

SELF-STUDY VISITING COMMITTEE REPORT

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

SCRIPPS RANCH HIGH SCHOOL

10410 Treena Street

San Diego, CA 92131-1126

San Diego Unified School District

February 22-25, 2009

Visiting Committee Members

Sue Buettell, Chairperson
Retired

Dr. Alane Calhoun, Director of Curriculum
Compton Unified School District

Dr. Moohay Ahn Choe, Assistant Principal
Los Angeles Senior High School

Dr. Anne Kaliksek, Principal
Mt. San Jacinto High School

Josh Lewis, Assistant Principal
Jurupa Valley High School

Larry Natividad, Assistant Principal
Richard Gahr High School

Janet Oonchitti, Teacher

William Workman High School

Chapter I: Student/Community Profile

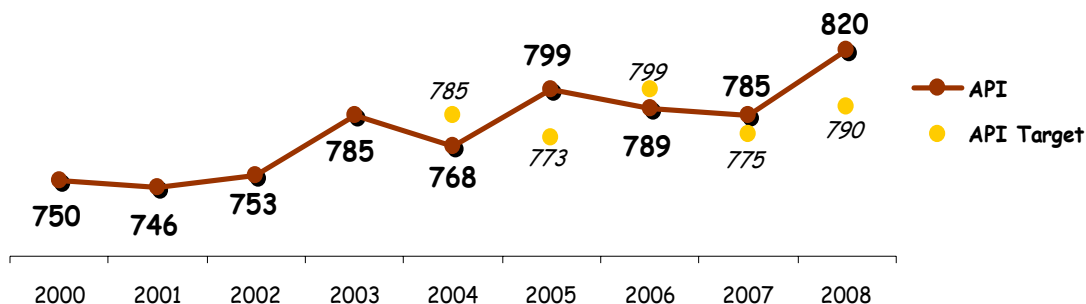
- Brief description of the students and community served by the school.

Established in 1993, Scripps Ranch High School (SRHS) is one of 18 comprehensive high schools in the San Diego Unified School District (SDUSD). Located in Scripps Ranch, a northern suburb of San Diego, SRHS serves students living in Scripps Ranch and small portions of the Mira Mesa and Rancho Peñasquitos communities. About 20 percent of SRHS students live outside the school's residential area, attending SRHS via various district enrollment programs including the Voluntary Enrollment Exchange Program (VEEP), Choice, No Child Left Behind (NCLB) and Program Improvement School Choice (PISC). These students come to SRHS from downtown, east and southeast San Diego, City Heights, Clairemont and Kearny Mesa.

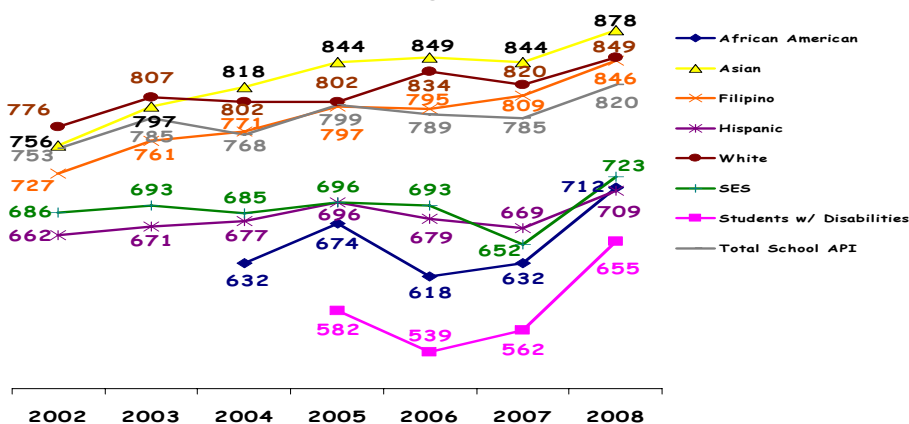
- School's analysis of student achievement data (e.g., CAHSEE, AYP, API, AP, college SAT, graduation rates, and Program Improvement status).

Academic Performance Index

SRHS Academic Performance Index



Sub-Group API Growth Including Total School



API Comparison 2008	SRHS	District	State
African American	712	674	612
Asian	878	844	828
Filipino	846	828	638
Hispanic	709	676	638
White	849	849	776
SES	723	687	633
Students w/ Disabilities	655	572	486

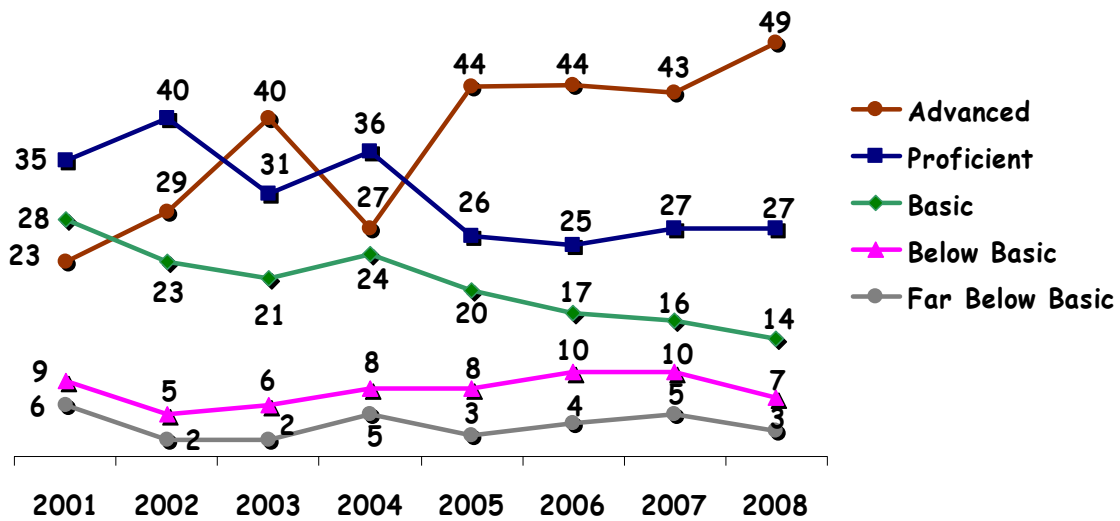
API data can be seen in the charts and table above. SRHS students generally score above those in the district and state. The previous chart, *Sub-Group API Growth*, most clearly shows the primary “achievement gap” at SRHS. African-Americans, Hispanics, low socio-economic status students and special education students score significantly lower than other groups on campus. It should be noted however, these lower-performing groups still score significantly higher than district and state levels.

California Standards Tests (CST)

Schoolwide and disaggregated CST data are shown in the following charts. For the schoolwide charts, the percent of students scoring advanced (cardinal) and proficient (navy) are shown in school colors. In most cases, the trend for advanced and proficient levels are increasing (positive slope) while the below basic (pink) and far below basic (gray) trends are decreasing (negative slope). The percentage of students scoring basic (green) seems to be variable depending on the specific trends in each subject area. In some instances, slight gains are seen in the percent of students scoring basic or below basic as the percent of students scoring far below basic decrease (basic and far below basic students are moving up).

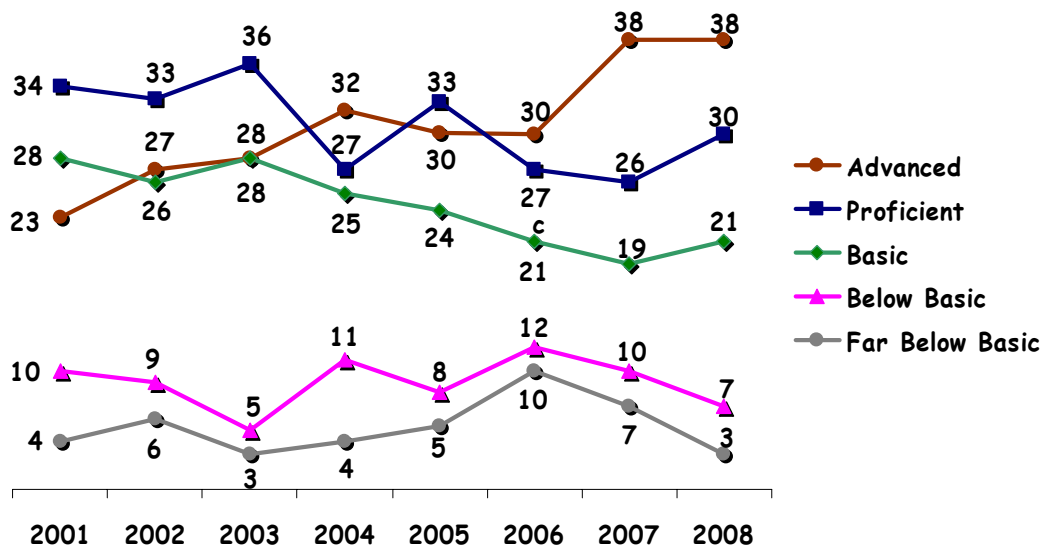
CST ELA Grade 9

(percent of students)



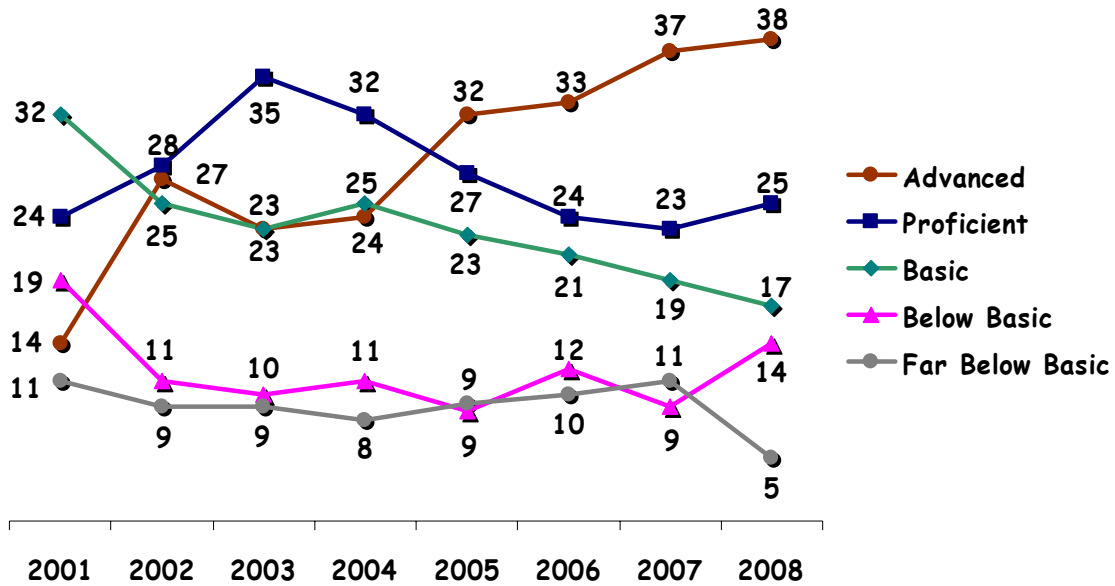
CST ELA Grade 10

(percent of students)



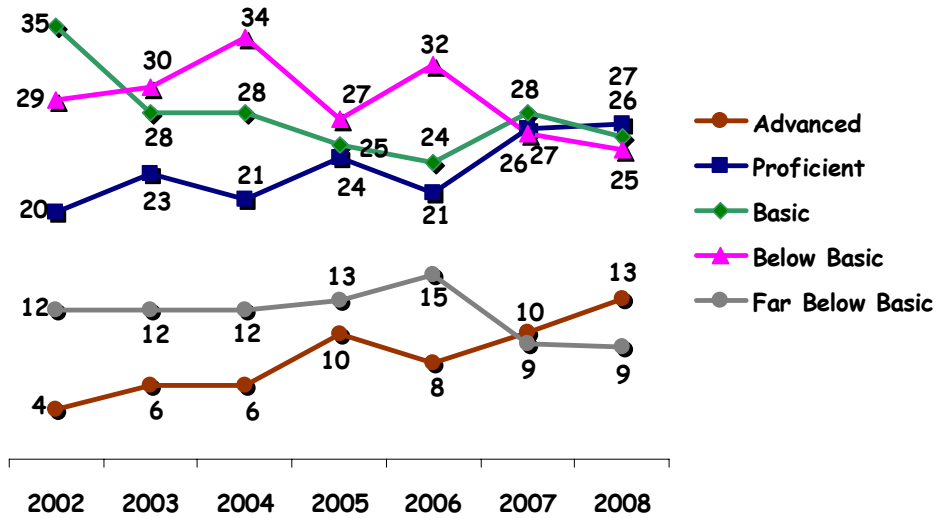
CST ELA Grade 11

(percent of students)



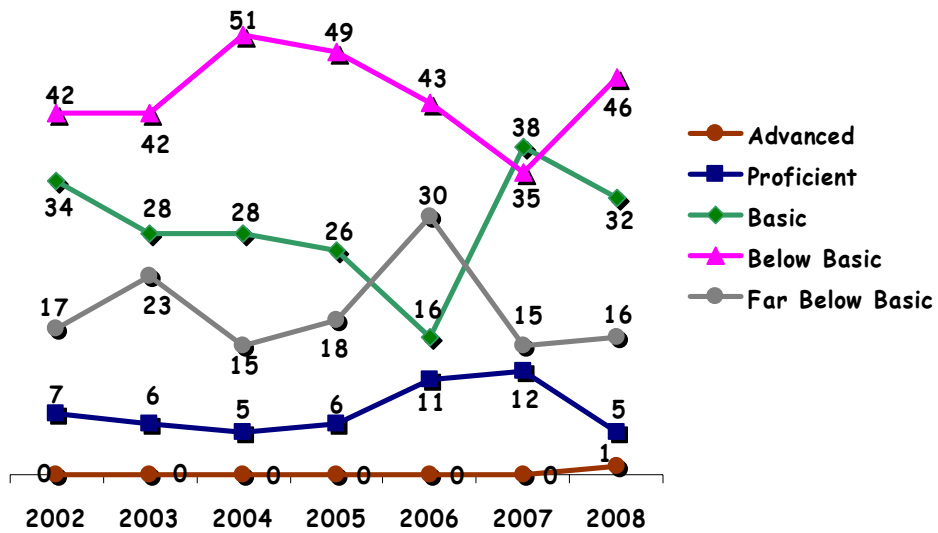
CST Math-All Students

(percent of students)



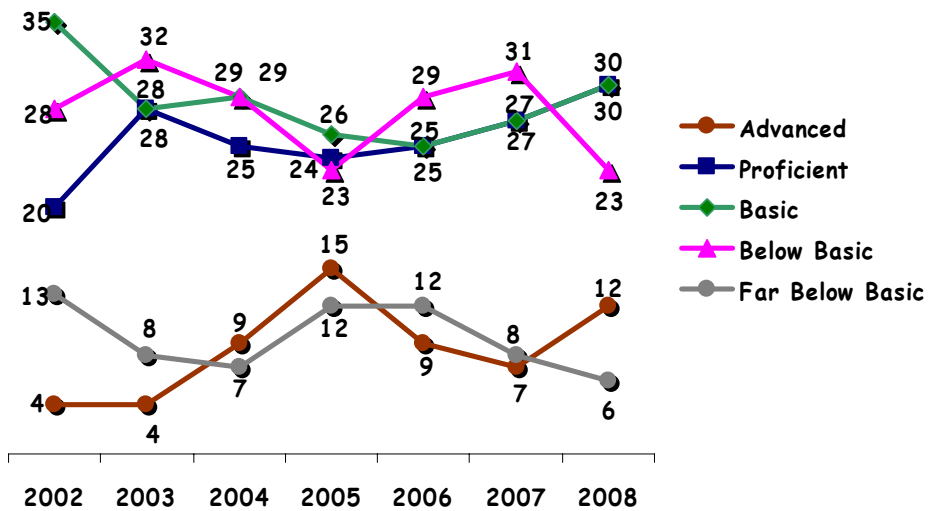
CST Algebra 1

(percent of students)



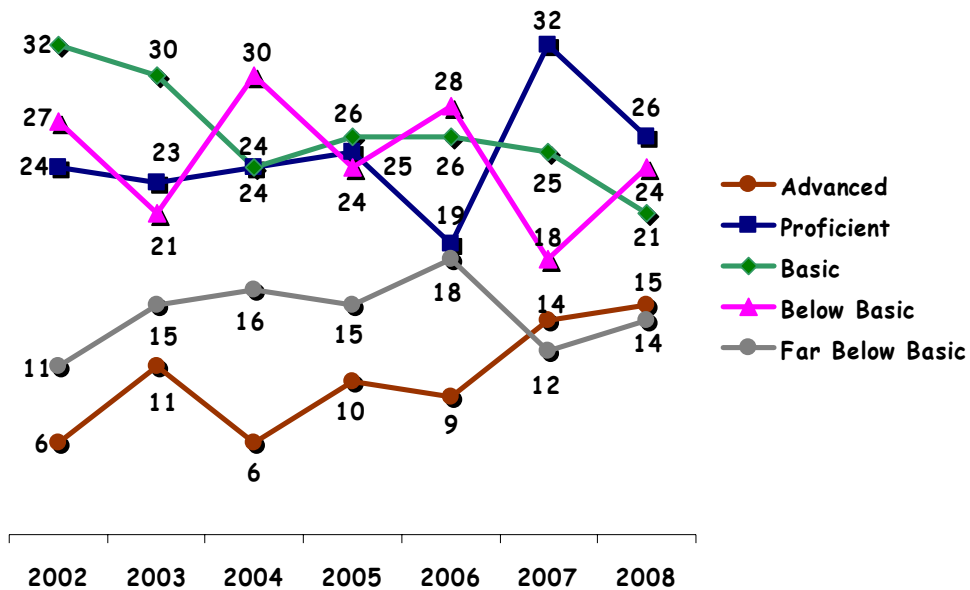
CST Geometry

(percent of students)



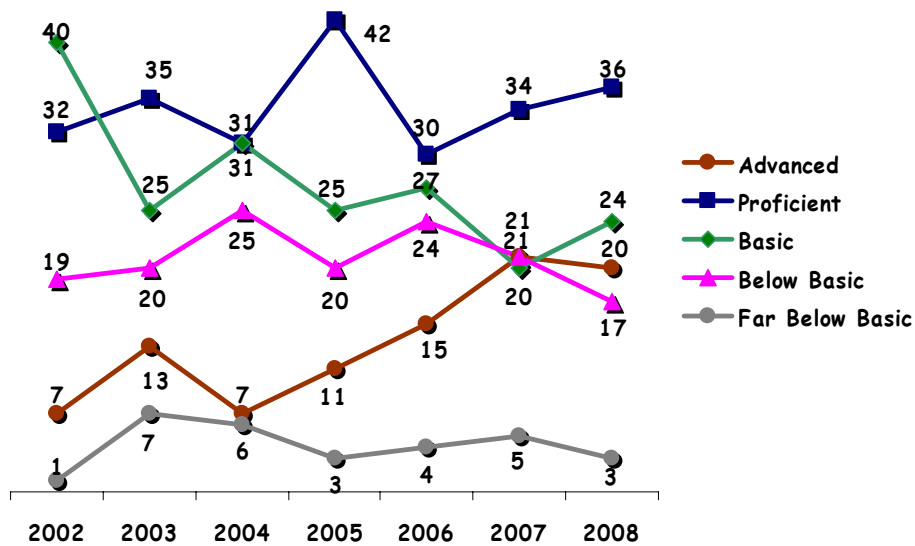
CST Intermediate Algebra

(percent of students)



