

SELF-STUDY VISITING COMMITTEE REPORT
ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR
DOS PUEBLOS HIGH SCHOOL

**7266 Alameda Avenue
Goleta, California 93117**

**Santa Barbara Unified School District
April 18-20, 2016**

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Chapter I: Student/Community Profile (goal: 2 pages)

Dos Pueblos High School was established in 1966 and is located in the city of Goleta; the school's attendance boundary includes unincorporated areas of Santa Barbara County. The city has a median income of \$73,271, 13% higher than the city of Santa Barbara, and considerably higher than the county and state medians and a median age of 34.7. The ethnic breakdown of Goleta is 54.4% white, 32% Hispanic, and 9% Asian. This represents a large increase in Hispanic and Asian populations and an eleven point decline in the white population. Dos Pueblos' student body is 43% Hispanic, 41% white, and 7% Asian. Dos Pueblos' vision statement is "All students will be given instruction and support to achieve success through a rigorous standards-based curriculum, while developing their ability to participate effectively and positively in a democratic society."

Dos Pueblos High School was founded in 1966 on innovative approaches to education, including progressive discipline, student-centered classes, and an emphasis on creativity. Dos Pueblos is now a traditional comprehensive high school. In 2009, the condition of the school was deemed "good." Routine maintenance has been deferred and there are cosmetic issues around campus; there are no identified safety issues, and the science facilities meet the UC a-g requirements. Dos Pueblos has 97 fully credentialed teachers with 91% teaching within their subject areas, all are CLAD certificated. The teachers' average length of educational service is 14 years. The demographics of the staff is 76% White, 15% Hispanic, 6% Asian, 2% Pacific Islander, and 1% black.

Currently there are 2097 students at Dos Pueblos, a 13% decline from the 2014-2015 school year; and the school changed from a majority white school in 2010 to a majority minority school in 2016. Dos Pueblos expends \$8804 per pupil, 7% below the district funding average and 10% below the state funding average. Students on Free and Reduced lunch have increased from 22% in 2011 to 33.2% in 2015; and the increase in the number of students who qualify for free and reduced lunch is because of increased efforts to enroll students. Dos Pueblos is a targeted-assistance Title I school with a SED population of 31%; it became a targeted Title I school in 2006. Dos Pueblos does not qualify for state concentration grants based on SED rates.

Dos Pueblos' graduation rate was 95% in 2013 and 2014, for All Students and in 2015 it was 97%. There is positive trend for Hispanic students, English Learners, SED, and special education students.

DP High School	2012-2013		2013-2014		2014-2015	
	Number of Graduates	Graduation Rate	Number of Graduates	Graduation Rate	Number of Graduates	Graduation Rate
Hispanic or Latino	181	92.8%	197	93.4%	217	95.2%
White	281	97.2%	201	95.8%	212	94.6%
English Learner	52	82.5%	64	87.7%	31	86.8%
SED	155	92.3%	182	91.0%	164	92.5%
Special Education	44	74.6%	58	87.9%	58	79%
All Students	530	95.%	499	95.%	496	95%

Dos Pueblos data for A-G completion shows a minor drop in all subgroups from 2013 to 2014, and then significant gains from 2014-2015, again for all subgroups. Dos Pueblos' rate for White students meeting the A-G requirements is 20 percentage points higher than that of Hispanic in 2015, although the gap was closed by 11 percentage points between 2014 and 2015 between these two subgroups.

DP High School	2012-2013		2013-2014		2014-2015	
	# of Grads	Grads with A-G	# of Grads	Grads with A-G	# of Grads	Grads with A-G
Hispanic	183	71 (38.8%)	198	70 (35.4%)	218	126 (57.8%)
White	282	222 (78.7%)	200	142 (71.0%)	214	176 (82.2%)
EL's	20	1 (5.0%)	19	1 (5.3%)	30	3 (10%)
SED	141	57 (40.4%)	142	47 (33.1%)	165	83 (50.3%)
All Students	533	350 (65.7%)	497	497 (56.9%)	499	359 (71.9%)

On the CAASPP Smarter Balanced assessment, in English Language Arts, 66% of Dos Pueblos 11th graders met or exceeded standards and in math 49% met or exceeded the standard. The Hispanic subgroup met or exceeded the standard for English at 48% and in math at 22%, the SED subgroup for English met or exceeded at 44% and in math at 18%, for students with disabilities in English the met or exceeded percentage was 20% and in math was 8%, and for English Learners the met or exceeded percentage on English was 10% and in math it was 14%.

From 2011 to 2014, English Language Arts achievement on the CST declined from 78% proficient and above to 72%. Dos Pueblos' significant subgroup scores on the English Language Arts CST exam from 2011- 2014 do not show a trend over time. For math CST, while the scores rise and fall each year, for each subgroup there is overall growth from 2011 to 2014, with the greatest increases in the SED population which showed a +6 percentage growth and the special education population which showed a +7 percentage growth. 90% of Dos Pueblos students passed the CAHSEE in 2012-2013 and 2014-2015. The percent of student who scored proficient on the CAHSEE in English decreased from 78% to 72%, in math there was an increase from 71% to 74%.

