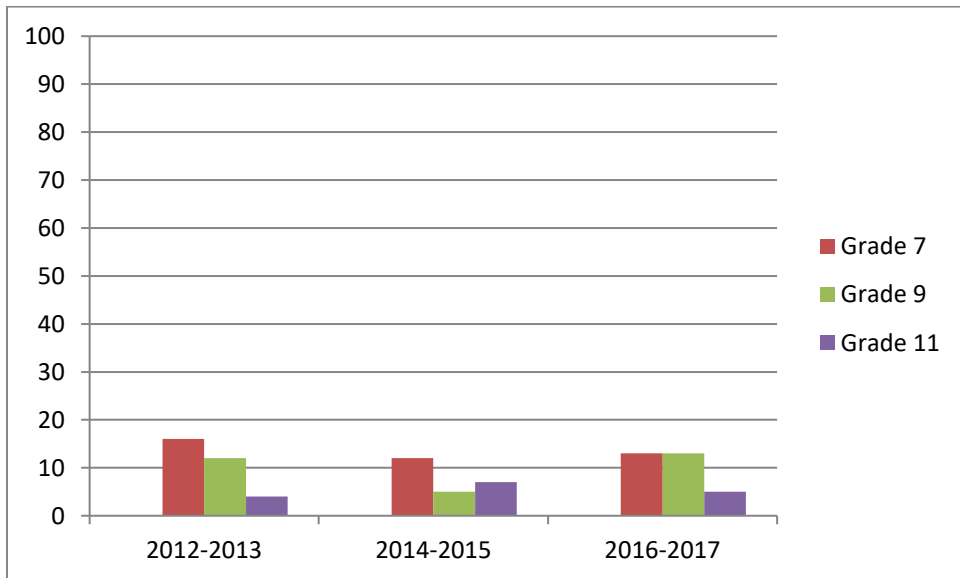
Incidents of seeing weapons on campus have remained steady for the last two surveys, and declined sharply from 2012-2013.

### Percentage of Students Who Experienced Any Harassment or Bullying in the Past 12 Months



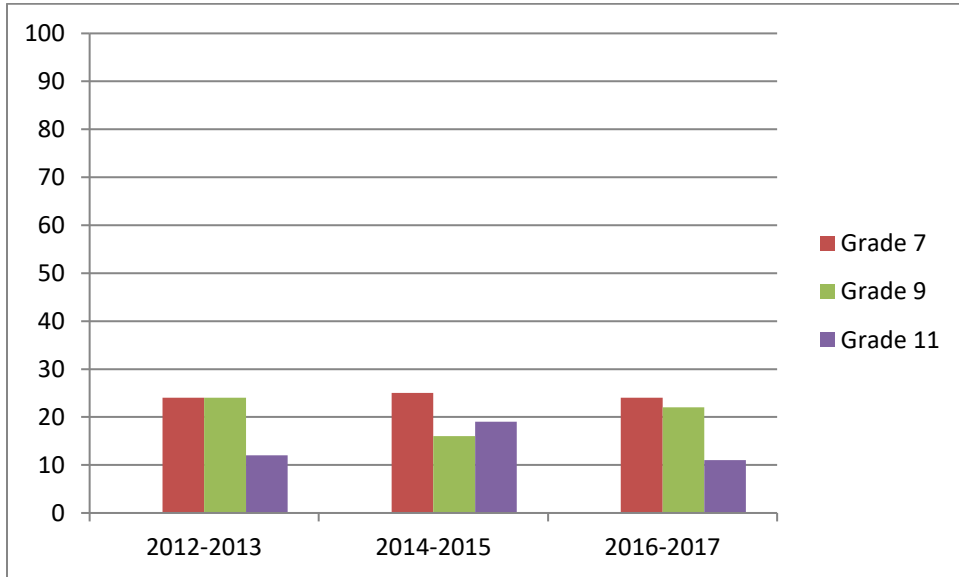
Reported incidents of bullying have dropped in our Middle School and incidents decline sharply as the students get older. Incidents of bullying in grade 11 have increased slightly over the last six years.

### Percentage of Students Who Have Experienced Cyber-Bullying More Than Once in the Last 12 Months

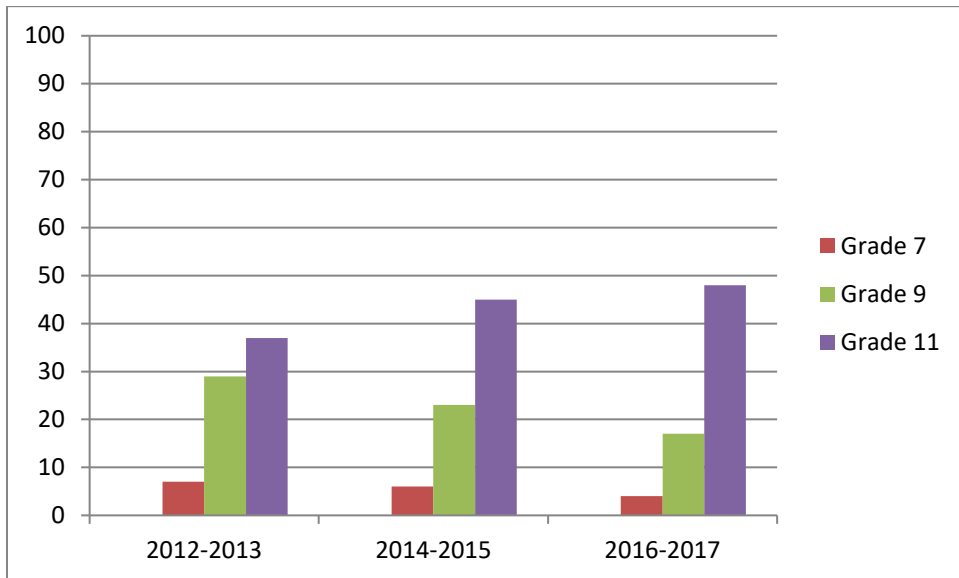


The trends in cyber bullying mirror the trend in overall bullying presented above. Incidents of cyber bullying have affected roughly 10% of the school population.

**Percentage of Students Who Had Mean Rumors or Lies Spread About Them More Than Once in the Last 12 Months**

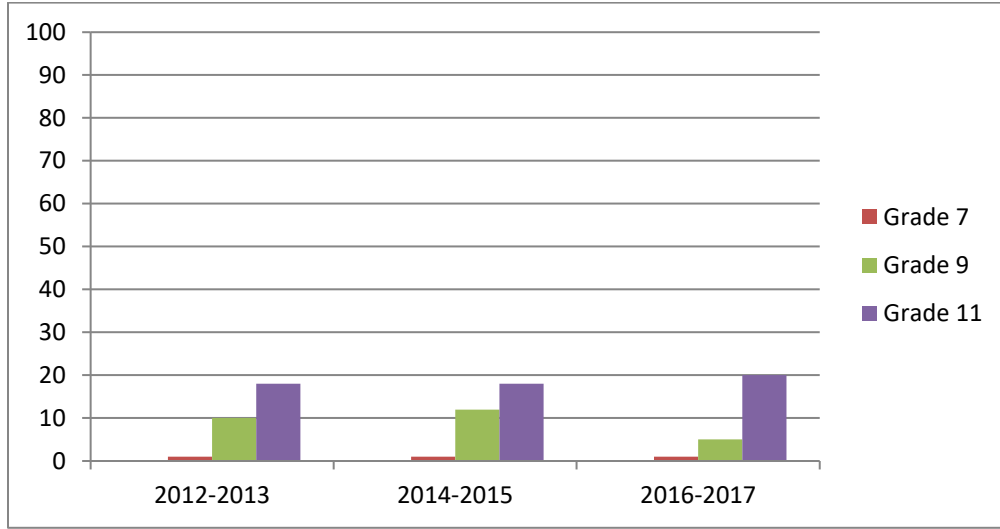


**Percentage of Students Who Have Used Alcohol or Drugs in the Last 30 Days**



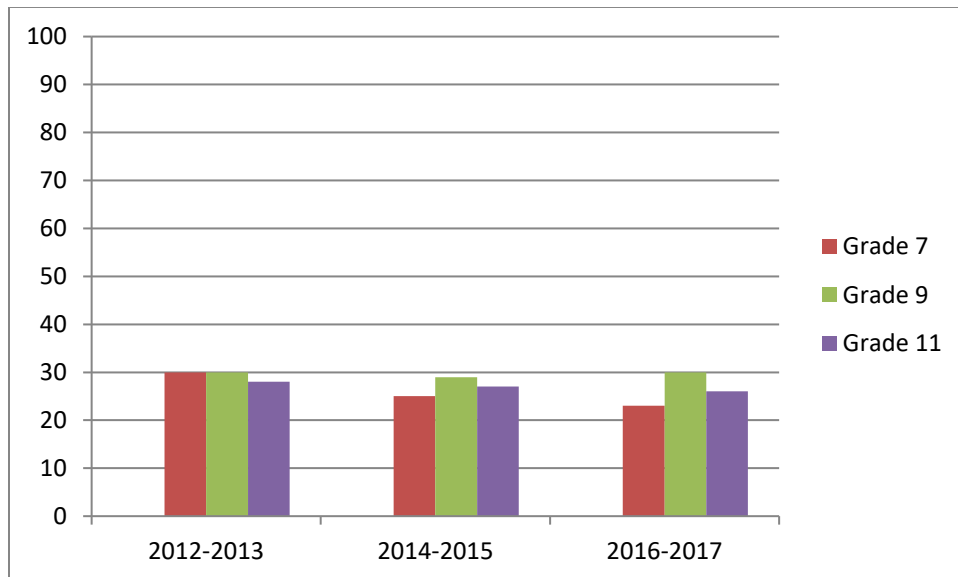
The percentage of 9<sup>th</sup> grade students using alcohol has declined significantly, yet the percentage of 11<sup>th</sup> grade students using alcohol has significantly increased, and by about the same percentage.

## Percentage of Students Who Have Ever Been High on Drugs or Drunk at School

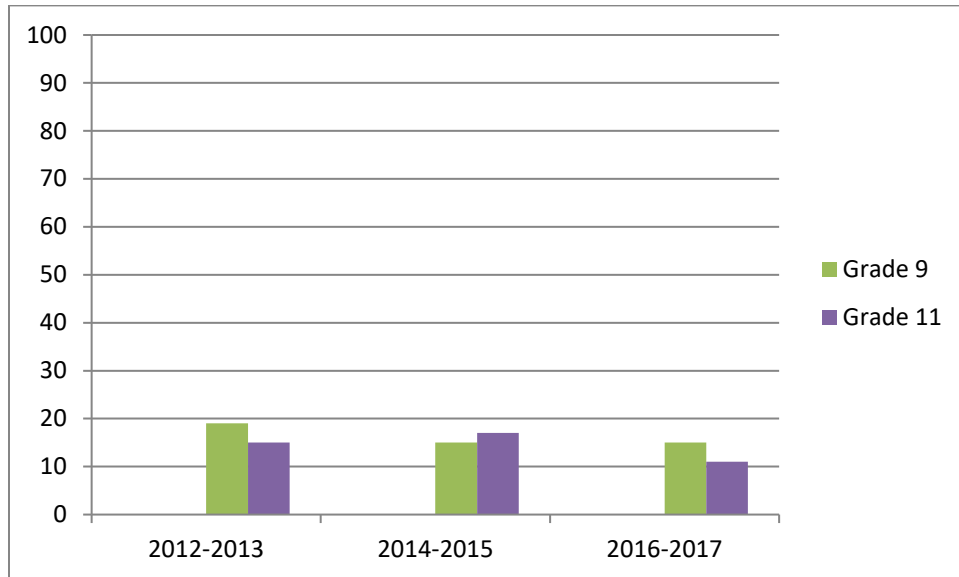


Drug and alcohol use within school has remained relatively steady over the last six years. It is certainly worrying that 20% of juniors report drug and alcohol use at school.

## Percentage of Students Who Have Experienced Chronic Sadness / Hopelessness



## Percentage of Students Who Have Considered Suicide (Question not asked of 7<sup>th</sup> grade students)



The percentage of students reporting chronic sadness has remained largely unchanged, yet the percentage of students considering suicide has declined.

### Student Participation in co- and extra-curricular activities

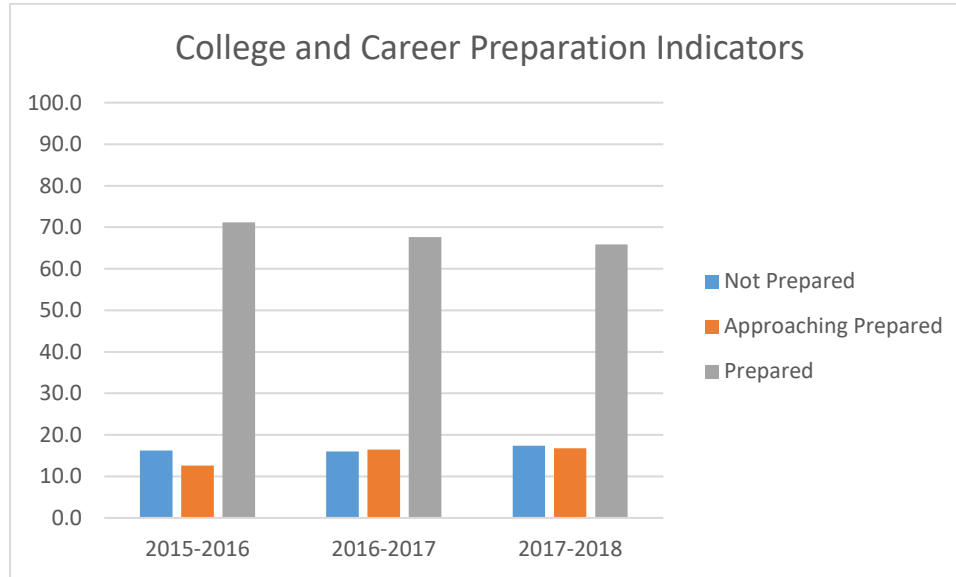
The Scotts Valley student body is very active in co-curricular and extra-curricular activities. In 2017-2018, 38% of students participated in the Falcon sports program. Students are equally involved in co-curricular activities such as clubs, drama, the annual Haunted House, and Student Government hosted events.

In 2018-2019, there are 32 active clubs on campus. Participation is high, with over 400 students involved, however 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 approximately 80 students participating. In October of 2018, 183 students participated in the design, construction, and acting for the Haunted House which raised nearly \$13,000 for the Leukemia & Lymphoma Society.

## 7. LCFF Priority 7 – Access to a Broad Course of Study

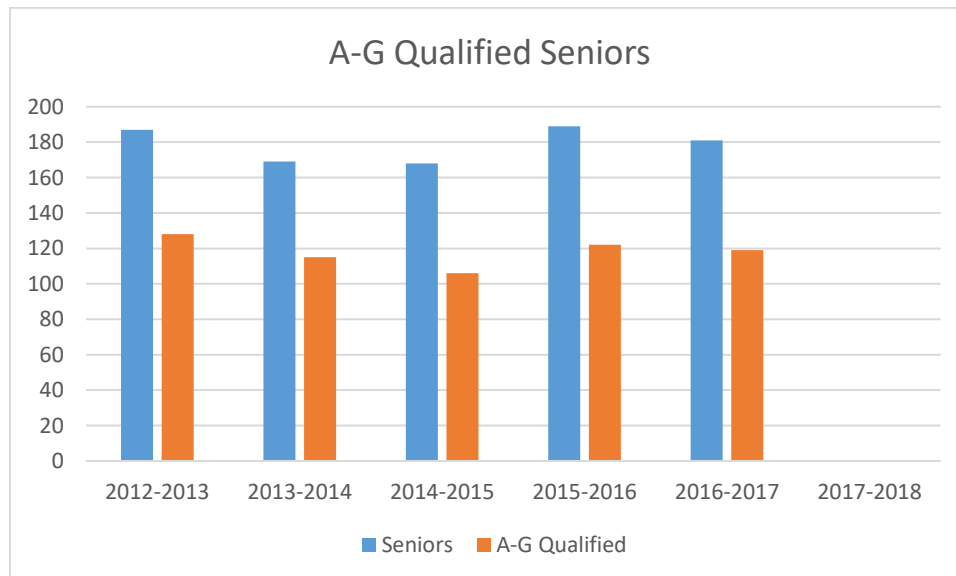
### College and Career Readiness

The CDE's Dashboard indicates the following data for college and/or career preparation.

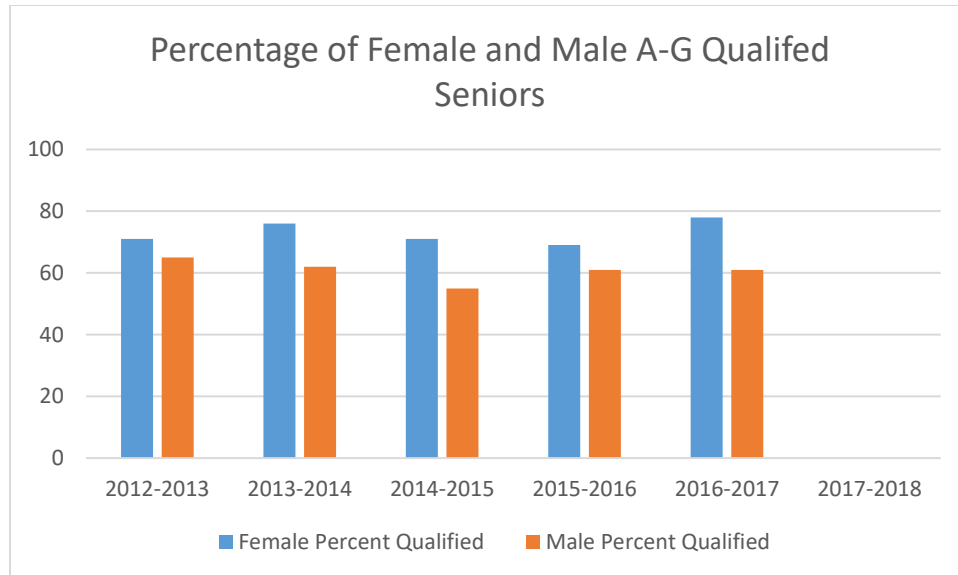


Approximately two thirds of SVHS graduates are deemed prepared for college and/or careers. This number has dropped slightly over the three years of data.

### UC A-G Graduation Rates

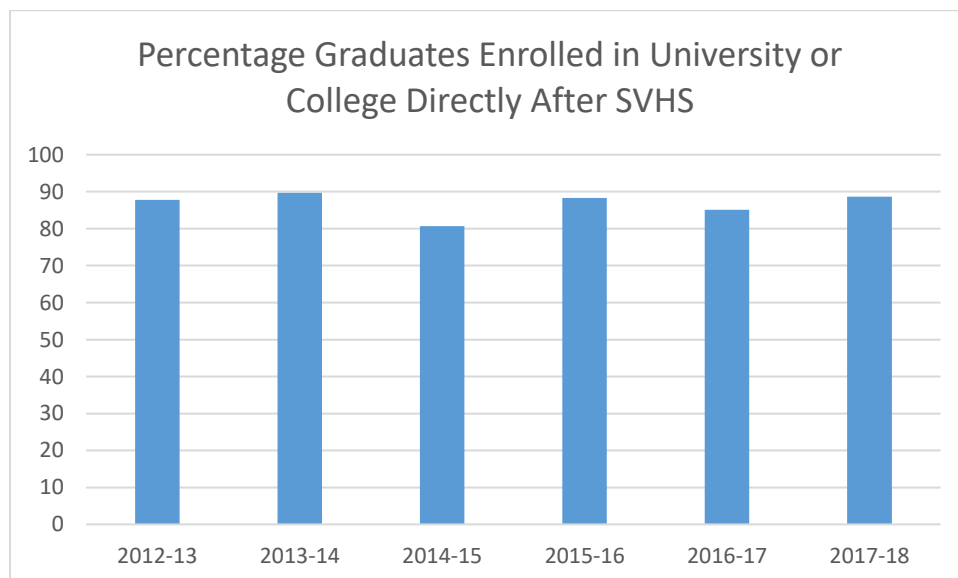


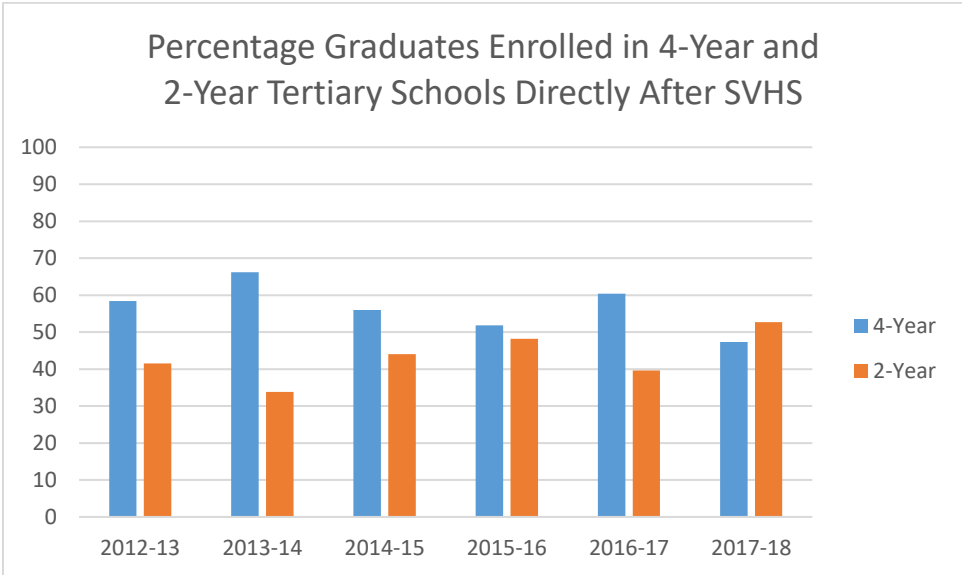
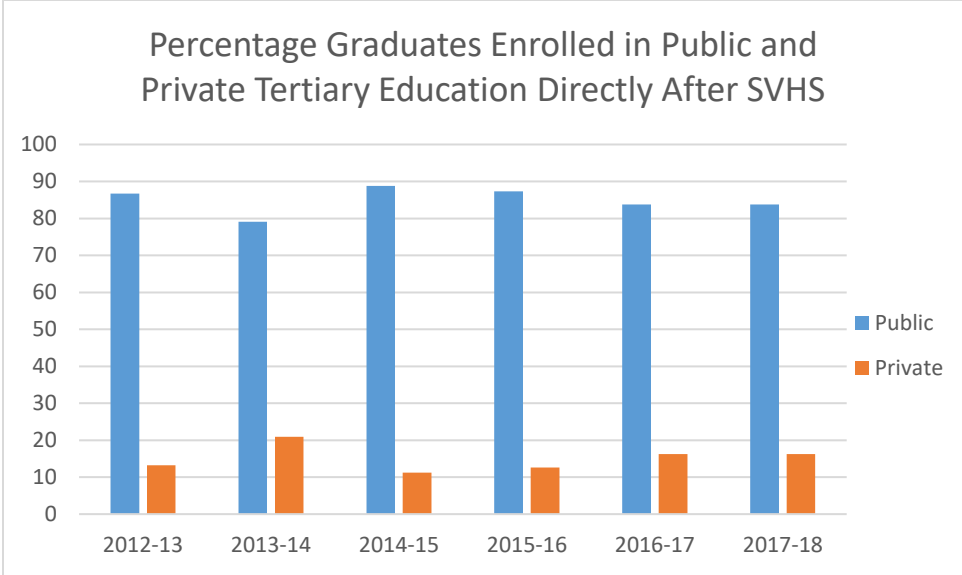
The CDE has not produced the UC A-G qualifications data for 2017-2018. Instead, we may use the Dashboard's College and Career Readiness indicators, presented two graphs above.