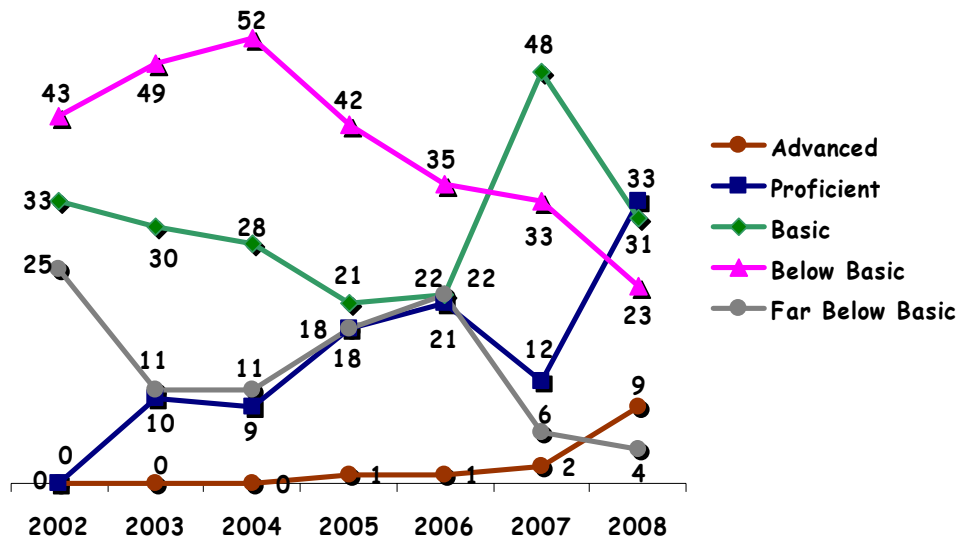
CST HS Summative Math

(percent of students)



CST Unifying Algebra & Geometry

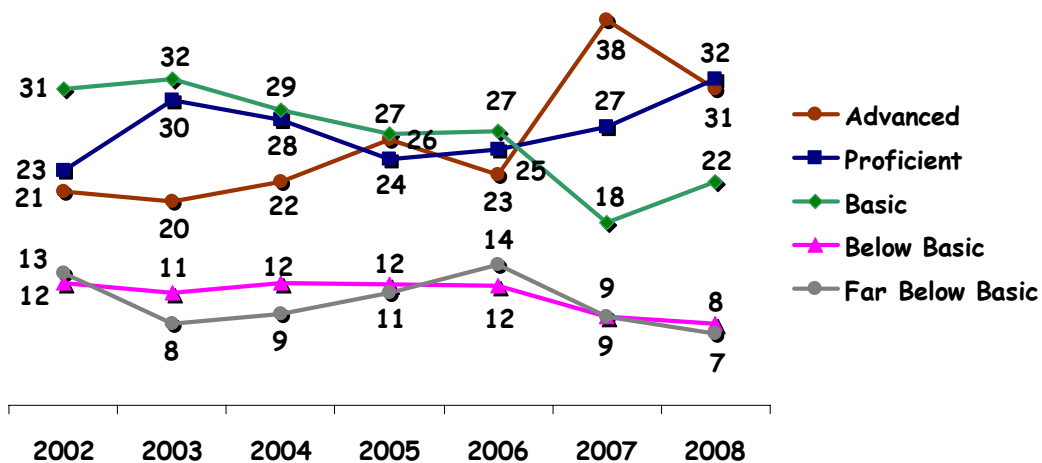
(percent of students)



CST History/Social Studies

All Students

(percent of students)

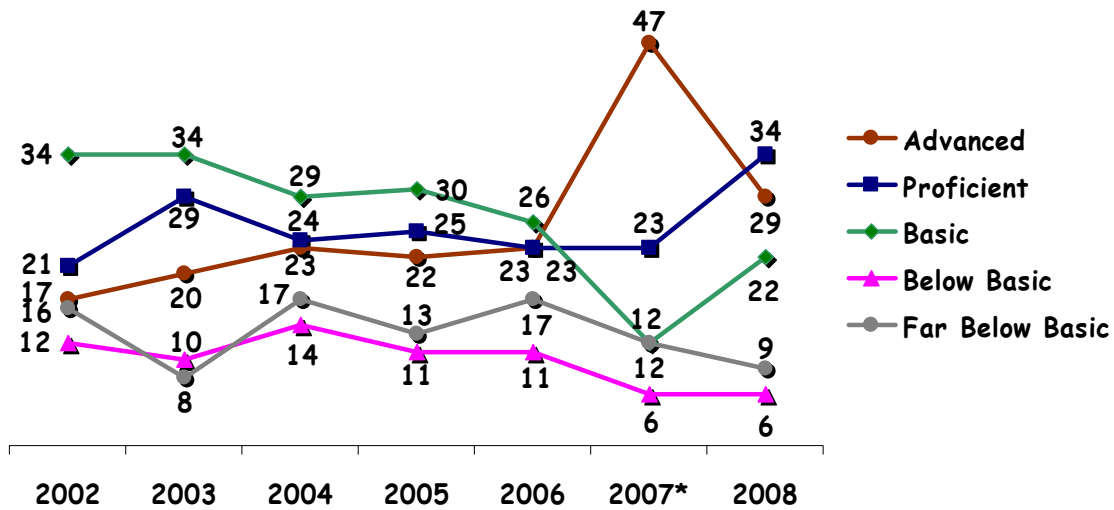


CST World History

(percent of students)

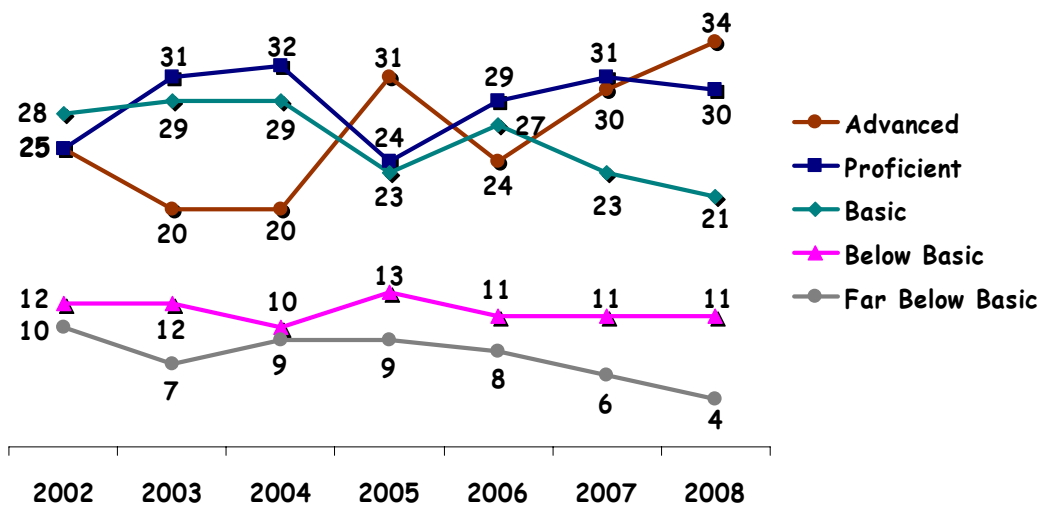
*2007 results are not grade level specific

Pre-2007 results are for Grade 10



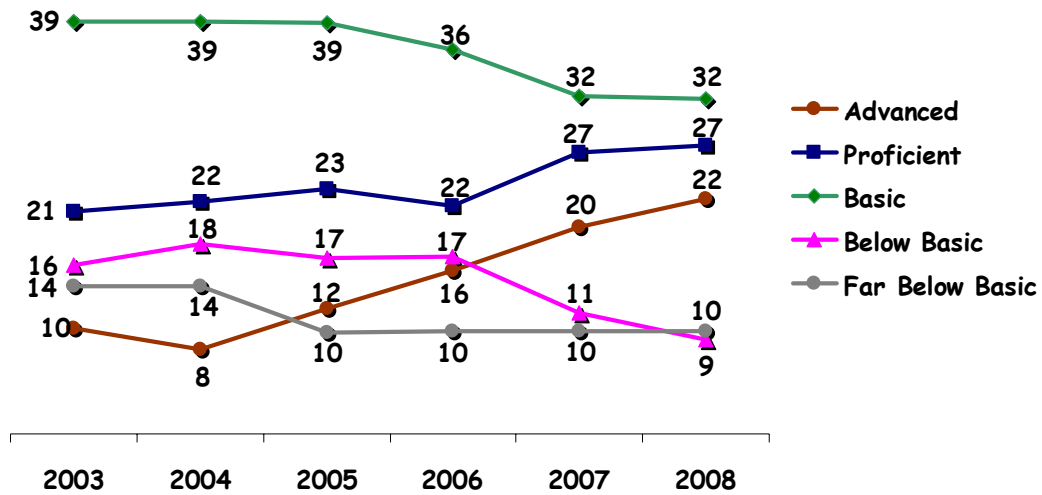
CST U.S. History (11th)

(percent of students)



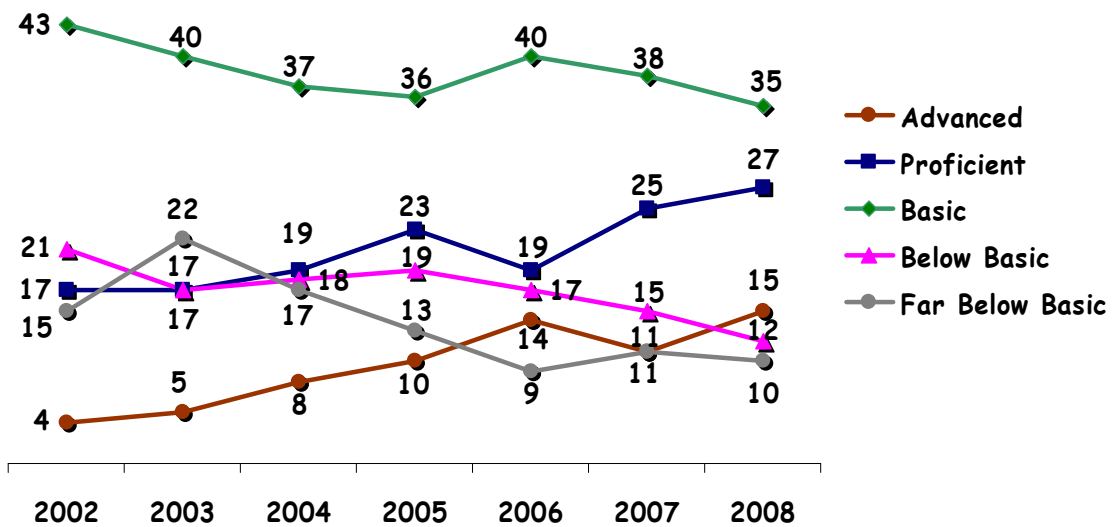
CST Science-All Students

(percent of students)



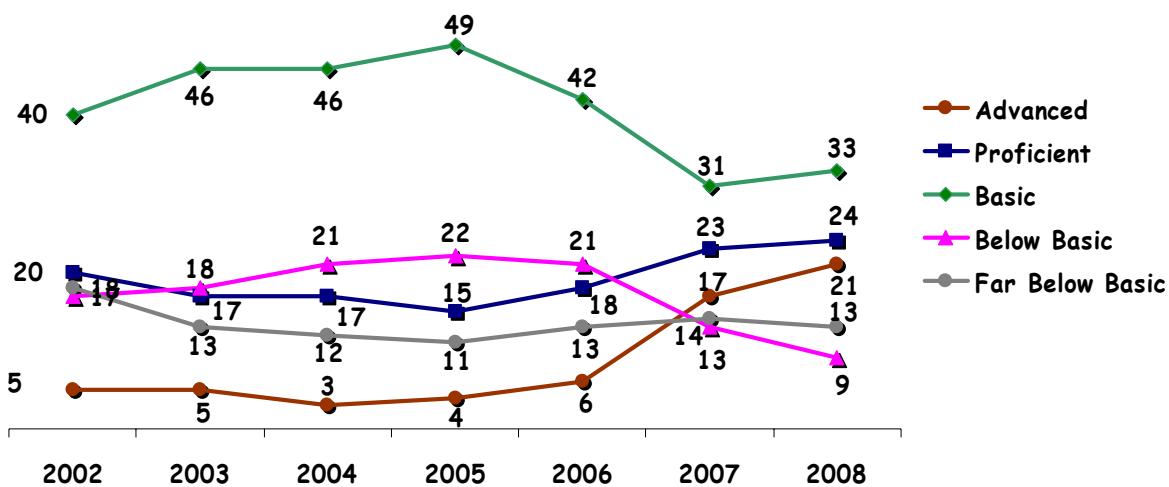
CST Physics

(percent of students)



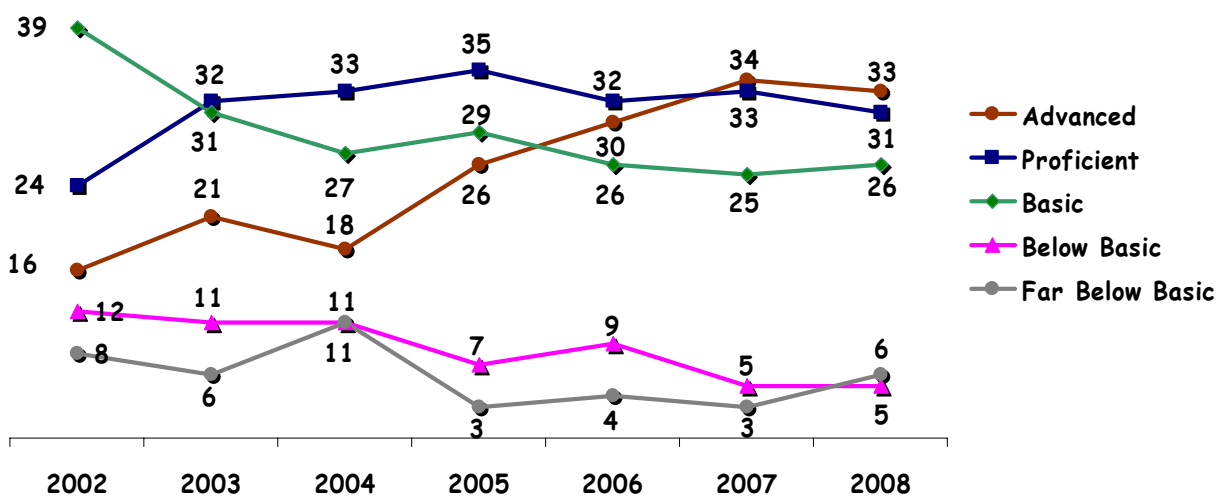
CST Chemistry

(percent of students)



CST Biology

(percent of students)

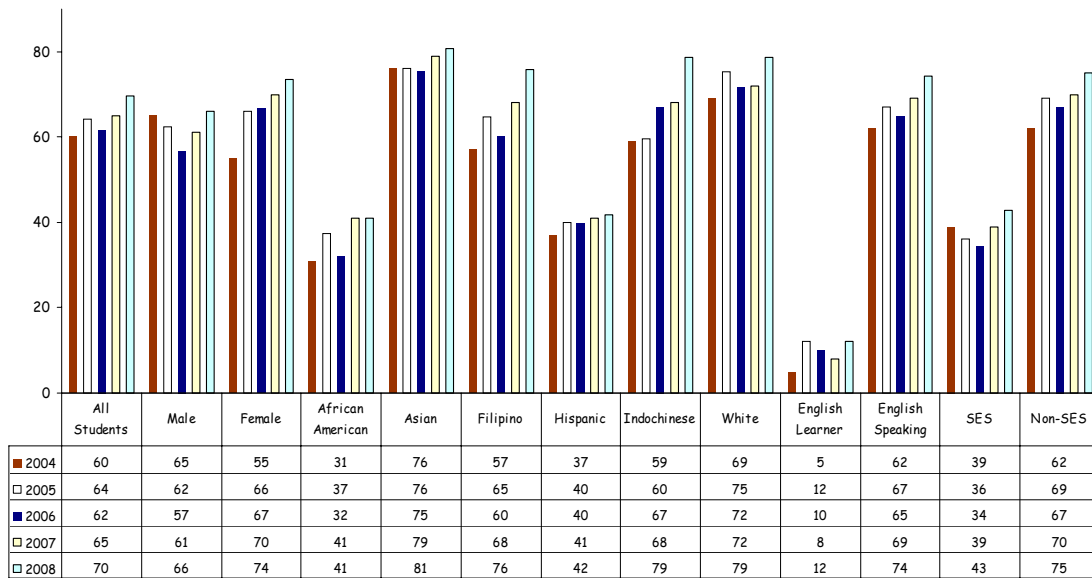


Disaggregated CST data are shown in the following charts. Generally African-American, Hispanic and English learners perform below levels of other demographic groups.