Dos Pueblos is in year 5 of Program Improvement. Adequate Yearly Progress was achieved in 2015, but was not achieved in 2014, 2013, or 2012. In the 2011-2012 school year, Dos Pueblos met 16 out of the 21 criteria and did not meet AYP. In 2012-2013, 13 of 21 were met and the school did not meet AYP and then in the 2013-2014 school year, 18 of the 21 criteria were met and the school did not meet AYP. Dos Pueblos met the participation rates for the Adequate Yearly Progress (AYP) as required by NCLB. In 2011-2012 the White population met the Annual Measurable Objectives (AMO), which represents the percent of students who scored proficient on the CAHSEE. In 2012-2013 the White and SED subgroups met the AMO targets and in 2013-2014 the White subgroup and the "All Students" met the AMO. In the 2013-2014 school year Dos Pueblos met the graduation rate as required by AYP of 90%-- this AYP graduation data is not available for the prior years. In the 2011-2012 school year Dos Pueblos' Academic Performance Index (API) score was 819 and in 2012-2013 it decreased to 812.

The numbers of students passing Advanced Placement Exams has increased from 63% to 66% from the 2012-2013 to 2014-2015 school year; the number of Hispanic students passing AP exams has decreased from 43 to 41 percent during the same period of time. The number of students taking and

passing IB exams has declined in recent years, though the overall percentage of students passing has increased from 86% to 88%.

In the 2012-2013 school year the rate of reclassified Dos Pueblos English Learner students was 28% or 66 students. This number declined by 4 percentage points the following 2 years, and in 2014-2015 the number of reclassified students was 4%, or 9 students. The report does not indicate the number of Long-Term English Learners enrolled at Dos Pueblos. In 2014-2015, 60% of the 220 Dos Pueblos English Learner students scored at the “early advanced” and “advanced” levels on CELDT, at all grade levels. AMAO 1 (Title III) measures the percentage of ELs making progress in learning English as measured by the CELDT. At Dos Pueblos in the years from 2012-2013 to 2014-2015 the school met this requirement but not in 2013-2014. AMAO 2 (Title III) requires that students both in English Language instruction for fewer than 5 years and more than 5 years test proficient as measured by the CELDT test. Dos Pueblos ELs met these targets in both categories in 2012-13 and 2014-15, but not in 2013-2014. AMAO 3 (Title III) requires that ELs meet the AYP requirements as measured by the CAHSEE, which for 2014 include participation rate of 95%, percent proficient of 100%, and also a graduation rate of 90%. At Dos Pueblos, the ELs were not proficient in 2012-13 and 2013-14.

Dos Pueblos’ Early Assessment Program (EAP) College-Ready English scores increased 2 percentage points from 2010-2011 to 2013-2014 for All Students, from 42% to 44%. This increase is paralleled by the 7 percentage point increase for the White population and by the 2 percentage point increase in the SED population and the 3 percentage point increase in the special education population. The percent of Hispanic students scoring College Ready on the English EAP decreased three percentage points and the English Learner population decreased 2 points. For the math EAP, the College-Ready scores for Dos Pueblos students overall remained steady at 21%.

Between fall of 2013 and fall of 2015, the school’s overall D and F rate has increased from 8% to 10% of the overall population at Dos Pueblos. The dropout rate for All Students at Dos Pueblos was 3.1% in the 2012-2013 school year and 3.6% in 2013-2014.

On average, 94% of Dos Pueblos students attend school daily. Data for the first four months of the school year show an attendance rate of 95.9% which is an increase for Dos Pueblos of more than one percent. Rates of chronic absenteeism at Dos Pueblos have declined over the past three years, from 27% to 20%. The truancy rate for Dos Pueblos for All Students was 40%, an increase from 37% in the 2012-2013 school year. The truancy rate for Hispanic students was 55%, EL’s 71%, SED 58%, and special education 64%.

Rates of suspension at Dos Pueblos for all students have remained stable over three years with a bubble in 2013-2014 data. In the 2014-2015 school year there were twice as many suspensions for Latino students as for white students, English Learner students comprise 22% of suspensions, and students with disabilities comprise 41% of suspensions. Between the 2012-2013 and 2014-2015 school years, Dos Pueblos’ recommendation for expulsion rate was between .4% and .5% and the expulsion rate was between .2% and .3%.

In examining perception data from 2014-2015, the school has determined that staff members feel

safer than students, and students feel safer than parents. There is a disconnect between the sense of safety on the part of Latino parents and that of Latino students and staff. Latino staff at Dos Pueblos feel significantly less safe than their white peers. Roughly three-quarters of staff and parents feel a sense of connectedness to their schools across Latino and white subgroups, but only roughly 50% of students do.

Chapter II: Progress Report (goal: 2 pages)

Dos Pueblos reports that the school's Action Plan has remained a primary document for ongoing school improvement. The Action Plan is revisited frequently at faculty and PLC meetings, and its goals have become embedded in its culture. School improvements have focused on the goals and tasks in the Action Plan and have not changed since 2010.

Goal 1: Academic Achievement

(G1) Task1: *Incorporate Literacy Development Strategies into All Content Areas*

Staff reports that this task has been effectively implemented. Efforts to improve schoolwide literacy were taken since the last self-study, such as an English department focus on literacy/literature, writing argumentation, the adoption of the ERWC curriculum in 2007, professional development in close reading strategies and student-centered instructional practices, the adoption of the CSU Early Assessment Program as the primary metric for measuring college readiness, professional development in academic vocabulary training, the creation of an Advanced Placement English Language class for students not previously enrolled in honors/AP courses, the implementation of literacy strategies across the curriculum, the use of portfolios, the use of READ 180 to address the literacy needs of the lowest quartile students, and individual support for students through Seminar, Academy for Success, and the Writing Center.

Staff report that the elimination of department chairs resulted in a slight drop in momentum and less uniform application of literacy innovation.

(G1) Task 2: *Devote time to analyze course data to inform instruction while continuing to improve course assessments.*

Staff report that this task has been partially implemented. Common formative assessments in each discipline were established in 2014 to facilitate the analysis of courses assessments. These were scored, analyzed, and departments implemented curricular and instructional changes. The math and English departments are farther ahead in their implementation of CFAs, but other departments are now developing CFAs. Dos Pueblos' next steps include analysis of homework and grading policies as articulated in the 2016 Action Plan.