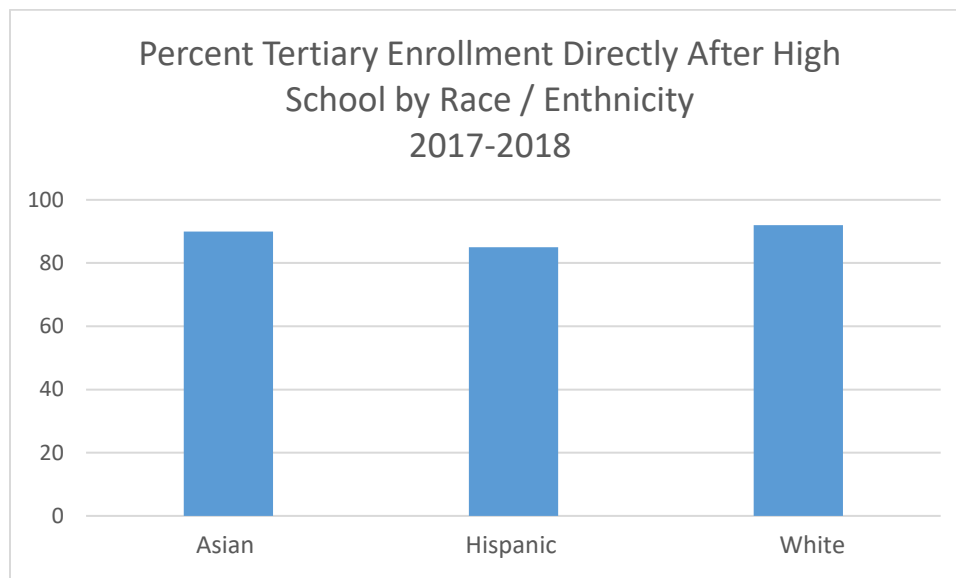
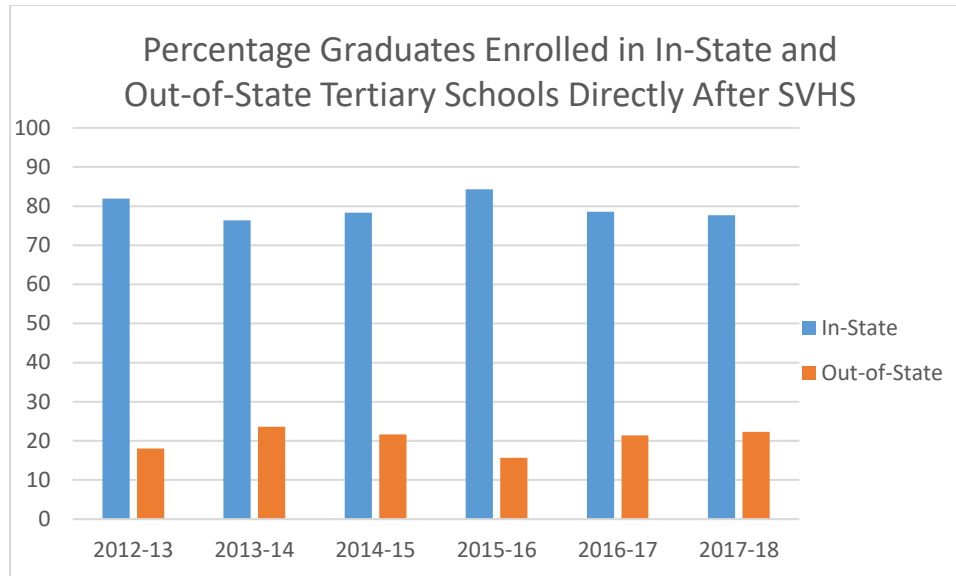


### Post Enrollment Data

Source: National Student Clearinghouse

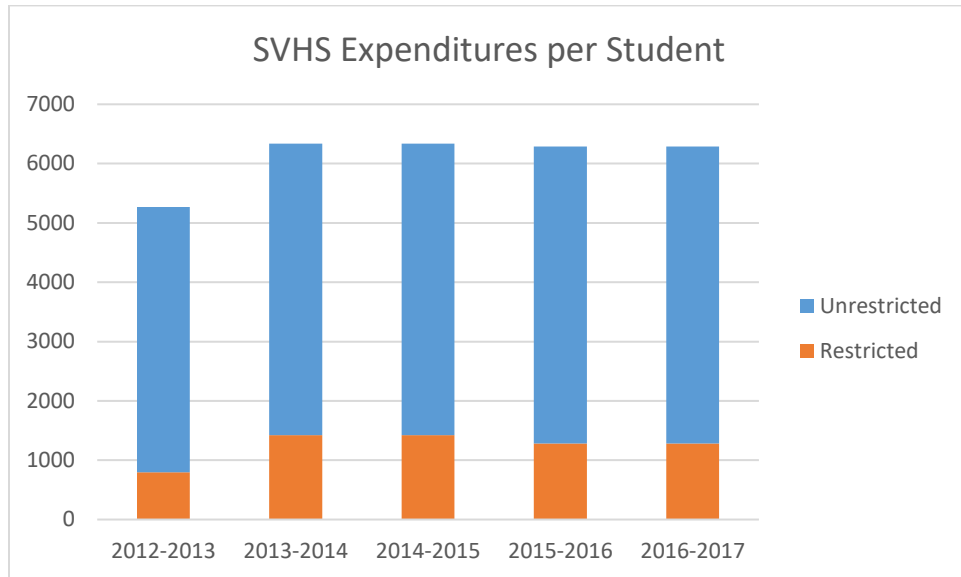






Typically, between 85% and 90% of SVHS students enroll in tertiary education directly after high school. Of these students, there was not a significant difference in tertiary attendance rates for Asian, Hispanic and White students.

## 8. LCFF Priority 8 – Other Pupil Outcomes



## E. Schoolwide Learner Outcomes

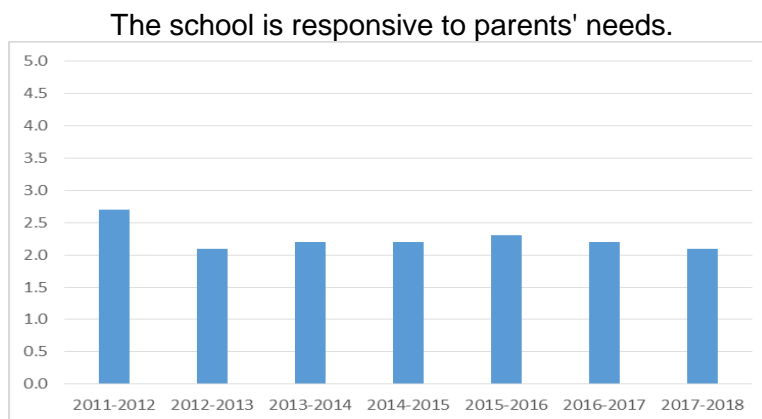
As described in Chapter I, SVHS has adopted new SLOs. These include behavioral SLOs via our PBIS model, and academic SLOs with the introduction of the IB's Approaches to Teaching and Learning (ATLs). The ATLs are new, having just been rolled out in 2018. Our behavioral motto of RIC (Respect, Integrity and Compassion) is well established within the school.

## F. Perception Data

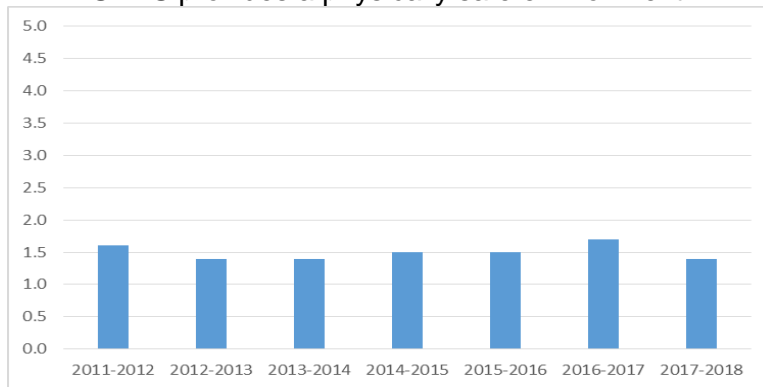
School climate surveys of students, parents, and staff are conducted annually.

### School Climate Survey Results Parents

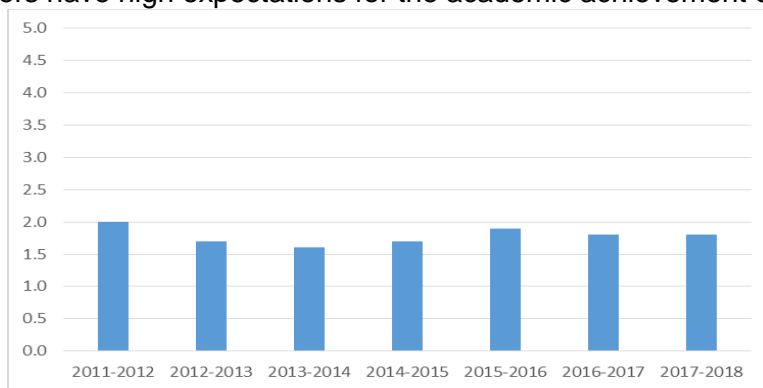
For the following graphs, the following score key applies:  
1 = agree, 2 = moderately agree, 3 = neutral, 4 = moderately disagree, 5 = disagree



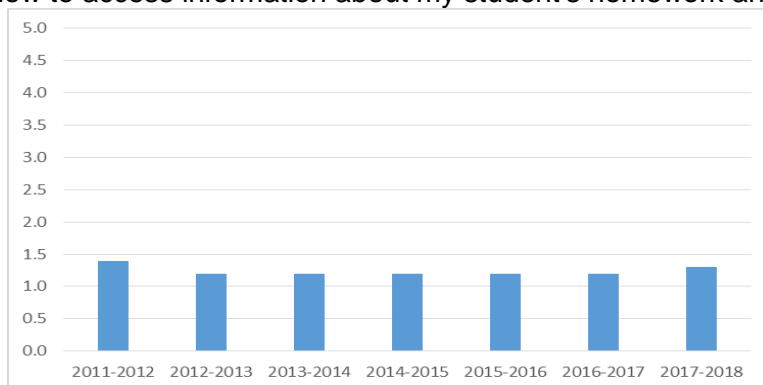
SVHS provides a physically safe environment.



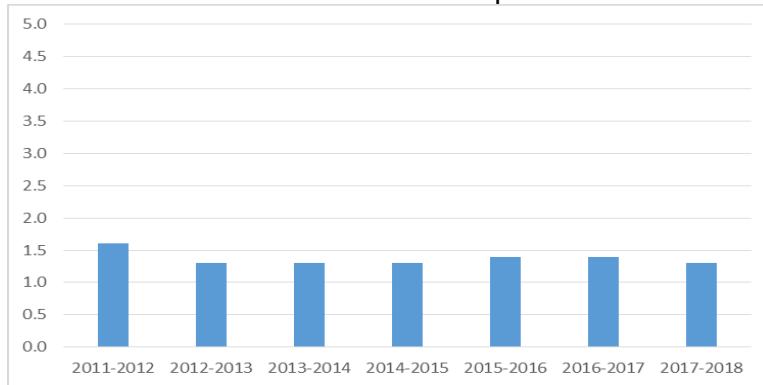
SVHS teachers have high expectations for the academic achievement of all students.



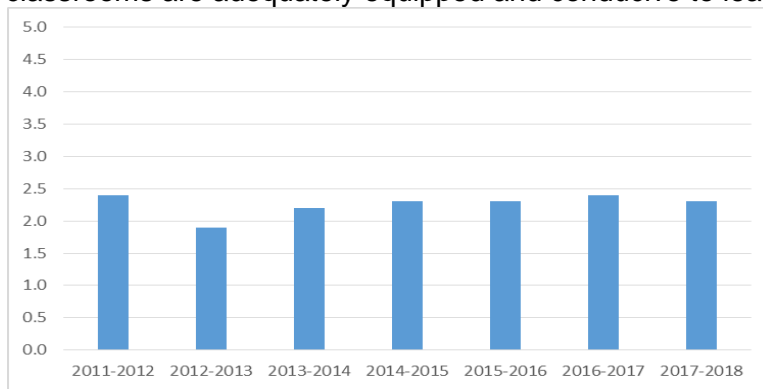
I know how to access information about my student's homework and grades.



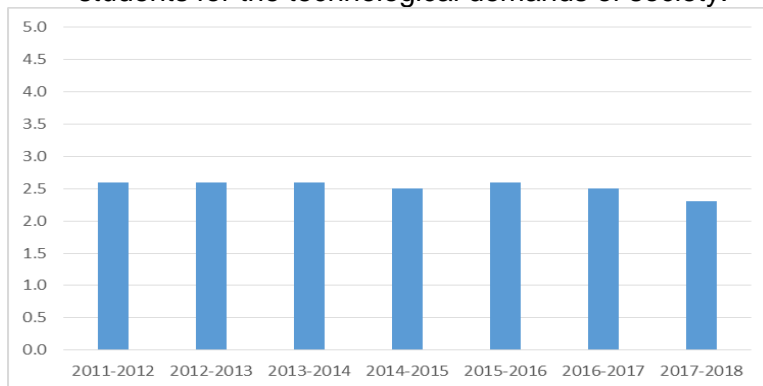
I understand the school policies.



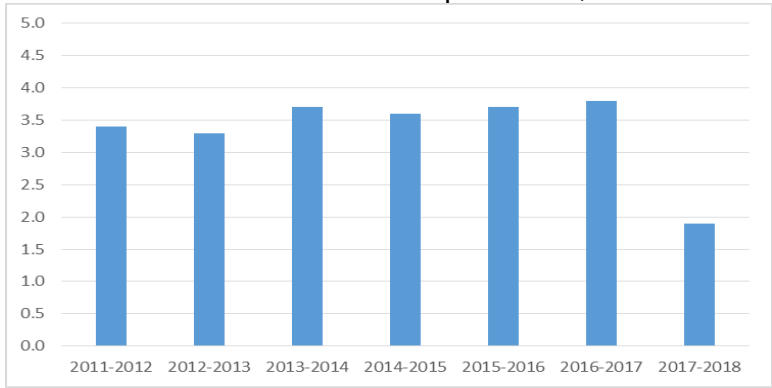
The classrooms are adequately equipped and conducive to learning.



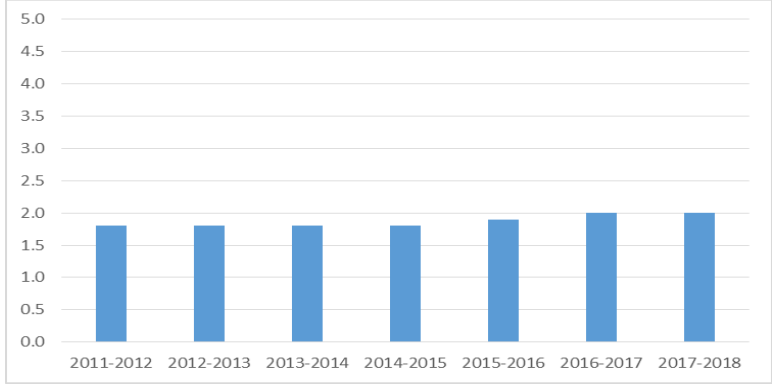
SVHS provides opportunities for students to interact with technology and prepares students for the technological demands of society.



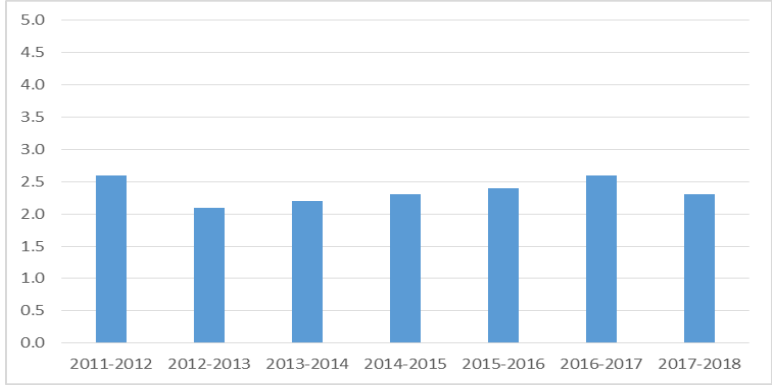
I am aware of the SVHS School-wide Learner Outcomes (SLOs)  
Changed in 2017-2018 to:  
I am aware of SVHS's Behavior Expectations, known as RIC.



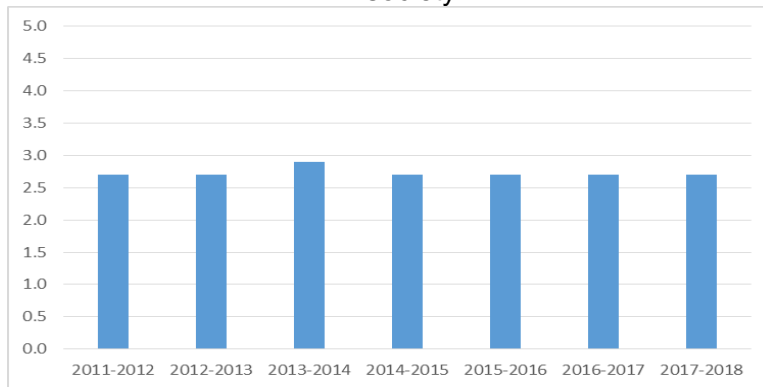
SVHS offers a wide variety of extra-curricular activities.



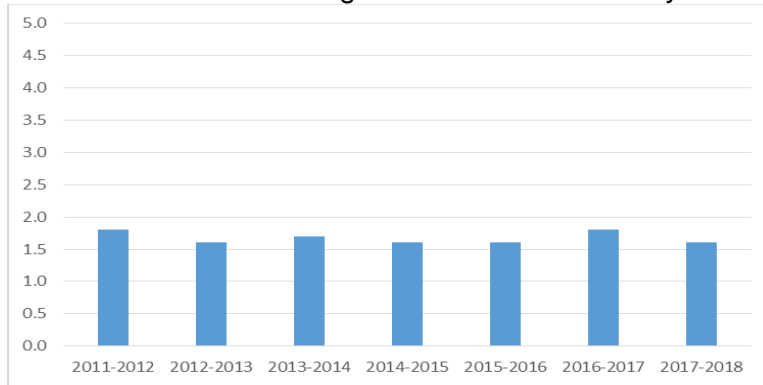
The principal and assistant principal are effective administrators.



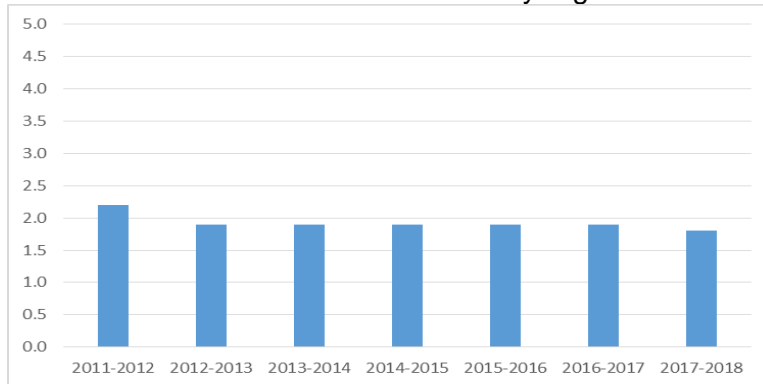
SVHS provides opportunities to learn about other cultures and prepares students for a multicultural society.



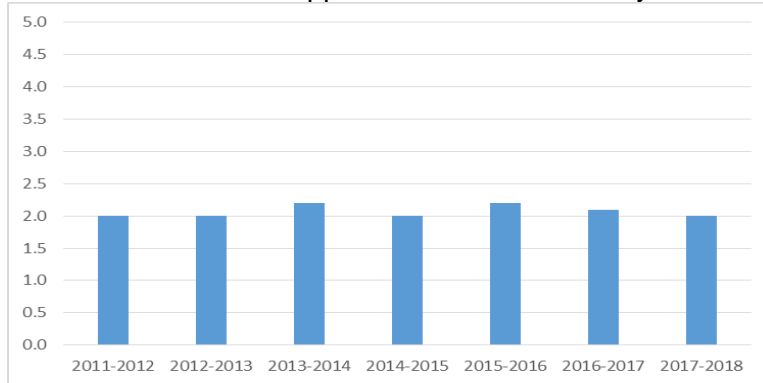
I have a solid understanding of what IB means for my student.



The IB classes are beneficial to Scotts Valley High School students.



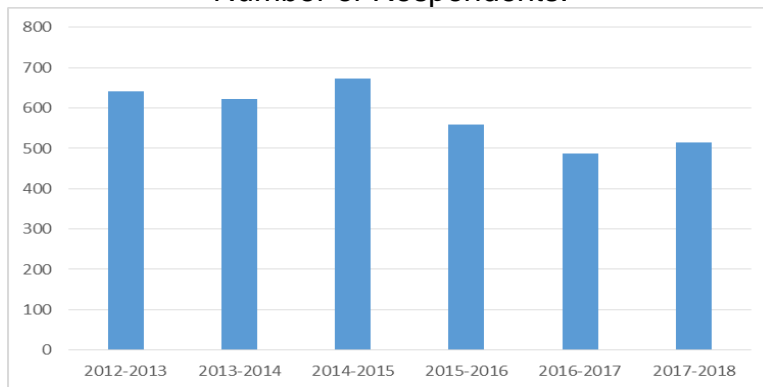
I know where to find opportunities for community service.



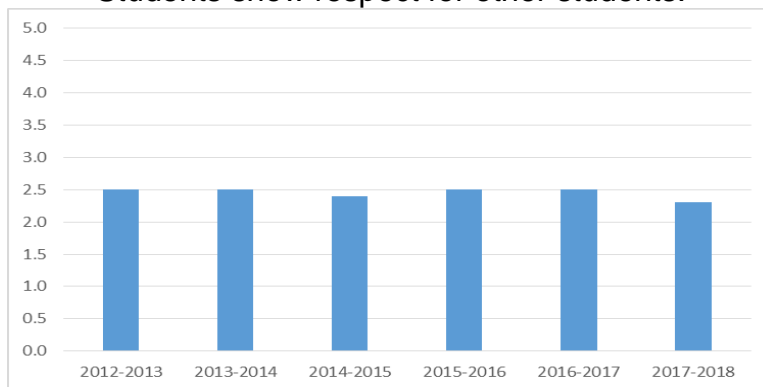
### School Climate Survey Results Students

For the following graphs, the following score key applies:  
1 = agree, 2 = moderately agree, 3 = neutral, 4 = moderately disagree, 5 = disagree

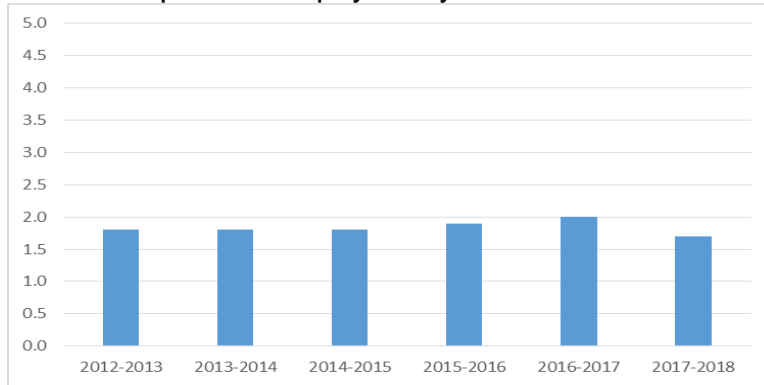
Number of Respondents.



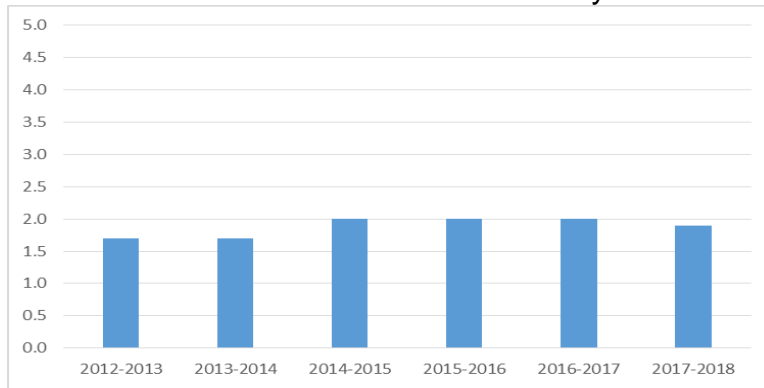
Students show respect for other students.