Demographic Data

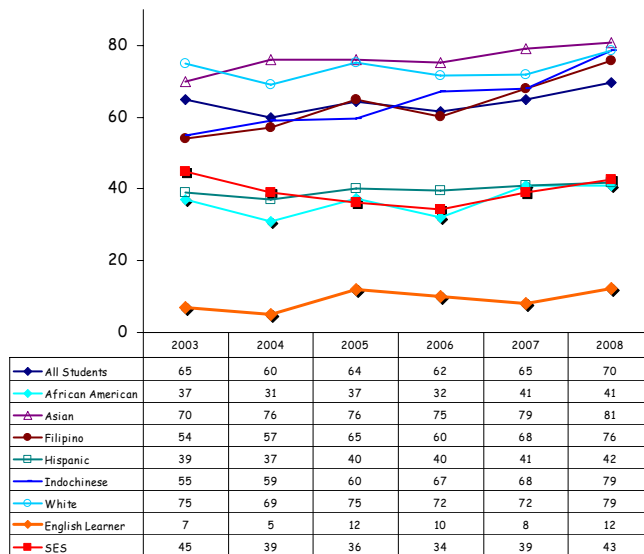
English Language Arts-All Students

Students scoring Proficient and Advanced (pct)



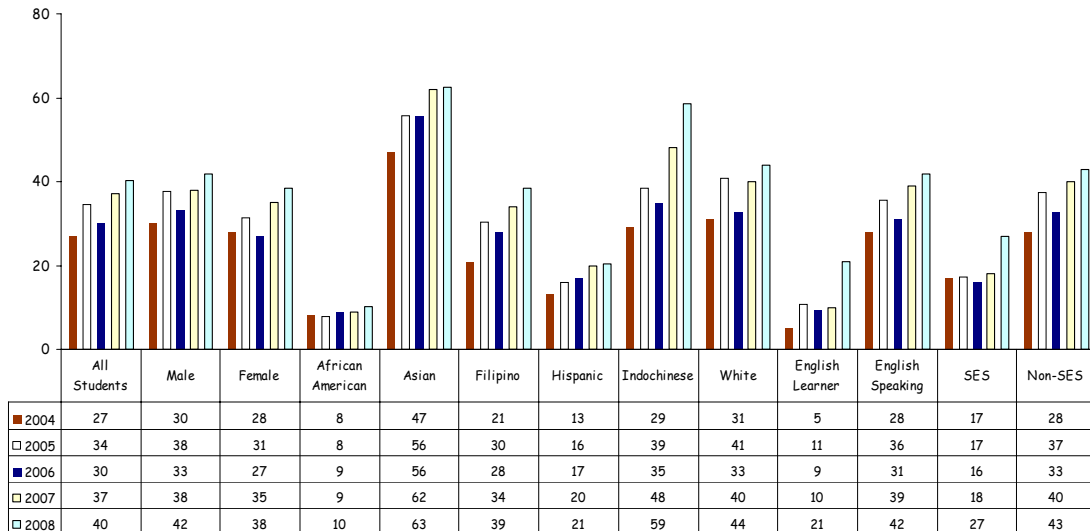
English Language Arts-All Students

Students scoring Proficient and Advanced (pct)



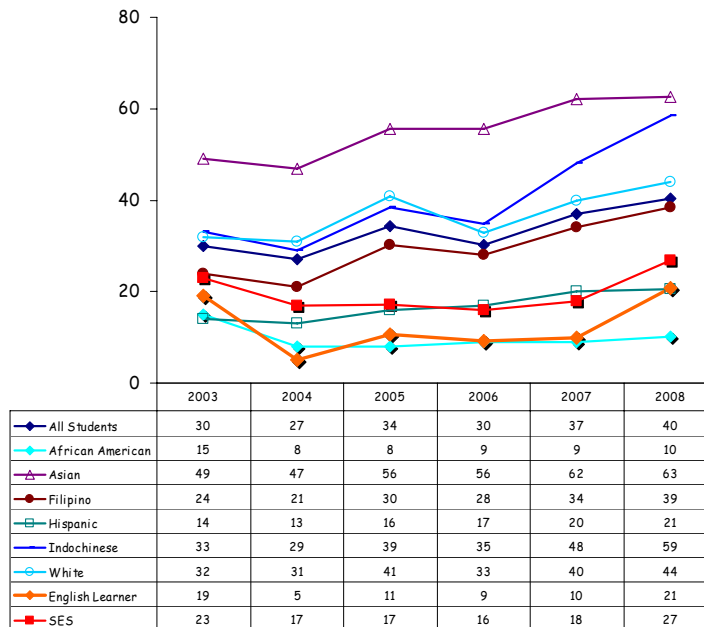
Demographic Data Math-All Students

Students scoring Proficient and Advanced (pct)



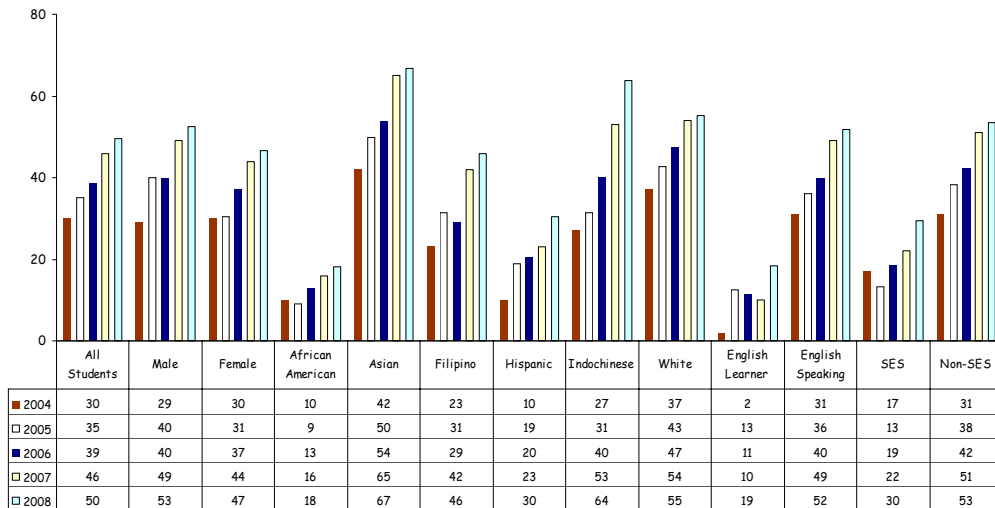
Math-All Students

Students scoring Proficient and Advanced (pct)



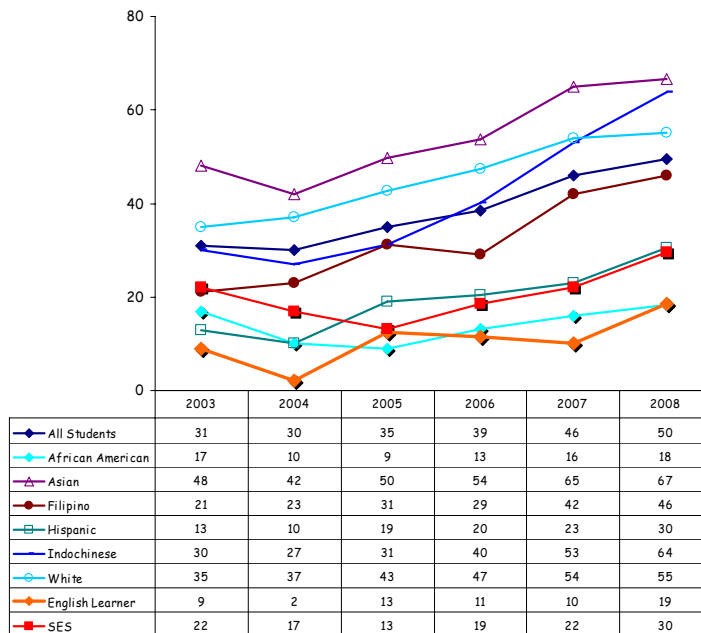
Demographic Data Science-All Students

Students scoring Proficient and Advanced (pct)



Science-All Students

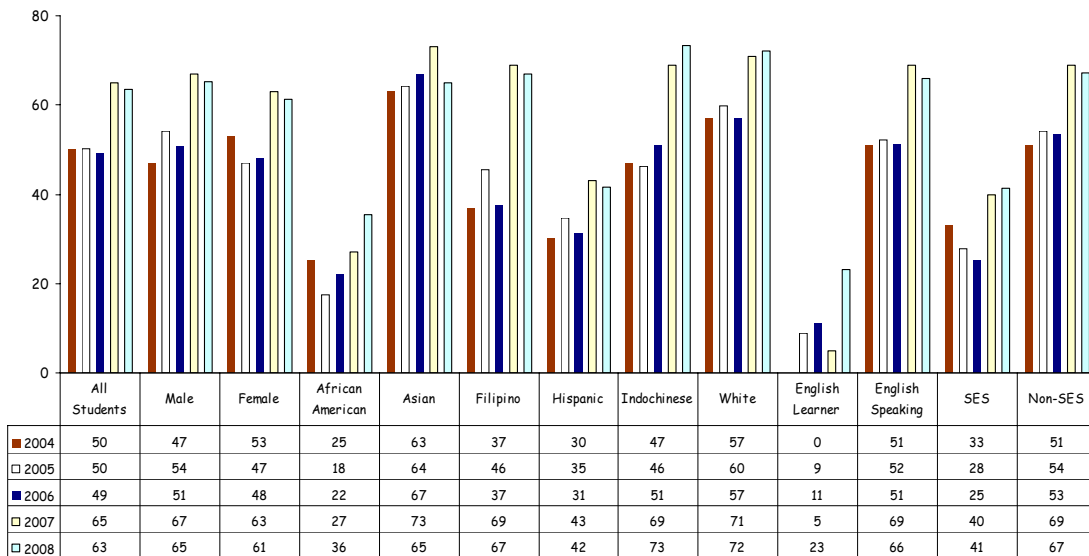
Students scoring Proficient and Advanced (pct)



Demographic Data

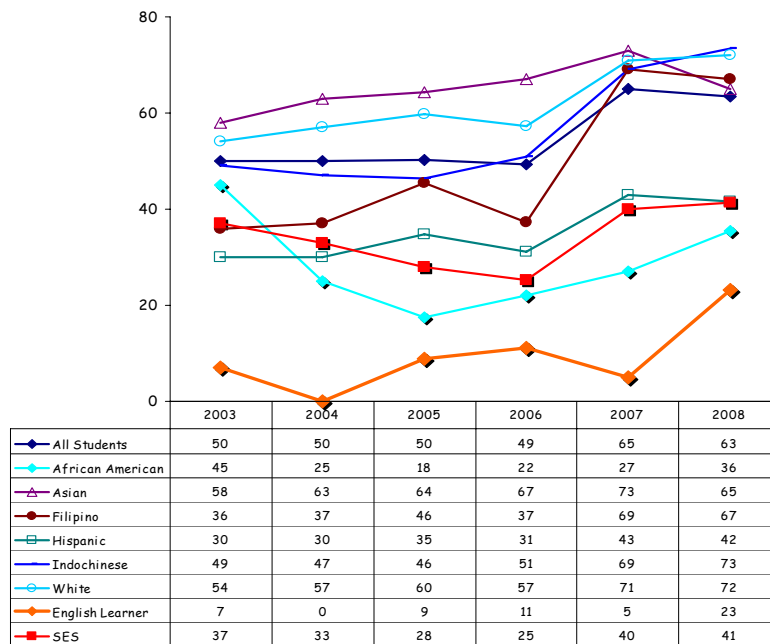
Social Studies-All Students

Students scoring Proficient and Advanced (pct)



Social Studies-All Students

Students scoring Proficient and Advanced (pct)



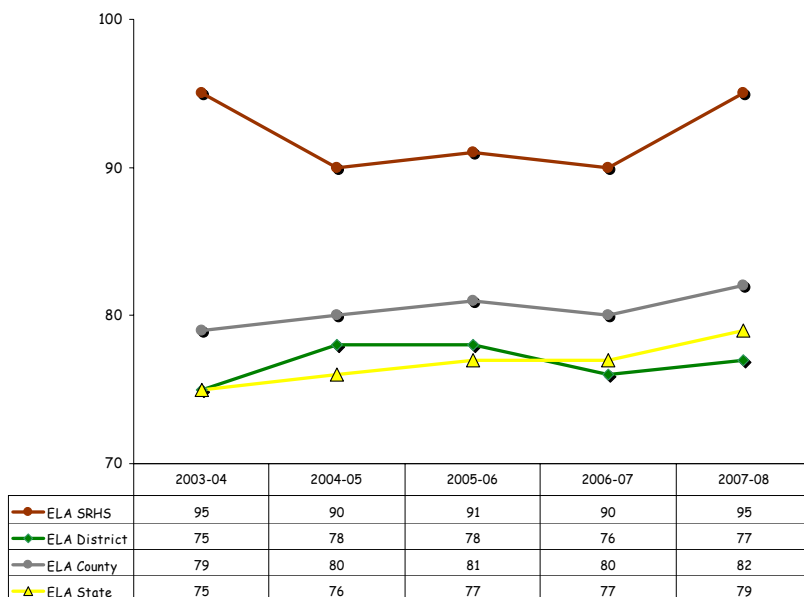
California High School Exit Exam (CAHSEE)

The percentage of SRHS students passing the CAHSEE during tenth grade is shown in the chart below. Pass rates for English Language Arts (ELA) and math have historically been above 90 percent. The class of 2008 had five members not pass the CAHSEE after multiple attempts and multiple CAHSEE interventions. All five students were non-diploma-bound special education students who all enrolled in continuing district programs for special education students.

Typically the SRHS students who struggle with passing the CAHSEE are English Learners, passing the ELA portion, and special education students passing the math CAHSEE. This fall SRHS has added a CAHSEE English support class and a CAHSEE math support class for juniors and seniors. Additionally two special education resource teachers have CAHSEE prep classes for special education students, one for English and the other for math. The class of 2009 has 17 students that are currently CAHSEE deficient (taking the February administration) and 30 students in the class of 2010 that have not yet met the CAHSEE requirement. The juniors will take the CAHSEE again in March.

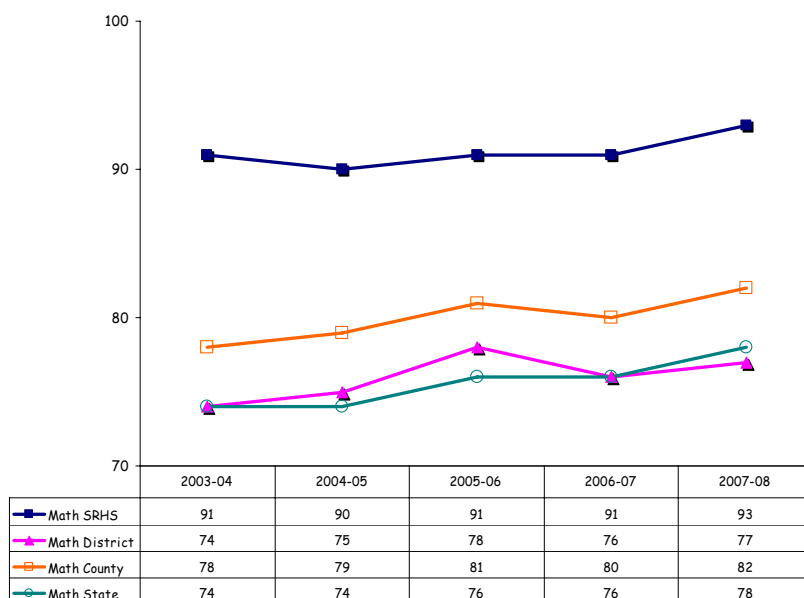
CAHSEE Grade 10 ELA

(percent of students passing)



CAHSEE Grade 10 Math

(percent of students passing)



Adequate Yearly Progress (AYP)

SRHS has met all of its AYP criteria on a yearly basis since AYP has been measured in California.

2008 met 22 of 22 AYP criteria

2007 met 22 of 22 AYP criteria

2006 met 18 of 18 AYP criteria

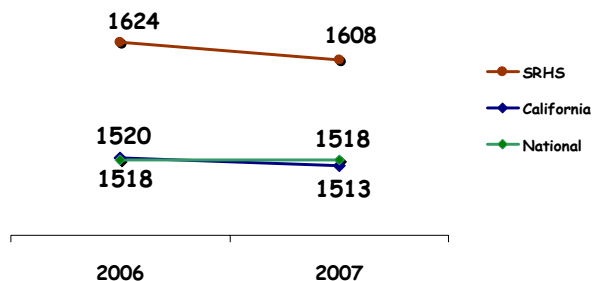
2005 met 22 of 22 AYP criteria

2004 met 14 of 14 AYP criteria

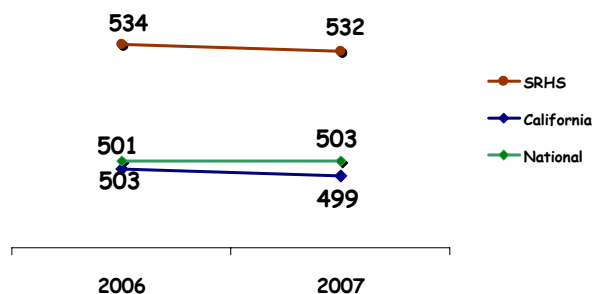
College SAT and ACT; CSU Early Assessment Program (EAP)

SRHS students taking the SAT and the ACT score well above the average for California and the nation.

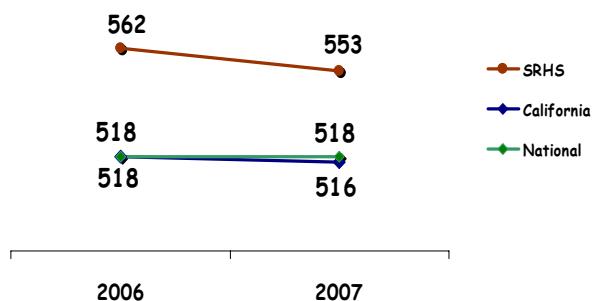
SAT Average Score



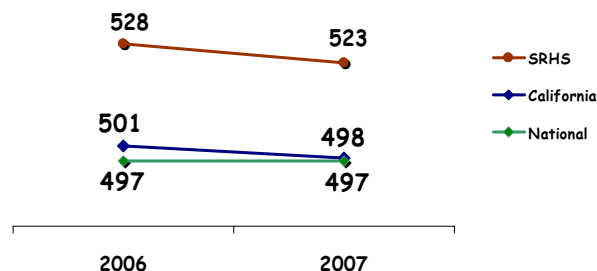
SAT Verbal



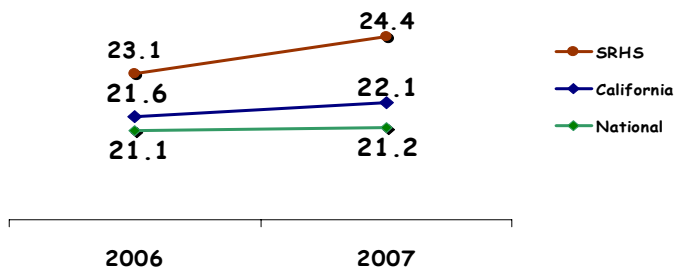
SAT Math



SAT Writing

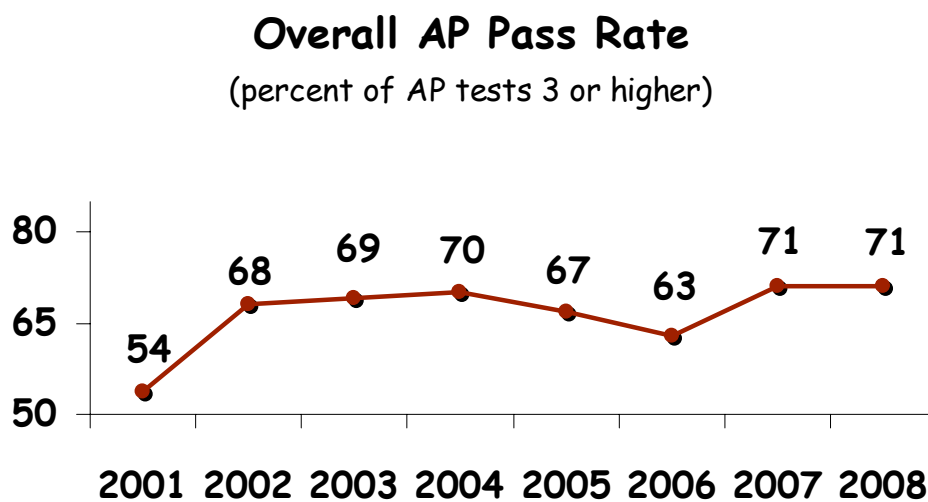
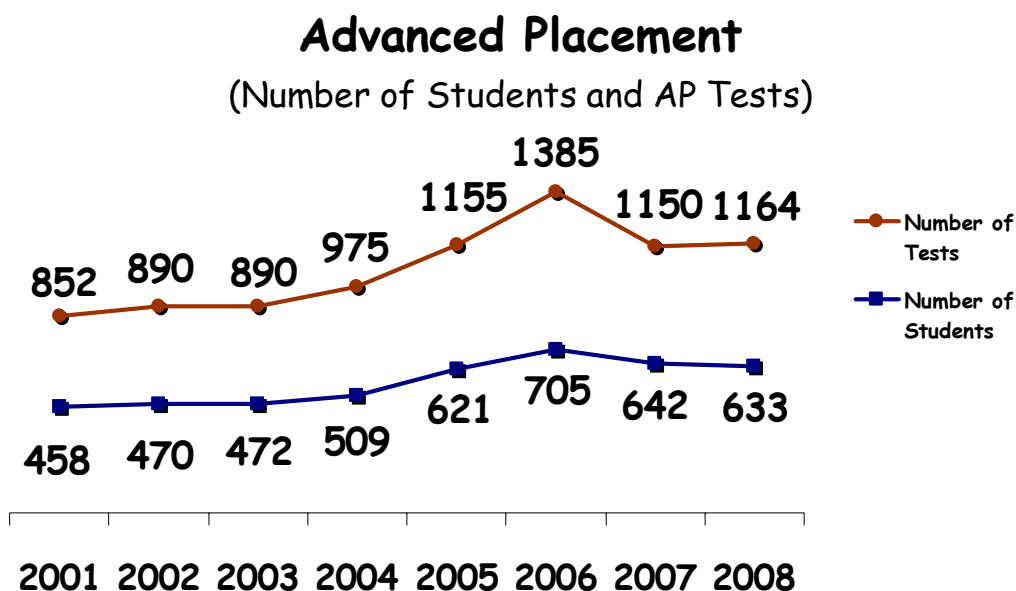