(G1)Task 3: *Improve academic success of EL students through effective instruction, assessment, and monitoring.*

Staff report this task has been successfully implemented. The number of students reclassified annually has increased in the past three years. Several factors contributed to this achievement, including the creation of a new Director of English Learner and Parent Engagement Programs; revisions to the reclassification criteria, new English Language Development courses delivered with fidelity and accompanied by high quality professional development, an increased number of parents meaningfully involved on ELAC and DELAC committees, more administrative oversight at the site level, and increased counselor involvement in the reclassification process. Monitoring of reclassified

students shows that they are managing mainstream course-work, graduating, and enrolling in colleges and universities. There are significantly fewer long-term English Learners in the program than in past years. Next steps include assessing and meeting the varying needs of ELs, including students who are both EL and Special Education.

(G1) Task 4: *Improve use of formative assessments to improve student mastery of curriculum.*

This task was emphasized by the visiting committee during the 2013 revisit. Staff report that this task has been partially achieved. In 2014 common formative assessments were established to facilitate the analysis of course assessments. The district provided release time for PLCs to meet and score the CFAs and discuss curricular and instructional changes based on the analysis of CFA data. Some departments are farther ahead in this task than others.

(G1) Task 5: *Train teachers in differentiating curriculum delivery for all students.*

This task was emphasized by the visiting committee during the 2013 revisit. Staff report that this task has had limited achievement. The school has increased the number of underrepresented students in honors/AP/IB classes and also increased the number of included special education students. The wide spectrum of ability levels within classes has created a need for differentiation. To meet this challenge, the district has retained the services of co-teaching and inclusion expert Dr. Wendy Muraski, and has provided differentiation training with Dr. Sandra Kaplan, however, teachers report that differentiation is a result of teacher effort, not district or site initiatives.

(G1) Task 6: *Ensure alignment of curriculum to the content standards and frameworks.*

This task has been effectively implemented. In 2012 the district instructed the PLCs to become familiar with the Common Core State Standards, and provided guidance and accountability. PLCs were asked to align curriculum and the new common formative assessments. PLCs have analyzed the results of the common formative assessments and made curricular and instructional decisions. The district is using the same approach with the Next Generation Science Standards.

(G1) Task 7: *Improve the appropriate placement of students in all classes.*

This task has been partially implemented. Efforts to increase the number of underrepresented students in honors/AP/IB classes have challenged teachers and staff to place students accurately. Dos Pueblos teachers share that they believe that misplacement is a normal consequence of providing students with increased opportunities, but there is also concern that students' futures are being harmed by receiving poor grades when they are incorrectly placed. Teachers are also concerned about decreased rigor that may occur when a high number of students in an AP or honors class are misplaced.

Goal 2: Support for Student Growth

(G2) Task 1: *Implement comprehensive and targeted approaches to prevent underperformance and promote positive citizenship.*

This task was emphasized by the visiting committee during the 2013 revisit. Staff report that this task has been effectively implemented. In 2014 Dos Pueblos implemented a new bell schedule for the Seminar program. The Seminar includes an independent and targeted study hall, tutorial, guided studies, and supervised lab. All Dos Pueblos students' grades are reviewed eight times a year and students' schedules may change as a result. Students with D/F grades may be transferred to a study hall, Guided Studies, or required to participate in peer academic mentoring. Students who feel they have been misplaced can request change through a formal process. Teachers believe that the individualized support provided by the Seminar program has improved citizenship and academic success.

(G2) Task 2: *Implement comprehensive and targeted approaches to intervene when students perform below their ability.*

This task was emphasized by the visiting committee during the 2013 revisit. Data does not show a decrease in the number of Dos Pueblos students with D and/or F's, raising questions about the effect of the Seminar program. In 2015 faculty voted to retain the Seminar program for the 2015-2016 school year, and voted again to continue the program for the 2016-2017 school year.

(G2) Task 3: *Implement comprehensive and targeted approaches to reward students for academic and personal success.*

This task was emphasized by the visiting committee during the 2013 revisit. This task was not achieved. A characteristic of the La Serna plan is that students who maintain a positive grade point average and superior citizenship marks get an extended lunch period. Dos Pueblos' parents' objected to an extended lunch because its unfenced and difficult to patrol campus would not provide sufficient supervision for students.

(G2) Task 4: *Promote academic and social equality in the school-wide community.*

This task has been effectively implemented. The district and the Dos Pueblos community have made academic and social equity part of its culture. Examples of this include: Just Communities, Parent Engagement through Padres Unidos/United Parents, Successful Youth Services Liaison, a bilingual liaison and student translators, the Language Access Protocol, Restorative Approaches, transgender student awareness and support, the Fair Act, Equal Opportunity Schools (EOS), and ELAC.

(G2) Task 5: *Continue to cultivate faculty cross-curricular collaboration and cohesiveness.*

This task was emphasized by the visiting committee during the 2013 revisit. This task has had limited achievement. Dos Pueblos Engineering Academy students participate in an integrated, cross-curricular, and collaborative curriculum, the Academy for Success teachers work across departments, and the late start time promotes teacher collaboration. Staff report that the elimination of traditional communication structures of department chairs has come sense of isolation, powerlessness, and top-down decision-making structures.

Chapter III: Self-Study Process (1–2 pages)

Dos Pueblos revised its Schoolwide Learner Outcomes (SLOs) and crafted a new vision statement with student, parent, and staff input. The new slogan, “ARE” stands for Academic Achievement, Relationships, Environment.