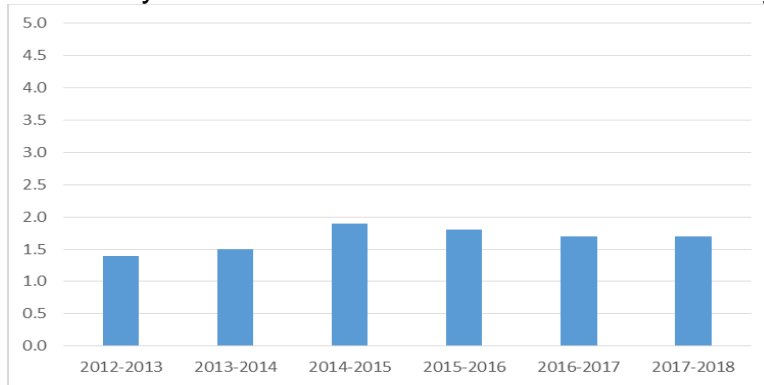
SVHS provides a physically safe environment.



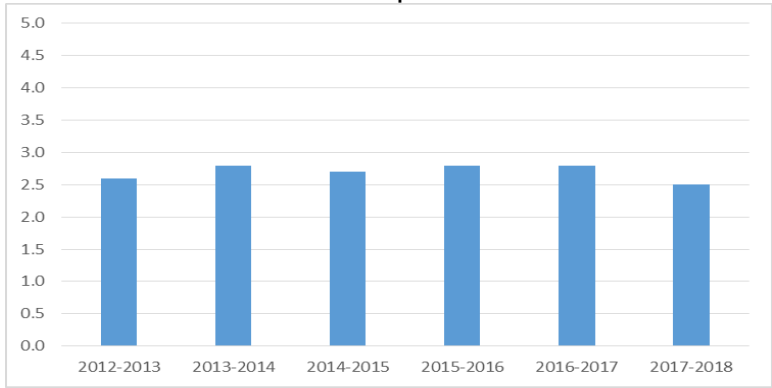
I have been bullied in school this year.



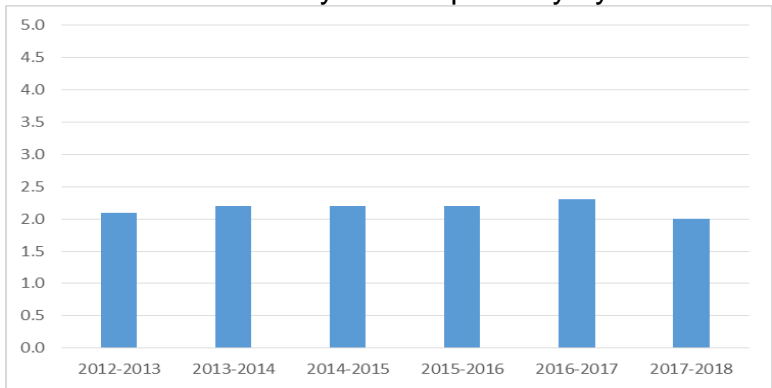
I have been cyber-bullied or bullied outside of school this year.



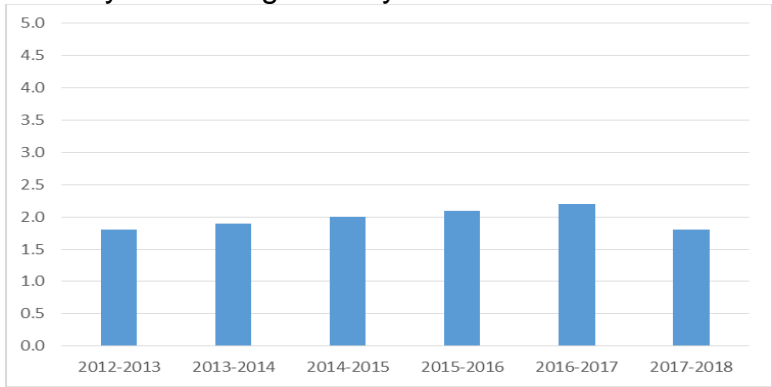
**Students show respect for teachers.**



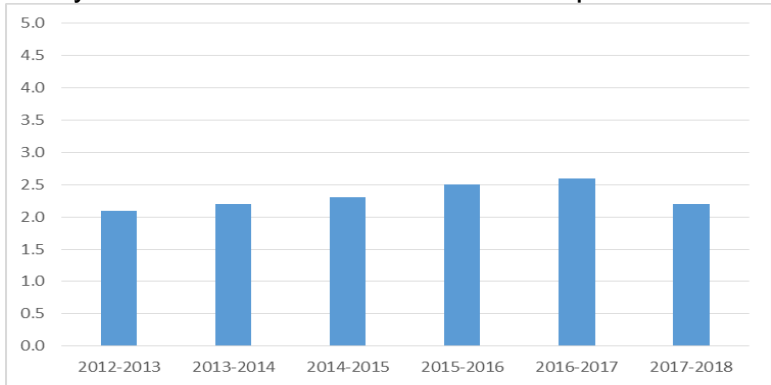
**I am treated fairly and respectfully by staff.**



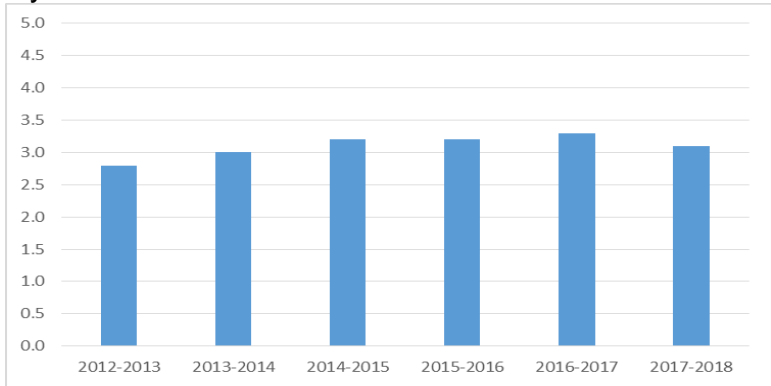
**My teachers genuinely want me to succeed.**



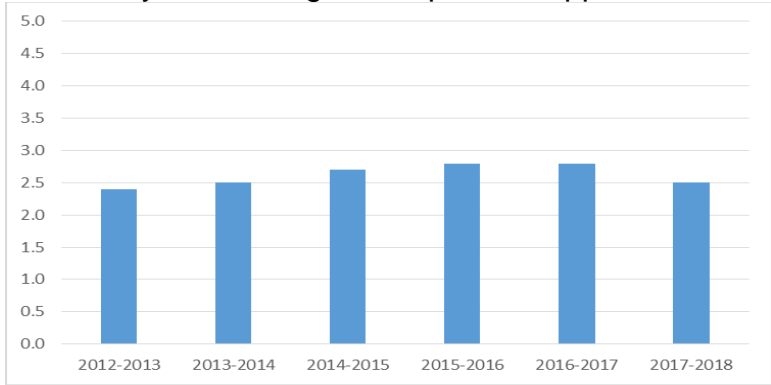
My teachers are consistent in their expectations.



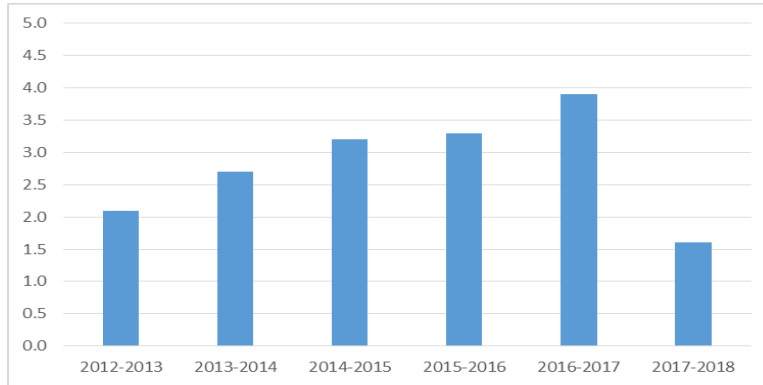
My teachers individualize their lessons for all students.



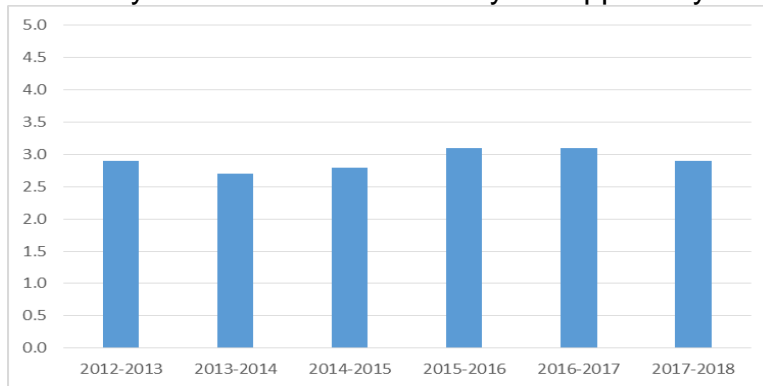
My teachers use a variety of teaching techniques to support different learning styles.



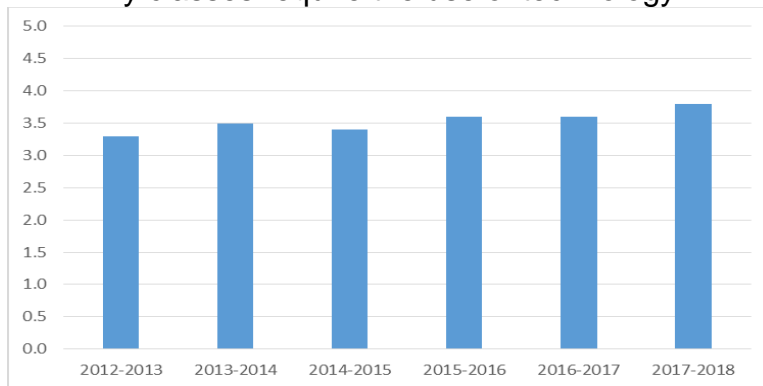
I am aware of SVHS's School-Wide Learner Outcomes.



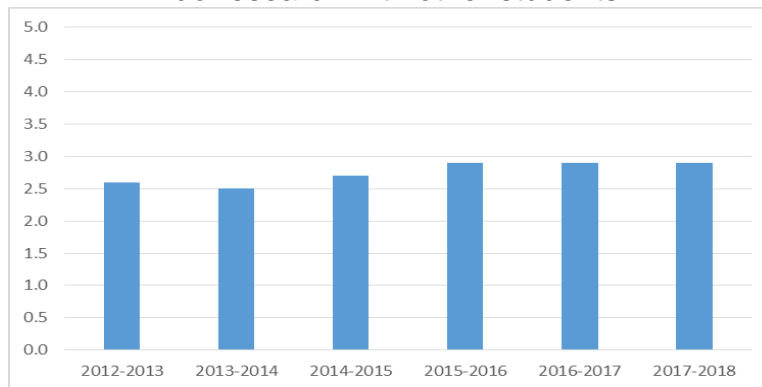
Technology and library resources are necessary to support my academic needs.



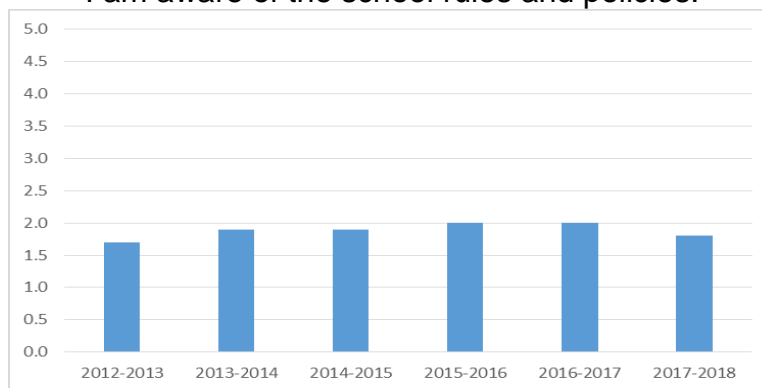
My classes require the use of technology.



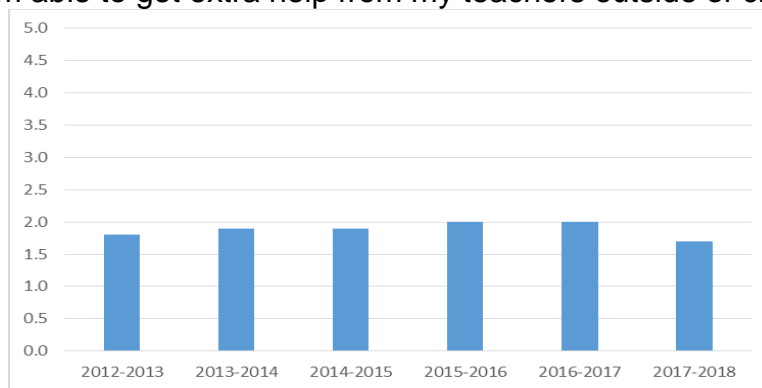
I do research with other students.



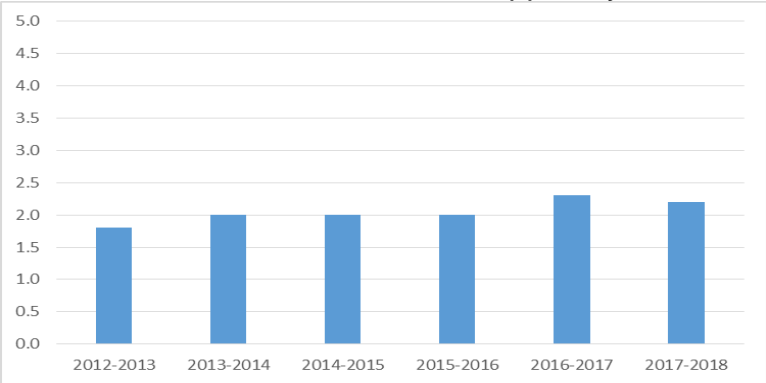
I am aware of the school rules and policies.



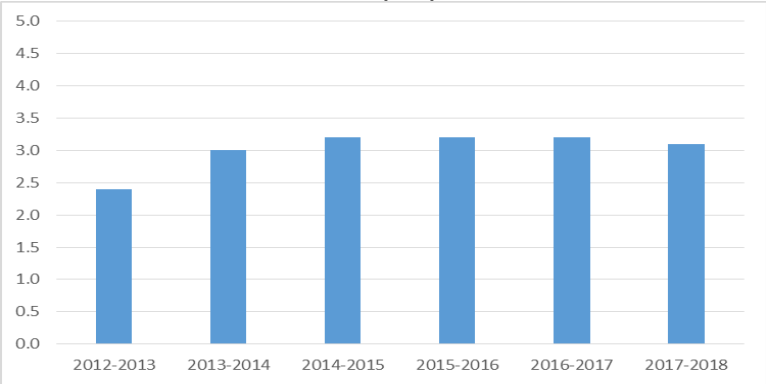
I am able to get extra help from my teachers outside of class.



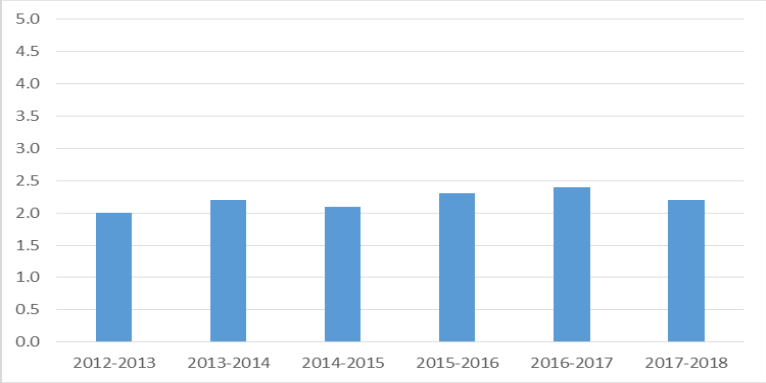
I am aware of the social and emotional support systems at SVHS.



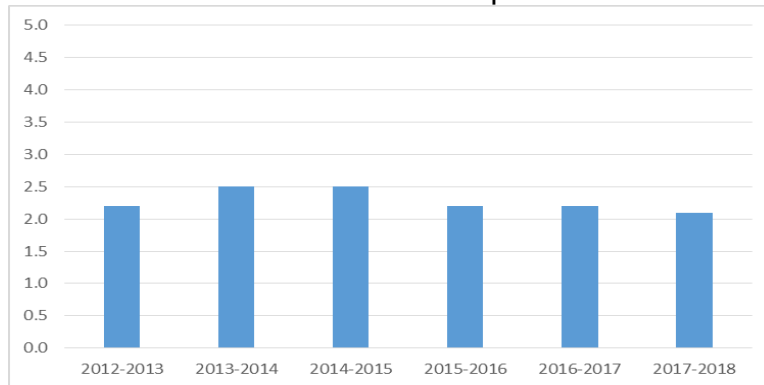
SVHS provides cultural education and prepares me for a multicultural society.



I understand the IB program and courses.



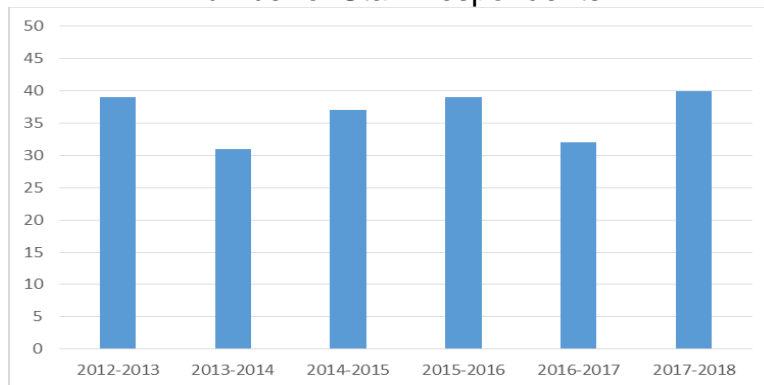
The IB classes I take are important to me.



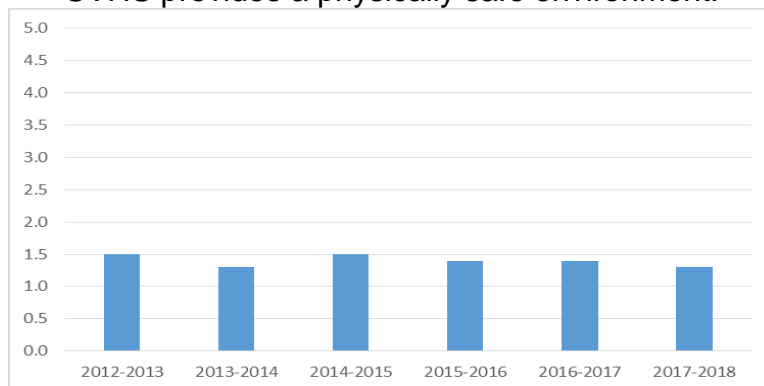
### School Climate Survey Results Staff

For the following graphs, the following score key applies:  
1 = agree, 2 = moderately agree, 3 = neutral, 4 = moderately disagree, 5 = disagree

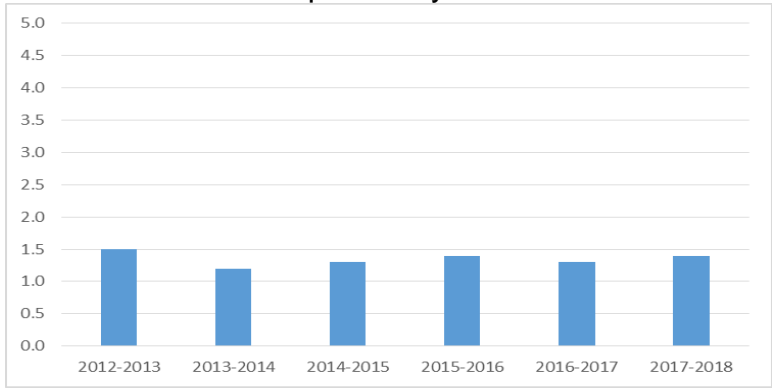
Number of Staff Respondents



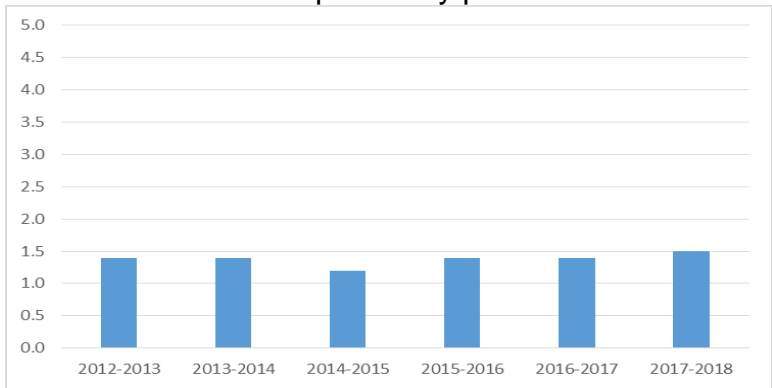
SVHS provides a physically safe environment.



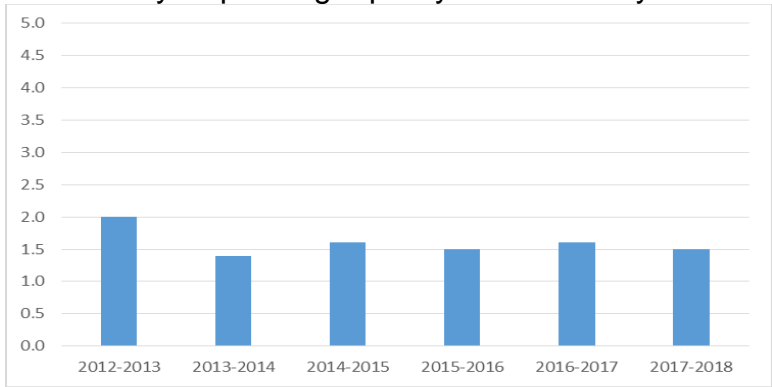
I am respected by students.



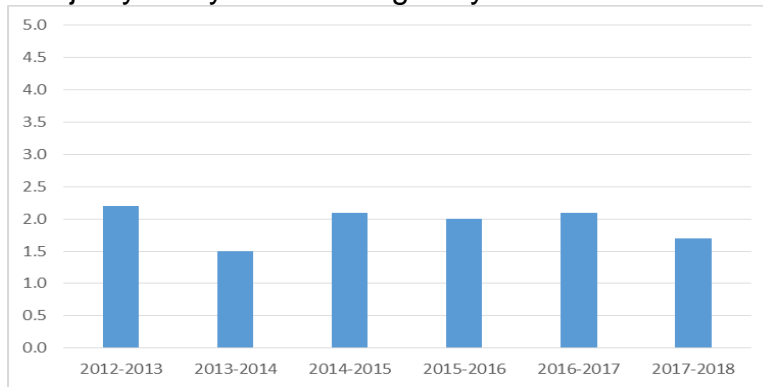
I am respected by parents.



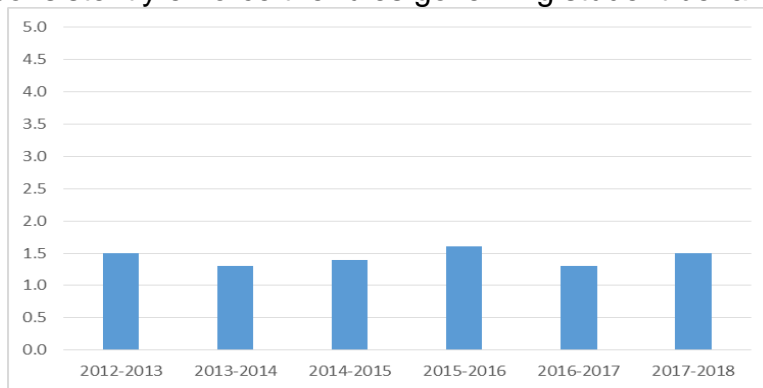
I consistently require high quality work from my students.



