

Self-Study Visiting Report

**Western Association of Schools and Colleges
California State Department of Education**

**Scotts Valley High School
555 Glenwood Drive
Scotts Valley, California, 95066
Scotts Valley Unified School District**

**April 16-18, 2007
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Chapter I: Student/Community Profile

Scotts Valley is located in a quiet, small, close knit family-orientated community located approximately 30 miles southwest of San Jose near the coastal resort community of Santa Cruz, California. It is estimated that the community covers a geographical land area of 4.6 miles in a coastal mountainous terrain. The inhabitants enjoy a mild climate year around.

Scotts Valley High School is the sole comprehensive high school for the Scotts Valley Unified School District serving grades 9-12. The high school is the newest addition to the district. There are currently 36 classrooms, twelve of which are located in portables. Thirty-two classroom service 195 sections. The student-teacher ratio spiked to 25.8 in 2004-05; the average ratio for the last five year has been 23.7 to 1. Scotts Valley High School has grown from 126 ninth graders for the 1999-2000 school years to 903 students in 2006. While the high school enrollment is holding steady, the district's enrollment is declining. The high school is a non-diverse community with 65% white/non-Hispanic, 7%, 5% Asian, and 21% multiple or non-response. The English Learner population is less than 1%. This is a revenue limit district and is among the low-wealth districts in the state with minimal revenues from other sources. Scotts Valley High School does not receive School Improvement (SIP) funding. Over 88% of the district's student population of 11,606 are Caucasian. As a low-wealth district, this presents major challenges for funding various programs and personnel.

Due to the low numbers of English Learners, SVHS does not qualify to receive Title I funding from the State of California. The percentage of English Learners at SVHS has decreased over the last three years, from 1.3 percent in 2002 to 0.9 % in the 2005-06 year. The number of Fluent English Proficient students rose slightly from 4.4 % in 2002-03 to 4.9 % in 2004-05. Despite the small population, the number of student re-designated from EL to FEP is very high.

The median family income hovers around \$88,572. During the year of 2002-03, 7.1% of the students received free hot meals, with the percentage falling to 1.8 in 2003-04 followed by slight rise to 3.0 % in 2004-05.

One of the cornerstones to the school's educational program is the International Baccalaureate Program. IB students follow a rigorous, relevant prescribed curriculum during their junior and senior years. During the year of 2005, 10 students were awarded IB Diplomas. Involvement in the IB Program has grown steadily. The number of requests for inter-district transfers into the high school exceeds the number of transfers out of district.

All students must meet the district's graduation requirement of 220 and complete a community service requirement of sixty hours. Forty two faculty members provide instruction ranging from Special Education, ISP, to IB/AP courses.

SVHS has an excellent high school attendance rate, with a low transient rate of about three percent. According to the CBEDS reports, the attendance rates are as follows; 2002-03 = 95.85%, 2003-04 = 95.37%, 2003-04 = 95.37% and 2004-05 = 94.94 %.

With regard to API, SVHS has consistently scored in the mid- 700 range, well above the state average. API scores declined from 2004-2006; however, a campaign on the part of the new assistant principal helped to increase the participation rates. As a result, API increased by 39 points, from 736 to 775, while the participation rate increased from 69% in 2005 to 100% in 2006. The previous decline could be traced to students opting out, because of a lack of incentives to perform well on the California Standards Test versus high intrinsic motivation for student to perform on other multiple assessment tests during the same time period (e.g. SAT ACT, AP IB, etc).

In 2003, 180 SVHS sophomores took the English Language Arts CAHSEE and 177 students (98%) passed. This passing rate has remained consistent. In 2004, 200 of 206 (97%) passed; in 2005, 215 out of 221 student passed the exam (97%). In 2006, 243 out of 249 sophomores passed the CAHSEE (98%). The math CAHSEE passing rate during the same period is as follows: in 2003 the passing rate for sophomores was 90%; this figure rose in 2004 to 96 % and after a drop in 2005, the passing rate returned to 96% in 2006.

The participation rate for SVHS students has consistently and steadily increased on the SAT and ACT exams. From 2003 to 2005 the SAT participation increased by 7%. During 2005-06, the exam was administered to total of 253 students. SVHS on the average posted higher scores than students from other high schools in the county and state. The latest scores on the new SAT show SVHS student have achieved a 117 point higher than state average.

IB tests scores are lower than the world average; however, a new IB coordinator has been hired and teachers are being mentored on site to improve test scores in the IB Program.

The first graduation class in 2003 included 114 students. The graduates are balanced between male and female students. This corresponds closely with the county average. There is no significant dropout rate reported in the academic years 2002 to 2005. The dropout rate is less than 2 % or 4 out of 176. Students in the Independent Studies Program number 1 % of the class of 2003, 3% of the class of 2003-04 graduates, and 5%of the graduating class of 2004-05.

During the 2003-04, year academic year, 151 students 100% graduated and fulfilled A-G requirements. The following year, 102 students out of 176 graduated (60%) and fulfilled A-G requirements. In 2006, approximately 53% of SVHS students went on to a four year college or university and approximately 45% went to community college, with 2 % followed other post-secondary options.

In order to improve the curriculum and instruction, the district's administration has developed and implemented a district wide strategic plan providing professional development for faculty collaboration and time analyze student achievement data.

SVHS has actively recruited highly qualified teachers. Currently, 42 educators have CLAD certification, 40 are NCLD certification, and 13 teachers are participating the BSTA new teacher program. In addition, (45%) of all faculty have a Masters degree are working towards a Master's Degree.

To better assist students in the area of support, a half-time counselor was added to reduce the student to counselor ratio to 350:1. The school board has hired a technology support person to assist the district and sites with the collecting, analyzing and disaggregating data from assessments. The district's strategic plan includes provisions for installing wireless internet and multi-media work stations for all classrooms. Teachers have been provided with wireless laptop computers for their use.

Chapter II Progress Report

What appear to be the school's major changes and follow-up process since the last accreditation?