Dos Pueblos High School Schoolwide Learner Outcomes:

Academic Achievement

- Think creatively and critically to solve problems and address issues.
- Apply deductive and inductive reasoning skills to express understanding.
- Create products or artistic works that demonstrate imaginative ideas.
- Read, write, speak and understand English with a purpose.
- Comprehend, synthesize, convey and evaluate information effectively in verbal, written, and artistic media.
- Know and apply the core concepts of all academic disciplines as set forth in the Common Core Standards and demonstrated on the Smarter Balanced assessments.
- Pursue knowledge of career opportunities and education beyond high school.

Relationships

- Expect ethical, courteous, and cooperative behavior.
- Make positive contributions to our classrooms, school, and community.
- Mediate and resolve issues by taking responsibility and through communication.
- Build an atmosphere of safety, mutual respect, and tolerance for differing beliefs and lifestyles.

Environment

- Build an environment of acceptance and cultural proficiency as cornerstones to the school's climate, resulting in interconnectedness.
- Cultivate a commitment to care for the environment.
- Be accountable for all district, school, and classroom rules.
- Be physically, emotionally, socially, and globally responsible for our resources.
- Demonstrate digital citizenship in an ever-changing technological society.

From analysis of past student performance and current data, staff at Dos Pueblos determined three critical learner needs:

- Pupil Engagement (LCAP priority 5)
- Course Access (LCAP priority 7)
- Pupil Achievement (LCAP priority 4)
 - A through G Course Completion
 - Weighted GPA 3.0 or Higher
 - SAT Score of 1500 or Higher
 - AP Exam Passage Rate

Staff at Dos Pueblos gathered and analyzed data for each of these areas and determined that:

- The rate that Dos Pueblos’ white students meet the UC/CSU requirements is more than twice the rate for Hispanic and SED students.
- Dos Pueblos’ students’ average GPA is 3.0+. The gap between White and Latino students is significant.
- On average, 94% of students are in attendance daily. Truancy rates over the past three years for Dos Pueblos have been on the rise for all subgroups except of White students.
- Rates of suspension at Dos Pueblos for all students have remained stable over three years with a bubble in 2013-2014 data. Last year there were twice as many suspensions for Latino students as for white students.

White 29% (45% student body)	Hispanic 57% (45% student body)
SWD 41% (12% student body)	EL 22% (10% student body)

- Suspension rates dropped in 2015 with the implementation of Restorative Approaches.
- There is a significant gap between the enrollment of White students in honors classes and the enrollment of Latino, English Learner, SED, and special education students in honors classes. White students enroll in honors classes at roughly twice the rate of Latino students
- There is a significant gap between the enrollment of White students in AP/IB courses and the enrollment of Latino, English Learner, SED and Special Education students in AP/IB courses.
- There is a significant gap between the enrollment of White students in dual enrollment courses and the enrollment of Latino, English learner, SED, and special education students.

Dos Pueblos developed a number of reflective questions while looking at the data.

1. DP’s work with EOS has helped to raise and respond to the question "How do we ensure access?" Even as the school continues to grapple with that question, a new one has arisen: "How do we ensure students have adequate and the right kind of support once they are enrolled in college-level classes?"
2. What do grades mean? There is currently a U-Shaped grade distribution (many As and Bs, quantities of Ds and Fs, fewer Cs) that suggests that grades are often assigned as a measure of compliance and completion rather than achievement; what other methods are out there for measuring student success?
3. How do we define "college and career ready"? Are other metrics besides A-G Course Completion (e.g. EAP data) more relevant?
4. What does the data (esp. 3rd and 4th quarter data) show about the impact of a TOSA dedicated to attendance intervention?

Chapter IV: Quality of the School's Program

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

A1. Vision and Purpose Criterion

To what extent does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose supported by the governing board and the district LCAP and further defined by schoolwide learner outcomes and the academic standards?

The school has established a clear, coherent vision and mission (purpose) of what students should know and perform; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, the district's vision and a belief that all students can learn and contribute positively and effectively in today's world. The vision is to ensure the educational success of all students through high expectations and a commitment to excellence and to empower them to reach their full potential as responsible, ethical, and productive citizens in a diverse and changing world.

The Dos Pueblos High School vision has been impacted by the goals and established priorities found in the District's LCAP and Strategic Plan, in conjunction with school demographic data and an ongoing analysis of the school's program. The LCAP Committee, Site Council, ELAC, SSEPAC, Allies for Equity Committee, WASC Focus Groups, PTSA, Facilities Committee, and DPHS Foundation gave input into the development of the vision.

The Dos Pueblos slogan is "We ARE DP!" As Dos Pueblos prepared for WASC, staff crafted a new vision statement by using student, parent, and staff input to create Dos Pueblos High School Schoolwide Learner Outcomes. The vision reflects the current school culture as well as the focus on student instruction and teaching students to be skilled global citizens in an ever-changing world. The acronym "ARE" now stands for Academic Achievement, Relationships, Environment.

Dos Pueblos High School is rich in tradition, academic excellence, and athletic achievements. Since 1966 Dos Pueblos has received ongoing community support for its award-winning programs that include academics, athletics, and an array of student sponsored events. Dos Pueblos attributes its overall student success to the instructional staff, community stakeholders, and its many constituents.

Dos Pueblo's school vision, mission, and the schoolwide learner outcomes are updated yearly by site council. The group meets monthly and is represented by students, teachers, administration and parents.

A2. Governance Criterion

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 schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school?

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

To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Control and Accountability Plan?