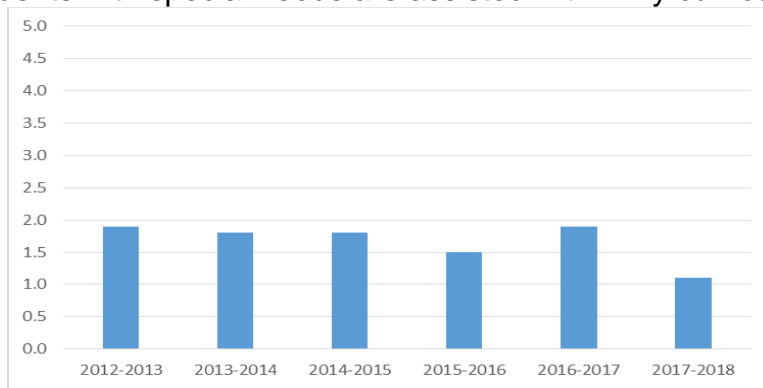
The majority of my students regularly turn in their homework.



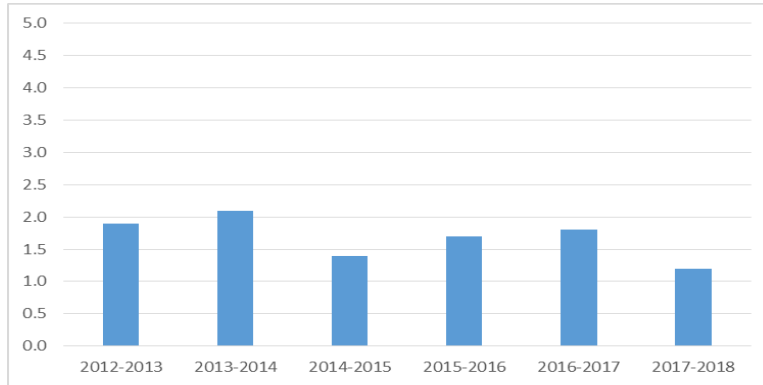
I consistently enforce the rules governing student behavior.



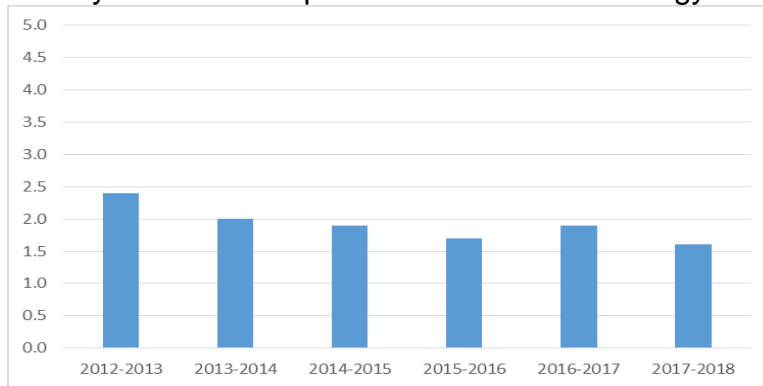
Students with special needs are assisted within my curriculum.



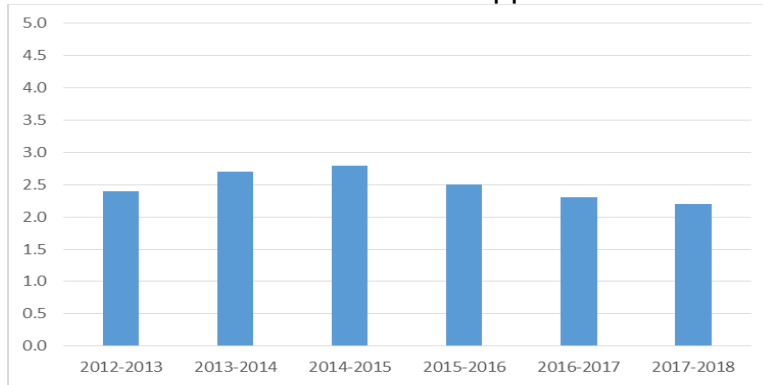
I am aware of the School-Wide Learner Outcomes.



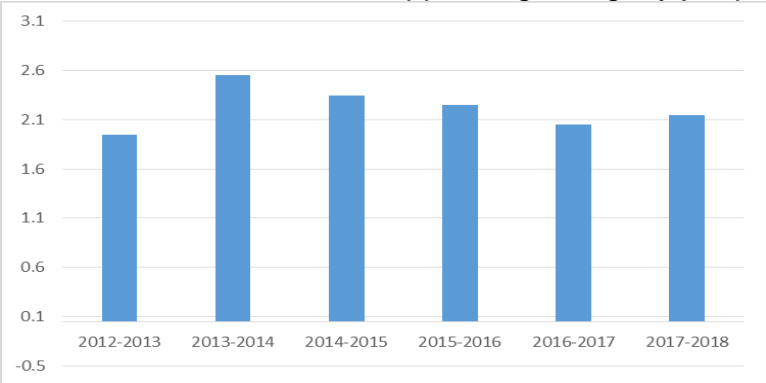
My lessons incorporate the use of technology.



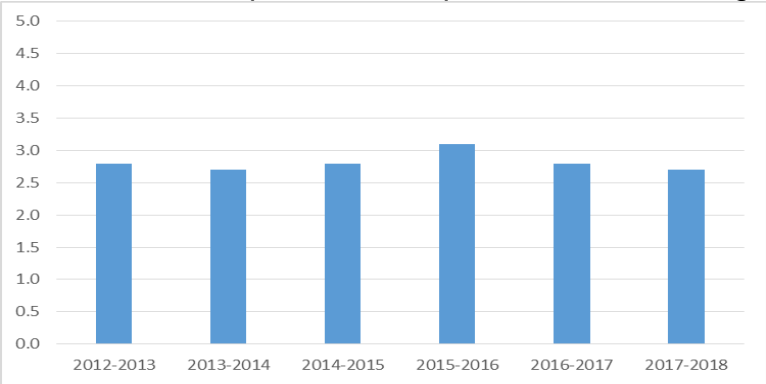
The school provides me with the resources and support to maximize my effectiveness.



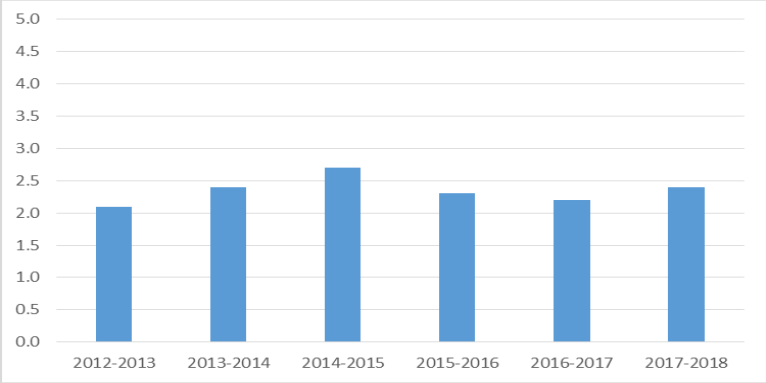
I received constructive feedback and support regarding my job performance.



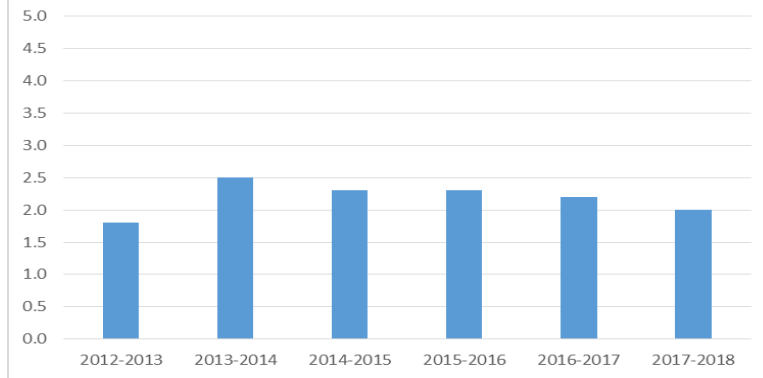
On-site staff development is well planned and meaningful.



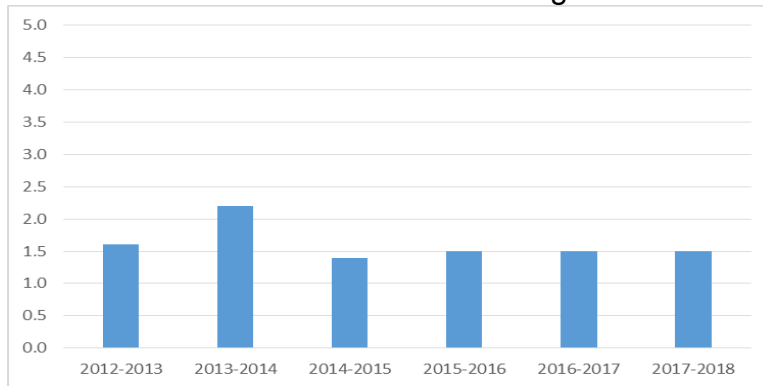
I have opportunities for professional growth.



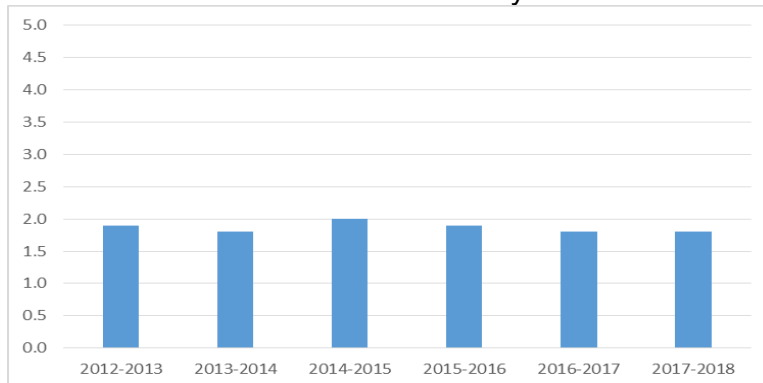
I play a sufficient and well-defined role in decision making.



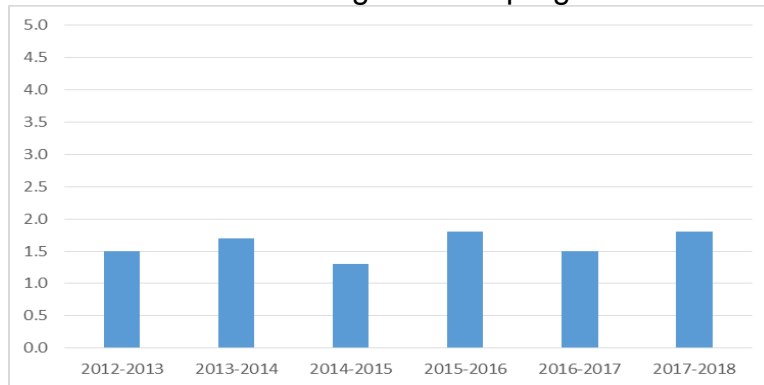
Our school offers students a wide range of activities.



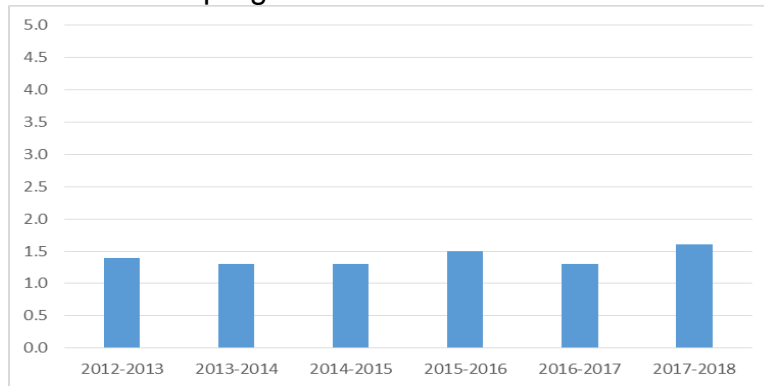
I provide opportunities for students to learn about other cultures and prepare for a multicultural society.



I have a clear understanding of the IB program and courses.



I value the IB program and what it can do for students.





### Chapter III: SVHS Self-Study Findings

#### **Focus Group A - Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources**

Leaders:

Molly McQuestion (Spanish)  
Jon Tiffany (Social Studies and IB TOK)

Members:

Certificated Staff

Elizabeth Hollenbeck (Music)  
Christie Danner (Counseling)  
Megan Laws (English)  
Eric Byrd (Science)  
Poonam Bhardwaj (Math)

Classified Staff and Community

Pam Morrison (Site Secretary)  
Mike Smith (District Engineer)  
Barbara Tansy (Registrar)  
Sandra Sanchez (District Food Services)

Rocco Chappee (parent)

#### ***A1. Vision and Purpose Criterion***

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

#### **Indicators with Prompts**

Vision – Mission – Schoolwide Learner Outcomes – Profile

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

and be college and career ready.

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

Findings	Supporting Evidence
The mission statement is reviewed on a regular basis.	New SLO's and RIC
The school board reviews and discusses outcomes and test results on a regular basis.	Board meeting notes and presentations.
Scores and data are reviewed and assessments and teachings are adapted to fit students' needs.	Data from CASSPP and Illuminate

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

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

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

Findings	Supporting Evidence
Part of LCAP process is meeting with stakeholders, school sites, parent groups, community, staff, administrators, students, teachers and board. There are two sets of stakeholder meetings a year. The first set of meetings is to set metrics and plan, the second is to review and make recommendations for next year.	District wide parent advisory committee
WASC focus groups are made up of staff, administrators, students and parents in order to ensure a wide variety of perspectives are included in the review and development of school's vision, mission, and SLOs.	Board meetings
In January presentations are provided to the school board to share schools work vision mission and SLOs.	Strategic Planning meetings
Monthly a school advisory committee made up of teachers, admin and parents meets to discuss school issues.	School Advisory Committee
Student groups meet regularly to inform us of their perspectives. These include Falcon Forum, RIC Squawk, SAC, and Student Government.	Falcon forum

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

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

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

Findings	Supporting Evidence
<p>At the district level, Michelle Stewart, Director of Curriculum Instruction and Assessment, presents to the school, community, and board on our LCAPP goals and SPSA goals.</p>	<p>News from the Nest WASC surveys Healthy Student Survey</p>
<p>The LCAP drives our SPSA. There are four goals per site. This is done by the administration and shared with teachers and staff.</p>	<p>Back To School Night Expo Night PBIS/RIC</p>
<p>The LCAP exists, but there is a lack of engagement from the staff and school community to get involved and truly understand the LCAPP. The LCAP goals are on the district website and is quite easily accessible and transparent but there are very few people who seek this information out.</p>	<p>School website District website</p>
<p>At the site level, we have adopted PBIS, Positive Behavior Intervention Supports. We have three common goals or rules that the entire school follows. These rules are posted in all the classrooms and there are several large posters on campus with these rules.</p>	
<p>As part of the self-evaluation with WASC, we evaluate the mission statement of our school.</p>	

## A2. Governance Criterion

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

### Indicators with Prompts

Governing Board and District Administration

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

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

Findings	Supporting Evidence
Board policies are aligned with LCAP and these policies are part of public meetings.	Revision of homework and absentee policies
At every board meeting procedures are discussed. Specific items are pulled and discussed in the meeting. When more stakeholders are involved, those who are involved will be brought into this process	Revision of LCAP presented to stakeholders throughout the year.
Policies are talked about at board meetings but there is some discussion about whether the stakeholders take an active role to seek out these policies to be informed.	Three year plan Illuminate for entire district Accessible web sites for all district sites. Board meeting minutes on district website

Governing Board and Stakeholder Involvement

**A2.2. Indicator:** Parents, community members, staff and students are engaged in the governance of the school.

**A2.2. Prompt:** *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
<p>There are several different groups that allow for parent and community participation. These are advertised in various media in the community, including the school's newsletter, email blasts, and local newspapers. The school frequently looks for input from the community and its stakeholders.</p>	<p>DELAC – district English language advisory committee  Parent advisory committee  Health and wellness committee  Student board member at each meeting  District arts taskforce  District wide budget committee  Falcon Club – more sports oriented  SVEF  Falcon Forum  Parent club – more involved in academic goals  Student government</p>

Uniform Complaint Procedures

**A2.3. Indicator:** The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

**A2.3. Prompt:** *Evaluate the degree to which the school leadership ensures understanding and use of the district's Uniform Complaint Procedures. (Priority 1).*

Findings	Supporting Evidence
<p>The Uniform Complaint Procedures are posted in each classroom. The most recent copy is given out each year to be posted. Parents also receive this in their registration packet at the beginning of the year.</p>	<p>Copy of Uniform Complaint Procedures posted in each classroom.  Registration forms and packet  Board meeting minutes</p>

**A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion**

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

**Indicators with Prompts**

Broad-Based and Collaborative

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

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

Findings	Supporting Evidence
<p>Administration and faculty meet on professional development days and review academic data. Faculty works towards creating common assessment/benchmarks during professional development time. Faculty curriculum council meets several times a year. Administration has implemented our new student data system and has supported the training of this program to all staff and faculty. Administration has implemented new PBIS program and has collected behavior data. This same information is presented to the community during the monthly Student Advisory Committee meetings and monthly School Leadership meetings. School counselors share with faculty a list of students that may be at risk of failing.</p>	<p>CAASPP testing data            Professional Development - department meetings            Illuminate Implementation and Training            PBIS Data            Student Advisory Committee (data shared with community)            School Leadership Meetings            Curriculum Council            School Counselors communications</p>

Single School Plan for Student Achievement Correlated to Student Learning

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

**A3.2. Prompt:** *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, academic and career-readiness standards, and the California School Dashboard data are*

incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?

Findings	Supporting Evidence
<p>In the past, academic departments created SPSA goals. With common core changes and new administrative roles, departments became more removed from the academic goal making process. Administration took charge of the SPSA goals and created a more narrow focus on Math and English subject areas due to the changes in standardized testing. With the new CAASPP testing we have a smaller amount of data since we are testing less students on less subjects.</p>	<p>SPSA goals CAASPP data Professional development for site administration SPSA goals are presented at SAC meetings</p>

#### Staff Actions/Accountability to Support Learning

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

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

Findings	Supporting Evidence
<p>Every year each department reviews the scope and sequence of each course and uses department time to update them. There are common assessments that are created. Teachers also align curriculum across the grade levels. Every department has goals that they have to write every year. All teachers write individual personal professional goals that are shared with administration. IB teachers meet as a teaching staff monthly. All teachers meet in monthly staff meetings.</p>	<p>Scope and Sequence documents for each course IB meetings Professional goals Common assessments Staff meeting minutes Professional development calendar</p>

#### Internal Communication and Planning

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

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

**Findings**

On a regular basis, the site meets to discuss issues and concerns. These are dealt in many different forums. There is an unwritten open door policy for all staff members. The Uniform Complaint Procedure is posted in each classroom. The teachers association gives a survey annually about the performance of each site administrator. This is shared with the administrators and superintendent. Every teacher meets with site administration to discuss goals for the year, as well as any issues at hand. Additional staff meetings are held as necessary to address issues of immediate concern.

**Supporting Evidence**

Internal school emails among staff.

PD time to collaborate

Site Reps help with any issues that may occur between administration and staff.

Uniform Complaint Procedure

Staff meeting minutes

#### **A4. Staff: Qualified and Professional Development Criterion**

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

#### **Indicators with Prompts**

##### **Qualifications and Preparation of Staff**

**A4.1. Indicator:** The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

**A4.1. Prompt:** *Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

<b>Findings</b>	<b>Supporting Evidence</b>
Staff are all credentialed in the subjects they are teaching.	Teaching credentials are on file.
Online instruction is commonly used. Staff in general are proficient with using online resources.	Google Classroom Teacher websites
Teacher evaluations have been difficult to conduct due to administration turnover. The priority has been placed on supporting new teachers.	Keenan Safe Schools Online professional development.
The staff is proficient with utilizing online resources for their own professional development.	
The school is in compliance with the Williams Act. Staff meetings are well-attended. A large number of teachers have an advanced degree or multiple credentials.	

#### **Defining and Understanding Practices/Relationships**

**A4.2. Indicator:** The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities,

operational practices, decision-making processes, and relationships of leadership and staff.

**A4.2. Prompt:** *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
<p>Many staff members are unsure if there is a staff handbook in existence, but the student handbook is readily accessible. New teachers are given packets of important information about school policies. The course catalog is readily accessible to students online. Eligibility requirements for extracurricular activities are regularly conducted. The policy for eligibility has been discussed and updated within the last year at a staff meeting and it is posted on the school website. Depending on the department, there are some teachers who have mentors during their first few years of teaching and the credentialing program attended.</p>	<p>Staff handbook            Student handbook            Course catalog            Eligibility requirements on website.            Eligibility checks            New teacher packets            Staff contract            New Teacher Project</p>

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

**A4.3. Indicator:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

**A4.3. Prompt:** *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning?*

Findings	Supporting Evidence
<p>In general, professional development (PD) site meetings are sufficiently planned, and are typically consistent with LCAP goals. District-wide PD opportunities are directed by staff surveys. PD seems to be well-funded through LCAP funding, parent club, and district, but transparency on how to obtain this funding for independent PD seems to be lacking. Additional PD is available for department-specific opportunities, however, the process for requesting additional PD is very vague. There are not clear criteria to assess PD opportunities. Site professional develop</p>	<p>Staff survey            LCAP            District budget            Parent club budget            IB training records</p>

is created with department leaders and administration at the beginning of each year. There is also money for IB teacher training on a consistent rotation.

### Supervision and Evaluation

**A4.4. Indicator:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A4.4. Prompt:** *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
<p>Evaluation procedures have been effective for new teachers, but veteran teachers have received little follow-up in the evaluation due to administration turnover in the last two years. Goals have been set by the follow-up has been limited. New staff members have received inconsistent levels of training on basic school procedures in general. Much of the training for new teachers seems to be informal and depends on their department chairs or more veteran teachers. In this current year with a full admin staff, this cycle has been reset. All staff are responsible for two yearly goals, one is a district wide goal and one personal goal. These are discussed at the beginning of the year with admin.</p>	<p>Goals, pre-observation, and post-observation documents submitted to administration</p> <p>Goals conference with administrator</p> <p>District website</p> <p>HR evaluation documents</p>
<p>We focus on our new teachers so more veteran teachers may have slipped through the cracks. Some of the newer teachers lack the basic knowledge of school procedures and expectations. In subject areas where teachers are not teaching a singleton, teachers feel more informed about the day-to-day workings of the school. There are some inconsistencies in how well new staff is trained.</p>	

## **A5. Resources Criterion**

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

### **Indicators with Prompts**

Allocation Decisions and Their Impact

**A5.1. Indicator:** There is a relationship between the decisions about resource allocations, the district's LCAP and the Single Plan for Student Achievement (SPSA), the school's vision, mission, the schoolwide learner outcomes, critical student learning needs,

academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

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

Findings	Supporting Evidence
<p>The district allocates a budget for textbooks, overages, Chromebooks, foreign language and math workbooks, and the new Alt Ed program. The district presents where new moneys from the LCAP fund are going. Information about finances are shared, but most of the budgetary decisions are made at a district level and not much input is given by the teachers. Leadership meetings do not address where money should be allocated. Union representation meets with superintendent on a regular basis, and members are allowed to answer questions about where and how certain money is spent. Staff are surveyed about where certain monies should be allocated, but no financial decision-making happens on a staff level. LCAP mandates where the money goes, but the teaching staff would like to know if other resources get allocated where they should. SVHS gets specific monies through LCAP for PBIS, CTE support, College and Career Readiness, English learner support, intervention, materials, professional development, student safety, provide emotional support, and to combat truancy. SVHS receives a portion of this money, and how it can be used is determined based on the perceived current needs of the entire district student population.</p>	<p>K Street Academy Textbook adoption Chrome books almost a 1:1 PBIS training LCAP SPSA District budget</p>

## Practices

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

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

Findings	Supporting Evidence
The District CFO gives regular budget updates to the board. This information is also shared online. The IB coordinator met with the district CFO, superintendent and site principal. It was determined that we attract students specifically for the IB program, which increases attendance and ADA, and therefore helps the district pay for the IB budget. The district is transparent in its abilities to fund certain programs, and is mindful that the district has to have a positive balance three years out in order to get a certified budget from the state.	Board presentation Fiscal Advisory Committee School budget IB presentations to the school board

## Facilities

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

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

Findings	Supporting Evidence
SVHS campus facilities are very basic. The technology infrastructure is growing, but still often inadequate. In the past few months, here have been many campus beautification projects that have been started and completed, resulting in more plants and paths being constructed. This was one of the goals that was implemented at the beginning of the 2017-18 year. These projects were largely taken on by students and the Environmental Science classes. Due to lack of personnel, the school struggles with some custodial issues. We currently have two janitors that takes care of all the cleaning on campus. The superintendent is very aware of the needs of the school. Physical education classes lack basic facilities. Some of these facilities are in poor condition or unsanitary due to lack	Budget School campus and facilities Environmental Science Curriculum Safety plan SchoolDudes repair system records

of custodial help. There is an independent group that is fundraising for a sports complex in order to have a turf football field and field track.