The school has hired two new site administrators (principal and associate principal), a third counselor who is part-time. The 2005-2006 school year turnover was thirty percent. Problems in the construction of the school resulted in a lawsuit that has been recently settled. As a result of the lawsuit, the district was awarded \$5 million to resolve some of the construction issues. New personnel have been hired at the district level in the area of technology and maintenance operations.

Initial visit Recommendations:

- **That the administration and faculty formalize the curriculum so those courses of study are clear and well articulated between departments.**

During the last three years, Scotts Valley High School has worked to formalize and articulate curriculum between departments. The school has communicated this information to the students and other stakeholders in this community. The administration has published a course handbook for the 2006-07 academic school years.

In order to improve curriculum, the administration has scheduled regular departmental meetings. During these departmental meetings, department chairs, along with department members, focus on further development of curriculum by revising standards-aligned course scope and sequences. In addition to these regularly scheduled meetings, the district has established, monthly professional development days. The objective of this professional development effort is to offer more collaboration time for teachers to improve student achievement by aligning curriculum at all levels.

With additional collaboration time, teachers have been able to perform some data analysis on STAR testing results and other testing data. Departments have worked specifically on interdepartmental collaboration.

- **The school district and administration worked to provide a comprehensive library for student and faculty use.**

Under current construction and budgetary constraints, the library facility has not been built. However, the staff has made some improvements in the quality of materials available to students. Some of the improvements include an online library catalog/database which allow students to view the library's resources and their availability from any computer. There is a professional commitment by the current librarian to provide a quality program to students.

- **That the school district addresses issues relating to the completion of plant construction including roof leaks and landscaping.**

A number of strides have been made since the initial WASC visitation. Last year, the district settled its construction lawsuit and hired a maintenance department coordinator to oversee maintenance and facilities. Thus far, improvements have been made in the roofing, heating, and ventilation. The district has initiated a plan to correct the problems in the buildings due to mold and drainage problems. The district has established a time table to reopen these building for use by the 2007-08 academic year. In addition, the Scotts Valley High School District has implemented a new on-line facility repair system called "School Dude" for tracking and scheduling maintenance requests, ground repairs, and facility issues.

At the District level, a Facilities Task Force was been established in 2005-06 to address issues district-wide with special emphasis on high school and middle school needs.

A group of dedicated students, parents, and fund raising clubs have led the charge to improve landscaping by planting new trees, shrubs and flowers. This group plans to continues to support this project in the spring 2007. The Falcon Club is raising funds to build a sports complex with artificial turf and an all weather track during the 2007-08 year. The Art Booster Club has begun to raise funds for a performing arts center. Parents are also raising funds for a swimming pool.

- **The school district and administration address the need for a long range technology plan including tech support for the technology that is provided.**

The district has hired a district wide technology coordinator. At the high school, a technology plan has been written and implemented starting in 2006. A newly equipped computer lab for use by students in yearbook, journalism and graphic design classes has been provided through increased technology funding. Through the county ROP Program, a second lab has been fully equipped with upgrades in hardware and software. This lab allows the marketing program to improve the quality of its instruction. A wireless internet access is currently available to students and staff throughout the campus.

The Video Productions program has purchased digital video cameras and editing equipment. The Journalism classes has digital cameras and equipment as well as Adobe In-Design software and HP inkjet printers.

IT Dude is the first step in improving support to staff district wide. This web based interface, which is managed by the district technology coordinator assists in technology support issues and needs. The district has hired two part-time technology support individuals to work to support technology needs.

Chapter III: Self-Study Process

- **Scotts Valley High School Expected School-wide Learning Results (ESLR's)**

Are you living the Dream?

Demonstrate cultural awareness and sensitivity to local and global diversities

1. By understanding and appreciating that diversity contributes to healthy communities.
2. By exploring other cultures and perspectives through curricular and extracurricular activities.
3. By recognizing the value of contributions made over time by different cultures.

Realize role in society through positive contributions to community

1. By contributing time and effort to serve the school and the local community
2. By demonstrating subject-specific knowledge and experience within the community.

Exercise effective communication

1. By working effectively and collaboratively with other members of a team or group to achieve identified goals.
2. By learning styles of critique that are constructive and allow for feedback.
3. By expressing themselves clearly in all subject areas.

Apply knowledge and think critically

1. By applying acquired knowledge, skills, and tools to process new information in a variety of contexts.
2. By approaching a task and devising a plan to complete it.

Model a high level of integrity and compassion

1. By presenting authentic work.
2. By abiding by a high level of ethical conduct, established by school and teacher policies.
3. By participating in NCBI sensitivity trainings and performing community service.

- Comment on the school's self-study process with respect to the expected outcomes of the self-study.

In the 2005-06 school year, the Scotts Valley staff began to organize themselves in focus groups. Once the groups were formed, each group examined the criteria of each category and planned how information could be best gathered to address the criteria. There were many surveys created and administered and their results synthesized into conclusions. Reports were written, read, edited, and re-written into the final product, the Self-Study. From discussions with the focus groups, the conversations were open and everyone had ample opportunity for input. The Visiting Committee heard a number of comments as to how the WASC process was a beneficial collaborative process and one that provided the staff an opportunity to assess where the school is at presently and also give direction to the future of the school, the school's departments and individual staff members. The process also gave the staff the opportunity and reason to examine clearly the data that was being generated by the State of California, other outside agencies like the IB Programme, and teachers themselves and compare that data to the State Standards, the newly adopted ESLRs, and whatever Scope and Sequence departments or individual teachers had developed over the existence of a young high school. Some of the conclusions generated reflected a growing concern about student performance on the state-mandated assessments. These conclusions already brought about changes. Though still a "work in progress", standards and ESLRs are now infused in course curriculums and instructional planning. Departments have met and decided to make changes in the introduction of topics and the timing of curriculum units so as to

better instruct students. Collaboration within departments has increased between teachers of the same subject and is beginning to occur more often between grade levels.

The Visiting Committee only had to examine the evidence boxes in classrooms and/or hear from focus group participants to sense the importance of standards and ESLRs. This awareness was also evident in conversations with students. Scotts Valley students have a rich history of engaging in many activities that can be listed as evidence of action under one or more ESLR. This affirmation of what the school staff and students have been doing will likely encourage them to find new activities and programs to further implement the ESLRs.