The Governing Board has policies and bylaws aligned with the school’s purpose and they are designed to promote student achievement.

Due to the district’s process for annual LCAP review and renewal there is alignment between the board’s aims for student achievement and school goals. Dos Pueblos’ vision, mission, and schoolwide learner outcomes are all aligned and supported by the District Strategic Plan. Representatives from the district office collaborate with the principal during a special board meeting focusing on the school site’s Single Plan for Student Achievement (SPSA). Board members are provided with the SPSAs ahead of time so they can come prepared with school-specific comments and questions. During the rotation of board members, the Dos Pueblos principal highlighted particular school programs, data related to the school’s expected learner outcomes, and LCAP goals.

In addition, the board receives annual evaluations of Dos Pueblos’ “Programs of Choice” including the Dos Pueblos Engineering Academy and the International Baccalaureate Program. Every five years the IB Program completes its own self-study and the IB Self-Evaluation Report for 2015-2016 is shared with the superintendent and school board. This year, for the first time, the district employed a digital feedback platform called “Let’s Talk” in order to facilitate and optimize LCAP feedback. As a Title I targeted assistance school, Dos Pueblos is also required by the district to generate and distribute a Parent Involvement Policy and School Compact to all families. Both documents encourage parents to become involved in the school in specific ways.

Collaboration and alignment of short-term academic planning and long-range instructional plans continue between the Site Council, department chairs, district administration, and site administration, are all supported by the Board of Trustees. The principal collaborates with chairs of school governance committees to ensure that there is an opportunity for representatives of all stakeholder groups to analyze relevant district data and school data. The principal also has a special board meeting which is dedicated to reviewing the site action plan. Dos Pueblos’ parents are involved in the school’s direction and overall leadership. Parents are involved in site council, ELAC, Staff/Special Education Advisory Committee, and IB Support meetings. Some members of the administration team meet with different parent group leaders monthly.

The governing board delegates implementation of the board policies and practices to site administrators and staff. The district office regularly communicates with site administration regarding categorical program monitoring to ensure compliance. The principal communicates regularly with all certificated and classified staff the professional expectations through the Staff Handbook (housed at NEO), administrative emails, and staff development meetings.

The parent and student complaint and conflict resolution protocol starts with the principal and with the site union representative with staff. Once a written complaint has been received, the principal then replies in a timely manner and schedules a meeting to resolve the issue. If the complaint involves a teacher, the principal will direct the parent or student back to the teacher. An administrator can be present at that meeting if needed. Teachers can schedule a meeting with their site union rep and discuss the issue. Once the union rep understands the concerns another meeting is scheduled with the principal.

A3. Leadership: Continuous Planning and Monitoring Criterion

To what extent based on student achievement data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards?

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

Two years ago, Dos Pueblos instituted a new bell schedule that includes built-in student support and extended learning classes. The staff was involved in many different discussions, polls, and votes to make sure everyone was heard and all ideas about the altered bell schedule were represented. Students, parents, and community were asked for their input through two evening meetings on campus as well as a through the 2014 Bell Schedule Parent Survey and a parent survey conducted on SurveyMonkey. Dos Pueblos is halfway through the second year of the new bell schedule and is evaluating its effectiveness. Students completed a survey on Seminar to give feedback on their perception of the effectiveness of seminar time and the block periods 2 days a week. Recently, an entire staff meeting was dedicated to an open discussion about the schedule. In the next couple of months, teachers will vote on whether or not to keep the current schedule or return to the past schedule. All these decisions are based on the needs of students.

The school leadership teams and staff are using data to make key decisions and to initiate activities that promote the successful achievement of academic standards for all students. The phrase “What’s best for students?” can frequently be overheard by school leaders engaged in decision-making.

Dos Pueblos High School has held several meetings to provide feedback on the LCAP from staff, students, and parents. One example of an initiative that emerged from this process is the effort to eliminate disproportionality in the most advanced courses. In 2014-2015 and 2015-2016, the district contracted Equal Opportunity Schools to work on meeting the Board Focus Goal of increasing the participation of underrepresented students taking advanced level courses (AP/IB). In a second example, the district continues its commitment to supporting the college/career-readiness of all students by providing the PSAT universally to all juniors and the ACT Aspire universally to all sophomore students.

The district office has scheduled LCAP meetings with all school sites in the district. Dos Pueblos holds monthly School Site Council meetings to focus on the schoolwide learner outcomes and the Single Plan for Student Achievement and to gather information to complete the LCAP document.

The school regularly elicits input from all stakeholders through surveys and other digital means. In PLCs, teachers collaborate to support student learning and each PLC uploads information about their meetings to NEO. The school's collegial strategies such as coaching and group presentations, are embedded in the culture of the school, these collegial strategies are informal and not institutionalized.

The site administrative team uses multiple avenues to review student learning. Besides checking grades and attendance online, the team conducts classroom walkthroughs. The administrative team looks for essential questions, degree of student engagement, and also asks reflective questions.

Most of Dos Pueblos' communication and planning is conducted during weekly PLC meetings. Dos Pueblos uses PLCs as a way to continually question, reevaluate, refine, and improve teaching strategies and share best practices. The PLC groups are organized by course assignment. In the Organization Focus Group meeting it was discussed that the focus of PLC meetings are either guided by administration or left up to the individual PLC group's needs.

A4. Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff facilitates achievement of the academic, college, and career readiness standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development.

The close proximity to UC Santa Barbara and the partnership with Westmont College has allowed Dos Pueblos faculty opportunities to serve as teacher coaches, and also to stay current on developments in teacher education and training. Dos Pueblos teachers also serve as coaches or lead professional development for their colleagues. For example, the iLearn training is available to staff every Thursday. A recent iLearn training focused on Nearpod, which is a way for teachers to bring their classroom to life with interactive mobile presentations.