### Instructional Materials and Equipment

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

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

Findings	Supporting Evidence
<p>SchoolDude is used for maintenance requests on a case-by-case basis.</p> <p>Although recent textbook adoptions have resulted in new texts and materials for Math, World Languages and Science, textbooks in the Humanities and English departments are old and out-of-date. Science, foreign language, and math textbooks have been replaced recently. We don't get Title I funding which makes it difficult to update textbooks often. We should be up for new textbooks every five years but departments have had to sacrifice their rotation. LGBTQ issues are not discussed in the old textbooks and therefore does not comply with recent legislation. More money is going into consumables (workbooks, etc.) than probably should.</p>	<p>Current textbooks in classrooms</p> <p>SchoolDude repair system records</p> <p>Parent Club</p> <p>Kiwanis Club</p> <p>SVEF budget</p> <p>Curriculum Council minutes</p> <p>IB Staff meetings</p>
<p>Yearly surveys for replacing IT equipment are in place. The IT help desk is very responsive. It seems to be easier to get help now than in years past. New software, computers, and a 3d printer has been put in for graphic design. A new computer lab is being put in for credit recovery. The Music Production lab has not been worked on recently and the Music Productions course has had to raise money for software independently. Software (especially in the arts) is necessary for curriculum but doesn't get enough attention at the district. There is no funding for the science department other than money received from</p>	

the Parent Club. The art department typically asks for donations for consumables.

The library hours are very limited and only made possible by SVEF donations. The computer resources for students in the library are very limited. Teachers do not have access to the library outside of library hours. There is an online database through the library that allows students to access electronic versions of textbooks, novels, etc. An EBSCOhost subscription is available to students and is a good source of current research.

The school district provides information regarding administration credential programs, masters programs, and professional development.

IB teachers are trained every new curriculum roll-out. IB teacher meetings are held every month.

#### Well-Qualified Staff

**A5.5. Indicator:** Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school’s vision, mission, schoolwide learner outcomes, and identified student learning needs.

**A5.5. Prompt:** *Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified staff for all programs, supporting the school’s vision, mission, schoolwide learner outcomes, and identified student learning needs.*

Findings	Supporting Evidence
There are needs with nurturing new staff: a mentoring program and manual should be implemented.	PD calendar
There is not enough time for collaboration, especially with new staff.	IB meeting schedule
There is a need for Scope and Sequence to help new teachers follow curriculum.	IB teacher training schedule
Leadership roles should be spread among the teachers as some are overwhelmed. Administration should encourage teachers to get involved and engaged.	Scope and sequences
More collaboration time would be useful. It is hard to schedule teachers with the same prep period who are teaching course-alikes Collaboration is dependent on department chairs or individual teacher effort, but it’s not explicit.	Rate of teacher turn-over
	Master schedule
	List of teachers in leadership positions- department chairs and focus group leaders.
	Number of teachers teaching singletons

## Long-Range Planning

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

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

Findings	Supporting Evidence
<p>In general, teachers are not involved directly in the planning, but are informed in meetings. The LCAP message is delivered several times throughout the year. Committees such as the curriculum council give input to the LCAP planning.</p>	<p>Minutes from meetings in which LCAP was presented-staff and board</p>
<p>More materials, space, and equipment are needed to support student learning.</p>	<p>Curriculum council meeting agendas</p>
<p>Student-teacher ratio is within the contracted limit. All staff are credentialed in their subject and CLAD certified. A large percentage of teachers have a masters.</p>	<p>Contract</p>
<p>Facilities are lacking, especially athletic and performing arts. Bathroom facilities are sub-standard.</p>	<p>Master schedule</p>
<p>SchoolDudes is an effective way to handle maintenance and technology requests and are typically responded to in an adequate time frame.</p>	<p>Student load per teacher</p>
<p>PD opportunities are publicized to staff via email on a regular basis from administration and the district. There is a lack of general information on the procedure for obtaining funding from the district and how much funding is available.</p>	<p>SchoolDude records</p>
<p>There are school-wide PD workshops for several important online programs (Google drive, docs, classroom, etc.)</p>	<p>District wide PD day agendas</p>
<p>There is a tech resource committee, a curriculum committee, district arts task force, SAC, and health and wellness committee for long-range planning.</p>	<p>Agendas from Tech Committee, Curriculum Council, District Arts Task Force, School Advisory Committee and Health and Wellness Committee</p>
<p>Each class has a scope and sequence.</p>	<p>Course scope and sequences</p>

## **A6. Resources Criterion [Charter Schools only]**

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

### **Indicators with Prompts**

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

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

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

#### **Findings**

#### **Supporting Evidence**

#### **Regular Accounting and External Audit Procedures**

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

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

#### **Findings**

#### **Supporting Evidence**

#### **Processes for Implementation of Financial Practices**

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

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

#### **Findings**

#### **Supporting Evidence**

#### **Budgeting Process — Transparency**

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

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

**Findings**

**Supporting Evidence**

**Adequate Compensation, Staffing, Reserves**

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

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

**Findings**

**Supporting Evidence**

**Marketing Strategies**

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

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

**Findings**

**Supporting Evidence**

**Informing the Public and Appropriate Authorities**

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

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

**Findings**

**Supporting Evidence**

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

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

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Task 2, Chapter II).**

**Summary (including comments about the preliminary identified critical student learning needs)**

The school has undergone many changes in administration over the last few years. This has resulted in some inconsistencies in procedures at our school. This year is a rebuilding year to reflect on past procedures and policies. The new administration is very open to listening to the needs of staff and making changes. Great changes have been made to the vision and SLO's of the school. Clearer school policies have led to better student behavior.

**Prioritize the areas of strength and growth for Category A.**

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

Transparency exists with the district regarding the LCAP.

RIC has made it easier to quantify positive student behavior. The students are more aware of the expectations teachers and administration have for them. This has led to fewer discipline problems.

Between board presentations and Schools Advisory Committee there are a lot of opportunities for the community to become informed of the policies and procedures.

Professional development time is planned with the site leadership and teachers' needs are taken into account.

School has increased the number of Chrome books available to students during the day. We are closer to having a 1:1 ratio.

SchoolDudes is a consistent program and system to fix district facilities in a timely matter.

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

Although there is transparency with the LCAP there is not a high degree of understanding of the application of the plan is known. Community involvement and engagement is very low.

There is inconsistent practice with helping teachers assimilate to the school. This assimilation is dependent upon departments and is not schoolwide.

The evaluation cycle for teachers has been inconsistent due to various changes in administration over the past three years.

We continue to struggle with resources due to budgetary constraints.

Due to custodial constraints, there are still maintenance issues at the school.

The departments have not been involved in writing their SPSA goals. This has been taken over mostly by the administration.

The library is funded by donations which results in very limited hours for both staff and students.

There is no set procedure as to asking for funds for professional development for the staff.

## Focus Group B- Standards-based Student Learning: Curriculum

Leaders:

Kelly Tiffany (Social Studies)  
John Postovit (Math and Science)

Members:

### Certificated Staff

Paige Newbury (Independent Studies)  
Lynne Near (Spanish)  
Marilyn Kirkham (English)  
Craig Bowie (Arts)  
Mary Jane Perko (Math)  
Jared Norman (P.E.)  
Sudha Schneiter (Spanish)

### Classified Staff and Community

Melissa Walpole (Librarian)  
Janice Manion (ROP Counselor)  
  
Lea Reed (parent)  
Barbara Imbert (parent)  
Venus Stafford (parent)  
Catelyn Reynolds (student – Gr 10)  
Julia Dyc-O’Neal (student – Gr 11)  
Onjolie Silva-Padovan (student – Gr 11)

---

## B1. Rigorous and Relevant Standards-Based Curriculum Criterion

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

### Indicators with Prompts

#### Current Educational Research and Thinking

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

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

Findings	Supporting Evidence
In accordance with RTI, a Tutorial period has been added to give students “Tier 1” educational support.	Fitnessgram School schedule At-risk Tutorial surveys IB curriculum guides

“Academic Support” class was added in 2017-18 to provide “Tier 2” support for some freshmen, and “Tier 3” “check-ins” are provided for some students.

IB curriculum is revised every 6 years, and always considers trends based on academic research.

Many departments consider researched “best practice” when discussing ways to improve their pedagogy.

PE looks at obesity data and fitness standards to adapt their curriculum towards the research-based “Fit for Life” concept. Results are evaluated to determine whether students are likely to pass state standardized testing.

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

**B1.2. Indicator:** The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

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

Findings	Supporting Evidence
<p>Core classes follow Common Core state standards and are a-g approved. Math courses have been restructured in the past six years to conform to Common Core Standards. In English, argumentative and other forms of applied writing have gained more emphasis. The ERWC program, which is based on current research, is being implemented for the purpose of better college preparedness. Most SVHS courses are a-g approved. Science courses follow Next Generation Science Standards. IB courses follow IB standards, which meet and exceed state standards in most cases. Scope and sequence documents are written in each department to chart out the four-year sequence of curriculum.</p>	<p>School Course Catalog                      Scope and Sequence documents                      UC A-G course list                      Teacher syllabi</p>

## Congruence

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

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

Findings	Supporting Evidence
<p>Each department has posted Scope and Sequence documents that demonstrate the relationship between concepts and skills taught, the standards, and the student learning outcomes.</p>	<p>Scope and sequence documents</p>
<p>Illuminate benchmark tests are being given in Humanities and English classes to check results for content and academic skills.</p>	<p>Fitnessgram data</p>
<p>With over a 90% pass rate in IB exams, the congruence between content, skills, standards, and college readiness is clearly demonstrated.</p>	<p>Evidence binders</p>
<p>California PE are adapted to better support schoolwide student expectations and interests. Fitnessgram data is used to inform instruction.</p>	<p>CAASP data</p>
<p>Quizzes and other formative assessments are used in all courses to check if students are understanding what it taught. Illuminate common assessments are used in some departments. Results are used to inform instruction and trigger re-teaching, if necessary.</p>	<p>Parent and student surveys</p>
<p>Course content and tests are aligned to standards.</p>	
<p>CAASPP test results are examined every year to check for congruence between teaching, learning and standards.</p>	
<p>CAASPP and other assessments stored in Illuminate can be examined by sub-groups such as gender, ethnicity, etc. to check for understanding within these groups.</p>	
<p>SLOs have been checked in the past by surveys of students and parents, and by periodic assessments done by teachers which demonstrate teaching of the previous set of SLOs.</p>	

## Integration Among Disciplines

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

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

Findings	Supporting Evidence
<p>IB courses are intentionally coordinated and integrated with each other. Visual arts, science and math classes include many writing components. Humanities and science classes at all levels (IB and not) include writing components. The effect of this is verified by student observations.</p> <p>Is it possible to better coordinate and improve writing in lower-level and non-IB courses?</p> <p>The Theory of Knowledge class (epistemology) intentionally integrates all areas of academic curriculum to make connections. 1/6 of our students take this course, which is available to all students.</p> <p>Academic Honesty is taught and enforced in many classes. Credibility of sources is discussed and must be addressed in student papers. The Parent Club sponsors the use of the turnitin.com plagiarism checking website.</p>	<p>IB Course Guides</p> <p>Scope and Sequence documents</p> <p>Turnitin.com records</p>

## Articulation and Follow-up Studies

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

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

## Findings

Academic departments meet infrequently with the middle school to coordinate curricula, with the exception of math, which meets annually to discuss student placement and other issues. Graphic arts courses are now being aligned with Cabrillo courses to allow dual enrollment. Cabrillo also sponsors articulation meetings on a sporadic basis, which have been attended by SVHS teachers.

Counselors gained access this year to the National Clearinghouse database, which gives data about college retention and graduation rates for our alumni. Starting in 2018, they are doing follow-up studies of students a year after graduation to check on their enrollment.

Former students have commented that IB courses (particularly IB English) prepared them very well for college. Regular college prep students have also returned with comments that they were well prepared for community college classes.

The level of writing taught at SVHS meets expectations for incoming college freshmen. Comments from Cabrillo community college professors note that the quality of writing from students who attended SVHS is notably above average. A number of our past Special Education students have been able to pass community college placement tests, allowing their placement in non-remedial classes.

Former graphic art students have returned and mentioned that they were very prepared for post-high school computer graphic arts classes.

Students have returned with comments that their high school knowledge of biomechanics has helped them with personal training and for careers as personal trainers.

Seven graduates have returned to teach or student teach at SVHS.

## Supporting Evidence

PD meeting schedule  
Counselor's records  
Post-graduation surveys  
Special Education records  
National Clearinghouse Database  
SVHS – Cabrillo College dual enrollment  
Cabrillo College communications  
Student reflections  
IB Alumni Lunch

## B2. Access to Curriculum Criterion

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

### Indicators with Prompts

Variety of Programs — Full Range of Choices

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

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

Findings	Supporting Evidence
<p>Students appreciate improvements in the college visits sponsored by the College and Career Center, and feel that Career Day has improved. Counselors asked for student feedback to improve Career Day.</p> <p>Counselors present a flowchart of classes to students every year to guide their class choices. The junior presentation is geared towards understanding the variety of college options.</p> <p>Students would like to be given more on career options that do not involve college.</p> <p>Community service is being revised to allow credit for career exploration.</p> <p>Transcript audit was undertaken in the fall of 2017 by school administrators to check for student access to the courses they want, and achievement levels schoolwide. No problems were noted in access. Math 1 and Biology were noted as places where achievement could be improved, and teachers in those departments have taken steps to improve in this area.</p>	<p>College and Career Center Counselor presentation schedule SAC Meeting records Transcript audit</p>

## Accessibility of All Students to Curriculum, including Real World Experiences

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

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

Findings	Supporting Evidence
<p>The percentage of students who take one or more IB classes during their high school is tracked every year, and is typically 65% or better.</p> <p>From 9<sup>th</sup> grade onward all students are scheduled to meet a-g requirements. All classes aside from those in the new K Street Academy meet a-g requirements.</p> <p>The "Bite of Reality" program introduces seniors to basic financial literacy and money management by simulating budgets, loans and checking accounts.</p> <p>Course sequences are planned vertically to ensure students' success in further classes.</p>	<p>IB Presentations to school board and IB teachers</p> <p>School schedule</p> <p>Course alignment documents in Science and Math</p> <p>CTE / ROP course documents</p>

## Student-Parent-Staff Collaboration

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

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

Findings	Supporting Evidence
<p>Illuminate allows students and parents to keep close track of their grades and teachers.</p> <p>Students with IEPs are monitored closely by Special Ed staff, and students with 504 plans receive extra monitoring by other teachers. Teachers receive binders detailing the goals and needs for IEP and 504 students each fall. Special Ed students are evaluated every 6-8 weeks by all of their teachers in a progress report which is reported out to parents by Special Ed staff.</p>	<p>Illuminate Parent Portal</p> <p>Special Ed binders given to staff</p> <p>Progress reports made by teachers for IEP students</p> <p>Counselor meeting schedule</p> <p>Schedule for IB Coordinator counseling meetings with full IB students</p> <p>IB Staff meeting minutes</p>

Counselors meet with all students in groups each year to present on course options. With parent approval, students choose their courses. Once students are enrolled for the next year, staff look over the enrollment lists to spot students who are enrolled in courses which are too easy or too difficult for their current level and offer advice if needed.

Counselors are available to students and parents for individual meetings regarding a student’s progress and needs.

Student Study Team meetings are organized on staff or parent request to assist students who are having difficulties in their courses.

IB Diploma candidates meet four times per year with the IB Diploma Program Coordinator for academic counseling

IB Staff review the performance of all IB students on a monthly basis

#### Post High School Transitions

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

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

Findings	Supporting Evidence
<p>The Work Experience class gives students high school credit for maintaining a part-time job, and teaches aspects of the career cycle.</p>	<p>School schedule SAC Meeting minutes</p>
<p>There is also a Cross-Age Tutoring class which gives students experience in tutoring middle and elementary school students.</p>	<p>College and Career Center Career Day exit surveys</p>
<p>Career Day gives students an opportunity to explore a variety of career options through meeting people who work in those fields.</p>	<p>Work Experience course Cross-Age Tutoring course</p>
<p>The Community Service program was changed starting in 2018-19 to allow students credit for performing job shadowing.</p>	<p>CTE pathway courses</p>
<p>The College and Career offers advice on making the transition to college and careers. College representatives visit frequently to assist.</p>	

Beginning in 2017-18, there has been a new career pathway in graphic arts. A new pathway in computer science began in 2018-19. Students are able to get real-world experience in 21<sup>st</sup> century skills through these pathways.

Graphic Arts will be a dual-enrollment course, allowing students real-world experience while earning both high school and community college credit.

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

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

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Task 2, Chapter II).**

### **Summary (including comments about the preliminary identified critical student learning needs)**

Regarding CAN 6 (assistance to at-risk sub-groups): teachers were asked starting 6 years ago to pay particular attention to these students, and have continued these efforts.

Efforts to establish the new PBIS program needs to continue.

New courses have been added to better serve lower-level students, at-risk students, and other student interests: Marine Biology, Environmental Science, K Street Academy, Career Pathways (Digital Media and Computer Programming) and Academic Seminar. A credit recovery program is being added starting in 2018-19.

Common Core Standards (CAN 2) have been thoroughly integrated into the school.

CAN 4 (monitoring and support of students) has been augmented by the addition of the Tutorial period.

### **Prioritize the areas of strength and growth for Category B.**

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

All courses are a-g aligned

Benchmark tests are in place in many subject areas.

New course offerings have been added.

Math and PE curricula have been adjusted.

Articulation with the middle school and community colleges happens on an occasional basis.

All departments meet to collaborate regularly.

The IB curriculum provides an overall structure to the school which also informs the structure of lower-level classes, and which meets or exceeds state standards.

Tutorial period has been added to support student learning, allowing students more opportunity to get direct assistance from teachers.

PBIS has also been added to the school, and provides behavior intervention which helps provide respect and a better learning environment for all sub-groups, and more student success.

Humanities courses in all grades 9-12 have added content regarding LGBTQ history to help improve these students' connection to the school.

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

Articulation with the middle school should take place on a more regular basis, to improve vertical alignment of curriculum.

Awareness of the previous and new SLOs should be improved. Integration of SLOs into curriculum needs to be improved, as does student awareness of SLOs.

Teachers are supported in learning new curriculum through district efforts such as weekly PD time, but support and funding for attending outside curriculum workshops could be improved.

High school course pathways should be explained more thoroughly to students in 9<sup>th</sup> grade, to help make decisions that eventually influence their access to upper-level courses.

The Academic Seminar class has been discontinued, partly due to lack of success with these students.

## Focus Group C - Standards-based Student Learning: Instruction

Leaders:

Lori Carbone (French)  
Emily Brandt (Arts)

Members:

### Certificated Staff

Thomas Smith (Social Studies)  
Hannah Stanford (Math)  
Mark Andrews (Science)  
Judy Lukasiewicz (Special Education)  
Lewis LaHood (P.E.)  
Chay Thomas (English)

### Classified Staff and Community

Michael Shulman (parent and school board)  
Jon Bruce (student – Gr 10)  
Sebastian Hardison (student – Gr 10)  
Karina Buckholdt (student – Gr 11)  
Cammie Brown (student – Gr 11)  
Garbriel Petersen (student – Gr 12)

---

## C1. Challenging and Relevant Learning Experiences Criterion

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

### Indicators with Prompts

Results of Student Observations and Examining Work

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

**C1.1. Prompt:** *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
Students and parents consistently report that SVHS teachers have high expectations for academic achievement of all students. The rigorous IB curriculum that is available to all students is also clearly understood by students, staff and parents in regards to its impact on student learning. Teachers themselves say they require a high quality of work from their students and attempt to keep students interested and involved in the classroom activities. Professional development department collaborative periods allow teachers to evaluate students' work	School Site Surveys 2012-2018 Teacher Syllabus SVHS Student Survey School Site Surveys 2012-2018 WASC Group C survey 2018 SVHS Staff Survey 2018/18 Tutorial Group 4 Project Art Night

within departments, and enable them to use this information to inform their instruction, however more formalized cross-curricular observations of student work and students working would be beneficial in this goal. Although teachers are able to observe students working on a variety of subjects as well as the products of their work during tutorial periods and school events such as the Group 4 project and Art Night, teachers need more opportunities to observe students at work and to observe students' work across all disciplines.

#### Student Understanding of Learning Expectations

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

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

Findings	Supporting Evidence
<p>Teachers have clearly defined syllabi, with consistent grading standards in course-alike classes.</p> <p>Teachers indicate that the majority of students regularly turn in their homework, indicating that students are clearly aware of assignments expected to be completed outside of the classroom and when they are due.</p> <p>Teachers use rubrics for clear expectations and grading breakdown.</p> <p>SVHS has adopted a clear late homework policy that is being followed by all teachers to ensure consistency.</p> <p>A majority of parents are aware of how to access information about their student's grades and homework using the Illuminate system and the school website.</p> <p>Parents also indicate they fully understand the academic requirements in place for their student to earn a diploma.</p>	<p>Course Syllabi</p> <p>SVHS Staff Survey 2017/18</p> <p>SVHS Parent Survey 2017/18</p> <p>Leadership Team</p> <p>Course Rubrics</p> <p>Student Handbook</p> <p>Illuminate</p> <p>SVHS Website</p> <p>SVHS Homework Pages</p>

## Differentiation of Instruction

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

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

Findings	Supporting Evidence
<p>Teachers regularly utilize a variety of instructional strategies and tools to assist in student learning. Of those surveyed, 84% of teachers reported using a Chromebook in the academic learning environment within the last month of instruction, 76% reported using a video or short media clip. Realizing that students learn best by communicating with each other, 89% of teachers report having students do pair work, 95% have students doing group work, 65% have students lead in presentations, and 62% report having whole group discussions/Socratic seminars/fishbowl techniques.</p> <p>60% of teachers report using technology-based instruction for at least 80% of the class, whereas 40% of teachers report using technology for 20% of the class or less.</p> <p>95% of teachers report using the multiple intelligences approach as part of their differentiated instruction.</p> <p>60% of teachers report differentiating instruction based on student ability.</p> <p>The student survey results indicate that these numbers are accurate and consistent with teacher reporting: 96% of students report using Chromebooks, 63% report having seen video/movie/YouTube clip, 46% having had a guest speaker, and 29.5% report having been on a field trip.</p>	<p>WASC Group C Staff Survey 2018</p> <p>SVHS Student Survey 2017-18</p> <p>Course Syllabi</p> <p>Course Scope and Sequence</p> <p>Students’ coursework</p>

## C2. Student Engagement Criterion

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

### Indicators with Prompts

Current Knowledge

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

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

Findings	Supporting Evidence
Survey findings show that teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology, and that they use these methodologies and skills in their classroom instruction. When asked if lessons and classroom activities incorporate student and teacher use of technology, the staff responded 1.6 on a scale where 1= agree, 2 = moderately agree.	WASC Group C Instruction Survey Staff Survey Parent Survey Professional Development Records
Additional findings from the WASC Staff Instruction Survey show that teachers feel the school provides them with the necessary resources and support to maximize their effectiveness in their position most of the time.	WASC Group C Instruction Survey
Although 78% of teachers state that they have spent less than 10 hours in technology training during annual professional development, about 2/3 of our teachers have spent considerable time attending additional professional development on their own time. This includes IB teacher training, Silicon Valley Math Institute, and a variety of continuing education programs.	WASC Group C Instruction Survey WASC Student Survey 2018
Teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum. The instructional practices and WASC student surveys show that within a given month a wide variety of instructional practices	Course Syllabi Student work SVHS Google Classrooms

(including multimedia and technology) and tools are used throughout all subjects. These practices include as collaborative work, online research, student-led presentations, Socratic seminars, and hands-on experiments to name a few.