The district's Strategic Plan coupled with the Student Plan for Student Achievement, an action plan that the school realizes needs to be revised, gives the school the foundation plans on which to build a far more powerful instructional base to meet the needs of students today and tomorrow.

Chapter IV: Quality of the School's Program

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

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

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

In the spring of 2006, SVHS created the following mission statement:

SVHS is dedicated to educating students to be critical thinkers who practice personal integrity and mutual respect, demonstrate cultural awareness and participate responsibly in local and global communities.

This statement was created in a collaborative fashion, with input from parents, students, certificated, and classified staff. This diverse group was split into several smaller groups, which generated their own individual ESLRs. Each group's input was then synthesized through a democratic process of selection and iteration. Governing board members and school administrators approved and participated in the formation of the vision, purpose, and ESLRs.

In the first few days of the current school year, the district held a strategic planning professional development day to meet as a unified school district, to explore current educational research. One of the major goals of this process was to align the vision, purpose, and ESLRs with the district-wide strategic plan. To enhance awareness of the ESLRs, the acronym "DREAM" was adopted to summarize the expected school-wide learning results.

Both the president and vice-president of the district governing board as well as the district superintendent and assistant superintendent served on the Scotts Valley WASC Focus groups in preparing the school's self-study.

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

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

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

In the spring of 2006, SVHS teachers, parents, administrators, parents and community members met to establish the school's ESLRs. The district mission and vision statements were used by the group as they revised the school's mission and vision statements and then went on to write the school's ESLRs. The following summer the governing board, along with a diverse group of stakeholders, revised the district vision and mission statements and developed a strategic plan, which included ongoing professional development time dedicated toward improving student achievement. At SVHS, some of this professional development time was dedicated to the development and refinement of the ESLRs. Recurring themes in both the ESLRs and the district mission and vision statements focus on developing academically capable, socially responsible, contributing members of the community.

Adopted in June of 2006, the strategic plan calls upon site administrators and teachers to implement many of the actions of the strategic plan. Teachers and teacher representatives are assigned to fully seventy percent of the action steps listed under student achievement, and professional development needs. The new board-adopted schedule has four afternoons each month dedicated to accomplishing those tasks.

As part of this WASC cycle, SVHS is currently developing its first single school-wide action plan. Board policy calls for annual review of the single school-wide plan once it is adopted. Some policies are already in place for monitoring the results of the school-wide action plan. For example, the board reviews Williams Act complaints on a quarterly basis.

The three Critical Academic Needs identified in the Self Study need to be clearly identified as part of the three school goals identified by the school site council. In addition, the plan needs more specificity in terms of goals, persons responsible, timelines, reporting procedure, etc. For example, instead of "Increase student performance on STAR....", the statement might read, "Increase student performance on STAR by 25 points....."

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

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

When the student participation rate on the STAR testing series fell to 69% in 2005, SVHS's state ranking for similar schools fell from 9 to 7. As a result, a campaign led by the staff and with participation by students raised the participation rate to 100% for the 2006 Spring testing cycle. This effort resulted in their API jumping 39 points from 736 to 775.

During a recent professional development meeting, time was assigned for the analysis of last year's STAR test results. Teachers were given data showing scores and progress across departments, within specific courses, and among individual students. Instructors then met within their subject areas and made conclusions based on the data that will be used in the future to help students increase academic performance.

Analysis of the STAR test data has resulted in a variety of improvements and alterations in curriculum and instruction within the classrooms. Specifically, instructors have continued to align the curriculum of their courses with the state standards. When anomalies were noticed within the score reports it became apparent that several courses were covering standard-based curriculum after the STAR test was administered. This problem was identified and addressed through STAR test analysis meetings in the fall of 2006. The goal is to have test data accurately reflect the actual student learning within the classroom and allow instructors to make future decisions with more precise data.

A practical result of the STAR data analysis was demonstrated when the Algebra II instructors, in response to low scores, collaborated and wrote comprehensive curriculum and standards-based tests to be used across all sections of the course.

Instructors associated with the International Baccalaureate Diploma Program have reviewed assessment data privately and as a group with the Program Coordinator. The focus of these reviews is to assess best practices and increase student achievement. The new IB coordinator has been working extensively to promote access of IB courses to more students by restructuring the program to offer a wider range of standard and higher level courses. The ultimate goal of this restructuring is that all students have the opportunity to take at least one IB course.

As an initial WASC candidate and a school that receives no categorical funds, SVHS has just completed its first single school-wide action plan (SSAP). Therefore the school has no history of monitoring and adjusting such a plan.

While the school district does not currently have an assessment analysis tool, a task force has been formed to review available products and select one for purchase in the spring of 2007. It is a district goal to purchase and implement an assessment analysis tool in all four schools by fall 2007.

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

Teacher qualifications are based on criterion that requires educators to be NCLB compliant, subject matter proficient, and approved by The California Commission on Teacher Credentialing (CCTC). Current qualifications of SVHS educators include the following: approximately 24 CLAD certified teachers, 40 NCLB certified teachers, and 13 teachers participating in the BTSA New Teacher Project. In addition, approximately half (45%) of all certificated SVHS teachers have or are working towards a Master's Degree or are attaining post graduate credits within their subject area.

To promote greater achievement of academic standards, SVHS has implemented the International Baccalaureate Diploma Programme. SVHS chose to adopt this program to promote a greater global perspective, to encourage lifelong learning and critical thinking, and to give students the opportunity to challenge themselves with rigorous, skill based curriculum. To facilitate the program's success, all International Baccalaureate instructors, as well as one counselor have attended official IB training conferences around the country. Ongoing trainings occur throughout each year, and IB teachers are mandated to have at least one IB training every three years.

Teacher expectations are initially communicated through course syllabi and are reflected through the quality of student work. Students concur that teachers place high expectations on the quality of work. Additionally, eighty percent of the parent community stated teachers have high expectations for students' academic achievement. Lastly, 84% of the SVHS staff reported that they consistently require high quality work from students.

The District's Strategic Plan includes a modified schedule with allotted time for ongoing professional development. Professional Development days include STAR testing analysis and curriculum alignment with ESLRs and California State Standards.