The Dos Pueblos administration makes effective staff assignments based on the strengths of each staff member with the overarching goal of doing what is best for students.

Teachers in their first year participate in an on-site new teacher orientation and have met on a regular basis. They also participate in the SBCEO-sponsored Teacher Induction Program (TIP); many of our teachers are formally trained to serve as mentors for TIP. In addition to multiple in-service days in August, all staff are provided with ongoing professional development through monthly staff meetings. The staff engages in ongoing professional learning through the PLC process on a weekly basis. Dos Pueblos has made a shift in their Professional Development focus to better align with SB Unified priorities and to implement the new standards.

A5. Resources Criterion

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) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

The School Site Council meets monthly and provides feedback on the Single Plan for Student Achievement (SPSA) and on the distribution of categorical funds. All decisions related to the SPSA are based on performance data and students' needs. PTSA provides support by generating revenue

that aims to benefit instructional program. PTSA Committee Chairs collaborate with site administrators to determine funding priorities in response to teachers' requests. It is the schoolwide learner outcomes that form the basis for discerning which requests will be granted.

Dos Pueblos has had many facility upgrades, mostly in the form of new construction rather than refurbishment. New and modern performing arts, aquatics, and engineering facilities stand in great contrast to the original campus construction. Most classrooms are inadequately ventilated and insulated. Heating has been installed for most classrooms but only computer labs are air conditioned, so in the warm months of early fall and late spring many classrooms are extremely hot and stuffy.

The district office has set clear policies for all schools in SBUSD. The district intends to increase technology, including providing iPads for every student by 2018 and adding additional Chromebook carts every year. The district is currently developing curriculum in the area of English and math in an online format which can be accessed via the internet.

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

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- Student support: Seminar Program, Writing Center, Success Academy
- Site leadership
- School - community relationships
- Parent Engagement
- Technology infrastructure and integration
- Bell Schedule created to support student learning

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- Articulate and improve communication channels with staff.
- Develop a more data-driven school culture in order to foster ongoing improvement.
- Need for more professional development to support implementation of California State Standards.
- Need to revisit the structure and effectiveness of PLC

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

- SBUSD Facilities Master Plan
- Classroom Visits
- Leadership Team Meetings
- District Leadership Meeting

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

Although the Self Study Report was changed and revised during the Visiting Committees visit, there is evidence to support the prompts and indicators embedded in the report.

Dos Pueblos uses educational research to review and revise curriculum and facilitate the shift to the California State Standards. Teachers are implementing a Guaranteed Curriculum to ensure that students receive the same curriculum within each core content area. This is achieved in the context of Professional Learning Communities (PLCs) where teachers collaborate on a common scope and sequence, common formative assessments, and share best practices. Other research-based initiatives currently being implemented include Integrated Math, School-wide Literacy Strategies, AVID strategies, Differentiated Instruction, Read 180/English 3D, based on research by Dr. Kate Kinsella, Project-Based Learning.

The report indicates that teachers are using similar timelines and pacing guides. All English, science, and history/social sciences courses are A-G approved and Dos Pueblos offers thirteen Career and Technical Education dual-enrollment courses in partnership with Santa Barbara City College (SBCC) that apply toward associate degrees, nine of which are A-G approved. Dos Pueblos is moving towards an inclusion model in which special education students take co-taught A-G approved college prep courses instead of specialized academic instruction (SAI) classes.

The history/social science department members have begun the process of incorporating the California State Literacy Standards as well as compliance with the Fair Act into the curriculum. The World Languages Department has identified four areas of focus: Reading, Writing, Listening, and Speaking; the Visual and Performing Arts department teachers have aligned their curriculum with the California State Literacy Standards and the National Art Education Standards, and the Dos Pueblos special education department is implementing a new executive functioning curriculum with the goal of improving students' time management, note-taking, organization, assignment prioritization, and maintaining focus during class.

The English department's 11th grade curriculum is Expository Reading and Writing and they credit this curricular adoption with the increase in EAP results. The English Language Learners curriculum is the Read 180/English 3D curriculum and Dos Pueblos believes that this had led to an increase in the number of reclassified students. Two years ago, the Dos Pueblos math department transitioned to Integrated Math, and is using the PLCs and TOSA-led pull-out days to learn the standards, understand the shifts in pedagogy, and develop curricula.

Dos Pueblos has two very interesting programs that merit additional comment. The Dos Pueblos Engineering Academy (DPEA) is a four-year program designed to give students a real-world, interdisciplinary, project-based learning experience that emphasizes creative thinking skills and the acquisition of new learning habits to solve complex problems. All courses offered in the Engineering Academy are honors level and A-G approved.

The Dos Pueblos Schoolwide Learning Outcomes and curricular initiatives such as Guaranteed Curriculum, the structured School-wide Literacy effort, and a robust PLC system work together to ensure a high degree of congruence between the actual concepts and skills taught, the college- and career-readiness standards, and the schoolwide learning outcomes.

The school's self-study's supporting evidence for this prompt does not clearly indicate the manner and scope of student work review, except to point out that Dos Pueblos started, this year, to use the NEO electronic portfolio to review student literacy work.

Dos Pueblos has identified Integration among Disciplines as an area of focus, and the Engineering Academy is the best example of integration at DPHS. The Academy incorporates an interdisciplinary project-based curriculum across technical, scientific, and artistic subject areas, and fully 20% of students are actively engaged in the DPEA program. Dos Pueblos teachers are in the planning stages of implementing integrated curricula across several different disciplines.