ACT



Advanced Placement (AP)

SRHS offers 21 different AP courses: AP English Language; AP Literature; AP Calculus: AB; AP Statistics; AP Physics B, AP Physics C (1 student); AP Chemistry; AP Biology; AP Environmental Science; AP European History; AP US History; AP Government; AP Studio Art 2D, AP Studio Art – Drawing, AP Art History, AP Spanish Language, AP Spanish Literature, AP Computer Science A1 (year 1 and year 2), AP Music Theory, and AP Psychology.

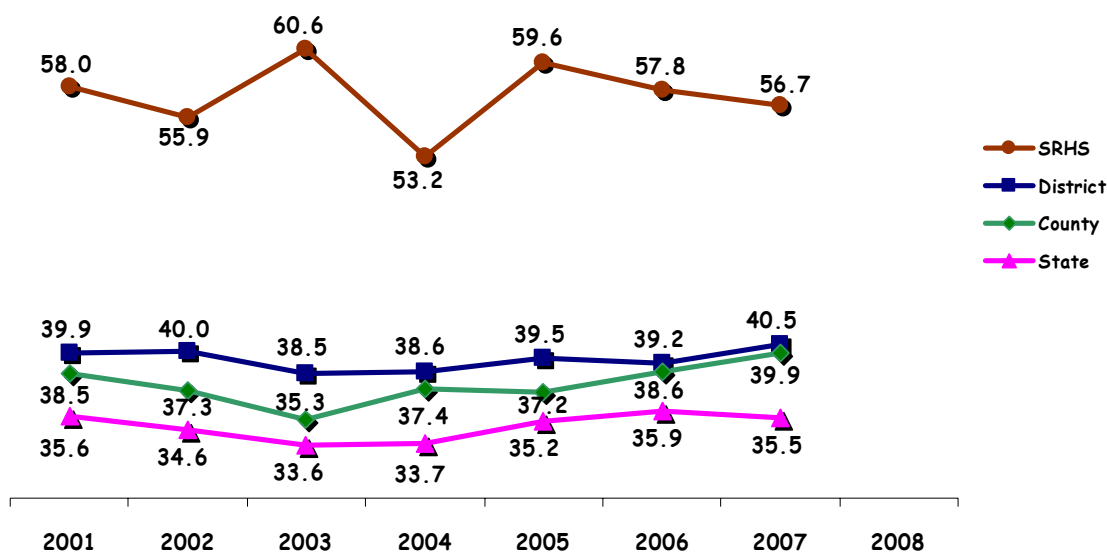


University of California a-g Requirements

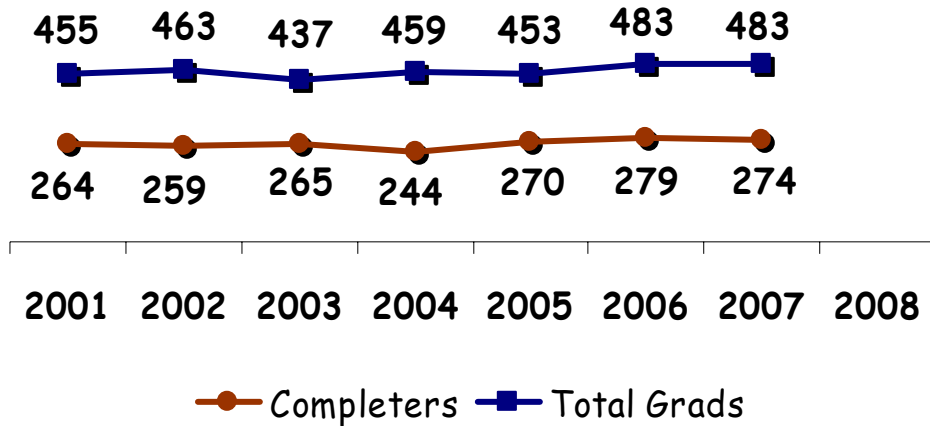
UC/CSU a-g completion rates and the number of students meeting the a-g requirements can be seen in the following two graphs. SRHS has a significantly higher completion rate when compared to the district, county and state levels. SDUSD graduation requirements encompass the UC/CSU a-g requirements except for the following two areas: the third year of math; Unifying Algebra and Geometry, can be taken in place of second-year algebra (Intermediate Algebra). Secondly, there is no foreign language graduation requirement for SDUSD.

Most of SRHS students meet the math requirement; only 100 students took the Integrated 1 (Unifying) CST in spring 2008 and only 126 students are enrolled in Unifying this fall. Currently nearly 1400 students are enrolled in a foreign language of which only 83 are seniors, as most have already completed their foreign language requirement. With this many students meeting the math and foreign language course requirements, we thought our a-g completion rate should be higher. Analysis of UC/CSU a-g data in 2005 showed the main reason for non-completion of the a-g requirement was that students had earned a "D" grade in one or more of the required courses thus labeling them as a non-completer.

**UC/CSU a-g Completion Rate
(percent of graduates)**

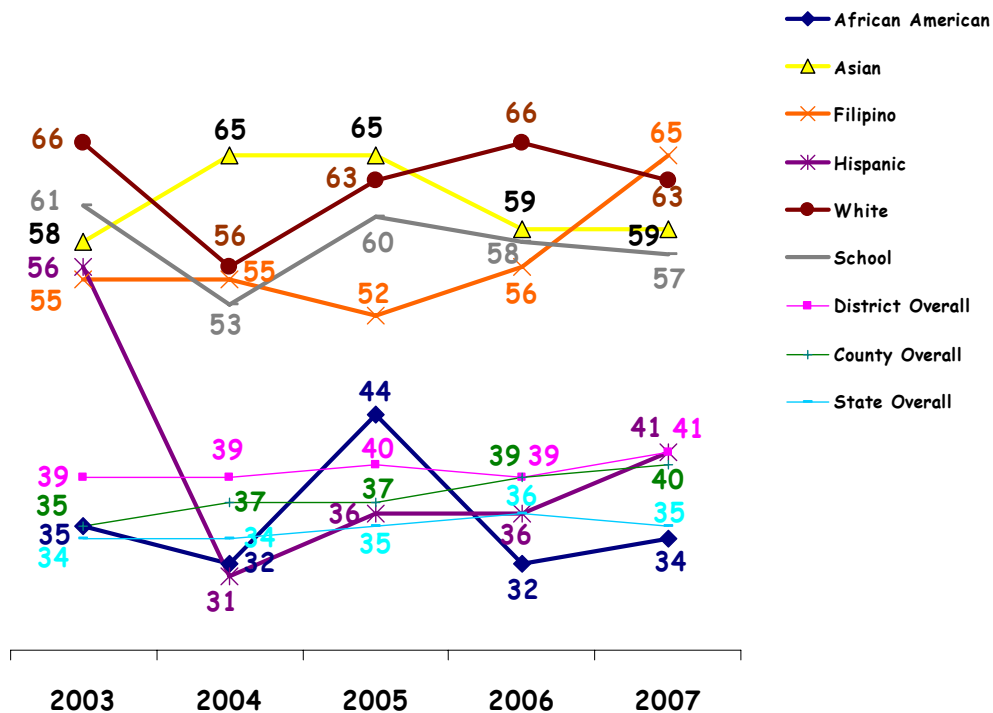


UC/CSU a-g Completion Rate



Sub-Group UC/CSU a-g Results

(rounded to the nearest percent)



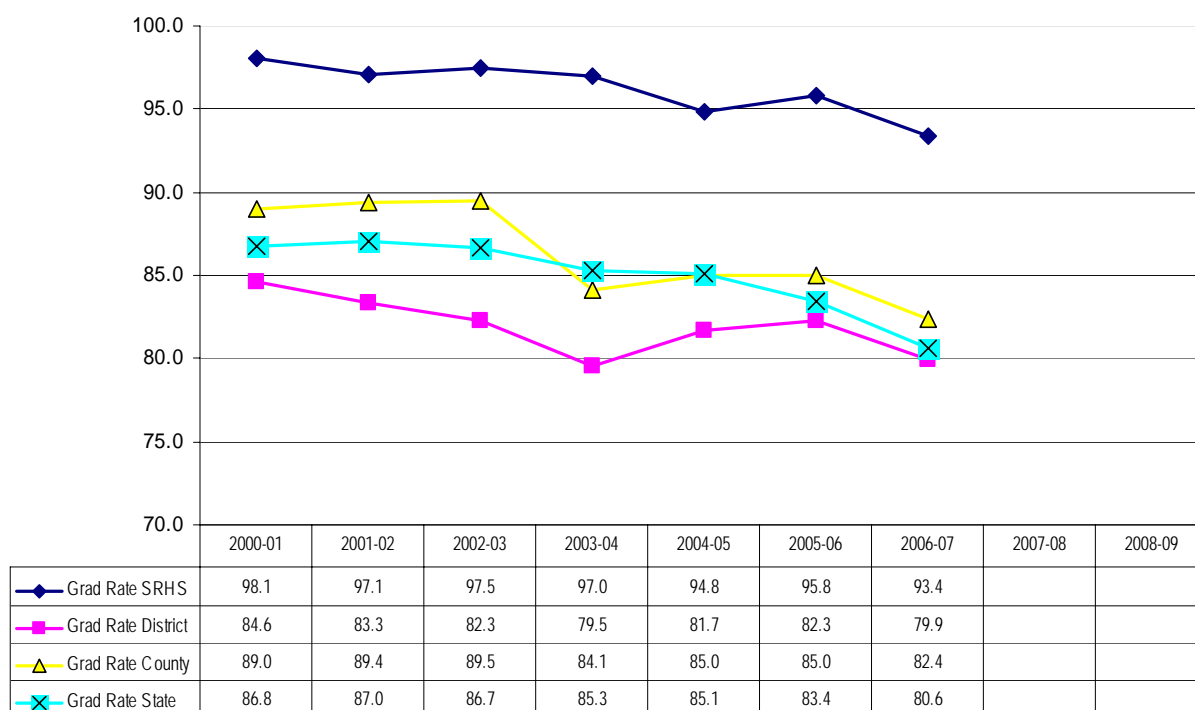
Completion Rates – Graduation Rate

This table displays the school’s one-year dropout rates (per 100 students) and graduation rates for the most recent three-year period .

	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Dropout Rate (one-year)	1.5	1.6	1.6	4.2	2.8	3.6	3.2	3.1	3.5
Graduation Rate	97.0	94.8	95.8	79.5	81.7	82.6	85.3	85.0	83.3

The formula for the one-year dropout rate is Grade 9–12 dropouts divided by Grade 9–12 enrollment, multiplied by 100. The graduation rate is calculated by dividing the number of high school graduates by the sum of dropouts for Grades 9–12, in consecutive years, plus the number of graduates, multiplied by 100. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at www.dq.cde.ca.gov/dataquest/.

Graduation Rate by Year



Completion Rates – Entering Freshmen vs. Exiting Seniors

The new freshman class each year historically has the largest number of students of the four classes with each class being reduced in number such that the senior class has the fewest students.

“Class of” or “Grad Year” data is more reliable than grade level data in monitoring enrollment because in SDUSD, students must earn semester credits to move from one grade to the next (e.g., 10 credits required to move from grade 9 to grade 10). Currently the class of 2009 (seniors) has, by credits earned, 14 students in grade 11 and two in grade 10. The class of 2010 (juniors) has five students still in grade 9 and 36 students still in the grade 10. The class of 2011 (sophomores) has 55 members still in grade 9.

Students can make up credits via Extended Day (an after school summer school type class), summer school, HSDP (High School Diploma Program) and through the Credit Recovery Lab. As

students fall further behind, the counselor and district counselor work with the student and their family to transfer the student to a school or program that best meets their needs to progress to a diploma. Choices include charter schools, alternative schools, high school diploma program, or job core.

- Other pertinent data (e.g., attendance rates, size of EL/LEP population, teacher credentialing, class size, dropout rates, programs for students).

Enrollment

The current SRHS population data can be seen in Figure 1. With the addition of four science suites for chemistry and 10 general use (math) classrooms, made possible by Proposition MM in 2003, SRHS’s enrollment increased due to increased facility capacity. The total enrollment for the past five years has been somewhat stable near 2300 students. White students make up a little less than one half of the student population with Hispanic and Asian students comprising the largest minority populations.

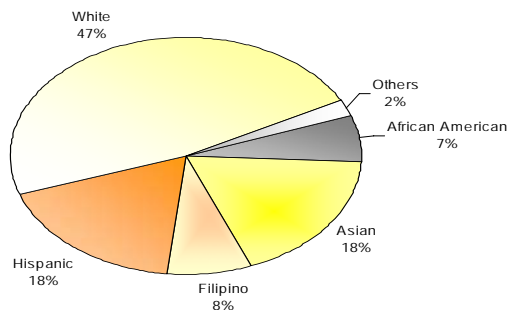
Table 2 and Figure 2 show the ethnicity breakdown for 2007-08.

Figure 1. Enrollment by Year



Table 2.

Figure 2. Ethnicity 2008-09
(Total Enrollment 2388)



	Resident	Non-Resident
Total	1818	529
African American	61	92
Chinese	85	21
Filipino	169	14
Hispanic	181	245
Vietnamese	124	59
White	1046	46

Table 1.

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Ethnicity (pct)	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
African American	5.7	9.0	8.8	10.2	8.7	7.0	6.5
Asian	17.0	16.5	16.6	17.2	17.7	18.3	18.0
Filipino	9.8	8.0	7.6	7.0	7.7	8.1	7.8
Hispanic	10.6	13.2	14.8	15.9	16.9	17.5	18.1
White	56.1	52.3	51.3	49.0	48.1	48.3	47.3

SRHS serves about 500 students living outside the neighborhood attendance boundaries. Ethnicity data by residency is shown in Table 1. SRHS non-resident students live in many San Diego neighborhoods and attend SRHS via the Voluntary Enrollment Exchange Program (VEEP), Program Improvement School Choice (PISC), Federal No Child Left Behind (NCLB), SDUSD School CHOICE, and SDUSD Seminar Program. Currently SRHS has non-resident students from 12 different district residential areas with most living near Hoover High School (132), Crawford High School (83), Lincoln High School (79) and Mira Mesa High School (64).

Program enrollment of SRHS students is shown in Table 3. Most program enrollments have increased during the past five years. English Learners have increased by 45 students (35 percent), special education students by 43 (21 percent), and in the past three years, 214 students have come to SRHS via NCLB and PISC. The number of CHOICE students is dependent on enrollment capacity as CHOICE students have the lowest priority, by district policy, for enrollment at SRHS. **Note: Students may be counted in more than one program.**

Program	Enrollment
CHOICE	70
English Learner	130
GATE (incl Seminar)	933
GATE Seminar	228
NCLB or PISC	171
Special Ed	156
VEEP	148

Table 3.

Language Proficiency - California English Language Development Test (CELDT)

Students enrolling in SDUSD complete a Home Language Survey as part of the enrollment process. Any student whose home language is other than English is assessed for English proficiency using the California English Language Development Test (CELDT). Currently there are approximately 130 students at SRHS that are English Learners (Table 4). Two hundred and eight students have been Redesignated Fluent English Proficient (RFEP) while 203 students tested where Initially Fluent English Proficient (IFEP). As a group, the English learners are one of the lowest achieving groups at SRHS.