ESLRs are clearly posted in all classrooms, common areas, and on the marquee. Departments continue to work on updating and revising subject area Scope and Sequences.

SVHS teachers have modeled the ESLRs in various ways, and have inspired students to do the same. From teachers shaving their heads to show support and solidarity for a student with cancer to organizing relief funds and emergency supplies for victims of Hurricane Katrina, not to mention building homes for the disadvantaged in Mexico, SVHS has made significant contributions to local, national and international communities.

Over the course of the last few years, students have realized their roles in society through positive contributions (ESLR “R”) to local, national and international communities. From developing, implementing and maintaining award-winning recycling projects to innovative community service efforts for the disabled and the elderly, students have shown a high level of integrity and compassion for fellow citizens while contributing positively to their community (ESLRs M and R).

However, the school needs to examine how the attainment of ESLRs for each student is measured.

The kick-off in-service for 2006 guided the staff through an examination of its educational values and identification of attributes of quality teaching and education. The teachers grouped new staff with veteran staff, followed by a report out of their findings. Professional Development (PD) days provided a regular forum to address student achievement as teachers meet four times each month. One such activity provided time for each department to engage in the process of reviewing scope and sequence of courses from existing course outlines. The departments reviewed recent assessment results and matched STAR results against grade results for individual students in assessed courses. At a subsequent PD day, departments were involved in review of standards alignment to established learning objectives of the course.

Four half-days are allotted each month for staff development. New teachers are grouped with veteran staff and are served by BTSA mentors. International Baccalaureate instructors regularly attend IB training conferences.

A5. To what extent are leadership and staff are involved in ongoing professional development that focuses on identified student learning needs?

The District Strategic Plan development was driven by the need to provide correlated professional development and resulted in four half days a month dedicated to professional development.

Currently, the school’s four monthly professional development days are aligned with the district’s Strategic Plan. Based in part on current educational research, this plan calls for each professional development day to be utilized differently to achieve both district and site-related objectives. In each professional development month, staff members attend one district-directed day, one site-level day, one department or grade-level day, and one Peer Coaching Study Team Process (PCST) day.

A recent teacher survey regarding differentiated instruction in the classroom shows that teachers need to include a variety of learning strategies in order to reach the varied and diverse needs of the student population. The survey also showed that there is a need to increase the use of technology in instruction. In order to partially address this issue, thirteen additional LCD projectors are being added to the school's inventory in the winter as a result of a private donation and combined text and equipment purchase in Humanities.

Student work samples are gathered and analyzed to determine the effectiveness of instruction and to further identify student learning needs. High, medium and low papers are gathered in evidence boxes and reviewed by individual teachers and departments, in order to come up with collaborative group assessments and strategies to create a system to track and evaluate students of various ability levels, utilizing this evidence to discover what is truly "best practice".

In line with the comprehensive School Safety Plan, emergency preparedness includes review of emergency procedures with staff and students. Drills are executed with the police and fire departments to measure the effectiveness and understanding of staff and student procedures.

The SAC recently approved a proposal for the district to purchase a software based assessment analysis tool by fall 2007, which will be able to disaggregate student achievement information.

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

In terms of human resources, instructors are highly qualified and well placed. Nearly half have Masters Degrees, and 97.5% are NCLB compliant, with 100% compliance expected by the end of the 2007 school year. Currently all instructors are teaching under a valid California credential.

In accordance with the regulations of the IB Programme, instructors within the IB department are sent regularly to workshops and seminars to increase their effectiveness and ability to serve the needs of their students and prepare those students for success in the IB courses.

The recent addition of a paid library technician has increased the effectiveness of the library to serve as an organized resource and depository for textbooks and other classroom materials.

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

In addition to laptops, each classroom has been outfitted with updated audio/ visual technology including televisions, DVDs, VCRs, and overhead projectors; the number of LCD projectors available for classroom use has increased. An additional technical support specialist was added and allocated half time in order to meet technology needs.

SVHS has a fully equipped computer lab capable of serving the needs of an entire class of students for class-work or Internet-based projects. This lab has been updated with new computers as of November 2006. In order for students to make use of this resource each student must abide by the Electronic Information Resource Contract.

The school website enables students and parents to access the assignment page for specific course information. Additionally there are links to community service opportunities, college and career planning and preparation, athletic event information, and the IB Programme. The library has a searchable catalog posted on the website that provides all users remote access to its inventory. At the beginning of the 2006 school year the SVHS website was updated to make information more available to parents and students. The refurbishment of the website includes a new calendar that is updated on a regular basis to keep all individuals informed on current events.

A new addition to the school this year is the introduction of Schooldude, an online resource used to organize and delegate classroom technological problems. Use of this process has increased the speed and effectiveness of technology maintenance. Another advantage of this method is instant communication and feedback between school sites and the district office.

Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any) that need to be addressed to ensure quality education for all students.

- The Scotts Valley Unified School District Strategic Plan and the implementation strategy for the Strategic Plan.
- The Single Plan for Student Achievement (SPSA) adopted for Scotts Valley High School.
- The district's Strategic Plan, the Single Plan for Student Achievement, the school's vision statement and the ESLRs were created by a diversified group of stakeholders.
- Several programs and practices exemplify the belief that all children can achieve at high levels.
- 97% of teachers are NCLB compliant and fully qualified for their content area.

Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any) that need to be addressed to ensure quality education for all students.

- The School Board has not yet adopted policies in some pertinent areas of the California Educational Code. However, the Board has just approved contracting with CSBA to update school policies via a three-day visit. The agreement includes updates as education code or laws change, and provides for updated policies in the very near future.
- Increasing alignment of curriculum and instruction with the ESLRs and academic standards is needed.
- Need to develop resource (technology) to disaggregate student achievement data that will deliver meaningful information in a timely manner.
- In spite of recent improvements in the library and related resources, there is still a great need for expansion and enhancement.
- The three Critical Academic Needs identified in the Self Study need to be clearly identified as part of the three school goals identified by the school site council. In addition, the plan needs more specificity in terms of goals, persons responsible, timelines, reporting procedure, etc. For example, instead of "Increase student performance on STAR....", the statement might read, "Increase student performance on STAR by 25 points....."
- Need to develop a process for assessing student attainment of ESLRs

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- WASC Student Survey
- Technology in classrooms
- SVUSD Technology Plan
- Differentiated Instruction Survey Results
- Electronic Information Resource Contract Technology in classrooms.
- Classroom Observation Survey Results
- Staff Survey: Questions
- SVHS Website
- Scotts Valley High School WASC Self-Study
- Evidence boxes

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1: To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school wide learning results? [Through standards-based learning (i.e., what is taught and how it is taught), the expected school wide learning results are accomplished.]