Dos Pueblos' comprehensive curriculum review and evaluation process addresses student needs. Proposed new courses must be approved by the SB Unified Board of Education, after having been presented at a public board meeting. The board invites public comment on new course proposals, and all new courses must be A-G approved. Career Technical Education courses are guided by an Advisory Committee comprised of local industry and business professionals and college faculty to maintain current relevancy. The Advisory Committee votes to either continue a course or close it.

Key stakeholders, particularly teachers, are directly involved in the selection and evaluation of the curriculum. This happens primarily in PLCs, where teachers have spent considerable time designing the Integrated Math curriculum and planning the implementation of the California State Standards. In addition, Dos Pueblos has taken advantage of outside resources to help them evaluate and create curriculum. The "Talking In Class" seminar developed with community partner Just Communities gives voice to students who have been historically underrepresented in higher level classes, and has resulted in the creation of Chicano Studies and Mexican American Literature classes. In a similar vein, Dos Pueblos contracted with Equal Opportunity Schools to conduct an analysis of the AP and IB programs, and together they created a plan to identify students from underrepresented populations who would benefit from upper level coursework. As a result, Dos Pueblos experienced a 68% increase on the number of Latino/a students enrolled in AP or IB courses.

Dos Pueblos uses Odyssey Ware to deliver A-G approved support to students who need remediation, and MyLanguage 360 for enrichment such as Chinese Language.

Dos Pueblos has a robust articulation relationship with Santa Barbara Community College (SBCC) that allows many students to take dual-enrollment classes. SBCC counselors regularly visit Dos Pueblos to answer questions about the college.

With respect to follow-up studies of graduates, DPHS has identified this as an area of emphasis. There is not currently a system in place to readily track the progress of graduates, but Dos Pueblos has identified follow-up surveys of alumni as one way to gauge the effectiveness of its program.

B2. Access to Curriculum Criterion

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

The processes that allow all students to make appropriate choices and pursue a full range of realistic college and career options at Dos Pueblos High School are highly effective. Dos Pueblos offers a number of opportunities for students to make appropriate course selections through counselor visits, Naviance, Freshman Seminar, transition plans, elective fairs, freshman orientation, and teacher recommendations.

Dos Pueblos High School counselors work with students to develop four-year plans, and present to all grade levels about graduation and UC/CSU a-g requirements. Counselors ensure that all students receive guidance for appropriate class placement. Dos Pueblos High School uses Naviance, a program that allows students to explore careers and colleges through the use of interest inventories and personality assessments. This information allows staff to inform students and families about course options and post-secondary options.

Dos Pueblos High School has implemented a California State Standard-aligned Freshman Seminar Class the goal of which is to create a ten-year plan that is revised annually. The curriculum is based on developing real-world skills to prepare students for a wide range of post-secondary contexts, including trade/technical schools, community college, and four-year college/universities. All students complete follow-up modules annually to update college and career goals. Dos Pueblos High School provides a wide array of Career Technical Education courses and holds a College Fair.

Students with IEPs have Transition Plans which are designed to assist students make appropriate choices about college and career goals. Students explore their interests through inventories, questionnaires, and interviews with their case managers and the IEP team determines appropriate services and supports to assist students in achieving their goals. The team also works with the Department of Rehabilitation to assist non-Bridges students receive support services to reach their vocational and employment goals after high school. These partnerships allow students with disabilities to explore and prepare for post-secondary education and vocation. In addition to Bridges and Department of Rehabilitation, IEP teams work with the community based program, Partners in Education. Partners in Education offers an Internship and job readiness workshops.

Counselors meet one-on-one with each student every year and visit English classes twice each year to review course selections, review A-G and graduation requirements, and update 10-year-plans as part of the "Get Focused, Stay Focused" initiative. Counselors meet with each student to review course plans and make adjustments based on class performance, changes in post high school plans, or needed supports or interventions. Counselors also monitor EL students and support them through the reclassification process. The counseling staff holds annual grade-level parent nights where they review information and programs relevant to each specific grade level. Dos Pueblos counselors facilitate two "College Nights" one in English and one for Spanish-speaking parents.

Dos Pueblos' Seminar Program provides support to students through student-led and teacher-led tutorial sessions. Seminar affords teachers and students the opportunity to build relationships and

helps students feel connected to the school.

In an effort to increase parent engagement, Dos Pueblos has implemented the Padres Adelante class through the Padres Unidos Program so that parents and teachers can discuss academic opportunities for students. During these sessions parents are given the tools and support to advocate and actively participate in their students learning plan. Dos Pueblos' online Learning Management System, NEO, is accessible to all parents, students, teachers, and counselors. NEO allows collaboration between school and home to support a student's learning plan.

Dos Pueblos High School ensures that counselors, parents, and teachers monitor and make appropriate changes in students' personal learning plans. Counselors monitor grades at each 5-week grading period, and any students with D's or F's are referred to an embedded support program. Students with multiple Ds or Fs are placed into Guided Studies, Charger Labs, or assigned an Academic Mentors. Dos Pueblos staff also hold Student Success Team meetings to offer support and guidance in order to make any needed changes to the students' personal learning goals and in IEP meetings teams discuss student progress towards goals.

All Dos Pueblos juniors take the PSAT, and all sophomores take the ACT Aspire free of charge and the counselors use both the EOS and PSAT AP Potential reports to identify students who are candidates for AP/IB courses.