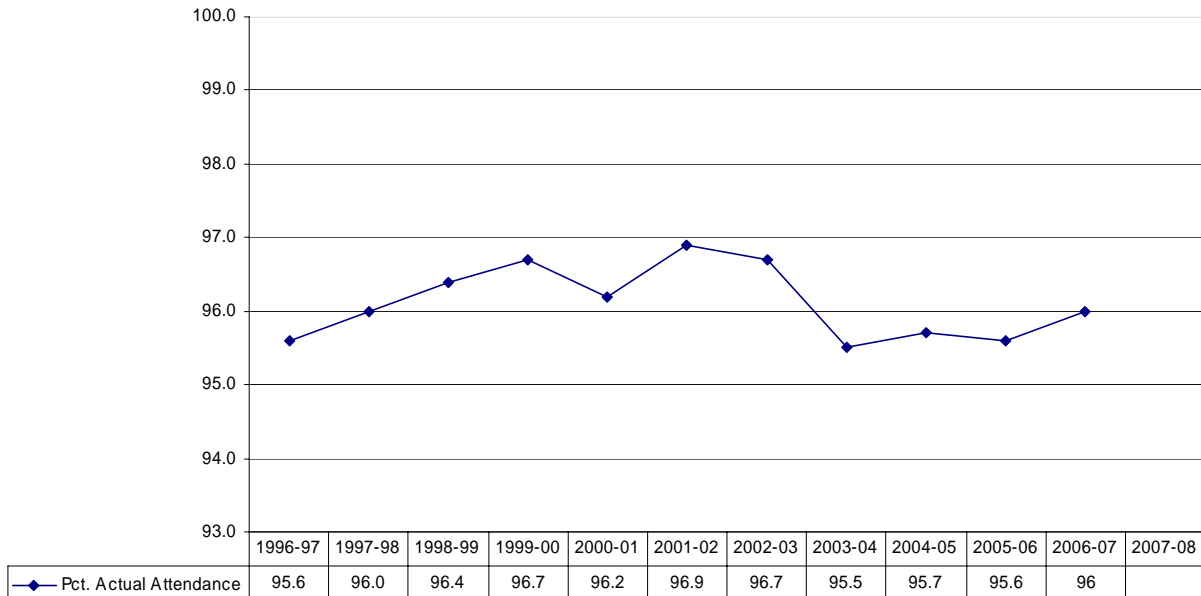
Proficiency Level	N
Advanced	17
Early Advanced	37
Intermediate	48
Early Intermediate	15
Beginning	9

Table 4. F2008 SRHS EL Population

Attendance

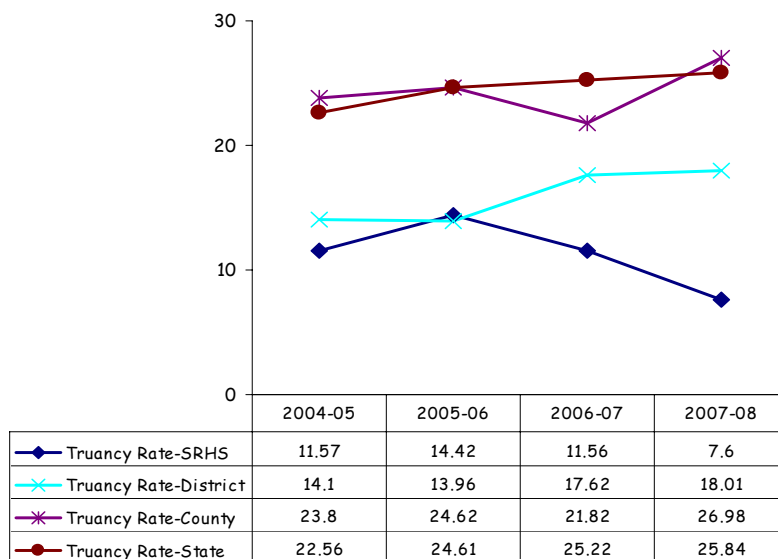
SRHS attendance is monitored on a monthly basis. The attendance rate is generally the top or one of the top rates in the district.

Attendance Rate by Year



Truancy rates can be compared in the following chart. SRHS generally has a lower truancy rate than the district, county and state levels. The number of trancies and the truancy rate has been declining over the past four years.

Truancy Rate
(number/enrollment)



Total enrollment for years in Truancy Rate chart:

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	2004-05	2005-06	2006-07	2007-08
Enrollment	2350	2364	2344	2276
No. Truants*	272	341	271	173

*Number of students with an unexcused absence or tardy of more than 30 minutes on 3 or more days

Proposition S passed in San Diego in the November 2008 election and will provide SRHS with approximately \$38 million in improvements. Air conditioning for the site and the completion of the east side of the stadium are priority items for this project. A committee of school district, school and community members is working to update the Master Plan for the school.

Currently a new “green” sustainable technology building is in the plan approval phase at the Department of the State Architect. Funded with a Prop 1D grant from the state and the district Proposition S funds, this building will house a sustainable technologies program with career paths in “green collar fields” of environmental technology, alternative energy and related fields.

Staff

SRHS is fortunate to have a powerful and talented teaching staff. The following is the result of a staff survey in September 2008:

Percentage of Faculty with Degrees/Experience:

- Bachelors (BA or BS)99%
- Single Subject Credential.....85%
- Multiple Subjects Credential.....12%
- Supplemental Authorization36%

Graduate Degrees:

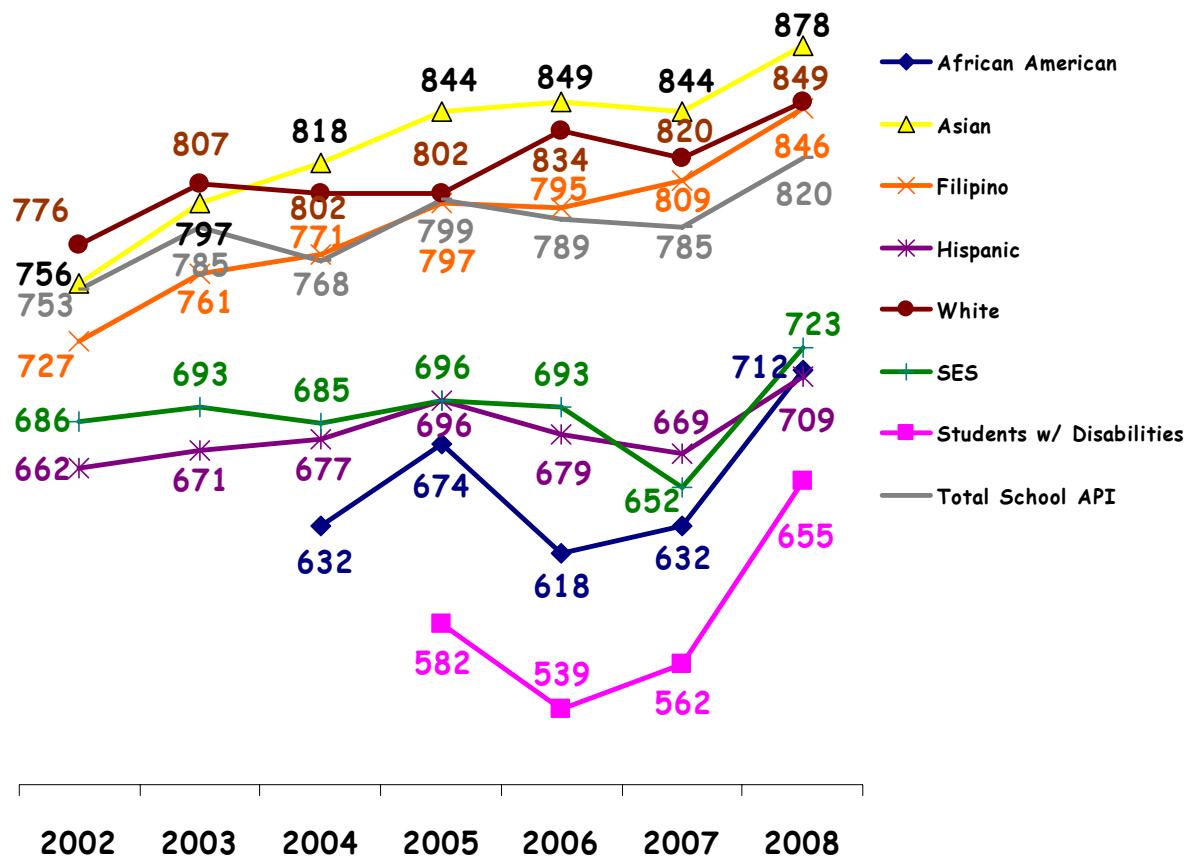
- MA/MS/M.Ed.74%
 - M. Public Health1%
 - National Board Certification2%
 - Ph.D.2%
- Certificates:
- GATE Credential39%
 - SDAIE or CLAD Cert.....88%

- Comment on significant findings revealed by the profile and/or pertinent data that were not included in the profile.

What are the implications of the data with respect to student performance? The chart below shows our total school’s API growth in all sub-groups.

Sub-Group API Growth

Including Total School



The “achievement gap” shown in the disaggregated API data paints the best picture of the challenges facing SRHS. While our subgroups are achieving at or above the levels of the district, county, and state data for similar groups, we know that we still have work to do to assist these subgroups to reach even higher levels of achievement. Therefore, much of our instructional attention is focused on helping these lower-performing groups, English Learners, special education students, Hispanics and African-Americans, to meet state content standards at grade level or higher.

The analysis of student achievement data indicates the need to improve English Language Arts performance among some ninth and tenth grade students. Similarly, based on the data analyzed in the area of math, there is a need to improve mathematics performance among ninth and tenth grade students.

Select 2 to 3 critical academic needs based on the data, noting the correlated expected schoolwide learning results.

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- SRHS needs to continue to focus on our ninth and tenth-grade students' performance in the English Language Arts, helping all sub-groups, especially African-Americans, Hispanics and English learners, to reach higher levels of achievement so that they are able to “communicate effectively orally, in writing, and through visual means” (**ESLR 1**).
- SRHS needs to continue to focus on our ninth and tenth-grade students' performance in mathematics, helping all sub-groups to reach higher levels of achievement so that they are able to “demonstrate the ability to access information in various formats, synthesize it, and use it in problem solving and other critical thinking activities” (**ESLR 2**).
- Comments on the school's major changes and follow-up process.

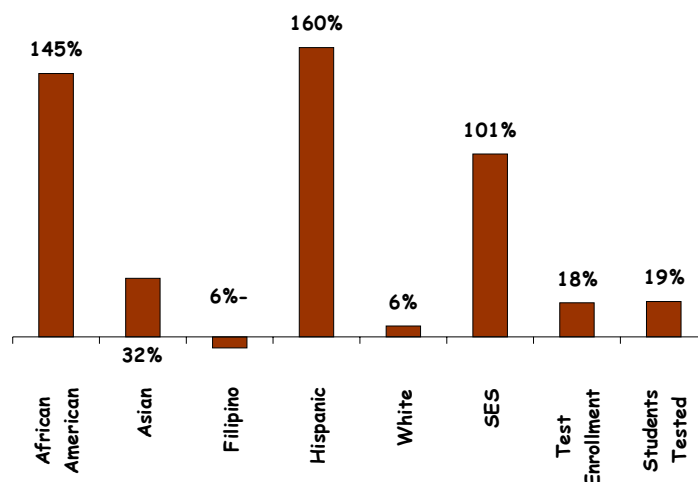
Significant developments for SRHS during the past six years include both district level and site level changes in administration (Superintendent, Instructional Leaders, significant changes in the Board of Education (twice), SRHS Principal (5) and Vice Principals (7)).

In the 2002-03 school year SRHS was implementing the district's “Blueprint for Student Success.” With declining budgets and the district leadership changes, the “Blueprint” gave way to more site-based reform efforts under the direction of SRHS's instructional leader. He left in the spring of 2005 with the hiring of a new superintendent. During the 2005-06 and 2006-07 school years, the curriculum and instructional decisions were more site-based versus the previous “one size fits all” approach of the district in prior years. With the recent appointment of another new superintendent (Spring 2008), the district leadership is implementing new programs and a new direction.

In addition to the district level administrative changes, significant site administrative changes have taken place as well. Since spring 2003, SRHS has had five principals and seven vice principals. A math and an English content administrator as well as a Special Education administrator have also come and gone (their positions were eliminated due to budgetary reasons). The current administrative team, including two additional VP positions provided by the new superintendent, has been in place since August 2008. The two new vice principals are in their first administrative experience.

The student population at SRHS has also changed over the previous six years. With the addition of four science suites for chemistry and 10 general use (math) classrooms, made possible by Proposition MM in 2003, SRHS's enrollment has increased due to increased facility capacity (note the 19% increase in STAR test enrollment. The increased capacity has allowed SRHS to enroll additional students through the district's Enrollment Options programs like the Voluntary Enrollment Exchange Program (VEEP) and Open Enrollment (CHOICE). In addition to these students, SRHS has enrolled students opting to move to SRHS based on the Federal No Child Left Behind legislation and, for a time, students displaced as Lincoln High School was closed for re-construction (re-opened Fall 2007). The increase in students via NCLB/PISC has increased dramatically during the past three years (see table below). SRHS now serves over 500 students living outside the neighborhood attendance boundaries. Adapting to this changing demographic is the biggest challenge facing SRHS.

SRHS Population Change
(percent change 2002-2007 based on CST data)



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NCLB Combined	PISC 9th	10th	11th	12th	Total
2004-05	0	1	0	0	1
2005-06	1	0	1	0	2
2006-07	82	41	7	2	132
2007-08	69	71	53	21	214
2008-09	30	44	66	45	185

Despite the leadership challenges and changing demographics mentioned above, SRHS has continued to improve student achievement during the past six years!

Another significant development at SRHS involves the budget. SRHS had a \$257,000 budget reduction during the 2006-07 school years. This cut represented a three and one half certificated personnel units (CPU, sometimes referred to as FTE) cut. Reduced clerical and custodial support resulted but it also included reductions in counseling and teaching positions as well as cuts in some operational areas (copy machine, instructional supply, etc.).

Additional budget reductions in the 2007-08 school year resulted in adjustments to the master schedule, cuts in classes with low enrollments, and lower departmental instructional supply budgets. The departmental instructional supply budget has been completely eliminated for 2008-09. Two faculty members left SRHS and one retired last spring. One position was eliminated (Librarian) and only a part time person replaced the retirement. The Employer Outreach Specialist's (EOS) hours were reduced as well. The SRHS Foundation has increased its support for instructional supplies. The district did fund a class-size reduction for Freshman English resulting in additional English teachers at SRHS (doubtful to continue for 2009-2010). The Graduation Coach position was also created with district funding as well as a new 500:1 formula for vice principals resulting in two new vice principals this year.

The Falcon Time Schedule (SRHS daily schedule) was also modified for 2008-09. After 15 years of a four-day-per-week block schedule, the time schedule was modified so Wednesday and Thursday are the only block days each week. The premise was the block periods were too long of a time period for our struggling students to be able to concentrate.

Implementation and Monitoring of the Schoolwide Action Plan

SRHS's schoolwide Action Plan is monitored each year through the Single Plan for Student Achievement (SPSA) process (formerly the Single Site Plan). The SPSA is a yearly process where the previous year's goals are measured and revised. The School Site Council (SSC), made up of stakeholder groups (students, parents, community members, teachers, staff and administration), has the responsibility to approve the SPSA. The completed SPSA is submitted to the district Program Accountability office which in turn presents each school's plan to the school board for approval.

- Discuss how the school through its Action Plan has accomplished each of the critical areas for follow-up, including the impact on student learning.

SRHS has focused on four goals over the past six years, student achievement, professional development, technology and school-to-career.

Student Achievement

GOAL 1 ***Students at SRHS will meet or exceed target goals on the new API criteria each year based on accepted statewide measurements (i.e., CAT 6, CAHSEE, and the CST).***

RATIONALE: ***Improving API is a state requirement and reflects student mastery of standards.***

SRHS is in the process of aligning curriculum to content standards.

SRHS students need to be prepared to meet the rigorous content standards and assessment program of the State of California in order to obtain a diploma.

ACTION STEPS:

1. Align curriculum with the content standards in all departments
2. Identify and establish measures of student achievement for:
 - CAHSEE
 - CST
 - ESLRs
 - Stanford Diagnostic Reading Test (SDRT)
 - UCSD Mathematics Diagnostic Testing Project (MDTP – Algebra Readiness, Geometry Readiness)
3. Investigate and research proven teaching strategies for improving student learning
4. Staff training on research-based instructional strategies
5. Determine the areas of need for student remediation and additional assistance
6. Investigate and review the effectiveness of student support mechanisms (Tutoring Program, Extended Day class offerings, High School Diploma Program, Schoolwide Literacy Program, etc.)
7. Monitor and adjust student support programs
8. Continue schoolwide commitment to:
 - Literacy
 - Math
 - Science

Student achievement at SRHS, based on accepted statewide measurements, is well documented in the previous section. Professional development has focused on the need to align curriculum to state content standards, improve instructional practice and to look at individual student needs so students can meet standards in the core content areas (English, math, science and social studies). Remediation for under-performing students occurs through after-school extended day programs, summer school, High School Diploma Program (HSDP) and recently CAHSEE support programs for juniors and seniors that still have not met the CAHSEE requirements (The Princeton Review (TPR) and Kaplan Learning in 2007-08. CAHSEE support classes in the 2008-09 master schedule). SRHS's limited categorical funds are used to support EL and lower-level math students with smaller class sizes in English and in entry-level math (Algebra Explorations) classes.

Counselors and CORE (Career Opportunities, Reading and Exhibitions – SRHS's Advisory classes) teachers monitor individual student progress towards meeting high school graduation requirements.

Core content teachers monitor student progress towards meeting state content standards. Counselors refer students to the appropriate support program when students fall behind academically. Extended day programs (summer-school like classes that meet after school) for ninth-grade physics, English, math and CAHSEE support allow students an opportunity for extra support and to make up credits toward graduation. Students with the greatest support needs however are the toughest ones to convince to attend these after school programs. For the current school year, SRHS has moved these support type programs into the school day with CAHSEE support classes for ELA and math and with the Credit Recovery Lab.

Professional Development

GOAL 2 SRHS will improve student achievement through interdisciplinary and department planning.

RATIONALE: *Creating vertical teams will strengthen student mastery of standards by addressing skill building in a sequential manner.*
Creating cross-curricular activities will improve student understanding of course standards and their applications with the real world.

ACTION STEPS:

1. Create vertical teams for all subject areas and/or grade levels
2. Provide structured time for staff to meet to:
 - Monitor student progress towards California Content Standards and ESLR achievement
 - Monitor and adjust curriculum and instruction
 - Develop and integrate curriculum to support students toward achievement of California Content Standards and ESLRs
3. Participate in peer coaching activities
4. Develop cross-curricular activities to promote interdisciplinary activities
5. Provide structured time for staff to meet to assess the progress of low-achieving students in interdisciplinary classes and to adjust schedules and curriculum to meet specific student needs.

Staff development is ongoing at SRHS. A SRHS Professional Development Committee was established during the 2004-05 school year to plan site-specific, teacher-led staff development. As a result of the leadership of this committee, the staff voted to reconfigure the daily schedule to allow for monthly staff development time within the school day. By shortening the daily lunch period by five minutes, SRHS staff was able to meet monthly, in the morning, for 90 minutes of staff development time. Late-Start Fridays were implemented in 2005-06. Standardization of school start times in 2008-09 by the district transportation department, resulting in a \$1.3 million savings, forced SRHS to adjust this staff development time to minimum day Tuesdays when students are released at 11:30 a.m.

Staff development has centered on student achievement and improving instructional practice. During the past six years SRHS staff has worked hard to examine student data, align curriculum to the state content standards, and improve instructional practice. Until last year, the district provided three full staff development days as well as four minimum days throughout the school year (budget cut for 2007-08). Staff meetings, occasional prep period meetings and department meetings are also sometimes used for professional development.

In examination of student achievement data, departments realized that they needed time to align both their curriculum to standards and from grade level to grade level. With the dissemination of CST strand data, departments realized that some content areas (standards) were not being taught before the CST testing window while other areas were not emphasized in the CSTs.