To some extent, the curriculum afforded to all students is reflective of standards-based and standards aligned curriculum. State Curriculum frameworks, content standards, International Baccalaureate (IB), adopted textbooks, and the use of backwards mapping and the state blueprints for the CST assessments adds rigor to the student's instructional program. Staff has allotted dedicated time to collaborate and communicate and develop benchmark assessments. ESLRs are emphasized throughout the school.

The scope and sequence and course descriptions have been developed to support and guide teacher instruction.

Students have access to the core curriculum which challenges their abilities and interest levels. This curriculum supports the IB, A-G course requirements, RSP, ELD, SST, IS, 504 plans, and ROP offerings. Through staff development participation, the staff is making progress in implementing differentiated instructional strategies, Specially Designed Academic Instruction in English (SDAIE) strategies, and Gardner's eight different intelligences are instructional strategies to meet the learning needs of each student. Students and staff are provided with the necessary textbooks for each course. A formalized textbook adoption plan has been developed by the district. This plan insures current standards aligned textbooks and instructional materials will be provided.

Surveys administered to students, staff and parents indicate general satisfaction in terms of what is offered and delivered to all students at SVHS. It is apparent that staff and community have high expectations for students to succeed at a high level.

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

Students have access to the school's entire program. The school counselors are instrumental in involving students and parents in designing a student individualized course plan. In December of 2006 an additional part-time counselor was added to reduce the student-counselor ratio in order to provide more personalized counseling sessions to realize the student's goals for meeting the graduation requirements. Counselor visits to the classrooms and meetings with parents and students give ample opportunities to review course options. There is flexibility within the system so that student's can modify their needs.

Support systems and services are in place to address the challenges inherent with Special Education students and English Learners. CAHSEE remediation workshops in math and language arts, summer school, adult school, on-line extensions and community college course, after-school program, and the career center are examples of support systems. A behavioral specialist and youth service counselor, among other personnel are available to assist identified students. An instructional aide provides assistance to English Learners throughout the day as students are mainstreamed into the regular classes.

Other than the required core courses, students also have access and are able to take some elective courses. The district and site administration are exploring the need for more electives. In addition, the Visiting Committee believes the district and school administration should examine the extent to which the needs of non-college bound students are being met. There are many clubs on campus that support student's particular interests and potential career paths.

Incorporating the ESLRs into classroom instruction adds relevance to the student's school experience. Staff recognizes that students and parents are becoming more aware of the ESLRs and the California State Standards. The parent survey indicates that parents do not fully understand how the ESLRs relate to student learning.

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

Almost 100% of SVHS students meet all graduation requirements. In addition, the modified block schedule provides a way for students to achieve the 220 credits and 60 hours of community service units required to graduate.

Counselors meet with students to develop their four year individualized learning plans and use this opportunity to revise or customize the plans according to the students' goals. Counselor classroom visits, six week progress reports and informational parent and student nights are forms of communication to ensure everyone is on track to graduate.

Students at-risk for not being on track to graduate are offered enrollment in independent study and summer school programs. However, staff recognizes the need to add lower end courses to assist students who are at risk for completing graduation requirements.

Teachers have received staff development training in SDAIE and differentiated instructional strategies to make learning more meaning and comprehensible to students. Teachers appear to be at various levels in implementing these strategies.

Areas of strength for Standards-Based Student Learning: Curriculum (if any) that needs to be addressed to ensure quality education for all students.

- Strong and consistent administration to support student and teacher learning
- Dedicated staff wanting students to succeed

- After a three year decline in the API scores, last year the school met and exceeded the state targets.
- Rigorous and challenging preparation for students participating in the International Baccalaureate (IB) program.
- Access and availability of textbooks and instructional materials and an established adoption plan.

Key issues for Standards-Based Student Learning: Curriculum (if any) that need to be addressed to ensure quality education for all students.

- Formalize a schedule to allow opportunities for cross-curricular integration and increased communication between teachers and departments.
- Develop and finalize common benchmark assessments in the core subject areas.
- There is a need to add lower end courses to assist students who are at risk for completing graduation requirements.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- WASC Student Survey
- Differentiated Instruction Survey Results
- Classroom Observation Survey Results
- Staff Survey: Questions
- SVHS Website
- Scotts Valley High School WASC Self-Study
- Classroom observations
- ESLRs
- Focus Group Discussions
- Student Personal Learning Plan
- Evidence boxes

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

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

Parents, community and staff have high expectations for students. Counselors work with parents and students to develop individualized learning plans. Student increased participation in the IB program, the college preparatory A-G requirements, electives, and extracurricular activities add rigor.

Students are supported via multiple services and comprehensive course offerings. Various intervention approaches are utilized to assist the special needs students and English Learners. In addition, students are offered several opportunities to experience individual interests through real-world applications of curriculum outside of the classroom. Regional Occupational Programs (ROP) courses are offered off campus. These offerings include, Dental Assistance, cosmetology, administration of justice, visionary science, among others.

Students also have the opportunity to participate in various organized clubs and extra-curricular activities.

SVHS staff has begun to implement SDAIE and differentiated instruction strategies in order to challenge students to achieve academic standards and ESLRs. The staff is in the process also of incorporating Gardener's eight levels of intelligences or learning styles.

C2: To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

The staff uses a variety of strategies and resources, including technology to engage students. Some of the strategies include the following: small group, large group, direct instruction, speeches, presentations, Socratic seminar, PowerPoint presentations, guest speakers, musical and drama productions, among many other strategies engages students actively in the learning the academic standards.