Many teachers use Google Classroom as their course platform and collaboration tool, which has allowed some courses to go entirely paperless. In addition, many courses have migrated to the use of digital textbooks and host much of their content online.

### Teachers as Coaches

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

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

Findings	Supporting Evidence
<p>The WASC teacher and student surveys, as well as discussions with the teaching staff provide insight on the extent to which teachers use strategies to engage all students. Teachers also self-report that they use a variety of equitable strategies and coaching to facilitate learning for all students.</p>	<p>WASC Student Survey 2018 WASC Staff Survey 2018</p>
<p>In terms of effectiveness, the staff feels that it consistently keeps students interested and involved in lessons as a result of these instructional methods (1.5 rating where 1 = Agree, 2 = Moderately Agree, 3 = Moderately Disagree, 4 = Disagree),</p>	<p>WASC Group C Report 2018 (C2.2)</p>
<p>Nearly all teachers (95%) report using the multiple intelligences in their instructional delivery, and nearly 60% report that they differentiate instruction to meet the needs of their individual students (Question C2.2). Moreover, approximately 73% of teachers offer individual project choices to their students. Teachers also report these practices during professional development collaboration meetings.</p>	<p>Professional Development Home Group Discussions  WASC Student Survey 2018</p>
<p>Although many teachers differentiate their lessons, results of the student survey show that some students moderately disagree with the statement “teachers individualize their lessons for all students” (3.1 rating). Nonetheless, most students felt that their teachers</p>	<p>Professional Development Calendar</p>

genuinely want them to succeed, as noted by a score of 1.8 on the survey.

While the teaching staff has grown in this area over the last cycle, additional professional development on differentiation and using coaching strategies to support all students should be implemented so that these instructional practices continue to grow among our staff.

#### Examination of Student Work

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

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

Findings	Supporting Evidence
<p>At the request of the teaching staff, professional development time used for department collaboration meetings has increased regularly over the last few years. This time has been used to allow teachers to evaluate and norm student work and in doing so, inform their instruction. Teachers are also able to observe student work and students working during the tutorial period, in which students work on a variety of academic tasks and projects across the disciplines.</p> <p>More time evaluating student work across the disciplines is necessary for all teachers to get a deeper understanding of the work students are doing in courses outside of their departments.</p>	<p>SVHS Student Survey 2017-18</p> <p>SVHS Staff Survey</p> <p>Professional Development Calendar</p> <p>Tutorial period</p>

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

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

Findings	Supporting Evidence
<p>Students are given opportunities to demonstrate higher level thinking and problem solving skills within a variety of instructional settings. A survey was given to the high school staff to record the frequency in which various settings occur that facilitate higher level thinking and problem solving within the classroom. The survey recorded 37 responses from staff, who were asked to check all instructional settings that apply to their classrooms. These instructional settings, as reported by high school staff, include class discussions (89.1%), group projects (86.4%), presentations (75.6%), research and investigations (75.6%), small collaborative discussions (67.5%), essays (67.5%), peer teaching (54%), peer evaluations (51.3%), illustrations (48.6%), Socratic seminar (29.7%), experimentations (29.7%), debate (29.7%), labs (27%), and service learning (13.5%). The survey results demonstrate the variety of opportunities students are given to express their acquired knowledge in higher level thinking instructional settings. Academic structures are set in place to allow students investigate complex concepts and then present their findings through various methods of communication.</p>	<p>WASC Staff Survey 2018</p>

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

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

**Findings**

Students use technology to support their learning and to assist them in achieving learner outcomes and academic standards. A survey was given to high school staff to record the frequency in which various technology supports occur within the classroom. The survey recorded 37 responses from teachers who were asked to check all technology supports that apply. Technology that occurs, as reported by high school staff, include Chromebooks (86.4%), online resources (86.4%), in class projectors (83.7%), computer programs (75.6%), videos (75.6%), Google docs, slides, sheets (70.2%), cell phones (59.4%), Google classroom (35.1%), other (21.6%), Data projectors (16.2%), and Smartboards (5.4%).

In an additional survey, high school teachers were asked what percentage of their classroom time is used utilizing technology. Of the 37 responses from staff, three teachers reported utilizing technology 100% of the time. Four teachers reported using technology 80% of the time. Four teachers reported using technology 60% of the time. Eleven teachers reported using technology 40% of the time. Fifteen teachers reported using technology 20% of the time.

**Supporting Evidence**

WASC Group C Survey  
2018

WASC Staff Survey 2018

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

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

Findings	Supporting Evidence
<p>Students use a variety of materials and resources beyond the textbook. A survey was given to high school staff to record the frequency in which materials and resources beyond the textbook are used within the classroom. The survey recorded 37 responses from staff in which staff were asked to check all that apply to their classrooms. Materials and resources beyond the textbook that were reported include video, You tube, movie, clips (94.5%), online resources (91.8%), Chromebooks (86.4%), demonstrations (81%), models, charts, and graphs (67.5%), Google docs, forms, slides, sheets (59.4%), cell phones (56.7%), Guest speakers (43.2%), Google classroom (37.8%), Data projectors (32.4%), online/computer math processing (27%), Apps (27%), mechanical tools (23.4%), podcasts (16.2%), field trips (16.2%), e-books (13.5%), software apps for graphics (13.5%), other (8.1%), and Smartboards (2.7%).</p>	<p>WASC Group C Survey 2018 WASC Staff Survey 2018 Annual Art Night VAPA/Theater Arts VAPA Department Chair Music/Band Trip to NYC John Lennon Bus Tour Group 4 Project, Group 4 Presentation NOAA Grant Project Director GSE Charter Green Team Club English Dept. Chair World Languages Dept. Chair IB Psychology Instructor Annual Haunted House Fundraiser Student Government Student trips abroad</p>
<p>Teachers report many opportunities for students to explore their learning outside of the textbook in a real world environment. Some examples include: The annual Art night showcases students' visual art projects from throughout the year. The fall play and spring musical offer students opportunities to express their talents outside of the classroom. Students learn more about the dramatic arts and performing live, as well as the technical aspects of putting on a live show.</p>	
<p>Our Music students traveled to NYC and sang at Carnegie Hall, and the exclusive John Lennon bus and recording studio visited our campus.</p>	
<p>The IB Group 4 project challenges students to solve a real-world scientific problem using knowledge and skills they have gained through their coursework. Students work together over a period of time, with the results of the project culminating in a student presentation of the findings to the community.</p>	

Marine Biology students are currently working with NOAA to create a sustainable garden here on campus and participate in community projects such as beach clean-up.

The GSE campus improvement/landscape habitat outreach has successfully worked to beautify our campus as well as address environmental and educational issues.

The Green Team Club has created an organic garden

Glenwood Preserve Project: Environmental studies English classes went to see Romeo and Juliet at Shakespeare Santa Cruz.

IB English classes present cultural and contextual connections to the translated works we are reading. They have made perfume, done some Vietnamese dancing, meditation, and participated in a Vietnamese art contest.

World Languages takes an annual field trip to Watsonville which brings students face-to-face with altars created as tributes for the dead of diverse groups, including LGBTQ, Hispanic families, historic figures and artists, pets, and the 'disappeared' people who were put to death by various political squads in Latin America.

Most notably, student trips to Latin America and other international locations have provided an incredible cultural and academic experiences.

In IB Psychology, students went to Stanford each year to do an fMRI scan of someone and see how brain activity changed during different thoughts or actions.

Each year over 175-200 students participate in the annual Haunted House fundraiser. In this month-long student-directed project, students are involved in planning, advertising, construction, coordination, execution and performing in the goal of raising approximately \$10,000 each year for the Leukemia and Lymphoma Society. Students learn a tremendous amount through this rewarding experience.

Our student government does a tremendous job in planning and organizing student activities and school spirit events throughout the year. Some of these events include respect week, culture week, homecoming week, sports rallies, assemblies, guest speakers, dances, clubs and outside events and fundraisers.

Many courses, student-led clubs and Student Government offer field trips, guest speakers, projects (IB Group 4 project), university representatives and career week, beach clean ups, environmental activities and more, provide amazing real-world experiences to our students.

### Real World Experiences

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

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

Findings	Supporting Evidence
<p>SVHS has increased the number of opportunities for students to participate in career exploration, preparation and real-world experiences since our last report.</p> <p>We offer a Work Experience course that supports students in their employment experiences. Coursework includes the employment cycle (the job search, application, interview, leaving a job), economic principles related to employment (compensation, taxes, deductions) and the career development process (opportunities, career choices, planning for the future).</p> <p>In addition, our Cross-Age Tutoring program gives junior and senior students the opportunity to experience teaching first-hand in elementary and middle school classrooms. Under the supervision of a mentor teacher, students attend a classroom at one of our three district sites, and learn first-hand how to instruct and assist small groups and individual students in the classroom setting. They develop instructional</p>	<p>CTE Director Report            2018-2019 Course Offerings            2018-2019 Course Syllabi            CTEP Director Report            Vanessa Lee, Systems Support Coordinator, Cabrillo College            Santa Cruz County Career Technical Education Partnership            2018 Course Catalog            VAPA Department Chair            CTE Video Production Instructor            Scotts Valley Kiwanis            SVHS Yearbook Advisor</p>

and social skills necessary to work with others, and learn a great deal about the teaching profession in the process.

SVHS has created two CTE, 2 year pathway programs. Graphic Design 1 and Graphic Design 2 was implemented this year and the other is CTE Computer Science with a second year of Game Development and Design. Our other on campus courses include CTE Criminal Justice, CTE Music Production and CTE Video Production. Off campus students may enroll in Health Careers, Medical Technologies, Sports Medicine, Aquaculture, Construction Technology, Computing with Robotics, Automotive Maintenance and Light Repair, Bicycle Technology, Welding, Culinary Arts, Ag Productions and Fire Technology.

Our on campus CTE courses have been articulated with our local college, Cabrillo College, and students will receive course credit if an A or B grade is met. The two pathways are Graphic Design and Computer Science: courses include Graphic Design 1 and 2, and Exploring Computer Science: Gaming Software Development. Our other articulated CTE courses are Music Production, Video Production and Criminal Justice.

In addition, our Yearbook course was qualified for CSU-UC Fine Arts A-G, which gives students 10 units of Fine Arts credit. We dropped Integrated Science and added Environmental Science and Marine Biology in 2016. We dropped IB Psychology and add IB Social and Cultural Anthropology in 2016-2017. We've added non-honors Art 2.

Students have the opportunity to participate in the annual Skills USA state conference and competition. Students are also invited to participate in the Annual "Your Future is our Business" Luncheon hosted by joint members of Cabrillo College and our CTE Leadership to showcase student portfolios and provide job and internship opportunities with local businesses.

Our Visual Arts Department frequently partners with local businesses, district office and has an Annual Art Show each year to present their artwork to the community. Students are encouraged and participate in the following activities:

- Brook Knoll Elementary mural painting

World Languages Dept.  
Chair

Seal of Biliteracy  
Organization

College week

University presentations

Career Counselor

- Santa Cruz Fashion Teen Show at Civic Auditorium
- Santa Cruz Art League life drawing classes for extra credit
- Santa Cruz Art League Annual Art Show
- Open studios tours (countywide professional artist studio tour)
- Annual Art Night
- SVHS mentor teaching to our elementary schools to their students.
- Free Cabrillo art classes for juniors and seniors.

Our Video Production Students have opportunities such as:

- Participation in Water Conservation/Water Preservation PSA Contest. Students learn about the importance of these topics and then create videos to enter into the county-wide contest, with winners getting up to \$500 cash.
- Filming Homecoming Football game, rally, and halftime ceremony as part of class requirement. All of that is then edited and put on our YouTube channel.
- Selling ads to local businesses, and then creating ads for those businesses to be shown on our YouTube channel.

Our Performing Arts invites the community for our Fall Play

And Spring Musical Production. Our Band performs at school events where community members are present as well as social engagements and fundraisers around the Scotts Valley Area in partnership with our local Kiwanis. SVHS Choir performs winter and spring shows and also perform at community events.

The SVHS Yearbook students learn about managing a business with over a \$50,000 budget, as well as working directly with our professional photographers and our publishing company, Herff Jones. Students learn about marketing, promotions, deadlines, time management, project management as well as working with parents and community on advertising sales.

World Languages students can earn the California Seal of Biliteracy their senior year. Requirements for the Seal include 20 hours of bilingual community

service where students are using their languages skills in the community.

We have two full-time counselors and 1 part-time college/career advisor who work closely with students to help them identify career paths and experiences.

Our college/career counselor has been increasing the school's college visits which brings college representatives on our campus. In 2017-18 our school hosted representatives from 57 colleges who presented their schools' offerings to prospective students. As such, university representatives are regularly on campus to share their programs with prospective students. Students are able to sign up for a scheduled appointment with these representatives to further explore their opportunities.

Our academic counselors plan and organize opportunities such as:

- Career Expo
- Bite of Reality
- College Application Workshops
- Pre ACT
- PSAT
- Cabrillo Assessments
- Cabrillo Ed Plan
- Cabrillo Running Start
- Career Lunches
- Lunch Employment Tables
- Senior Awards Night
- Military Lunch Tables

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

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

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Task 2, Chapter II).**

### **Summary (including comments about the preliminary identified critical student learning needs)**

- Students and parents report excellent communication between teachers and relevant parties regarding necessary skills for mastery and academic success in the classroom.
- Teachers and students also report high levels of integration of technology in the classroom.
- Students self-report a vast array of instructional strategies that are employed to ensure their academic understanding of material and provide them with relevant and meaningful coursework.
- Tutorial period remains a benefit for students and teachers alike. It has sustained its focus and purpose of providing additional academic support to students, and this time cannot be used for other purposes. In response to student needs, students now have the opportunity to see more than one teacher during the tutorial period.
- The K-Street Academy allows academically and socially at-risk students to complete their high school requirements and attend selected courses at SVHS to keep them integrated with the larger school population.
- The CTE pathways have been articulated with Cabrillo College (our local community college) and students will receive course credit and advance to the next level if they so choose.
- There is significant need to incorporate our SLOs throughout instruction, so they become a part of the campus culture.
- More formalized opportunities are needed to regularly observe students working, evaluate student work across the disciplines and use this information to inform our instruction.
- Teachers need more professional development to utilize the tools of our Illuminate data system to its full potential, and to identify students who may need extra support academically.
- Additional professional development is needed to maximize teachers' use of technology in the class, and to provide teachers with training on new technology applications.

**Prioritize the areas of strength and growth for Category C.**

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

- In response CANs #1 and 5, to the need for programs addressing at-risk and marginalized students (those leaving SVHS for academic or emotional reasons) we have developed and implemented our on-campus alternative education program called K-Street Academy.
- In response to CAN #5, we have established several CTE courses with two of them being 2-year CTE pathways, and we have changed many courses to better support all students.
- The Tutorial period continues once a week, and has become more structured and valuable to both students and teachers alike.
- In response to CAN #2, every subject incorporates Common Core standards into their curriculum. Specifically, Mathematics and English departments have done extensive coordination and standards alignment due to the transition to Common Core State Standards. Writing samples have been normed across the departments.
- IB courses remain a popular choice among students wishing to challenge themselves, and over 80% of all juniors and seniors take at least one IB course.
- There has been improvement in professional development. There are more PD days allotted for curriculum development and department work. District PD days have been returned to the calendar, and some have been facilitated by our own staff.
- New technology continues to help with instruction and implementation of our curriculum. We have many new Chromebook carts, and we are about 80% complete in our efforts to develop 1:1 ratio. CTE funding is assisting with this endeavor and has provided a large-format printer, scanners and related materials. Technology hardware requests have been normed across the staff to include the basic teacher supply kit of: a computer, LCD projector, a document camera, speakers, VCR/DVD players, etc.
- Several upgrades have taken place: purchased a site license for Adobe Suite, we are implementing Google Suite in all of our courses and professional communications. Several network upgrades have taken place to improve overall connectivity and therefore facilitate instruction.
- There has been significant improvement in cross-curricular education. There is a great amount of writing happening across the curriculum.
- IB ATLs (Approaches to Teaching and Learning) are being implemented in both the IB and mainstream curriculum, with an emphasis on developing intercultural competence in all students. In addition Theory of Knowledge (TOK) concepts are being taught in all IB courses. All IB teachers guest-lecture in TOK classes.
- Real-world and college/career awareness opportunities and experiences have increased greatly through our courses and our extracurricular programs.

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

- We need to incorporate our SLOs into our campus culture, especially through instruction. Teachers need to increase use of the SLOs in our courses so that they soon become a natural part of our campus culture.
- Technology still needs to be expanded across our campus, both in hardware/software and professional development to support it. We are not yet at a 1:1 ratio for computers and this limits the activities that can be done in the classroom.
- Although we have made progress in this area, we need to continue diversifying our elective offerings to address the needs of the less academically-motivated and at-risk student population.
- New textbooks are needed in many departments. Some departments' textbooks are nearly 20 years old and obsolete.
- Although the use of professional development time has improved greatly over the last few years, additional professional development time needs to be provided so that teachers can regularly observe each other in practice as well as review and norm student work.
- Similarly, increased professional development time for technology-based instruction is necessary for teachers to fully develop their skills and implement their resources in this area.

## Focus Group D – Standards-based Student Learning: Assessment and Accountability

Leaders:

Stella Carey (Math)  
 Julie Shapland (Special Education)  
 Shannon Silva (Social Studies)

Members:

### Certificated Staff

Julia Root (English)  
 Naomi Lyall (Science)  
 Lee Else (Spanish)  
 Miranda Baker (Social Studies)  
 Larry Wenner (English and Drama)  
 Claire Spitzer (Science)

### Classified Staff and Community

Randy Klein (Community Member)  
 Trish Conte (parent)  
 Rio Duran (student – Gr 9)  
 Jarrett Bare (student – Gr 11)  
 Joe Brennan (student – Gr 12)

### D1. Using Assessment to Analyze and Report Student Progress Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP.

Indicators with Prompts

Professionally Acceptable Assessment Process

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

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

Findings	Supporting Evidence
Departments use course-alike teaching and common assessments aligned to common core standards. Illuminate is used by some departments, but not all due to internet issues and lack of question bank items. Scantron tests offer analytics.	Illuminate data MDTP data

Reporting of scores/grades in Illuminate is inconsistent due to differing teacher habits and issues with Illuminate.

There are benchmark tests in Illuminate (History and English), through MDTP (math).

Placement tests in math are offered through MDTP.

Benchmark tests expectations seems to change from year to year, so there is little consistency in testing, making data analysis less meaningful.

There is a lack of PD to analyze test results and data.

Results of CAASSPP are reported to the board; disaggregated results for socioeconomic, ethnic, and disabled population are examined.

The district provides an LCAP presentation to staff

CA Department of Education website (CAASSPP scores, ACT, SAT, college readiness)

### **Basis for Determination of Performance Levels**

D1.2. Indicator: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

**D1.2. Prompt:** *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

<b>Findings</b>	<b>Supporting Evidence</b>
Course-alike classes have the same grading scales, while grading scales vary in different levels of courses (IB, college prep). Scope and sequence documents include skill-based outcomes. IA marking in IB courses is normed for course-alike teachers as required by IB. English and World Language are looking at using writing portfolios to measure growth over time. The Art department uses portfolios, especially in IB courses. Growth in math is measured by MDTP placement tests.	Class syllabi Scope and sequence documents Rubrics IB internal assessment scores and subsequent feedback on marking from IB

### **Monitoring of Student Growth**

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

**D1.3. Prompt:** *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes,*

*academic standards, and college- and career-readiness standards, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>Teachers send positive communications (emails or post cards) to parents.</p> <p>Parents and students have access to grades on Illuminate.</p> <p>Lists of students at academic risk are occasionally provided to teachers at staff meetings.</p> <p>Academic eligibility for sports and extracurricular activities, with supports provided to help ineligible students remedy their grades.</p> <p>Turnitin.com is used in many departments to support and monitor academic integrity.</p> <p>All departments review course sign-ups for the coming year and counsel students to make appropriate selections.</p> <p>Requirements for advancement from one course to the next need to be more rigorous. Currently students can elect to advance, there is no set performance standard or prerequisite.</p>	<p>Teacher emails</p> <p>Illuminate data</p> <p>Progress report data</p> <p>At-risk student lists</p>

### Assessment of Program Areas

**D1.4. Indicator:** The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

**D1.4. Prompt:** *Evaluate the processes that the school leadership and instructional use to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>Counselors are supportive and helpful to make sure students meet graduation requirements and also that students are correctly placed in courses and have a 4-year plan to meet their goals.</p> <p>The majority of courses are a-g aligned.</p>	<p>Counseling department records</p> <p>a-g documents</p> <p>Course catalog</p> <p>K-Street Academy</p>

New courses have been developed in many departments to meet student needs at varying levels (Anthropology, Honors English 2, World Studies 1, Environmental Science and Marine Biology). Math is working on adding a fourth year college prep course through SCCCC.

Our K-Street Academy Alt Ed program is in development for 2018-19.

### Schoolwide Modifications Based on Assessment Results

**D1.5. Indicator:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

**D1.5. Prompt:** *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
<p>The Academic Seminar is being cut in 2018-2019 due to a perceived lack of effectiveness as well as district budget. It should be given another year to determine its effectiveness.</p> <p>PD time could be used more effectively in reflecting on school programs and making changes. For example, cross curricular collaboration on lessons or projects.</p>	<p>Course schedule PD Calendar</p>

**D1.6. Indicator:** The school periodically assesses its curriculum and instruction review and evaluation processes.

**D1.6. Prompt:** *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>Homework policy was evaluated by the board in 2017.</p> <p>We have added classes for different populations (English, world studies).</p> <p>Counselors and registrar audited graduation requirements in 2018.</p>	<p>Homework Policy Course schedule Graduation requirements Community Service requirements.</p>

Community service graduation requirements are also being currently evaluated and revised.

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

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

### Indicators with Prompts

Appropriate Assessment Strategies

**D2.1. Indicator:** The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/school performance data to all stakeholders.

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

Findings	Supporting Evidence
<p>Benchmark directives coming from the district level seem to change every year; there is no consistency so analysis of results is not possible from year to year. This is seen consistently in many departments.</p> <p>Teachers use formative and summative assessments and collaborate at the department level to ensure common assessments among course-alike teachers. Progress is reported through Illuminate, however the use of Illuminate to track long-term trends is still being developed.</p> <p>The IB Diploma Program Coordinator provides significant data analysis each year. Administration reviews data from standardized tests but more communication with non-IB teachers is needed on this.</p>	<p>Assessment results</p> <p>IB scores and data analysis</p> <p>School profile data</p> <p>Assessment scores from individual teachers in Illuminate.</p>

Demonstration of Student Achievement

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

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

Findings	Supporting Evidence
<p>Staff use informal communication when possible, however we don't have sufficient support to utilize consistent, structured approaches. PLCs would be very helpful but are not currently possible due to lack of planning time, lack of common prep periods, and many singleton courses with only one teacher.</p> <p>IB teachers have access to online forums and collaborative support through the MyIB website (formerly OCC).</p>	<p>PD Calendar</p> <p>MyIB Teacher forums</p>

Teacher and Student Feedback

**D2.3. Indicator:** Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

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

Findings	Supporting Evidence
<p>Some teachers use end of year surveys to get feedback from students. The school leadership team is also currently looking into implementing more frequent student surveys across all courses.</p> <p>Teachers provide a large number of graded items within Illuminate to provide feedback to students and parents.</p> <p>Teachers interact with students through discussion regarding current events in humanities classes. ROP courses provide opportunities for students to acquire specific job oriented skills.</p> <p>Teachers discuss academic honesty, provide instruction on expectations, and utilize turnitin.com to monitor student work.</p>	<p>Student surveys</p> <p>Illuminate data</p> <p>Student work in humanities and ROP courses</p> <p>Turnitin.com data</p>

Tutorial presents an opportunity for teachers and students to check in with each other.

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

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

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Task 2, Chapter II).**

**Summary (including comments about the preliminary identified critical student learning needs)**

Given the current amount of collaboration time, we are doing well with informal analysis and discussion of assessment results and making adjustments to curriculum accordingly at the course-alike and department levels.