Additionally, departments realized that they needed better continuity between what was being taught at different grade levels and how it was being taught. While the English department had begun vertical teaming prior to 2003, other departments realized the importance of better coordination of curriculum between grade levels as well. Concurrently curriculum within each department was revised to insure all standards were being taught before the CST administration including some review time prior to statewide testing.

A district grant in 2006-07 provided time and resources for sites examine student achievement through the Using Data Project (UDP). Algebra and physics teachers used this time for an in-depth look at student achievement of the students struggling in these two classes. We found that most of these struggling students had a history of academic failure and, while most had good attendance, most were not completing assignments in their classes. Our conclusion was we needed to re-think how we support these students to make them successful at SRHS. Implementing "Capturing Kids Hearts" in 2007-08 was partly in response to these findings.

Also during the 2006-07 school year the Principal, Donna Campbell, adopted "Donna's Kids." Approximately 45 struggling students were identified and teachers of these students, their counselors and administrators monitored the progress of these students throughout the year. Teachers provided Donna with samples of student work as well as strategies teachers were using to support these students during monthly meetings. We found it takes about a year of attendance at SRHS for most of these students to adjust to the rigor of the academic program.

"Capturing Kids Hearts" was implemented in 2007-08. Fifty SRHS teachers attended a four day training prior to the start of the school year. A follow-up training prior to this year reinforced the concepts of the program and introduced them to new participants

In conjunction to Capturing Kids Hearts, a revised Eighth Grade Promotion-Retention program was implemented districtwide in 2007-08. Coined "Eight Point Five" at SRHS, incoming identified ninth graders with low math and English marks in grade 8 were grouped into appropriate English, science and math courses with some of SRHS's strongest teachers. These teachers had a common prep period for common planning time. Additionally these students were enrolled into a Capturing Kids Hearts leadership class. The program at SRHS had little success and was dropped by the district after only one year.

Improving instructional practice is another important component of improving student achievement. As departments worked to align curriculum to content standards, the school leadership worked to inform and improve instructional practice through objective classroom observation and feedback as well as by departmental-wide examination of student work. Selected English and science teachers were trained in the "Atlas Protocol," a method in which to analyze student work and provide feedback on instructional practice. The entire SRHS staff participated in this protocol in the fall of 2005-06 and we continue to try to find time to create common assessments and to look at student work.

Technology

GOAL 3 ***SRHS will improve student achievement by increasing staff and student understanding and application of current technology.***

RATIONALE: ***Infusing technology into class instruction and activities enhances student learning.***

ACTION STEPS:

1. Inventory current technology
2. Identify schoolwide technology needs
3. Train all staff
4. Integrate technology into curricula
5. Provide opportunities for students to utilize various technological resources
6. Work with parents and community members to develop a consistent process to provide curriculum, homework, and grade information to parents (phone, website, e-mail, etc.)
7. Assess the technology needs of low-achieving students and provide additional tutorial assistance to individuals or classes as needed.

Technology progress at SRHS is summarized below.

2003-2004:

- Funding for technology is limited to severely restricted.
- Staff training for Making the Grade (grade book) software.
Designed for new staff but available to all. September – November

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- Staff Computer Literacy Assessment.
 - On-line assessment of staff self-assessment in various computer areas
 - State mandated for future funding possibilities
- District level training on up-coming District Wide Applications.
 - All adult areas of the school will be affected – admin, faculty, staff
 - Preliminary training for admin, support staff and support faculty
- Admin, attendance, and counseling areas (admin building) get new computers.
 - District funding provides computers capable of running up-coming software
 - Older computers are removed despite promises they will be left for school
- Teachers and students continue use of PowerPoint for classroom presentations
- Grades continue to be published on the Web
- Technical Support Services class is started through ROP funding
 - Students are trained to support teachers and staff in computer needs
- New computer monitors (flat screen) are acquired for Business Computer Lab (404)
 - TSS students install the monitors and install the old ones in lab in 405

2004-2005:

- Funding for technology is limited to severely restricted
- Proposition MM funds will not provide for new computers as promised
 - Funding runs short leaving the school to make do with aging computers
 - Rescheduling of MM implementation order pushes SRHS to the end of the line
- Staff training for Making the Grade (grade book) software
 - Designed for new staff but available to all. September – November
- Staff Computer Literacy Assessment
 - On-line assessment of staff self-assessment in various computer areas
 - State mandated for future funding possibilities
- District level training on up-coming District Wide Applications
 - All adult areas of the school will be affected – admin, faculty, staff
 - Preliminary training for admin and support staff and support faculty
- Zangle software is used for student scheduling
- Introduction and use of Zangle for attendance
- Teachers and students increase the use of PowerPoint for classroom presentations
- Grades continue to be published on the Web
- The school's Web site is redesigned to be more appealing to the community
 - The SRHS Foundation supports this effort by funding part-time Web Master for the Web site
- Technical Support Services class continues
 - Students are trained to support teachers and staff in computer needs

2005-2006:

- Funding for technology is limited to severely restricted
- Staff training for Making the Grade (grade book) software.
 - Designed for new staff but available to all. September – November
- Staff Computer Literacy Assessment
 - On-line assessment of staff self-assessment in various computer areas
 - State mandated for future funding possibilities
- Zangle software is used for all student data record keeping
- Zangle update for student attendance causes computer problems
 - Ten computers are provided by the District to ease the problem. More promised
- Teachers and students increase the use of PowerPoint for classroom presentations
- Grades continue to be published on the Web
- The SRHS Foundation continues to support a part-time Web Master

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- Technical Support Services class continues
Students are trained to support teachers and staff in computer needs (dropped in 2006-07)

2006-2007:

- Zangle fully implemented. District provides more new classroom computers
- District implements internet-based email system (Microsoft Outlook Web Access)
Staff training for those needing support to use new software
- VCRs upgraded to include DVD capability
- Wireless routers upgraded in some parts of the campus

2007-2008:

- Gradebook component of Zangle implemented schoolwide. Teacher training was ongoing during the fall semester.
- Parent Connection component implemented during fall 2007. Parent support was ongoing for the entire school year.
- Student Connection module implemented for spring semester.
- Microsoft settlement grant money used to replace aging hardware and to upgrade eligible software.
- School and Foundation funding provides a document camera and LCD projector for most classroom spaces.
- Connect Ed communication software introduced in Spring 2008

2008-2009:

- Remaining classrooms outfitted with document camera and LCD projector. Many classrooms receive a laptop computer to complete laptop-document camera-LCD projector setup.

School-to-Career

GOAL 4 ***SRHS will improve student achievement through participation in school-to-career initiatives and activities.***

RATIONALE: ***Career/post secondary experiences demonstrate to students the relevance of what they're learning and introduce them to real world challenges.***

ACTION STEPS:

1. Create a School-to-Career Leadership Team
2. Strengthen business partnerships
3. Increase internships and job shadowing opportunities
4. Increase School-to-Career activities through CORE classes
5. Expand number of courses incorporating interdisciplinary teaching
6. Increase the number of low-achieving students in school-to-career courses and internships

School-to-Career opportunities continue at SRHS, despite the increased a-g, AP and "academic" emphasis of the district's high school reform efforts of the past three superintendents. The dedication of SRHS teachers working in the vocational and practical art departments has kept the school-to-career program alive. As discussed previously, professional development at SRHS has been primarily focused on student achievement with time spent aligning curriculum to standards and developing support programs so all students can be academically successful. SRHS has been unable to find the additional time to develop many interdisciplinary courses or activities.

Our ROP program allows students and adults to take classes in business management and ownership, business and computer applications, hospitality and tourism, developmental psychology of children, introduction to teaching and learning, general construction, screen printing, multimedia production and computerized graphic design. Currently there are 923 students enrolled in ROP and

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vocational courses at SRHS.

The Academy of Travel and Tourism is partnered with Hyatt Hotels to offer students an enriched hands-on experience. SRHS is one of several schools in the state that will also be offering a program in culinary arts in the fall of 2009.

The Business Department works in partnership with businesses and colleges to enhance its program. Guest speakers visit the classrooms to discuss such topics as resume writing, interviewing skills, personal finances (e.g., credit, budgeting time value of money), entrepreneurship, marketing, human resources, and college life. Field trips are taken to San Diego State University, University of San Diego, and Cal State San Marcos. Students learn about continuing their education in the field of business. Moreover, students conduct job shadows and experience internships in offices to learn about the business world. Students learn how to make powerful presentations to persuade a panel of business members to invest in their companies. These topics are taught in a variety of classes which include ROP Computerized Graphic Design, Introduction to Business, ROP Business Management and Ownership, and ROP Business and Computer Applications. The Department has four clubs: Future Business Leaders of America, Entrepreneur's Club, Finance Club, and Web Design Club. Students compete against other business students in the state. Two classes are linked with community colleges and the units earned can be transferred to community college upon the student enrolling in community college. Our Senior Awards Ceremony features scholarships based on contributions from businesses throughout the county.

Students enrolled in ROP Developmental Psychology and Introduction to Teaching and Learning assist with the operation of our on-campus laboratory preschool. Community children are enrolled and high school students plan the curriculum, assist with administrative tasks and complete lessons with the children. All students participate in internships at local preschools or elementary schools. These courses are aligned with the state standards and support both the ROP and schoolwide ESLRs.

From 2003 through 2008, two National Academy Foundation academies were operating at SRHS (Academy of Business and Finance (AOF) and the Academy of Hospitality and Tourism). These academies partnered with English and social studies teachers across grades 10, 11 and 12. Students enrolled in these academies worked with interdisciplinary curriculum and, in grades 11 and 12, had job shadow and internship opportunities during the school day at local businesses. These academies were discontinued in the fall of 2008 due to constraints in the master schedule. Scheduling students into the same English classes, social studies classes and into ROP classes across three grade levels with a "tighter" master schedule proved too difficult to accomplish. SRHS may re-examine this academy structure again next fall.

Furthermore, SRHS has developed a new relationship in 2008-09 with the California Restaurant Association for a Culinary Arts program.

Most School-to-Career activities through our CORE advisory program have ceased, mainly due to personnel and budgetary cuts of recent years. Administration of COPS, CAPS and COPES, career assessment instruments, in freshman CORE classes has been discontinued as a cost savings to the school. In its place some classes used the district-purchased online COIN 3 career inventory program. Funding for this program has also ceased. Currently sophomores take the COPES career assessment in their CORE class at no expense to the school. Results are Junior students are encouraged to take the Armed Services Vocational Aptitude Battery (ASVAB), which yields similar career-interest results as the previous instruments.

The Senior Exhibition process is still in place. The Senior Exhibition was created so seniors can demonstrate their ability to meet the Applied Learning standards including problem solving; working as a member of a team; self-managing and effectively using their time and resources; and

communicating their ideas. The Senior Exhibition is managed in the senior CORE classes and remains a district graduation requirement.

The logistics for Senior Exhibition presentations have been improved at a cost savings of approximately \$2,400 dollars per year to the school. In the 2006-07 school year, a spring minimum day was set aside as Senior Exhibition day. School dismisses at 11:30 a.m. for all students. Up to 200 business and community members, as well as many junior students, arrive on campus at 12:15 p.m. for orientation and organization into approximately 100 teacher-led panels that “judge” five or six senior presentations. Seniors are assigned a 15-minute appointment to present their senior project to these panels. Consolidating this process to one afternoon has been a huge success and energizes the entire school community.

SRHS is currently planning a sustainable (green) technology program to debut in 2009-10 that will prepare students to enter career paths in environmental technology. A new “green” sustainable technology building, whose plans are awaiting approval from the Department of the State Architect, will be built on the SRHS campus.

Critical Areas for Follow-up

(from 2003 Visiting Committee Report)

1. Create a staff development plan which ensures time to address school-to-career activities, interdisciplinary planning, English Learner’s needs, and standards-based instruction.

Addressed above in Goal 2, Professional Development.

2. Increase access to technology on campus supported by ongoing technology professional development.

Technology is addressed in Goal 3, Technology

3. Reach out to families of low-performing, at risk, and transitioning students through a more aggressive and effective campaign to improve communication.

The counseling department hosts Falcon Night once a year to inform parents of incoming freshmen about the Scripps Ranch High School academic program, spring articulation, extra-curricular activities and other campus information.

Counselors travel to Monroe Clark Middle School to host a parent/student night to discuss 9th grade articulation and the transition from middle school to high school.

The Upward Bound Program is a new joint high school/community college based program we share with Miramar College. It provides support to low income students and to first generation college bound students in their preparation for college entrance. Support includes tutoring, counseling and mentoring services by college staff. Currently this program services 17 SRHS students.

At-risk letters are sent to notify parents of students who are missing credits, have poor attendance or have low GPA’s. Parents are encouraged to contact their student’s counselor for an individual meeting to set-up a plan for success.

Teachers, counselors, special education staff, parents, students and school administrators participate in 504, IEP and SST meetings. In these meetings we implement and/or review plans and share ideas to provide academic, emotional and social support for students who have been identified as needing more support.

The *Falcon Incentive Program* (FIP) is designed to give struggling students academic and social support to ensure they become successful students. Students are in weekly sessions with an administrator or counselor to discuss student issues, such as academics, attendance and

behavior. FIP students are also enrolled in tutoring after school twice a week to assist in their academic studies.

Students who have not passed the CAHSEE can enroll in *APEX* online test preparation courses in math and English in the Credit Recovery Lab and are also offered classroom CAHSEE instruction by certified staff.

Extended day classes, the High School Diploma Program (HSDP) and summer school provide additional opportunities for students to earn credits towards a high school diploma and to meet the CSU and the UC a-g graduation requirements.

SRHS has made several attempts, as a staff, to continue to reach out to the parents of our English Learners. Several attempts at holding ELAC (English Learner Advisory Committee) meetings have been held both at the school site and at an elementary school more central to the neighborhoods where most of our students live. In addition, the EL teacher has kept parents up to date on the status of their student's progress within the program by sending home progress reports as well as district mandated updates. The EL teacher currently serves as a representative to both the Governance and School Site Committees so as to speak for and vote on issues directly related to this population. Parents are notified by these teachers of decisions directly affecting their students.

The counselors also work closely with parents to insure each student's progress towards graduation. Whenever a student falls behind, the counselor contacts both the student and parents to form a plan for remediation. If the student's needs exceed what SRHS can offer, the counselor works, in conjunction with the parents, to find the student an appropriate placement where the student may progress towards a high school diploma.

Another student support system has CORE teachers monitoring their student's academic progress. This system was implemented after a pre-school workshop in which teachers related their own high school experiences when an adult made a significant impact on their life. The goal is to have CORE teachers monitor their CORE students and be that "significant" adult.

4. Implement a schoolwide disaster response and safety plan

A schoolwide disaster plan has been developed and approved by school stakeholders and San Diego City Schools School Police Emergency Services. The reality of the Cedar Fire in October 2004, which destroyed the homes of 83 SRHS families, and the increasing incidences of school violence nationwide, just emphasizes the need for disaster planning.

This comprehensive disaster plan is updated each fall. SRHS's participation in district-level disaster planning, table-top activities at the district Emergency Operations Center and district-wide disaster drills, as well as school-initiated disaster drills, prepares students and staff in the event of a real disaster.

5. Revise the school's vision and mission statements to reflect the current goals, values, culture, and higher academic expectations.

The WASC Focus Groups reviewed the school's vision, mission statement and ESLRs as they began their work last winter. No changes were made in the vision or mission. Two editorial revisions were made to the ESLRs.

Additional Recommendations from Mid Term Visiting Committee Report

- ***Continue to identify the needs of students who are coming to SRHS from outside the attendance area and develop activities that address these special needs.***

Discussed previously in this chapter.

- ***As recommended in the previous WASC report, implement additional strategies that strengthen the CORE program to make it more effective for all students.***

The CORE program is the basis of discussion on a yearly basis. Some staff members believe CORE is a valuable program to support students and some staff members think the CORE time could be better used as regular class time.

During the 2006-07 school year, a group of teachers volunteered to start with a freshman CORE class and develop curriculum to help transition freshmen into the high school. Lessons on organizational skills, how to manage their time, who to know on campus and other freshman survival skills were developed. The plan was to continue this program into the sophomore year in 2007-08. Unfortunately the lead teacher of the group moved out of the San Diego area and momentum for this program waned.

CORE, shortened for 2008-09 from 32 to 22 minutes in length, still continues to be a viable program for the Senior Exhibition, structure for the some of the standardized testing (CAHSEE, PSAT) and for activities like pep rallies, communicating with students in small groups (counselors, administration), ASB elections, distributing *progress reports and class schedules*, and for programs like the video magazine show *The Cage Report*, produced by the SRHS video production classes. On days when there are no organized activities, students may or may not get value from the CORE period.

- ***Continue to organize professional development activities for the staff that improve their skill in the areas of Special Education inclusion, technology, meeting the needs of under-performing students and writing across the curriculum.***

Discussed previously in this chapter.

Chapter III: Self-Study Process

- Include a copy of the school's expected schoolwide learning results.

Students will be able to communicate effectively orally, in writing, and through visual means, and will be able to use technology when appropriate.

Students meet this ESLR by being able to:

- *write a coherent essay that follows a task, has a logical structure, includes support for an opinion, and is relatively free from grammatical errors*
- *use the six basic computer skills (Internet, word processing, spreadsheet, e-mail, electronic presentations, database management)*
- *demonstrate competency in the Senior Exhibition, résumé, essay, and oral presentation*

- **Students will demonstrate the ability to access information in various formats, synthesize it, and use it in problem solving and other critical thinking activities.**

Students meet this ESLR by being able to:

- *apply math skills across the curriculum*
- *utilize technology to access and apply information*
- *participate in and pass the Senior Exhibition project from idea conception, planning, organizing and presenting*
- *gather data for the purpose of presenting it by way of a writing assignment, oral presentation, or graph*

- **Students will develop skills necessary to become informed, productive, and responsible citizens.**

Students meet this ESLR by being able to:

- *complete applications (i.e., college, job, FAFSA)*
- *pass US Government/Economics*
- *complete UC/CSU a-g requirements*

- **Students will develop the interpersonal skills necessary to work effectively with others in order to be contributing members of a diverse society.**

Students meet this ESLR by being able to:

- *participate in project-based learning including group interaction to achieve a desired result*
- *participate in an extracurricular activity (e.g., sports teams, music, drama, student government, clubs, community service, service learning, etc.)*

- **Students will develop the skills necessary to further intellectual growth and post-secondary pursuits.**

Students meet this ESLR by being able to:

- *have a written plan (e.g., 10th Grade Review) that outlines possible goals beyond high school*
- *pass the California High School Exit Exam*
- *be accepted into post-secondary educational and/or training institutions*
- *meet high school graduation requirements (minimum 2.0 scholarship and citizenship; satisfactorily completing the Senior Exhibition)*

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

1. The involvement and collaboration of all staff and other stakeholders to support student achievement

Teachers and administrators were involved with the Self Study Process and participated actively in the Focus Groups. There was limited involvement by parents and classified staff in the Focus Groups and no students participated. School Site Council and administrators monitor the SPSA and the Principal shares this information with the staff annually. Additionally, the Principal shares CST results with each teacher annually for analysis and modification to curriculum and instruction. Parents receive CST results in the mail and grades and assignments are available to parents via ParentConnect.