In addition to regular school activities teachers provide additional learning opportunities such as the following: participation in summer science programs, Spanish camp, American math contest, Physics Trebuchet Project and the English Shakespeare Project.

The staff is beginning to implement SDAIE and differentiated instructional strategies to make the textbooks, standards and ESLRs more relevant to students. The staff is in the process also of incorporating Gardener's eight levels of intelligences or learning styles.

The staff has identified as a priority multi-media instruction, and the upgrading of existing computer labs and making them more accessible. These priorities will enable teachers to increase use of technology to engage student learning.

Areas of strength for Standards-Based Student Learning: Instruction (if any) that needs to be addressed to ensure quality education for all students.

- A variety of instructional strategies are being used by staff.
- Realization of the importance of SDAIE and differentiated instructional strategies and Gardner's multiple intelligences.

Key issues for Standards-Based Student Learning: Instruction (if any) that needs to be addressed to ensure quality education for all students.

- Formalize a plan to collaborate, plan and communicate curriculum alignment, develop common assessments, and rubrics.
- Student and staff access to technology for instructional purposes
- Staff development opportunities in identified areas with follow-up sessions to increase transfer and practice in class
- Add course electives

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- WASC Student Survey
- Differentiated Instruction Survey Results
- Classroom Observation Survey Results
- Visiting Committee classroom observations
- Scotts Valley High School WASC Self-Study
- ESLRs
- Focus Group Discussions
- Student group discussion
- Master schedule
- Scope and sequence
- A-G requirements
- Evidence boxes

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

By many measures, Scotts Valley High School provides a rich educational experience for its students. When sophomore students took the California High School Exit Examination (CAHSEE) for the first time in 2006, 95% passed the English-Language Arts portion and 97% passed the math portion. There is a strong International Baccalaureate program for students. The average score on the SAT in 2005 was near 1140. Yet only 58% of students graduate with UC/CSU required courses for entrance with grades of “C” or better.

In 2005 only 69% of Scotts Valley High students participated in taking the STAR tests. This fact and the percentage of students scoring at basic, below basic and far below basic on these assessments spurred the school district and staff to action. A campaign was initiated to increase student participation (100% in 2006) and the district administration and school staff are working to integrate standards into the curriculum and instruction so as to improve student performance. The Visiting Committee echoes the concern raised by the school staff in their self-study about low student performance on the state-mandated STAR tests.

Scotts Valley High School STAR (CST) test results for 2006 indicate large segments of the student population at basic, below basic, and far below basic levels as the following table indicates.

CST	9 th	10 th	11 th
English/Language Arts	33%	51%	42%
Algebra I	92%	95%	100%
Geometry	54%	88%	100%
Algebra II	54%	95%	99%
General/Summative Math	78%	60%	70%
Physics*	65%	95%	67%
Life Science	--	77%	--
Biology/Life Science	--	25%	42%
Chemistry	--	83%	77%
History-Social Science	--	60%	55%

* 9th grade students take conceptual physics

The API results of recent years also support the SV staff’s concern with inconsistent test results.

2003	771 Base API	State Rank 9
2004	748 Base API	State Rank 9
2005	736 Base API	State Rank 7
2006	764 Base API	State Rank 8
2006-2007	Target API 769	Growth 5

The school staff recognizes the need to address student performance on state-mandated tests. That need is shown in at least three areas of the school’s self-study: “Areas of

Growth” found on page 126, Critical Academic Needs on page 157, and the School Goals listed on pages 158-159.

This Visiting Committee shares the staff’s concerns.

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

Scotts Valley High School has reported student performance data to parents and stakeholders from state-mandated (CAHSEE, STAR, API) as well as International Baccalaureate, Advanced Placement assessments and traditional measures such as graduation rates, college entrance rates, and attendance data. Staff members report student progress in the courses they teach using teacher generated or teacher implemented assessments that are varied and appropriate to the courses taught. Student grades and progress in courses are reported to parents in traditional ways like report cards, progress reports and the usual variety of teacher/parent and school/parent contacts. Both parents and students are satisfied with these reporting techniques as revealed by surveys conducted for this WASC Visitation.

The staff has indicated that reporting on benchmarks has yet to become part of the school’s regular practice.

Recently, the school staff has begun to analyze the variety of assessments utilized by the staff so as to gain a holistic view of student performance and to use this analysis to make instructional decisions.

D2. To what extent do teachers employ a variety of strategies to evaluate student learning?

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

The teachers of SVHS use a variety of assessment tools to evaluate student learning. These tools are appropriate and reflective of the content and skill development for the course being taught.

In general, the school is just beginning to use data generated by state-mandated tests to assess student acquisition of content and skill standards. In the fall of 2006, departments studied student performance on content standards and made connections between utilizing content standards in instruction to the school students’ performance on standards based examinations. One conclusion already made is that in some courses, standard-based curriculum lessons were being taught after the STAR test was administered. A second conclusion was that in comparing in-class assessments with standardized test

scores on the same topics the instructors could pinpoint strengths and weaknesses in their instructional programs.

The Scotts Valley staff clearly sees the need to analyze the assessment data to ensure successful student performance and to modify course content and practices as appropriate.

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

At this time, the school lacks a system outlined in the criteria described above. However, the district and staff are aware of the need for such a system and have begun or already are in the midst of developing such a system. In addition, the district has developed and is implementing the Scotts Valley Unified School District Strategic Plan that will create a comprehensive, coordinated K-12 system for monitoring student achievement of the standards and ESLRs and articulating K-12 curriculum. Furthermore, the district has recently hired a technology director and a district committee is reviewing user-friendly assessment data analysis system for selection. Training to use the system will begin in the Fall of 2007. Finally, the district has implemented four professional development opportunities each month to be used for district-wide and site specific programs toward improving student achievement.