Since the transition from STAR to CAASPP, teachers have felt uncertain about the testing organization (which grades k-12 are tested, what scores count, how are outcomes utilized at the state level, how are outcomes published to the public). We feel there hasn't been much discussion of what CAASPP data means or how CAASPP data is meant to be used to inform our teaching. While teachers have access to CAASPP data on the shared drive, we haven't had enough time or training to put this information to use.

Teachers have been working towards correlating IB and Common Core Standards and aligning curriculum and scope and sequence to the CCSS, by working within departments and course-alike classes.

K Street Academy has broadened the courses available to students, especially those who are less academically motivated.

**Prioritize the areas of strength and growth for Category D.**

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

Continual improvement and adjustment of curriculum and instruction by observing students at work.

Use of Illuminate is updated regularly, increasing the accountability for students. Teachers are expected to keep up with grades and communicate with parents in positive ways and when necessary for student growth.

K Street Academy meets the needs of students with alternative learning styles. We have also been intentional about keeping students within the broader community at Scotts Valley High School.

Teachers gather student feedback about courses, teaching methods, and assessments and reflect on areas of growth in order to meet the diverse learning needs of students.

Counselors do a great job of keeping students informed and supported with regards to their graduation requirements and college and career goals.

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

Better utilization of CAASPP results and comprehensive use of this data for academic diagnostics. Analysis of the test results and their applications to curriculum.

More information about the CAASPP test and its results, such as who is tested, how to access results and the use of results to better teaching, and the use of results within the community, like school ranking (this was formerly API).

A more extensive understanding of the use for Illuminate and its various applications, like trend analysis for assessment data. Continued PD on the applications and capabilities of Illuminate and how that would inform teaching. An understanding of how to generate tests that tie questions to standards in Illuminate. A better understanding of Illuminate would also help us get to know our students more and see trends in their learning from year to year.

More reliable technological infrastructure.

More structured and directed collaboration time and department time to provide teachers with a chance to analyze assessment data and teaching strategies. Teachers need more time to align their curriculum within course-alike subjects and departments. Teachers also need more time to develop curriculum and align assessments across different departments.

## Focus Group E –School Culture and Support for Student Personal and Academic Growth

Leaders:

Dayna Fisher (Social Science)  
Megan Hill (P.E.)

Members:

### Certificated Staff

Sarah Hershey (Counselor)  
Jenny Daniels (Special Education)  
Angelique Jezequel (Science)  
Erik Wyner (Math)  
Kirk Jennings (Social Studies and Health)  
Debbie De Castro (English)  
Adi Welch (Science)

### Classified Staff and Community

Kelly Cox (Attendance)  
John Hohmann (SVPD, SRO)  
Lisa Tripp (District Nurse)  
Amy Paul (College and Career Centre)  
Mike Leimbach (Counseling)  
Louie Walters (Athletics Director)  
  
Lisa Simon (parent)  
Kirsten Carroway (parent)  
Allison Friefeld (student – Gr 11)  
Kaya Hegner (student – Gr 11)  
Megan Gurer (student – Gr 12)  
Caleb Hawkins (student – Gr 12)

## E1. Parent and Community Engagement Criterion

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

### Indicators with Prompts

Regular Parent Involvement

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

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

Findings	Supporting Evidence
<p>Illuminate features various options for regular involvement from parents and the community.</p> <p>News from the Nest allows for parents and the community to be involved in school news and current events.</p>	<p>Illuminate</p> <p>School website</p> <p>News from the Nest records</p> <p>School Calendar</p>

Naviance allows parents to gauge their children's strengths and interests in regard to post-secondary education and goals.

Open House, Back to School Night, and the EXPO Night all provide access for the regular involvement of the community and of parents interested in the school, its staff and curriculum.

IB Info. Nights provide information for the involvement of the community and especially for parents and students who are interested in the IB curriculum and what it entails academically.

Parent Information nights for all grade levels, presented by Counselors, informs parents with the same information given to students, keeping them informed and abreast of what their children are told at school as well as their academic pathway.

SVHS Website and School Loop provide equal access for all members of the community to read the school's core tenets, as well as assigned homework and academic calendars.

Email/phone for direct contact with parents and members of the community allow for uninterrupted communication with teachers and staff members about any number of subjects.

SAC - School Advisory Committee, comprised of teachers, students and administration, mix community and staff with the intention of looking at data, recommendations and possible changes to the school and its systems.

The District Office provides translators when needed, for example, at IEP meetings.

Translated forms offered when needed for students or parents of students in meetings and conferences.

Career Day brings in members from the wider community to talk with students and present them with options and paths to success they may not have otherwise considered.

Bite of Reality pulls in members from the community to teach seniors about what it takes to function in the real world both outside of and after high school (seniors only)

SAC minutes

Constant Contact email

Naviance

IB Parent Information Nights

Counselor Information  
Nights

District forms

College and Career Center

Career Day

Bite of Reality

## Use of Community Resources

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

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

Findings	Supporting Evidence
<p>We have a Scotts Valley Police Department School Resource Officer on site.</p> <p>CTEP courses are readily offered and available.</p> <p>Military reps visit campus on a regular basis to showcase the benefits of the military as a potential career and life path moving forward.</p> <p>Community Service requirement (60hrs) for all students who intend to graduate from SVHS. This allows for opportunities regarding possible Career Shadowing and exploration, as well as interactions within the community.</p> <p>Guest speakers in class and at assemblies fulfill a wide variety of roles from motivation to planning to career oriented explorations and everything in between.</p> <p>Field trips (Civic Engagement, Law Day, NOAA, Save our Shores, PV Arts Council Gallery, Stanford University, Agilent Technologies, Choir trip to NYC, Los Gallos, and Shakespeare Santa Cruz) allow students to become immersed in various communities, to experience new and different cultures and communities, as well as cultivate and broaden personal interests.</p> <p>The Community Garden/Green Team is a collaborative, team-building exercise drawing in members of the community in conjunction with currently enrolled students to beautify the campus and improve the quality of the school.</p> <p>The Haunted House fundraiser event pulls in businesses and individuals/students to fund a fun, student produced enterprise that is available to the wider community.</p> <p>Annual Career Expo or Alumni Career Fair</p>	<p>SRO</p> <p>Course Catalog</p> <p>Departments list all field trips they do within their dept. &amp; any outside presenters or parents they bring into their classes</p>

Parents and community members addressing classes  
(French, Spanish, Biology, Chemistry)

“Misrepresentation” at 1440 Spring 2018

College and Career Center provides weekly college  
visits, hosts career professionals for Q&A at brunch,  
provides community service opportunities

Many school clubs connect with community - Interact,  
Mock Trial, GSE

Bite of Reality

Superfan App new app launched in the winter of 2018  
to connect the community to school events and  
community service opportunities

## E2. School Environment Criterion

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

### Indicators with Prompts

Safe, Clean, and Orderly Environment

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

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

Findings	Supporting Evidence
The district and school have a comprehensive safety plan and annual trainings for all staff.	SchoolDude report
All maintenance items go through "School Dude" program.	Keenan Training reports
Complaint Procedures are in place and posted in all classrooms.	Falcon Forum minutes
Suggestion box in main office; suggestions are read at weekly student government meetings and passed on to those who are addressed in them.	Uniform Complaint Procedure
Keenan online trainings are required of all staff.	Registration Documents
Falcon Forum meets once a month with representatives from the tutorial classes and the administration to bring up any issues students have concerns with and would like to discuss it with administration.	Comprehensive Safety Plan
Registration packets that go out in August of every school year include internet safety guidelines that need to be signed off on by students and parents.	PD Plan
Respect Week (Sept.), Culture Week (Feb.), Kindness Week (April) are week-long student events that all focus on appreciation of others and ourselves.	SVHS safety drills
Lockdown and fire drills conducted throughout the year.	
Counseling Staff always maintains an open door policy	

PD hosting cyber safety nights at the high school (parents).

### High Expectations/Concern for Students

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

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

Findings	Supporting Evidence
<p>SVHS has adopted "RIC" (Respect, Integrity, &amp; Compassion) as our PBIS motto, in our first year of RIC all teachers recognized students in each of these areas by acknowledging their action and rewarding them with fun school spirited gear. In year two of RIC teachers nominated students monthly to be recognized in our local newspaper for their actions in RIC.</p>	<p>Spring RIC awards spreadsheet Copy of Press Banner ASB Constitution Club list</p>
<p>Kindness Week is aimed at encouraging students to be kind to one another with daily activities and an assembly with a motivational speaker.</p>	
<p>Student Awards given at the end of the year by every teacher to one student for each area in each of the periods (RIC Centered).</p>	
<p>Culture Week is meant to celebrate cultures from around the world. Students are able to participate in art projects that connect to different areas of the world, taste global foods, and enjoy a performance of international dancers such as African drummers, Salsa dancers, Ukrainian dancers, Martial Arts, Belly Dancing, Mariachi band and dancers, etc.</p>	
<p>Personal Histories in history classes.</p>	
<p>Student Outreach Chair in Student Government.</p>	
<p>Cultural Dance Project in PE classes.</p>	
<p>Diverse Literature offerings in English.</p>	
<p>DNA lesson in Biology.</p>	
<p>Clubs.</p>	

Atmosphere of Trust, Respect, and Professionalism

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

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

Findings	Supporting Evidence
<p>Leadership Team, full staff, and IB staff meetings occur monthly. These meetings help to build a supportive, inclusive atmosphere of collegiality.</p> <p>Professional development meetings by department, school site, and district are also important.</p> <p>District Office personnel present LCAP info to Student Government, various classes, and staff as well as ask for their input</p> <p>The SAC meets monthly to help in decision making process and create surveys to better understand the community needs</p> <p>RIC Squawk is a monthly forum for students to attend and discuss current issues that affect our students and have a discussion with admin and counseling staff</p>	<p>Leadership &amp; Staff meeting minutes</p> <p>LCAP</p> <p>SAC minutes</p> <p>Survey results</p> <p>RIC Squawk</p>

### E3. Personal and Academic Student Support Criterion

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

#### Indicators with Prompts

Adequate Personalized Support

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

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

Findings	Supporting Evidence
We have two full time academic counselors on campus daily.	Academic counseling staff
We have three part-time social-emotional counselors.	Social-Emotional counseling staff
Our office staff do a wonderful job of counseling students whom they know.	College and Career Center
Our campus supervisors have formed strong bonds with many students.	IB Diploma Program Coordinator
There is a student group that meets to address anxiety with the district counselor.	
Tutorial was put in place once a week for students to have time to work on school work, make-up missed exams, meet with their teachers for extra academic support, and or have a bit of downtime in their stressful academic day.	
At the end of the fall and spring semesters, the week before finals is called "focus week" there are no extracurricular events going on during this time & in the spring student government has stress relieving activities at lunch to help relieve some of the pressure.	
The practice of "Mindfulness" is implemented in freshman history classes.	
"Workability", a county program, is provided for our Special Education students to help them transition into the workforce.	

Counselor presentations occur in classrooms of all grade levels about high school & college pathways

Naviance is utilized for college search and applications.

There has been an effort to reduce homework, especially over weekends and long breaks. Major assignments and tests are not due on Mondays

### Support and Intervention Strategies Used for Student Growth/Development

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

**E3.2 Prompt:** *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
The implementation of PBIS	Course Catalog
Increased non-A-G course offerings such as K-Street Academy	PBIS trained teachers
Tutorial where students meet weekly for additional support and can catch up when falling behind	Tutorial
SST's are available for families and teachers to call when there is a concern	K-Street Academy
Online credit recovery supervised by our Independent Studies teacher	Check-in Check-out documents
For at risk students we use PBIS Tier 2 Check in/Check out to help get them on track	SST minutes
	Independent Studies records

### Support Services – Multi-Tiered Interventions and Student Learning

**E3.3. Indicator:** The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the schoolwide learner outcomes and academic standards, e.g., within and outside the

classroom, for all students, including the EL, high achievers, special education, and other programs.

**E3.3. Prompt:** *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom.*

Findings	Supporting Evidence
<p>Started “K-Street Academy” which is an alternative education program offered on campus for our juniors and seniors working towards a high school diploma</p> <p>Communicating with all students/families at progress report time if a student is at risk of failing a class (D/F)</p> <p>Illuminate allows for parents and students to constantly monitor their academic progress</p> <p>Communications between teachers and counselors regarding concerns with struggling teachers</p> <p>IB Meetings where IB teachers communicate on students in the program on their mental and academic state</p> <p>SST meetings are held in a timely manner for students struggling academically and socially.</p>	<p>IB Meeting Minutes</p> <p>K-Street Academy</p> <p>Academic reporting</p> <p>D/F parent emails</p>

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

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

**E3.4. Prompt:** *Evaluate the school’s effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Findings	Supporting Evidence
<p>The school offers equitable academic support to enable all students access to a rigorous curriculum</p> <p>The school offers open enrollment to all classes</p> <p>Our master schedule is built largely by examining the IB Diploma program needs. Consideration is given to having course subjects from all departments in all periods.</p> <p>A transcript audit was conducted. It evaluated how many of our students in the last graduating class were</p>	<p>Results of Transcript Audit</p> <p>Master schedule</p>

A-G eligible. The audit determined that access to curriculum is not an issue for SVHS.

### Co-Curricular Activities

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

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

Findings	Supporting Evidence
ASB activities are offered throughout the school year and are open for all students to attend.	ASB Club list
Falcon Club offers a wide range of sports teams and provides funding for them.	Morning Announcements
Community Service hours get students involved in community service projects on and off campus.	Superfan app
Superfan promotes extra-curricular activities to the student body, and promotes community service opportunities.	School calendar
Morning Announcements/Falcon News is our daily public communication with the student body on opportunities both academic, college/career, and extra-curricular.	Falcon Club
ASB Clubs are diverse in their offerings and students have free range in club creation depending on their interests.	

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

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

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Task 2, Chapter II).**

**Summary (including comments about the preliminary identified critical student learning needs)**

Critical Academic Needs (CAN) numbers 1, 3, 5, and 6 are addressed focus group E.

CAN 1 is addressed with implementation of K-Street, credit recovery, weekly tutorial, PBIS (check in check out), and the increase in counseling staff.

CAN 3, professional development around the staff in the areas of collaborating on strategies for our at risk students. The adoption of PBIS and our RIC have helped in this area.

CAN 5, building broader course options for students who are less academically motivated is addressed with the creation of our "K-Street Academy" , offering an alternative pathway to receiving their high school diploma is a strong addition that allows us to keep our students on campus and learning. The CTEP options continue to grow county wide, and students are able to access these courses at other local high schools and can receive college credits.

CAN 6 is addressed with the addition of our student outreach chair in ASB, this committee works to make all students feel connected to the school and welcomed. Additionally, they maintain a monthly cultural calendar in all of the classrooms, create awareness on a wide variety of holidays and traditions, and host an annual culture week that celebrates traditions through games, art, food, and dance or musical productions. The addition of the "RIC Squawks" also allows for dialogue around issues such as diversity and other current topics that our students experience in the world. The ASB calendar and SVHS curriculum is full of diverse activities to meet the needs of our student body.

**Prioritize the areas of strength and growth for Category E.**

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

Counselors present parent information nights for all grade levels to keep them informed and abreast on their students' academic pathway.

The IB Diploma Program Coordinator conducts two parent information evenings to share and discuss the educational opportunities afforded by this program.

The SVHS Website and School Loop provide equal access for all.

Career Day brings in members from the wider community to talk with students and present them with options and paths to success they may not have otherwise considered.

Community Service is a graduation requirement (60hrs) for all students who intend to graduate from SVHS. This allows for opportunities regarding possible Career Shadowing and exploration, as well as interactions within the community.

Guest speakers in class and at assemblies fulfill a wide variety of roles from motivation to planning to career oriented explorations and everything in between.

Field trips (Civic Engagement, Law Day, NOAA, Save our Shores, PV Arts Council Gallery, Stanford University, Choir trip to NYC, Agilent Technologies, Los Gallos, Shakespeare Santa Cruz) allow students to become immersed in various communities, to experience new and different cultures and communities, as well as cultivate and broaden personal interests.

Community Garden/Green Team is a collaborative, team-building effort, drawing in members of the community in conjunction with currently enrolled students to beautify the campus and improve the quality of the school.

The Haunted House fundraiser event pulls in businesses and individuals/students to fund a fun, student-produced enterprise that is available to the wider community.

SVHS offers an annual Career day Expo or Alumni Career Fair.

Falcon Forum meets once a month with representatives from the tutorial classes and the administration to bring up any issues students have concerns with and would like to discuss it with administration.

Respect Week (Sept.), Culture Week (Feb.), Kindness Week (April) are week long student events that all focus on appreciation of others and ourselves.

Kindness Week is aimed at encouraging students to be kind to one another with daily activities and a motivational speaker

Culture Week is meant to celebrate cultures from around the world. Students are able to participate in art projects that connect to different areas of the world, taste global foods, and enjoy a performance of international dancers such as African drummers, Salsa dancers, Ukrainian dancers, Martial Arts, Belly Dancing, Mariachi band and dancers, etc..

The counseling staff and teachers always maintain an open door policy.

SVHS has adopted "RIC" (Respect, Integrity, & Compassion) as our PBIS motto, in our first year of RIC all teachers recognized students in each of these areas by acknowledging their action and rewarding them with fun school spirited gear. In year 2 of RIC teachers nominate students monthly to be recognized in our local newspaper for their actions in RIC.

The diversity of our cultures is appreciated through personal histories in history classes, cultural dance unit in PE, diverse literature offerings in English, DNA lesson in Biology.

There is a Student Outreach Chair in Student Government whose role is to connect with new or struggling students to help them feel welcome and provide support.

RIC Squawk is a monthly forum for students to attend and discuss current issues that affect our students.

Tutorial was put in place once a week for students to have time to work on school work, make-up missed exams, meet with their teachers for extra academic support, and or have a bit of downtime in their stressful academic day.

Increased non-A-G course offerings such as K-Street Academy and online credit recovery help all students feel like they can succeed.

Falcon Club offers a wide range of sports teams and provides funding for them

ASB Clubs are diverse in their offerings and students have free range in club creation depending on their interests

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

Draw upon our retired community to get them involved on campus (tutoring, gardening, improvement)

More campus maintenance staff is needed for facilities

More campus security is needed all day every day, rather than break/lunch.

More social media awareness training and cyber safety for students

PD centered on student differences (mental health, learning, social, etc.) would be welcomed.

NAMI (National Association for Mental Illness) training in PD is desired.

Adding one more full time on campus counselor for mental health only would be beneficial to our students.

ASIST: Applied Suicide Intervention Skills Training (an organization focused on suicide intervention) training for all staff and students is necessary.

Some classes are heavy with IEP's or 504's and some periods don't have any at all, an effort to balance these would be helpful

Reinstate the daily academic support class for our 9<sup>th</sup> grade students who come to us without having passed their 8<sup>th</sup> grade academic classes (visit other similar schools to see if they've found a successful intervention piece for these students).

Continued growth in elective course offerings and non A-G course offerings to meet the needs of more of our students



## Chapter IV: SVHS Critical Student Learning Needs

### Process for the Development of the 2019 Critical Student Learning Needs

In January 2018, during the first month of the WASC roll-out, our staff developed a set of preliminary Critical Student Learning Needs based on a summary of profile data and discussion.

#### Preliminary Critical Student Learning Needs Developed by Full Staff in January, 2018

1. Keep the current CAN 3: Strengthen the school culture by integrating the SLO's into the school community and developing meaningful ways to assess them.
2. Create a stronger academic intervention program.
3. Create a stronger program for social-emotional support.
4. Development of an Alt Ed program.
5. Assess and evaluate the progress of the PBIS program.
6. Develop a stronger technology infrastructure.
7. Continue to build community involvement, where all students and families feel welcome, safe and connected.
8. Continue to create more class options, including Career Technical Education courses.

In the following months the SVHS staff reviewed school data and our Mission Statement, Vision, and SLOs. We then broke into Focus Groups and Home groups and completed the WASC template in each of the five groups.

In the fall of 2018, the entire teaching staff met to review each Focus Group's prompts, Areas of Strength and Areas of Growth. We did this one Focus Group at a time. After each review, our administration elicited comments and ideas of our major Areas for Growth, seen below.

Areas for Growth Priorities Generated by the Focus Group Process  
Developed by Full Staff in October and November, 2018

Focus Group A: Governance

1. Develop and implement systems for staff, student and parent participation in the development of the school's SPSA (goal setting and Action Plan development)
2. Implement an improved, site-based new teacher assimilation program
3. Improve staff involvement in professional development prioritization and resource allocation
4. Improve communication pathways from district office to site staff

Focus Group B: Curriculum

1. Develop and implement a thorough system of articulation between feeder middle schools and SVHS, as well as SVHS and local colleges (Cabrillo and UC Santa Cruz)
2. Implement an improved academic intervention program for 9<sup>th</sup> and 10<sup>th</sup> grade students
3. Integrate the SLOs into the curricula of school courses
4. Strengthen career readiness by providing more wide-ranging CTE opportunities
5. Establish Professional Learning Communities and focus on cross-curricular and course alike collaboration

Focus Group C: Instruction

1. Utilize PD time to build teaching staff competency in school-wide ATL instructional practices, including differentiation, writing across the curriculum, research, cross-curricular lesson design, and student peer evaluations.
2. Integration of SLOs into instructional practice
3. Improved focus on the relevancy of learning goals, connecting the classroom with local and global contexts
4. Improve the use of instructional technology in the classroom to support learning for all

Focus Group D: Assessment

1. Monitor, disseminate and utilize summative State and IB assessment data to improve curricula and instruction
2. Develop improved systems to use formative and summative assessment data to monitor student progress and modify instruction

3. Develop methods to assess SLO integration in classrooms and courses
4. Provide further professional development in utilizing Illuminate's data and assessment modules

Focus Group E: Culture

1. Develop a comprehensive intervention and support program for at-risk 9<sup>th</sup> grade students
2. Distribute students with individualized education plans more evenly across sections
3. Continue to develop an inclusive culture that celebrates the diversity of all stakeholders
4. Improve parent and community involvement in the academic life of our school, including the development of an alumni network
5. Continue to improve mental health education and support

In November 2018 our entire staff met again and reviewed the above priorities. Staff then completed a survey which asked them to rank each of the priority areas on a 1-5 scale, with 1 being most critical and 5 being least. Here are the results of the staff survey, ordered by greatest priority.

Area of Growth Prioritized by Staff	AVG
E.1. Develop a comprehensive intervention and support program for at-risk 9th grade students.	1.5
B.2. Implement an improved academic intervention program for 9th and 10th grade students.	1.6
E.5. Maintain focus on mental health education and support.	1.8
E.3. Maintain our focus on developing an inclusive culture that celebrates the diversity of all students.	2.0
B.5. Establish Professional Learning Communities and focus on cross-curricular and course alike collaboration.	2.1
A.2. Implement an improved, site-based new teacher assimilation program.	2.2
A.3. Improve staff involvement in professional development prioritization and resource allocation.	2.3

B.1. Develop and implement a thorough system of articulation between feeder middle schools and SVHS, as well as SVHS and local colleges (Cabrillo and UC Santa Cruz).	2.4
B.4. Strengthen career readiness by providing more wide-ranging CTE opportunities.	2.4
C.4. Improve the use of instructional technology in the classroom to support learning for all.	2.4
C.1. Utilize PD time to build teaching staff competency in school-wide ATL instructional practices, including differentiation, writing across the curriculum, research, cross-curricular lesson design, and student peer evaluations.	2.5
D.4. Provide ongoing training with staff in Illuminate Data and Analysis module and strengthen staff proficiency in using data to inform instruction.	2.6
E.2. Distribute students with individualized education plans more evenly across sections.	2.7
E.4. Improve parent/community involvement, including developing an alumni network.	2.7
C.3. Improved focus on the relevancy of learning goals, connecting the classroom with local and global contexts.	2.8
D.2. Develop improved systems to use formative and summative assessment data to monitor student progress and modify instruction.	2.8
A.1. Develop and implement systems for increased staff, student and parent participation in Single Plan for Student Achievement goal setting.	3.1
B.3. Integrate the SLOs into the curricula of school courses.	3.1
C.2. Integration of SLOs into instructional practice.	3.2
A.4. Improve communication pathways from district office to site staff.	3.2
D.1. Monitor, disseminate and utilize summative State and IB assessment data to improve curricula and instruction.	3.2

Our Administration and Leadership Team reviewed this list, clustering major themes together. The Principal and WASC Coordinator wrote the CSLN statements, and checked the alignment with our LCAP and SLO's. The Leadership Team reviewed and modified the statements, and they were presented to our School Advisory Council for review, modification, and approval. Thus we created our final Critical Student Learning Needs below.