2. The clarification and measurement of what all students should know, understand, and be able to do through expected schoolwide learning results and academic standards (*note the selected expected schoolwide learning results examined by the school*)

The ESLRs are clearly defined with specific indicators of success that are tied to the Content Standards and supported by specific assignments within courses. However, there is no specific, formal assessment process for the ESLRs despite, having a Senior Exhibition as a graduation requirement. Analysis of the academic standards using CST results is on-going. With the use of Data Director and Zangle programs, more in depth analysis by individual teachers and departments has begun.

3. The gathering and analyzing of data about students and student achievement

Data was thoroughly and candidly analyzed and disaggregated by the staff who then identified specific schoolwide needs to be addressed. Additionally, the district analyzes data and meets with the Principal bi-annually to review student progress. Many teachers report discussing common assessments, labs, and activities during minimum day professional time.

4. The assessment of the entire school program and its impact on student learning in relation to expected schoolwide learning results, academic standards and WASC/CDE criteria

Focus groups studied the WASC criteria and examined student work, classroom practices, and schoolwide processes and identified areas for focus. All aspects of the program were reviewed and discussed in focus groups, departments, and in administrative settings

5. The alignment of a long-range Action Plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan

Currently, the Action Plan is aligned with the findings of the Profile, Focus Group analysis and home group discussions and is loosely tied to the SPSA. The staff will need to update the Plan to include the two additional recommendations of the Visiting Committee. The next step is

to merge the WASC Action Plan to the SPSA. The WASC Action Plan includes measurement of student success as well as a monitoring and reporting system.

Chapter IV: Quality of the School's Program

- 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?

Scripps Ranch High School (SRHS) has a clearly defined vision based on educational research, reviewed and approved by staff, which is published in both the Student and the Faculty Handbook. The mission statement is posed on the school website. The vision and mission statements reflect the academic standards and goals of the high school at the present time. The Vision's Strategic Plan is approved by all stakeholders, which include the administration and the Governance and School Site Council (Gov/SSC). The Staff Handbook outlines the school's policies and procedures. It is revised yearly based on staff and student needs and is issued at the first staff meeting. The vision and mission are also included in the Student Handbook as well as the new website.

In the 2007 school year, a committee comprised of parents, staff and students studied and evaluated the school bell to determine if modifying the bell schedule to a modified "block scheduling," would better serve struggling students and improve student achievement. For the 2008-2009 school year, with staff input, the administration decided to change the four-day block schedule to a two-day block schedule. Three days a week students attend period 1-6 classes.

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

The Expected School-wide Learning Results (ESLRs) are congruent with the vision statement. Staff and all stakeholders reviewed and revised the ESLRs and they posted in each classroom. In addition, ESLRs are listed in the Student and Staff Handbooks and are posted on the school website. SRHS's vision is that all students should know and be able to be successful after high school is consistent with State standards, curricular frameworks and the school's ESLRs. Teachers describe the ESLRs as being built into lessons and are "guiding principles."

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

The Board of Education adopts and sets district curriculum, selects textbooks with school input, drives instruction and funding priorities and goals. Using this framework, SRHS sets its assessment goals including the ESLRs and mission statement, which have been approved by the

Governance/School Site Council (Gov/SSC) Committee. District School Improvement Officers set the vision in collaboration with the school staff.

The SRHS Governance/School Site Council (Gov/SSC) meets on the first Wednesday of each month, October through May at 2:45 p.m. in the staff dining room. The composition of the elected 15 member Governance/SSC represents various stakeholder groups (50% teachers, 35% parents/community, administrators, and 15% classified/students) with an elected leader. For the past three years, this has been a parent representative. The principal has served as co-chair and this year, a teacher representative has accepted the position of chairperson. The duties and responsibilities are outlined in the Governance and School Site Council Bylaws.

The school principal maintains ongoing communication through open invitation monthly meetings with community members, staff and parents.

Teachers follow articulated State Content Standards in targeted disciplines. The California Standards Test (CST) results assist in making classroom school wide data driven decisions. The new Data Director program will allow faculty to make more effective data driven instructional decisions.

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

The school has a formalized governance system in place. The principal appraises the Gov/SSC of pertinent aspects of the school Single Plan for Student Achievement (SPSA) program including budgets, assessment data, staffing, and extracurricular activities. Community members update the council regarding events/ programs/grants. The implementation of these policies is supported through department meetings where staff reviews and analyzes CST scores, department generated assessments, and student work for all student populations.

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

Twice a year, the District School Improvement Officer reviews SRHS data and performance with the principal. The principal then works with the staff to bring attention to the issues and make revisions and/or modifications in the instructional program.

Agendas and meeting minutes are evidence of monitoring procedures, annual reviews of student data and academic progress. In department meetings, staff annually reviews and analyzes CST scores for all student populations. Data Director software allows easy access to achievement data.

A3. To what extent based on student achievement data, does the school leadership staff make decisions and initiate activities that focus on all students achieving the expected school wide learning results and academic standards? To what extent does the school leadership and staff annually monitor and refine the single school wide Action Plan based on analysis of data to ensure alignment with student needs?

The Single Plan for Student Achievement (SPSA) is reviewed annually with staff at pre-school, fall, and spring staff development meetings. Data is analyzed noting critical academic needs. School goals and expectations are developed. The Governance/School Site Council (Gov/SSC) reviews

the SPSA twice annually, fall and spring semesters.

The principal reviews test data with individual teachers. In addition, department members continue to review data throughout the year at their monthly meetings. Ideas and input are sought as teachers work together to compare common strategies, results from content standards, evidence, and samples of reviewed materials. Evidence of student excellence in learning is compiled in various ways.

The Data Director program provides certificated staff four year's worth of comprehensive student data (strengths and weaknesses, including reading comprehension and numeracy.)

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

The highly qualified staff includes five administrators, 102 teachers, two community college instructors, one nurse, six counselors, and a two-day a week hourly district counselor. The Library/Media Teacher position was eliminated for 2008-2009 due to budgetary constraints and retirement.

The district provides a Beginning Teacher Support and Assessment program (BTSA) as well as Gifted and Talented Education (GATE) certified education programs. The Staff Handbook is revised yearly and defines policies, teacher responsibilities and expectations.

The district provides some opportunities for professional development workshops targeting teaching strategies and promising practices. Staff reported a need for professional development in the area of instructional strategies, technology, benchmarks, assessments, and other means to measure student achievement and progress. However, there are no longer any opportunities specifically for special education certificated staff. They are invited to attend training on their own time. Resource books are purchased for staff development.

There are opportunities for interdepartmental collaboration regarding colleagues' methodologies and approaches to teaching. SRHS creates a comfortable professional working environment that is conducive to team building.

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

Site staff development funds are limited. The limited state-funded Peer Enrichment Program (PEP) financially supports faculty professional development activities, as well as curriculum planning, and substitutes for off-site workshops. As district funds become available, faculty avail themselves of many professional development opportunities including summer workshops, symposiums, and conferences. In addition, the site provided seven minimum days to accommodate site professional development.

During the 2007-08 school year, over half the certificated staff was trained in "Capturing Kids Hearts" sponsored by the Flippen Group. In late August 2008, the site sponsored "Building Character" through "Capturing Kids Hearts." Both workshops correlate to an improved classroom atmosphere which in turn we feel helped improve student achievement and test scores.

Administrators have reviewed test data and ways to improve teaching strategies with individual

teachers. Leadership makes regular classroom visits to provide encouragement, support and suggestions to enhance professional development.

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

HUMAN RESOURCES

Teachers are assigned via a district prescribed formula. Faculty is teaching in their subject areas, which allow students to focus on standards.

School programs such as Extended Day After School Tutoring and SAT Review are administered by teachers after regular school hours. The 2008-2009 Extended Day program is subject to district funding which currently lacks funds for the counseling component, supervision and security. The school offers one two-hour ESL class and one sheltered history class.

In 2008-2009, the district created a Credit Recovery program which includes an after school tutoring component. A Project Resource Teacher was hired. The district also mandated that 9th grade English class sizes be reduced to 20 students necessitating additional English teachers to be hired.

MATERIAL RESOURCES

Some classrooms have a computer, classroom textbook sets, and most rooms have a television, DVD, VCR, in addition to an overhead projector. The Regional Occupational Program (ROP) provides additional equipment to support its programs. The Foundation is working to supply each room with document cameras, projectors and laptop computers. The site provides copy machines for teacher use and a part-time classified employee to work in the copy room. Despite severe budget limitations, basic school supplies and materials are available in the supply room as determined by teacher needs.

PHYSICAL RESOURCES (FACILITIES)

Adequate classroom space is provided. Despite the reduction in our custodial staff the site is kept fairly clean. The District Mobile Maintenance Crew is assigned twice a year to make minor site repairs. Site repairs are done in a timely manner via requests to district personnel and based on maintenance availability. Over several years, there have been fundraising activities by the SRHS Foundation to replace the main field/track with artificial turf. SRHS has an improved stadium and baseball fields. There is an ongoing review of Physical Education equipment and facilities.

The site needs a language lab to assist English Learners and Advanced Placement students. The site needs air conditioning, which will be provided as a result of the recent ballot initiative.

FINANCIAL RESOURCES

Site and district financial resources are not sufficient. The School Site Council must approve all categorical expenditures. Student clubs fund raise and allocate funds to support and encourage their interests, i.e., competition fees, travel fees, etc.

Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

- A safe school for students and staff maintaining high expectations for both.
- An environment of high expectations.

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- A variety of courses offered across the curriculum as well as numerous extracurricular activities.
- Real-world connections are facilitated through internships, tutoring, job shadowing and project based learning
- School to home communication has increased in Zangle student data, school website, ParentConnect, StudentConnect, and ConnectEd
- Financial support through a variety of fundraising by the SRHS Foundation, staff has brought up-to-date technological resources to classrooms
- A high number of students taking and passing Advanced Placement classes and tests, passing the CAHSEE as sophomores, and a high percentage of students who graduate in four (4) years
- Increased programs to assist struggling students, including the Lunch Scholar Program, the After-School Peer Tutoring Program, the Falcon Incentive Program and the Credit Recovery Lab, AVID, Credit Recovery Extended Day, AP, Honors, and test prep opportunities
- Strong academic program.

Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

- Improve the freshmen success rate in math, physics, and English in addition to increasing the freshman promotion rate to the 10th grade
- Improve student achievement for disaggregated populations and engage their parents to encourage students to achieve
- Flexibility in the Master Schedule to support student achievement, which would allow students to move from one level of class to another
- Professional development in instructional strategies
- Develop common expectations for CORE
- Provide additional opportunities for students to have access to computers.
- Coordinate a consistent 9-12 intervention program for underachieving students.

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

1. Vision Statement
2. SRHS Single Site Plan for Student Achievement (SPSA)
3. Governance/School Site Council Agendas and Minutes (Gov/SSC)
4. Administrative Organizational Chart/Staff Handbook
5. School Accountability Report Card (SARC)
6. Each student receives a course syllabus as well as some are posted on-line
7. Expected School-wide Learning Results (ESLRs)

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 schoolwide learning results.

The school reports that the curriculum is aligned with state standards, the state frameworks, and the expected school wide learning results (ESLRs). ESLRs are aligned with standards in all disciplines. Observations support the finding that the curriculum is aligned to the standards. Staff and students have knowledge of ESLRs and they are posted in every classroom.

All courses have textbooks that are on the approved state matrix for state-adopted texts. Classes are rigorous and meet graduation requirements, UC a-g requirements, and provide relevant learning experiences for students. Students are encouraged to take Honors and Advanced Placement classes if their grades and California Standards Test results reveal that they can handle the challenge.

Students are provided various opportunities to showcase their learning. Faculty and staff report that they are flexible to the needs of students with different learning styles. Special Needs students have access to the curriculum through the co-teaching model where the special needs teacher collaborates with the content area teacher and teaches in the same classroom at the same time.

To what extent are the expected schoolwide learning results accomplished through standards-based learning (i.e., what is taught and how it is taught)?

Standards-based learning begins with rigorous instruction in the 9th grade when students begin matriculation at SRHS. A district mandated curriculum in Grade 9 includes physics, PE, math (as determined by the Mathematics Diagnostic Testing Project and Geometry Readiness Test) and English. Algebra Readiness programs are designed to help in-coming ninth grade students who need extra support to achieve grade level competencies.

District pacing guides, curriculum maps and end of course exams are used in Honors U.S. History courses and Honors American Literature courses. The pacing of standards is done informally in all other departments. Minimal student work with supporting grading rubrics were displayed in classrooms to showcase standards-based learning.

Student achievement based on the analysis of standardized test scores shows continued improvement with an API score of 820. Seventy-eight percent of students are at or above proficiency in English Language Arts. Seventy-seven percent of students are at or above proficiency in Mathematics. The Data Director on-line program enables teachers to access the standardized test scores of all subgroups. A greater focus is needed to encourage and support the low performing subgroups such as English Learners, Latinos, and African Americans to also reach proficiency.

Advanced placement courses are available to all qualified students. AP courses are offered in the major core classes: Biology, Chemistry, Physics, English Language, English Literature, U.S. History, and U.S. Government. Elective AP offerings include: Art History, Studio Art, Psychology, Statistics, European History, Computer Science and Environmental Science. For 2008-2009, 613 students are enrolled in AP courses. The Self Study reported and Focus Groups supported the

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concept of encouraging more diversity in Advanced, Honors and AP courses. An increasing number of students enroll in academic courses (UC a – g) that prepare them for college eligibility.

The Senior Exhibition is a culminating activity that includes problem solving, communication skills, and demonstration of technology usage. Many classes across the curriculum support this activity by including oral presentations as a component of class projects.

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?

All students receive assistance with the development of a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals. The personal learning plan is used as a basis for selecting courses and to explore further options. The plans assist in monitoring students' academic progress and their achievement of the academic standards. Counselors and teachers use various forms of data to make appropriate class changes to support student learning. Personal learning plans are periodically reviewed and changes made to reflect the student's current interests and goals. This planning process provides students with multiple opportunities to make decisions about how to acquire appropriate skills and experiences to achieve their goals. The school's guidance staff explains the connections between current course selection and post-secondary options. Counselors encourage students to select courses based on both current interests and future career goals.

The school has an incredible Regional Occupation Program (ROP). Class offerings include Computer Applications, Screen Printing, Computer Graphic Designs, Construction, Child Care, Foods, Business Management, Hospitality, Video Production, and Multimedia. Courses include internships within the community. The curriculum is relevant, supports the students' school-to-career goals, and prepares students for the work force.

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

Upon completion of high school, almost all students meet the requirements of graduation, including meeting state content standards in all required areas and passing the CAHSEE. This is evidenced by the 10th grade CAHSEE pass rate of 91.2% in the spring of 2008. The staff works regularly with all students to monitor progress on meeting graduation requirements and additional support is provided to ensure success for all students. The Falcon Incentive Program offers after school tutoring for at risk students. Additionally, a graduation coach is on site to assist students with the Credit Recovery Program which allows them to take on-line courses through the APEX program. This program accelerates course completion and gives students the opportunity to graduate with their class. This program also helps students to prepare for the CAHSEE. Over 93% of the seniors meet all graduation requirements.

Students enroll in a sequence of courses that not only helps them to meet high school graduation requirements, but also prepares them for success in post-secondary education and career-technical preparation. Students needing additional assistance continue to have access to the school program by completing a sequence of coursework either at SRHS, a High School Diploma Program or at an

alternate school program to graduate.

Areas of strength for Standards-Based Student Learning: Curriculum

- Number of students who pass CAHSEE at the first testing
- Number of students who graduate in 4 years
- Variety of courses offered across the curriculum
- The number of students enrolled in AP courses
- Number of ROP course offerings and internships
- Credit Recovery Program is well-organized, cost effective, and allows students to graduate on time (with class).

Key issues for Standards-Based Student Learning: Curriculum

- Addressing the lack of consistency in the implementation of the collaborative teaching model between special education and content area teachers
- Encouraging more diversity in Advanced, Honors, and AP courses
- Intervention and curriculum support for English Language Learners
- Showcase student work with grading standards to reflect student learning
- Incorporate pacing guides (or similar structure) to ensure consistency in instruction
- Focused Professional Development Plan to include time for departments to meet formally on a consistent basis to discuss key curriculum issues, instructional strategies and assessments

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

- California Standards Test results (Academic Performance Index)
- California High School Exit Exam test results and pass rates (94%)
- Graduation rates and a-g requirements
- Master Schedule
- Classroom observations
- Anecdotal data from Focus Group discussions

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

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

SRHS offers Advanced Placement in 21 different courses (including science, history, art, psychology, calculus, world languages, and English). During the 2008 year, the school administered 1164 AP tests and 828 students passed them with a “3” or higher. This overall pass rate was 71.1%, one of the highest overall rates in the district. In addition, the school’s courses meet the UC and CSU Approved Course List. The ROP program allows students to take classes in business management and ownership, business and computer applications, hospitality and tourism, developmental psychology of children, introduction to teaching and learning, general construction, screen printing, multimedia production and computerized graphic design.

Students are expected to read and write at a high level as evidenced by classroom observations. Vocabulary was geared towards college entrance exams. There was a focus on AP writing prompts seen in many classrooms. In the observation of science classes, interactive strategies were noted such as lab activities, dissections, discussions and group work were noted. Students supported these observations during the student meeting. In the business and ROP classes, students are involved in real-life simulations and projects which challenge them and engaged them.

The Socratic Seminar strategy was noted in several content areas, which assisted students in practicing higher level thinking skills. Cooperative learning groups observed in mathematics and science classes, taught students interpersonal skills. There was a focus on post-secondary pursuits as evidenced by an increased number of scholarships being advertised.

Students who are not meeting graduation requirements are assigned to the graduation coach who runs the Apex lab and reports students’ attendance to the counselors. Students are allowed to complete credits online via Apex if they are credit deficient. The changes made to the Apex curriculum do not appear to maintain the level of challenge of the other courses on site.

- 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 higher levels?

Dependent on the content area, there were several areas of strength in which teachers were using a variety of strategies and resources. For example, in many science classes, there were interactive strategies and students were processing information in cooperative groups. There were hands-on projects observed. In the visual and performing arts, teachers engaged 100% of the students who actively participated in performance-based activities. In world language and mathematics, there were cooperative learning groups, SDAIE strategies, and pair-share activities. These teachers were high energy and dynamic. In social studies and science, teachers were using white boards to check for student engagement and understanding. Special Education students are mainstreamed using a collaborative model. There was journaling and warm-ups in the English classes to connect prior knowledge. The English teachers are not driven just by a textbook, but use novels to enhance instruction. Graphic organizers were observed in a few English classes. In physical education, the classes were well-organized and activities were well-designed.