Scotts Valley staff and student body were able to increase student participation in taking STAR tests from 69% in 2005 to 100% in 2006. Apparently though, the students did not take the STAR test seriously. The scores for sophomores taking the 2006 CAHSEE test for the first time were 95% passing rate for the English-Language Arts portion and 97% passage rate for the math portion. The same sophomores at 100% participation in 2006 STAR tests were at basic, below basic, and far below basic ratings on the following tests: English-Language Arts at 51%, Algebra I at 95%, Geometry at 88%, Algebra II at 95% and General/Summative Math at 60%. While CAHSEE tests 8th grade standards and STAR tests grade level standards, this seems to be an issue that SVHS may want to investigate.

D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

The district and the Scotts Valley staff, individually and collectively, are beginning to use academic standards, ESLRs, and assessment data to drive curricular decisions. The staff acknowledges the following: using assessment for evaluation and improvement is in an emergent stage, a formalized approach to the evaluation process has yet to be developed, and the allocation of resources to areas of critical need is just beginning.

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students.

- After three years of declining API scores, Scotts Valley High School has dramatically increased student participation in STAR testing which has resulted in a 39 point increase in 2006 .
- Both the district and the school staff are addressing the need to incorporate state standards into the Scotts Valley curriculum.
- Both the district and the school staff understand the need to various assessments of student performance to improve instruction and make curricular decisions.

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students.

- Systems of assessment, including stakeholder surveys need to be developed, designed and coordinated and results used to drive improvement of student achievement.
 - Establish data analysis and monitoring system to improve student achievement. The monitoring system needs to be user friendly, accessible and applicable to all stakeholders.
 - Establish time and a collaborative effort for departments to create common assessments that address critical standards and benchmarks.
 - Implement ESLRs throughout all departments.
 - Disaggregation and analysis of student achievement needs to reach across a range of assessments, subject areas, and grade level progression.
 - Organized collaboration to reach beyond the confines of subject areas and classroom curriculum.
 - Grade-specific and subject-specific performance benchmarks for each department.
-
- The three Critical Academic Needs identified in the Self Study need to be clearly identified as part of the three school goals identified by the school site council. In addition, the plan needs more specificity in terms of goals, persons responsible, timelines, reporting procedure, etc. For example, instead of “Increase student performance on STAR....”, the statement might read, “Increase student performance on STAR by 25 points.....”

That professional development be provided to create benchmark assessments.

Only 58% of graduating seniors completed course requirements for UC/CSU entrance with a grade of “C” or better.

There is a discrepancy between student performance on the CAHSEE and the STAR English-Language Arts and math assessments.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

Tests results on state-mandated tests and data collected by the school and California Department of Education.

Discussions with Focus Groups and interviews with the school staff.

Teacher evidence boxes.

Scotts Valley High School Self-Study

Meetings with district superintendent and district coordinator of technology.

E. School Culture and Support for Student Personal and Academic Growth

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

SVHS offers parents and community members various opportunities for involvement such as: School Advisory Council (SAC), the Legislative Action Committee, the SVHS Falcon Club, Parent Club, and annual events such as Student Achievement dinner, and the District's Annual Ice Cream Social.

In addition, the high school strives to involve parents in the academic success of their children through email and telephone communication regarding student progress, behavior, and overall success. Face-to-face conferences to review student progress are scheduled on a case-by-case basis. Teachers produce progress reports every six weeks and often send out email progress reports in between. Independent study contracts are offered for long-term absences so that students and parents can request homework which must be turned in upon the student's return from absence.

SVHS has an extensive and varied parent outreach program. Incoming freshmen and sophomore parent nights provide specific information to parents. The annual Meet-the-Principal night with the community allows the principal to outline the school's goals for the academic year. Parents are encouraged to meet teachers during Back-to-School Night at the beginning of the academic school year and view student work during the second semester. IB meetings are held for parents and students at the sophomore and junior levels. Parents may stay informed regarding school news by reading the daily bulletin published on the website and monthly newsletters, written and distributed by the Parent Club.

Community involvement is extensive and varied: the school community together with business leaders and other members of the community sponsor the Student Achievement dinner, the District's Annual Ice Cream Social, and a back-to-school luncheon for teachers. Local construction workers and businesses have spearheaded small construction projects and have assisted in moving equipment around the site for graduation. In addition, many SVHS students are employed by local businesses.

Every other month, the superintendent and members of the school board meet with the Scotts Valley city officials which include the police department, city manager, city council members, public works, and the city financial manager and lawyer, as needed.

E2. To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

SVHS offers students a clean and safe learning environment in spite of the many original building defects which still exist and need to be addressed.

Most faculty and staff model good citizenship and reinforce responsible behavior, respect, self-confidence, and high standards of achievement. Nevertheless a significant number of students feel that some teachers and administrators have not adequately addressed issues of harassment.

SVHS has a comprehensive school safety plan with emergency and safety plans in place. Emergency procedures are annually reviewed with faculty and students, and simulations are practiced throughout the year. Although there is regular police presence on campus for dances, games, and special events, the School Resource Officer position has been vacant due to lack of available police officers.

A student handbook is distributed at the beginning of the academic school year within which a great emphasis is placed on personal academic integrity.

Although there is a real concern regarding bullying and harassment, students feel physically safe on campus due to the presence of campus monitors and administrators in common areas before and after school, as well as between classes.

Students demonstrate good citizenship by participating in extracurricular endeavors, such as “Respect Week”, “The National Coalition Building Institute”, and Community Service. Although staff perceives “Respect Week” and the “National Coalition Building Institute” training as promoting a tolerant student body, many students stated that the effects of “Respect Week and NCBI training are short-lived.

The district actively participates in the Healthy Kids Program. The cafeteria follows FDA regulations and complies with all federal safety procedures. It is certified by the National Restaurant Association Educational Foundation for the ServSafe Certification. Foods and beverages sold to students during school hours meet or exceed state and federal nutrition standards. Vending machines are programmed to sell only water, 100% fruit juices or Gatorade during school hours, as well as half an hour before school starts and one half hour after school is released. In addition, the district’s nutritional program has been trans fat free since the end of the 2006/2007 school year.

E3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

Counselors make every effort to meet with individual students to ensure placement in appropriate pathways. A third part-time counselor was added to the staff in December of 2007 to reduce the student to counselor ratio. Accelerated or remediation classes are offered through programs such as IB classes, ROP, summer school, work experience, and through concurrent enrollment at the local community college. Support is given through tutors, SST, IEP, and the ELD program.