### **Scotts Valley High School Critical Student Learning Needs**

#### Professional Development

1. With staff involvement in the planning process, utilize professional development opportunities and resources to establish Professional Learning Communities around Approaches to Teaching and Learning. (LCAP Goal #1 Basic Services)

#### Academic Interventions and Supports

2. Improve academic support systems, with a focus on the further development of the K-Street Academy and credit recovery programs and the implementation of a comprehensive academic intervention and support program for 9<sup>th</sup> and 10<sup>th</sup> grade students. (LCAP Goal #2 Pupil Achievement)

#### College and Career Readiness

3. Expand opportunities for students to become college and career ready by strengthening articulation with local colleges, providing Career Technical Education pathways, partnering with the community to provide career exploration experiences, and focusing on connecting classroom lessons to local and global contexts. (LCAP Goal #3 Course Access)

#### Climate and Culture

4. Using the Positive Behavior Intervention and Supports system, continue to develop an inclusive culture that celebrates the diversity of all stakeholders. (LCAP Goal #4 School Climate)
5. Provide schoolwide social/emotional health education and improve student access to appropriate supports.



## Chapter V: SVHS Action Plan

Critical Student Learning Need 1: With staff involvement in the planning process, utilize professional development opportunities and resources to establish Professional Learning Communities around Approaches to Teaching and Learning.

Rationale:

LCAP and SPSA Alignment: LCAP Goal #1 Basic Services

SVHS has set aside professional development time for teaching staff every Wednesday afternoon from 1:45pm to 3:00pm. The setting PD priorities and calendar has been primarily accomplished by site administration with direction from the district office and consultation of site leadership team. The Approaches to Teaching and Learning, our newly adopted academic SLOs, are comprehensive and encompass a majority of pedagogical practices. Though our current practice does generally address these outcomes, we can greatly improve the impact of our lessons by sharing common pedagogical language, practices, and expectations. Our goal is to develop a new culture around professional development which is founded on a version of the PLC model in which the ATLs can become implemented school-wide with fidelity.

CSLN 1 - Action 1
Define PLC and develop a cyclic model for PLC engagement with individual ATLs, including expectations for their goals, methods, and results.
Tasks
<ul style="list-style-type: none"> <li>• Discussion of research concerning PLC practice and cycles of professional growth.</li> <li>• Policy document that states site definition and purpose of PLC. <ul style="list-style-type: none"> <li>○ Includes a description of a cyclic model that demonstrates how a PLC will engage in training, implementation, and evaluation of ATL integration and fidelity.</li> </ul> </li> <li>• PLC professional development activity documentation procedure developed for feedback and accountability.</li> </ul>
SLO's Addressed
This action is fundamental to creating the system by with the Approaches to Teaching and Learning will be integrated into classrooms schoolwide.
Responsible Entity
Site administration, site leadership team, full site teaching staff
Resources Required
Relevant research, time to read and discuss
Timeline
<p>March - June 2019 - Collect, disseminate PLC research, hold discussions</p> <p>May- June 2019 - Draft Professional Growth cycle policy document</p> <p>Aug - Dec 2019 - Draft document is amended pending feedback from training.</p>
Methods for Monitoring and Reporting
PLC policy document to be reviewed yearly by Leadership team, updated using multiple data points, including ATL implementation progress, PLC PD agendas, etc.

CSLN 1 - Action 2
Train staff to understand and implement PLC growth cycle expectations
Tasks
Conduct PD trainings to review PLC purpose and walk through stages of professional growth cycle using a selected ATL as an exemplar.
SLO's Addressed
Approaches to Teaching and Learning
Responsible Entity
Site administration and leadership team
Means to Assess Improvement
Conduct a survey at the end of training to assess understanding of and commitment to using PLC growth cycles to improve ATLs in student classroom experience.
Resources Required
Multiple training sessions - calendared - time
Timeline
Aug-Dec - 2019
Methods for Monitoring and Reporting
Leadership team will discuss the progress of ATL PD training each meeting.

CSLN 1 - Action 3a
Develop timeline and procedure for creating an annual Professional Development calendar that includes staff input in prioritizing annual focus.
Tasks
Policy document detailing the annual timeline and process for adopted PD calendar and priorities. May be included in policy describing PLC cyclic growth model (Action 1).
SLO's Addressed
Approaches to Teaching and Learning
Responsible Entity
Site administration, site leadership team, in consultation with DO
Means to Assess Improvement
Discussions with Leadership team and DO to identify the key annual deadlines for PD planning and budgeting for the following year.
Resources Required
No fiscal resources needed
Timeline
March - June 2019, ongoing revisions as needed
Methods for Monitoring and Reporting
The document containing the timeline and process by which annual PLC focus is determined will be included in teacher handbook.

CSLN 1 - Action 3b
Conduct Needs Survey with staff and students to assess status of ATL proficiency and prioritize ATLs into a multi-year PD plan
Tasks
<ul style="list-style-type: none"> <li>• Develop surveys, one for students and one for teaching staff, that can be conducted annually to assess quality of ATL implementation (possibly utilizing IB teacher reflection as basis, could replace the 'WASC' survey)</li> <li>• Conduct ATL needs survey and develop preliminary ranking for PD prioritization</li> <li>• Identify highest need to be used as exemplar in initial PLC growth cycle training sessions.</li> </ul>
SLO's Addressed
Approaches to Teaching and Learning
Responsible Entity
Site administration, IB coordinator
Means to Assess Improvement
Survey is effective in accurately describing ATL implementation and identifying needs
Resources Required
No fiscal resources required, time to develop, test, conduct, and analyze survey.
Timeline
March - June 2019 - draft survey to identify top ATL focus need Ongoing - refine surveys to deliver more meaningful results as needed.
Methods for Monitoring and Reporting
Leadership team review of survey instrument on annual basis.

CSLN 1 - Action 4
Implement annual PLC growth cycles around ATLS
Tasks
<ul style="list-style-type: none"> <li>• Annual needs assessment surveys and identification of next year's focus</li> <li>• Annual adoption of professional development calendar</li> <li>• Conducting PD as outlined in calendar, PLC Activity documents updated as evidence.</li> </ul>
SLO's Addressed
Approaches to Teaching and Learning
Responsible Entity
All site and district staff
Means to Assess Improvement
<ul style="list-style-type: none"> <li>• ATL needs assessment survey results - expected improvement in ATLS that were current or previous years focus.</li> <li>• PD calendars - showing ongoing focus on ATLS</li> <li>• Improved CAASPP scores / other academic progress data</li> <li>• Improved College and Career Readiness</li> </ul>
Resources Required
Varied. Dependent upon ATL focus and identified PD needs. Certain to include professional development costs such as bringing in trainers, send staff to trainings, visitations to other sites, purchase of online or text resources, etc.
Timeline
January 2020 - ongoing
Methods for Monitoring and Reporting
Regular review of ATL implementation individually, on a PLC level, and school-wide. Share survey results with School advisory council and District office

Critical Student Learning Need 2: Improve academic support systems, with a focus on the further development of the K-Street Academy and credit recovery programs and the implementation of a comprehensive academic intervention and support program for 9<sup>th</sup> and 10<sup>th</sup> grade students.

Rationale:

LCAP and SPSA Alignment: LCAP Goal #2 Pupil Achievement

The implementation in 2018-19 of the K Street Academy and credit recovery programs represents a significant improvement in the Tier 2 RTI supports. These programs must be carefully cultivated to ensure long term viability. The impact of these new programs is primarily felt by 11th and 12th grade students and affect individuals who have likely failed multiple courses in their early high school careers. Attention must be given to the 9th and 10th grade students to ensure that those who might need K-Street or credit recovery will have already been a part of a comprehensive support and intervention program.

CSLN 2 - Action 1
Map out existing 9-12 Intervention and Support (RTI) program at SVHS
Tasks
Production of document accurately detailing existing academic interventions and supports.
SLO's Addressed
As a whole, academic Intervention and Support programs are intended to continue individual student momentum toward graduation and a successful future beyond. By working closely with staff who care, and through their own perseverance in the face of challenge, these students have a significant opportunity to develop their RIC virtues.
Responsible Entity
PBIS Tier 2 team - site administration, counselors, psychologist, general education liaison, special education liaison.
Means to Assess Improvement
Production of document with ongoing refinement, including subsequent additions
Resources Required
No fiscal resources required. Tier 2 PBIS team meetings already calendared during Tutorial.
Timeline
March - June 2019
Methods for Monitoring and Reporting
RTI program documentation will be shared with site staff, School Site Council, and district office when complete.

CSLN 2 - Action 2
Develop needs assessment based on identification of significant challenges and obstacles which 9th and 10th grade students experience that prevent adequate academic progress.
Tasks
<ul style="list-style-type: none"> <li>• Collection and analysis various data points (including course grades, teacher reports, transcript audit results, Healthy kids/Gallup poll surveys, behavior/attendance data, student/parent/teacher surveys, etc.)</li> <li>• Present findings to staff, site council, and district office</li> </ul>
SLO's Addressed
Respect, Integrity, Compassion
Responsible Entity
PBIS Tier 2 team - site administration, counselors, psychologist, general education liaison, special education liaison.
Means to Assess Improvement
Feedback from presentations of findings.
Resources Required
No fiscal resources required.
Timeline
March - December 2019
Methods for Monitoring and Reporting
Reports of Tier 2 Team

CSLN 2 - Action 3
Assemble Intervention working group, conduct research and develop proposals for program improvement
Tasks
<ul style="list-style-type: none"> <li>• Intervention working group assembled (likely the Tier 2 team)</li> <li>• Working group conducts academic research and similar school investigations</li> <li>• Proposals for solutions to identified challenges are developed and shared.</li> </ul>
SLO's Addressed
Respect, Integrity, Compassion
Responsible Entity
Site admin and RTI team (likely PBIS tier 2)
Means to Assess Improvement
Eventual implementation of new supports for 9th and 10th grades
Resources Required
Release days for teacher members to visit other secondary sites
Timeline
Oct 2019 - Feb 2020 for initial proposals Feb 2020 - ongoing as needed
Methods for Monitoring and Reporting
9th/10th Intervention and Support program proposals presented to staff, site council, and district office.

CSLN 2 - Action 4
Share Intervention plan proposals with stakeholders, collect input, revise and present for approval, then implement Intervention Plan
Tasks
<ul style="list-style-type: none"> <li>• Intervention plan proposal presentations and collection of feedback</li> <li>• Revision of plan</li> <li>• Approval of plan and allocation of resources - staffing, facilities, texts, etc.</li> <li>• Implementation</li> </ul>
SLO's Addressed
Respect, Integrity, Compassion
Responsible Entity
Intervention working group
Means to Assess Improvement
<ul style="list-style-type: none"> <li>• At-risk student data: On-Track report, attendance, grades, behavior</li> <li>• Enrollment - student exits to alternative education (or K-street)</li> <li>• CAASPP scores</li> </ul>
Resources Required
Varied. Dependent upon specific Intervention plan proposals. Likely to include professional development costs such as bringing in trainers, increased certificated or classified staffing, facility costs, third party program fees.
Timeline
Oct 2019 - Feb 2020 for first implementations Feb 2020 onward for subsequent iterations
Methods for Monitoring and Reporting
CA Dashboard data review will be an important monitoring tool, this occurs annually with multiple stakeholders. Monitoring and reporting of specific strategies will occur regularly at Tier 2 meetings.

Critical Student Learning Need 3: Expand opportunities for students to become college and career ready by strengthening articulation with local colleges, providing Career Technical Education pathways, partnering with the community to provide career exploration experiences, and focusing on connecting classroom lessons to local and global contexts.

Rationale:

LCAP and SPSA Alignment: LCAP Goal #3 Course Access

SVHS has a strong college-going culture, with 92% of graduates in 2018 matriculating to either a 2-year or 4-year institution. With this foundation we can strive to develop an education that provides students with a rich experience in career exploration so that they enter college with passion and purpose. To do so will require a multi-faceted approach in which we offer a variety of career exploratory options with varying levels of commitment on the part of the student. Many of these pieces are in place, such as CTE course offerings, community service, career day, college visits, etc. Developing a vision, bringing the pieces together, and filling in the gaps, will help ensure students graduate with a greater likelihood of achieving academic success, stability, and satisfaction.

CSLN 3 - Action 1a
Develop and implement a vision concerning long-term CTE pathways for SVHS
Tasks
<ul style="list-style-type: none"> <li>• Vision document describing SVHS CTE pathway goals</li> <li>• Adoption of Pathway success criteria</li> <li>• Funded, staffed, and active CTE pathway courses</li> </ul>
SLO's Addressed
ATLs/RIC (as they will be embedded with the courses)
Responsible Entity
Site admin, CTE counselor, CTE teachers, district office
Means to Assess Improvement
<ul style="list-style-type: none"> <li>• Number of students finishing pathway and/or earning relevant industry related certificates of proficiency</li> <li>• Number of students continuing pathway into post-secondary education</li> <li>• Number of students gaining employment in pathway industry</li> </ul>
Resources Required
Allocation of funds for staffing, training, facilities
Timeline
March 2019 - ongoing
Methods for Monitoring and Reporting
<ul style="list-style-type: none"> <li>• College and Career Readiness indicator in CA school dashboard</li> <li>• Report of CTE pathway enrollments to school advisory council</li> <li>• Possible annual school board presentation</li> </ul>

CSLN 3 - Action 1b
Extend pathways through alignment with Cabrillo college and middle school
Tasks
Offering of Middle School course(s) that feeds into HS pathway Articulation agreements for all HS pathway courses Dual enrollment of Cabrillo classes on campus
SLO's Addressed
ATLs/RIC (as they will be embedded with the courses)
Responsible Entity
Site administration, CTE teachers
Means to Assess Improvement
<ul style="list-style-type: none"> <li>• Middle school feeding program would be predicted to increase high school section enrollment.</li> <li>• Articulated and/or dual enrolled courses would increase number of students with college credit.</li> <li>• More students expected to continue education or employment in pathway industry</li> </ul>
Resources Required
Middle school cooperation and resource allocation
Timeline
Dependent upon successful Pathway implementation.
Methods for Monitoring and Reporting
<ul style="list-style-type: none"> <li>• College and Career Readiness indicator in CA school dashboard</li> <li>• Report of CTE pathway enrollments to school advisory council</li> <li>• Possible annual school board presentation</li> </ul>

CSLN 3 - Action 2
Expand Community Service to include Career Exploration
Tasks
<ul style="list-style-type: none"> <li>• Policies, procedures, documentation for approving, monitoring, recording.</li> <li>• Partnerships with local business securing internships, shadowing, site tour, and interview opportunities.</li> <li>• Program to build student knowledge and skills of workplace professionalism.</li> </ul>
SLO's Addressed
Respect and Integrity (fundamentals to successful employment)
Responsible Entity
Site administration, counselors, Community Service coordinator, College and Career technician, teachers.
Means to Assess Improvement
<ul style="list-style-type: none"> <li>• Number of CS hours earned through career exploration</li> <li>• Number of active local business partnerships</li> <li>• Feedback from businesses on the level of student professionalism.</li> </ul>
Resources Required
Staff for local business outreach and developing of student training program
Timeline
<ul style="list-style-type: none"> <li>• Mar - May 2019 - Complete 1st draft of policies and procedures</li> <li>• Summer of 2019 - Students engage in authorized career exploration</li> <li>• Aug - Sept 2019 - Review student/business feedback, modify as needed</li> <li>• Oct 2019 - onward - Program in effect</li> </ul>
Methods for Monitoring and Reporting
<ul style="list-style-type: none"> <li>• Conduct periodic survey of participating businesses for feedback</li> <li>• Maintain list of participating business</li> <li>• Report hours earned by type of career exploration to site council, district office</li> </ul>

CSLN 3 - Action 3
Develop school-wide expectations for all teachers to support college and career exploration
Tasks
<ul style="list-style-type: none"> <li>• Teachers take active role in monitoring CS hours and connecting students with opportunities</li> <li>• Lesson objectives include exploration of careers related to content.</li> <li>• Teachers guide students through exploration of college majors and courses related to subject area</li> <li>• Guest speakers with subject area career experience into classrooms</li> </ul>
SLO's Addressed
Approach to Teaching - Developed in Local and Global Context
Responsible Entity
Site admin, site leadership team, teachers
Means to Assess Improvement
<ul style="list-style-type: none"> <li>• Increased frequency of in class attention toward career exploration</li> <li>• Students report more exposure to diversity of college and career options</li> <li>• Maintain list of career related guest speakers</li> </ul>
Resources Required
Staff meeting time to coordinate expectations and develop lesson design
Timeline
Aug-Dec 2019 - planning Jan 2020 - ongoing - implementation
Methods for Monitoring and Reporting
Include questions in annual student/teacher WASC survey to monitor, report to staff, Leadership and site council

Critical Student Learning Need 4: Using the Positive Behavior Intervention and Supports system, continue to develop an inclusive culture that celebrates the diversity of all stakeholders.

Rationale:

LCAP and SPSA Alignment: LCAP Goal #4 School Climate

Building an inclusive culture in which differences are explored and appreciated goes hand in hand with the development of Respect, Integrity, and Compassion. SVHS prides itself in maintaining a safe learning environment where aggression and hostility have no place. The PBIS program is founded on the principle that good behavior can be taught through explicitly identifying, modeling, and rewarding desirable actions. Breaking barriers and celebrating diversity is a perennial human challenge which has, at times, proven difficult for SVHS. By using the research approved methods of PBIS, and setting inclusivity as our goal, we have our most promising path to helping all students feel valued.

CSLN 4 - Action 1
Strengthen PBIS to ensure comprehensive Tier 1 behavior supports
Tasks
<ul style="list-style-type: none"> <li>• Develop and implement RIC acknowledgement system</li> <li>• Develop and implement classroom lessons to teach positive behavior expectations</li> <li>• Train teachers in positive behavior management and functional behavior analysis</li> </ul>
SLO's Addressed
Respect, Integrity, Compassion
Responsible Entity
PBIS Tier 1 team - Team RIC, site admin, leadership team, staff
Means to Assess Improvement
<ul style="list-style-type: none"> <li>• Reduction in behavior referrals, improved truancy/ chronic absentee rates.</li> <li>• Increase in students reporting having caring teachers - student WASC survey</li> <li>• Improved CHKS/Gallup poll/WASC student survey data</li> </ul>
Resources Required
Funds to provide rewards on annual basis. Staff meeting time to develop lessons. Training costs related to professional development.
Timeline
<p>Mar - Dec 2019 - acknowledgment system</p> <p>Aug '19 - June '20 - classroom lesson designed and initial implementation</p> <p>Aug '19 - ongoing - behavior focused professional development</p>
Methods for Monitoring and Reporting
<p>PBIS progress is reported to the School Board annually.</p> <p>Site Tier 1 and Tier 2 teams will conduct program fidelity survey annually.</p> <p>Student WASC survey and CHKS/Gallup poll data analyzed and reported annually.</p>

CSLN 4 - Action 2
Increase variety of available Tier 2 behavioral support strategies
Tasks
<ul style="list-style-type: none"> <li>• Evaluate and modify Check in Check out procedure</li> <li>• Explore Tier 2 supports used by other schools</li> <li>• Specifically research Restorative Justice models, provide staff training if adopted</li> </ul>
SLO's Addressed
Respect, Integrity, Compassion
Responsible Entity
Tier 2 team
Means to Assess Improvement
<ul style="list-style-type: none"> <li>• Reduction in behavior referrals, improved truancy/ chronic absentee rates.</li> <li>• Fewer at academically at risk-students, using On-Track</li> <li>• Improved CHKS/Gallup poll/WASC student survey data</li> </ul>
Resources Required
Staff release time to visit other sites, possible training costs depending upon new initiatives.
Timeline
<p>Mar - Dec 2019 - Review and update of CICO</p> <p>Aug '19 - June '20 - Research additional strategies</p> <p>Jan '20 - ongoing - implement strategies, monitor, refine</p>
Methods for Monitoring and Reporting
<p>PBIS progress is reported to the School Board annually.</p> <p>Site Tier 1 and Tier 2 teams will conduct program fidelity survey annually.</p> <p>Student WASC survey and CHKS/Gallup poll data analyzed and reported annually.</p>

CSLN 4 - Action 3
Develop sustainable student working group model to address schoolwide student needs as they arise with a focus celebrating diversity
Tasks
<ul style="list-style-type: none"> <li>• Determine if this action goal can be accomplished with Falcon Forum/SG/ Forum/SG/ another club or if a new group should be formed.</li> <li>• Develop mission statement for group and process for identifying and addressing schoolwide student needs.</li> <li>• Work with student group to confront challenges</li> </ul>
SLO's Addressed
Respect, Integrity, Compassion
Responsible Entity
Site admin, counselors, Activities Director/SG
Means to Assess Improvement
Falcon Forum feedback, WASC student survey, CHKS/Gallup poll Student exit feedback data - fewer students leaving due to bullying/social issues.
Resources Required
Regularly scheduled meetings of student group. Other costs unknown, depends on solution group acts on.
Timeline
Ongoing
Methods for Monitoring and Reporting
Report to Falcon Forum, and from Falcon Forum to student body

Critical Student Learning Need 5: Provide a schoolwide social/emotional health education and improve student access to appropriate supports.

Rationale:

LCAP and SPSA Alignment: LCAP Goal #4 School Climate

Students whose basic needs have been met make for better learners, and so attending to these needs is a prerequisite for achieving our learning goals. Sometimes individuals have challenges that require specialized assistance. These challenges are varied and include substance abuse, suicidality, anxiety, cyber bullying, and unhealthy relationships. The school must provide students with educational experiences designed to raise their awareness of these issues and increase their chances for recognizing them in themselves and others. It is not simply enough for students to recognize these conditions, however. It is also necessary for the school to either directly provide targeted support to these students or to facilitate their access to help from others. Social and emotional health struggles are becoming more common and it is imperative that a thriving, modern school take on the responsibility of supporting students who are affected by such challenges.

CSLN 5 - Action 1
Develop school-wide systemic approach to Social-Emotional Learning (SEL) instruction
Tasks
<ul style="list-style-type: none"> <li>• Map out desired scope of SEL curriculum and determine appropriate time and place for instruction.</li> <li>• Collect curriculum and resources, train appropriate staff members</li> <li>• Begin instruction</li> </ul>
SLO's Addressed
Respect, Integrity, Compassion
Responsible Entity
Tier 2 team, leadership team, full staff
Means to Assess Improvement
<ul style="list-style-type: none"> <li>• Reduction in behavior referrals, improved truancy/ chronic absentee rates.</li> <li>• Fewer at academically at risk-students, using On-Track</li> <li>• Improved CHKS/Gallup poll/WASC student survey data</li> </ul>
Resources Required
Curriculum, resources, guest speakers, training.
Timeline
<p>Mar - Dec 2019 - Develop SEL scope and sequence</p> <p>Jan - Jun 2020 - Build curriculum and train staff, acquire resources</p> <p>Jan 2020 - ongoing - provide instruction</p>
Methods for Monitoring and Reporting
<p>Annual review of SEL curriculum by Tier 2 / Leadership teams</p> <p>Analysis of student data to determine gaps</p>

CSLN 5 - Action 2
Improve access to needed social and emotional supports
Tasks
<ul style="list-style-type: none"> <li>• Updated webpage with contact info for external support programs</li> <li>• Referral procedure with student training to increase access</li> <li>• Increased levels of in-house counseling, if appropriate</li> </ul>
SLO's Addressed
Respect, Integrity, Compassion
Responsible Entity
Site admin, counselors, district office, Tier 2 team
Means to Assess Improvement
<ul style="list-style-type: none"> <li>• Increase in number and quality of support programs students have access to</li> <li>• Review of student needs and availability of support resources by Tier 2 team</li> <li>• Relevant CHKS survey data</li> </ul>
Resources Required
<ul style="list-style-type: none"> <li>• Possible staffing increase for added counseling hours.</li> <li>• Training for social/emotional support providers</li> <li>• Staff release to visit external support providers and strengthen relationships.</li> </ul>
Timeline
Ongoing
Methods for Monitoring and Reporting
CHKS data reviewed by site admin, site council, Tier 2, and presented School Board