In English traditional, non-interactive whole class instruction was observed, in addition to traditional instruction in vocabulary. SDAIE strategies were not evident in the majority of classrooms

schoolwide. However, math teachers discussed SDAIE strategies as being necessary to reach all learners. In some classes, there was more teacher talk than student talk and participation in discussion was dominated by some students, which makes one question whether all students are engaged. World Language displayed numerous examples of student work. Student work, was sporadically posted in the remainder of classrooms. There was no evidence of teacher use of student rubrics. In special education inclusion classrooms, special education staff was not utilized to co-teach, but rather to assist students. Greater involvement of the special ed teachers with teaching and planning in these classes, would bring an additional repertoire of instructional strategies to the classroom. Teachers stated this was a goal. Perhaps professional development and time to plan would address this issue.

There is updated technology in almost every classroom, which includes one teacher laptop computer, a docucam, mostly used as an overhead, and a video projector. The two exceptions are the self-contained Special Needs classrooms which did not have access to any technology. With each class wired to the internet, teachers employ such strategies as PowerPoint presentations, streaming video, and internet searches to actively engage the students. The business department has more access to computers and uses them for business classes such as marketing and to teach Java programming. The availability of more technology and training to integrate technology to enhance student achievement would benefit everyone.

Areas of Strength for Instruction:

- Experienced teachers work closely with novice teachers to share materials, discuss curriculum, and reflect on instructional practices
- Information from student surveys and departmental assessments is shared within and across departments through the Instructional Leadership Team
- Use of Socratic Seminar in some classes
- Use of cooperative learning groups in some classes
- Interactive, project-based work in science, world languages and visual and performing arts
- Teacher use of technology for whole group instruction provided in classrooms.

Key issues for Instruction:

- Integrate and increase student use of technology in the classroom
- Integrate SDAIE / CLAD strategies in all core subject areas to assure best practices in teaching and learning
- Implement use of differentiated instruction to meet the needs of all students
- Provide staff development in a variety of strategies
- Collaborate inter-departmentally
- Provide standard technology in self-contained Special Needs classes

- Develop a procedure to examine and analyze student work to establish common expectations for quality

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

- Minimum days are built into the school schedule which could be used for collaboration and structured staff development.
- BTSA mentors are provided for new teachers.
- Many instructional approaches are present in the school, but student survey results indicate they are not working for all students.
- The laptops and labs that are available for student use are outdated.
- Classroom observations
- Focus group interviews.
- Student interviews.
- Instructional leadership team interviews.

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

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

At Scripps Ranch High School, the assessment process is central to the achievement and success of all students. Students are assessed using a variety of formative, as well as summative assessments, which include national, state, district and teacher generated tests. The data is collected, disaggregated, analyzed and reported to students, parents and other stakeholders. Data Director was implemented in the Spring of 2008. Teacher created common assessments have yet to be entered into Data Director. Other indications of student success are identified and regularly reviewed. These indicators may include dropout and college entrance rates disaggregated by subgroup and school-related work outside the classroom. All assessment and individual student information is available to parents and the community through parent meetings, college nights, counseling meetings, ParentConnect, StudentConnect, and on SRHS updated website. Teachers need a set time in the academic calendar and more direction to analyze data.

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

The school community regards assessment as integral to the educational process rather than a response to outside demands. Both formal and informal assessments are embedded into the instructional process. Teachers employ questioning, classroom observations, and interviews. Scripps Ranch High School uses multiple and varied measures of assessments, such as

performance based assessments, teacher observations, interviews, student projects, portfolios and presentations. Assessments allow teachers to understand what students are thinking, how they are reasoning, and what their next instructional steps should be. Teachers modify curriculum on an ongoing basis using information derived from statewide, district benchmarks, and in-class assessments, as well as extracurricular competitions and the culminating senior exhibition.

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?

SRHS staff employs many methods to monitor and report student progress, achievement of standards, and meeting graduation and UC/CSU a-g requirements. These systems include the use of technology and traditional reports. Analysis of student academic achievements is provided in order to make inform decisions on instruction. District provides some support with technology, data, assessments and professional development but because of budgetary cuts, much of this has been left up to the school site. Currently, only one teacher is trained on the use of the Data Director scanners. A more systematic calendar for professional development needs to be developed to create common assessments, pacing guides, vertical planning, and sharing of successful instructional strategies. Parents, guardians and students are regularly informed of academic progress through a variety of systems. The community is actively involved in the assessment and monitoring process. SRHS students participate in a numerous academic competitions on the local, state, and national levels. These competitions allow students and the community to compare our achievements to other top students in the nation. The school needs to assess its progress in meeting its ESLRs through the examination of a wide variety of indicators of student learning. One such example where students demonstrate the achievement of all ESLRs is through the Junior Model United Nations and Model United Nations Programs.

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 school community has made connections among analysis of available data, the school's vision for expected schoolwide learning results and academic standards, and the budget and use of available resources. This includes a systematic use of hard data that enables the staff to compare student performance to established standards across grade levels, both annually and during the course of the year and to assess the effect of new teaching methods and changes. Ninth grade CORE classes emphasize the ESLRs as a means to inform them about SRHS expectations for graduation.

Areas of strength for Standards-Based Student Learning: Assessment and Accountability

- Variety of assessments used throughout the curriculum that tap into the various learning styles of students
- Opportunities for students to participate in outside competitions, debates, and performances to gain recognition
- A culture of trust that examines school data to make informed decisions and make adjustments to instructional approaches

- A culture that encourages sharing of lesson plans and best teaching practices

Key issues for Standards-Based Student Learning: Assessment and Accountability

- Implement assessment techniques that assess ELL skill levels beyond CELDT results
- Develop a coordinated 9 – 12 intervention program for low-achieving students
- Establish a more systematic calendar for professional development needs in creating common assessments, pacing guides, vertical planning opportunities, and sharing of successful instructional strategies
- Implement a way to monitor the achievement of the ESLRs

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

- CST, CAHSEE, Gates-MacGinitie, District writing and math assessments, PSAT, SAT, ACT, CELDT, end of course exams
- Guidance and teacher collaboration in regards to ELL placement
- Advanced Placement exams
- STAR tests
- Data Director
- Classroom observations
- Focus Group discussions
- Student interviews
- Parent interviews
- CAHSEE passing rate and support classes - “Revolution Prep” is a computer program that provides individualized support
- Senior Exhibition
- COPES (career inventory test)
- ASVAB (military career inventory)
- MDTP (Math Diagnostic Testing Project from UCSD)
- Variety of authentic assessments:
 - o Concept maps/“functions of the process” posters
 - o Presentations/PowerPoint
 - o Essays
 - o Journaling
 - o Project-based learning
 - o Exhibitions
 - o Socratic Seminars
 - o Performances, shows, concerts, and festivals where performing arts students are judged and rated
 - o Electronic portfolio

CATEGORY 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?

The Scripps Ranch High School staff employs a variety of strategies to encourage parental and community involvement with the teaching/learning process as evidenced by Student Study Teams, Parent and Student Connect, "Falcon Night" to inform parents of incoming 9th graders, and counselor availability, for example. The community takes ownership and values SRHS by providing tutors from local colleges, as well as utilizing an Employer Outreach Specialist (EOS) who contacts and builds relationships with employers and community members for participation in college, career and technical education activities at the school.

All SRHS students and staff receive the *Falcon Flyer*, the student newspaper. In addition it is given to potential and current business and community advertisers. Further, there is a Scripps Ranch newsletter from the community that features school activities. The Falcon Footnotes is published by the Scripps Ranch Foundation, which is a parent-driven organization for raising funds for the school. Parents from Scripps Ranch represent SRHS on the Schools Committee which is comprised of parent reps from all schools within Scripps Ranch. Counselors go to the community, where students live who come to SRHS by choice, to orient parents about Scripps Ranch. There is a concern about the actual involvement of non-resident parents even though efforts have been made to include them.

Some of the teachers use individual websites to provide information on courses and links to coursework and assignments. Teachers report that parents are communicating with them via email.

The TRACE Program (Transition Resource Adult Community Education) is offered to SRHS special education students who are non-diploma bound to help them transition from high school to adult life. SRHS also offers Employability Counseling Services (ECS) to students with disabilities so they can earn work experience and the Student Apprenticeship Program (SAP) is for seniors only for paid work experience.

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

Scripps Ranch High School is a safe, clean, and orderly campus. Administrators and counselors monitor the school daily via supervision duty. SRHS has a Zero Tolerance Policy as well as an on-campus security before, during and after school hours. SRHS takes safety very seriously. Students in classrooms are well-behaved and the students and staff both report that this is due to an expectation shared by students who actually "frown upon" peer misbehavior during class time. In conversations with staff members, there was a concern raised about student substance abuse on campus. The elimination of the School Resource Police Officer has made it more difficult to track these incidences.

Administration updates their disaster and safety plans annually by involving all their school faculty and staff to provide their input. There is a feeling there are inadequate supplies to deal with a disaster of any magnitude. Student handbooks are provided at the beginning of every year in order to review school policies and procedures on student conduct, safety, and academic integrity. The administration carries trash grabbers at lunch to help keep the campus clean and to provide a role model for students to do that as well. An unsafe parking lot and efficient egress from school were noted by more than one focus group.

ASB promotes “Student of the Month” and other activities to promote school spirit. Another venue that shows student ownership of their learning is *The Cage Report*, which is a student run, closed circuit TV program that showcases their student life. With over 50 clubs, including Model United Nations, students have various avenues to connect to student life in a safe manner. SRHS demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to 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.

A highly qualified staff is evidenced by noting that a majority of staff members have their master’s degree. Students and parents report that teachers demonstrate their professionalism by tutoring students before school, during lunch and after school. Staff also sponsor approximately 50 clubs to enrich campus life. Teachers attend extra-curricular activities to demonstrate their support for students.

Furthermore, staff openly share ideas. New teachers feel supported and are able to ask veteran teachers for help. Teachers feel valued by administration when they are recognized both publicly and privately, which encourages them to continue to meet high standards. Teachers shared that one of the strengths of SRHS is the emphasis of high expectations for all students both academically and in extra-curricular activities. There is a comfortable feeling of rapport between staff and conflicts are dealt with amicably between the parties involved.

The culture could be strengthened by a system that focuses on continuous ongoing school improvement. Curriculum and instruction would be enhanced by a focused professional development plan to increase student achievement. Interviews revealed a need to strengthen dialogue between counseling staff and vice principals regarding how discipline is handled.

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

Individualized learning plans and appropriate support are in place at Scripps Ranch High School to ensure academic success. For example, students are assigned to the same counselor during their time at SRHS as they matriculate from year to year. Various grade level activities, such as college nights and a 9th grade articulation meeting are conducted to ensure that academic plans are up-to-date and modified based on student needs. At-risk letters are generated to open communication between the counseling department and students and parents. IEP, 504 and SST meetings are conducted to adjust plans, if any, to better support students.

Students and staff feel strongly that students are supported more since a majority of the staff went through the Capturing Kids’ Hearts program. The counselors have increased their accessibility to students by being out on campus each lunch. Administrators are supporting struggling ninth grade students by looking at attendance and grades every week and requiring students to attend after school tutoring (extended day) and rewarding students who meet goals. In addition, 9th - 12th graders work with a graduation coach who guides them in the Credit Recovery Lab. Peer tutors from CSF and NHS are also provided for these students. Students have the opportunity to validate a first semester failure in math and foreign language if they pass second semester.

There are prerequisites for higher level courses. Some students indicated that they were discouraged from taking higher level classes because of their grades and attendance issues. Parents should be included in this conversation.

Community partnerships, such as practice PSATs and access to *APEX*, the online test preparation are available for those who did not pass either parts of the CAHSEE, support student graduation rates and college and workforce readiness. Extended day classes, the High School Diploma Program, and summer school provide other avenues to attain high school credit for graduation and to meet UC and CSU requirements. SRHS has available and adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance.

All stakeholder groups report that level of support and service is dependent on the counselor or administrator to whom they go for support. This may be due to the fact that vice principals are given grade level assignments and counselors are given alpha assignments.

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?

Students are enrolled in an advisory period via CORE by grade level and with the same teacher for all four years. This ensures consistency with school messages and programs. In terms of technology, all students have access to free online tutoring through the City of San Diego Public Library. There is now a bilingual counselor on campus and students with bilingual needs go directly to that person for support.

Student Study Teams (SSTs) and IEPs are regularly attended by the school psychologist as well as teachers, special ed. advisors, and the SST or IEP coordinator in order to ensure a fair assessment how to better support the student. Student Connect and Parent Connect, their online technology tool, allows for better understanding of a student's academic progress and opens communication with teachers. The Circle of Friends was highlighted as a positive program for both special education students and the mainstream students who support them.

Various academic programs and extra-curricular activities support student life in order to provide a well-rounded education. For example, SRHS has an active ASB and club support system to enable any student to be connected with the school. SRHS has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Areas of strength for School Culture and Support for Student Personal and Academic Growth

- High expectations for all
- A safe and welcoming climate that reflects trust, respect, and professionalism
- A wide variety of co-curricular and extracurricular activities available to students
- Targeted intervention programs to help struggling students, including the Lunch Scholar Program, Falcon Incentive Program, the After-School Peer Tutoring Program and the Credit Recovery Lab
- The overall culture and climate has been strengthened by staff implementation of Capturing Kids Hearts

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- An increased presence of administrators and counselors on campus during lunch was noted as a strength
- Many real-world connections through internships, tutoring, and project-based learning are available
- The students noted a wide variety of course offerings were available at SRHS
- Professional, collegial relationships among staff

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

- Find ways to include non-resident students in co-curricular and extracurricular activities
- Improve freshmen success rate in math, physics and English, and increase the freshmen promotion rate to 10th grade
- Coordinate a 9 – 12 intervention program for low-achieving students
- Develop common expectations for the CORE program
- Professional development in the area of teacher websites
- Consistent system between and among departments for program improvement
- Disaster supplies should be provided at a level to deal with a large scale disaster.

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

- SST meetings
- “Falcon Night” to inform parents of incoming 9th graders
- Counselor availability
- IEPs
- Junior and Senior College Nights
- Middle school articulations
- Upward Bound Program
- Tutor from local colleges
- SRHS employs an Employer Outreach Specialist (EOS) who contacts and builds relationships with employers and community members for participation in college, career and technical education activities at the school
- Senior Exhibition panels
- The TRACE Program (Transition Resource Adult Community Education) is offered to SRHS special education students who are non-diploma bound to help them transition from high school to adult life
- 2.0 GPA minimum is needed for citizenship as well as participating in extracurricular activities
- ASB promotes “Student of the Month” and other activities to promote school spirit
- The Cage Report, student run, closed circuit TV
- Approximately 50 clubs, including JMUN
- College Night
- “Every 15 Minutes” regarding drinking and driving
- Parent Connect, Student Connect, and Connect Ed keep parents and students informed about important academic information. Access to staff email accounts and teachers’ personal websites is available through the SRHS website
- Progress reports provided in timely intervals
- Course-level changes are permitted
- Most SRHS are CLAD or SDAIE certified
- Computer lab
- Focus group interviews

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- Student focus groups
- Capturing Kids Hearts training.
- Falcon Incentive Program.
- Observations

Part B: Synthesis of Schoolwide Areas of Strength and Schoolwide Critical Areas for Follow-up

General Comments:

The staff at SRHS identified three growth areas after analysis of student performance data. Additionally, the team identified two additional areas that need to be addressed to support student achievement.

Schoolwide Areas of Strength

1. A safe and welcoming climate that reflects trust, respect, professionalism and high expectations
2. Real world connections
3. High number of students in Honors and AP courses
4. Professional collegial relationships
5. Financial support through the Foundation
6. Strong academic programs
7. A resilient staff who maintain the school vision through numerous administrative changes

Schoolwide Critical Areas for Follow-Up

1. Comprehensive Professional Development plan which includes: focused departmental analysis of student work, vertical planning, common assessments, data analysis to modify instruction, and integrated SDAIE strategies in regular classroom instruction
2. Develop a consensus on the purpose of CORE
3. Improve achievement of at-risk populations as evidenced by data analysis, including 9th grade math, physics, and English students, and all subgroups
4. Develop a consistent and integrated 9th through 12th grade intervention program
5. Develop and implement a technology plan that includes student access to computers, technology in special needs classes, support for teacher website development, training on Zangle and Data Director, and integrating technology into the curriculum

Chapter V: Ongoing School Improvement (1–2 pages)

The current schoolwide Action Plan includes:

Goal 1: Increase percentage of students who are proficient and advanced in ELA and Math on the CST by 3% annually

Goal 2: Develop and implement a comprehensive professional development program that supports the increase of proficient and advanced levels in ELA and Math on the CSTs by 3% annually

Goal 3: Develop and implement a comprehensive technology plan that supports the increase of CST proficient and advanced levels in ELA and Math on the CSTs by 3% annually

Additional WASC Targets:

**Include student access to computers
technology in special needs classes
support for teacher website development
training on Zangle and Data Director
integrating technology into the curriculum**

Additional WASC Goals as a result of the WASC visit are:

Goal 4: Develop a process to come to consensus on the purpose of the CORE Program

Goal 5: Develop a consistent and integrated 9th through 12th grade intervention program

Comments on the following school improvement issues:

Adequacy of the schoolwide Action Plan in addressing the identified critical areas for follow-up

- ♦ Do the Action Plan sections address the critical areas for follow-up?

The Action Plan sections address the critical areas for follow-up and focus on increased student achievement.

- ♦ Will the Action Plan steps enhance student learning?

If the Plan is fully implemented, support, monitoring and follow-up systems are in place which will enhance student learning.

- ♦ Is the Action Plan feasible within existing resources?

The Plan is feasible within existing resources including the support of the SRHS Foundation.

- ♦ Is there sufficient commitment to the Action Plan, schoolwide and system-wide?

There is sufficient commitment to the Action Plan from all stakeholders and the staff has traditionally moved forward despite administrative turnover. With the incorporation of the Action Plan into the SPSA, this will insure implementation of the Plan.

Existing factors that will support school improvement:

A highly qualified staff, who are committed to high achievement for all students, a supportive community and leadership team.

Impediments to improvement that the school will need to overcome:

Continued focus on the goals of the Action Plan by the Instructional Leadership Team

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will overcome the potential impact of administrative turnover. Additionally, an impediment may be the constraints that result from efforts and programs that focus on student achievement at all district high schools. If SRHS is given enough flexibility to fully implement their SPSA, inclusive of the WASC recommendations, they would be able to better meet the critical schoolwide areas for improvement.

Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide Action Plan:

The follow-up process will be reviewed monthly by the ILT, SSC and through regularly scheduled meetings. Progress will be reported to the central office and the Board of Education annually. Action Plan will be modified when necessary, at least annually.