E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

SVHS offers students a variety of personal support services. Counselors and an IB Coordinator are available daily to assist students with academics and college and career plans, as well as personal issues. A part-time Career Center Technician assists students to access and explore scholarships, college applications, financial aide, testing, jobs, internships, and community service. SST meetings offer interventions for students.

A Youth Coordinator is on campus two days a week. He not only deals with drugs, alcohol and tobacco use and abuse, but also with other crisis interventions such as emotions, relationships, and trouble with the law.

Work experience and Cross-Age Tutoring enable students to explore post-secondary career options while earning high school credit.

During Respect Week, students focus on the following different aspects of life; the environment, themselves, others, their school, and their opportunities.

Many teachers and students have actively participated in NCBI training, which promotes inclusion of all students and provides methods to increase feeling of inclusion and value for students and staff.

Teachers offer personal support services by sponsoring a wide range of clubs, extra-curricular activities, and sports. Support service opportunity within the community includes Cross-Age Tutoring, community service, mock trial, and field trips.

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

- SVHS has a strong link with parents and community.
- Parent resources are identified and actively utilized.
- Teachers are actively involved in extra-curricular activities.
- Teachers provide culturally enriching experiences, including field trips and traveling locally and abroad.

- SVHS increased counseling staff to lower student/counselor ratio.
- Students and staff are trained on a yearly basis by the National Coalition Building Institute to promote tolerance and a positive school culture.
- The school holds Respect Week annually.
- An additional ROP class was added at the beginning of the school year 2006-2007.
- The District has a plan, timeline, and site coordinator in place to fix all of SVHS physical school site deficiencies.

Key issues for School Culture and Support for Student Personal and Academic Growth:

- SVHS has limited programs to support non-English students, their parents and families.
- Students need to be better informed about career technical programs available to them at other school sites in Santa Cruz County.
- SST meetings should be more focused on Response to Intervention before referrals are made to special education.
- The school's website needs to include homework assignments for all classes and be updated by all staff members regularly.
- Students need more access to computers in classrooms.
- SVHS needs to find a way to evaluate the impact of Respect Week and NCBI training.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Scotts Valley self-study
- Parent and Student Surveys
- Observations in classrooms
- Interview with Focus Group
- Interviews with students, parents, teachers, counselors, and certificated staff
- Evidence boxes

The stakeholders are commended for the thoroughness in the preparation of the *Focus on Learning* document. All stakeholders assisted the Visiting Committee in the collection and clarification of data that was needed in order to analyze the existing status of the school. The Visiting Committee found that stakeholders, staff, and students were extremely congenial and appreciative of the school's high standards and efforts.

Schoolwide Areas of Strength:

1. The staff's high qualification, excellent rapport with students, and willingness to support students.
2. The school's strong link with parents and community. Parents and community take great pride in supporting the school's needs.
3. Strong district and site administration which supports the school's effort in approving student achievement.
4. The rigorous and challenging preparation for students participating in the International Baccalaureate (IB) program.
5. The schoolwide commitment on the part of all stakeholders to high expectations for students.
6. After a three year decline in API scores the school's ability to meet and exceed the State's API targets.
7. The high student involvement in service projects and extra curricular activities such as sports and clubs.

Critical Areas for Follow-up:

1. Curriculum alignment which includes up to date scope and sequence, curriculum mapping, incorporation of state standards and the school's ESLRs and articulation with the middle school.
2. The Disaggregation and analysis of student data that reaches across a range of assessments, subject areas, and grade level progression.
3. Grade-specific and subject-specific performance benchmarks and rubrics for each course.
4. A need to examine course offerings that are appropriate for non-college bound students and those interested in taking more electives.
5. The relationship of the three critical academic needs identified in the self-study to the three goals identified by the school site council. In addition, the plan needs more specificity in terms of goals, persons responsible, timeliness, reporting procedure, etc. For example, instead of "increased student performance on STAR..." the statement might read, "Increased student performance on STAR by 25 points..."
6. The incorporation the ESLRs on a consistent basis into the instructional program, so that ESLRs and standards are part of student progress reporting. The administration and staff need to develop and implement a system for assessing school-wide expected schoolwide learning results (ESLRs).
7. The establishment of clear goals for the IB Program, which is a cornerstone for the school, and the development of a process for evaluating the extent to which these goals have been met.

Chapter V: Ongoing School Improvement:

The Single Plan for Student Achievement (SVHS Action Plan) lists three critical academic needs:

- Addressing diverse academic needs
- Curriculum alignment to standards and assessment
- Consistent practices

The school's action plan states one school goal; that is to "increase student performance on STAR and CAHSEE by strengthening alignment to content standards in core content areas" and two program support goals; "Guide instruction through the use of data-informed assessments with the establishment of a comprehensive district assessment" and to "Review course offerings to modify an elective or academic course that will reflect the current needs of a diverse student population".

The SVHS current action plan does detail the actions to be taken, a reasonable timeline for implementation and proposed costs and funding sources.

This plan is insufficient and deals only vaguely with three critical areas of follow-up. The site administration is cognizant that the action plan needs to be revised. The first three critical areas for follow-up might be interpreted as to be included in the current school action plan, but each critical area is not addressed.

The Visiting Committee believes that the site administration and staff should create an action plan that does address all seven critical areas for follow-up. Some of the work on the first three critical areas has already begun and addressing these is already part of the school conversation and culture.

An action plan should address each of the seven critical areas for follow-up needs to state clearly what is to be accomplished, what actions are necessary for completion of the goal, delineate exactly who will be responsible for the work and evaluation, and the sources of resources in time and money to accomplish the addressing of each critical area for follow-up. Most importantly, the action plan must set clear benchmarks and tools for assessment of progress in addressing each of the critical areas as well as the individual/s responsible for that assessment.

These seven critical areas for follow-up are entwined and yet separate school-wide and district issues and separately and collectively will enhance student achievement. The trick for the school staff will be to juggle each of the seven critical areas simultaneously and see how each is separate and yet related and necessary in improving the school's instructional program.