The strategies and programs at Dos Pueblos High School used to facilitate transitions to college, career, and other postsecondary options are highly effective. Dos Pueblos has a wide variety of programs that inform and help students in their transition from high school to postsecondary options including both college and career programs, including Naviance, Freshman Seminar/Follow-up Modules, AVID, Grade Level Counseling Presentations, the College Fair, Financial Aid presentations, SBCC Dual Enrollment, Bridges/Department of Rehabilitation, Partners in Education, Pathways/AVID/MESA, Career Center, and Transfer Making it Happen (TMH).

B3. Preparation for Career and College Criterion

To what extent are students able to meet all the requirements of graduation upon completion of the high school program and are they prepared for success in college, career, and life?

Dos Pueblos has increased access to rigorous and relevant curriculum with real world applications that will prepare them for success in college and career. Current data indicates that 270 students are enrolled in at least one IB class, 878 students are enrolled in at least one AP class, and 191 students are enrolled in at least one Dual Enrollment class. Overall, approximately 1005 students have at least one of these advanced classes. The International Baccalaureate curriculum includes inquiries and research questions and there is an emphasis on the development of real world skills of speaking and listening.

The Dos Pueblos Engineering Academy (DPEA) students learn a variety of practical skills in their project-based education, including machining, soldering, programming, Computer-Aided Design, and aesthetic design. DPEA students are encouraged to participate in mentor-led business teams and internships at local companies. DPEA students create annual projects that they showcase to the community during periodic Open House events and tours. The seniors participate in an intensive

capstone project in collaboration with engineers from industry and display their work at such locations as the Bay Area Maker Faire and the Santa Barbara Museum of Art. Dos Pueblos' CTE program curriculum emphasizes practical skills and hands-on projects.

Dos Pueblos' Academy for Success curriculum prepares students for success in college and career. Academy students are chosen based on Ds and Fs in the ninth grade year. Academy students have a carefully-planned schedule and receive individualized attention from academy teachers and administrators. In the morning students travel as a group to each of their four core classes (English, Math, Science, Social Studies) and are taught by academy teachers. Academy students stay with their group of peers and their Academy teachers for the remainder of their years in high school.

Academic, college, and career readiness support programs at Dos Pueblos are highly effective in ensuring students meet all requirements for graduation. In order to meet the goal of providing support to students, Dos Pueblos developed its Seminar Program. Staff review grades at the end of each five-week grading period and students are moved into the most appropriate placement to support their success. In addition to study hall and teacher conferencing, options include Targeted Tutorial and the Writing and Math Centers. The seminar system is additionally supported by Charger Student Teachers and the Check-in-and-Connect mentors.

Along with Seminar, a math "Support Class" model has been implemented to support Integrated Math 1 students. In math support, students are placed into a one-period "blended learning" model class, supported by Dreambox, an online learning platform.

Dos Pueblos Saturday School is an additional support for students struggling with attendance and behavior issues. During Saturday School, a trained supervisor works with students to make sure that they are on track for graduation. Students are encouraged to use this time to make up missing work caused by their truancy.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum (if any):

- Dos Pueblos continues to emphasize literacy in all content areas and has successfully implemented school-wide literacy strategies.
- Access has increased to rigorous, AP, IB, and Dual-Enrollment courses at DPHS.
- Dos Pueblos High School has significantly closed the participation gap in its AP, IB, and Dual-Enrollment courses.
- ELA and math have implemented common formative assessments aligned to the California State Standards.
- The Dos Pueblos Engineering Academy is a world-renowned model of interdisciplinary, project-based learning.
- Increased access to A-G courses for students with special needs.
- College and career readiness supported through curricular programs such as Freshman Seminar, and through robust counseling programs.

Key issues for Standards-Based Student Learning: Curriculum (if any):

- Develop and implement guaranteed, California State Standards-aligned curriculum and CFAs in all departments.
- Create consistent grading and homework practices to improve and systematize approach to homework and grading across the curriculum.
- Implement systems to better track and monitor students in their post-secondary pursuits.
- Continue to close the participation and achievement gaps.
- Develop curriculum guides for each core subject area that are aligned to the California State Standards and that include common formative assessments.
- Use student data from formative assessments to drive curriculum development and revision.
- Maintain fidelity to AVID program model.
- Increased use of Guaranteed Curriculum across additional content areas.

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

- Integrated Math Curriculum
- DPEA Project-Based Curriculum
- Academy for Success
- International Baccalaureate Curriculum
- Advanced Placement Curriculum
- AVID
- 10 year plan

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Challenging and Relevant Learning Experiences Criterion

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

Dos Pueblos staff report that all departments are working to design instructional practices that are engaging for students. Departments utilize Essential Questions, performance tasks, school-wide literacy strategies, and project-based learning. Classroom observations confirmed that most classrooms had high levels of student engagement. Most classrooms had Essential Questions posted, many teachers were utilizing literacy strategies, and several classes demonstrated that students are involved in project-based learning. Many classrooms had student work displayed.

The report indicates that teachers are teaching using similar timelines and pacing guides. Dos Pueblos reports that PLC time is devoted to learning the standards and developing performance tasks to mirror. Throughout classroom observations, it appeared the teachers of the same subject were covering the same concepts (pacing). For example, all English 9 classrooms were working on the same essay performance task. In the FOL Instruction meeting it was confirmed that English teachers use the same curriculum maps and guides (with Essential Questions, vocabulary, and activities), social science teachers use the same calendar and skills map, and biology teachers have the same topics calendar. Additionally, the woodworking and music teachers meet regularly with their cohorts from the other high schools within the district to discuss skills needed and concepts to be covered.

Some departments are using literacy strategies, and the report states that Reading with a Purpose, Marking the Text, Writing in the Margins, and Summary strategies are being implemented in all courses. English 3D class was observed Marking the Text, collaborating, and using Summary strategies. In the FOL Instruction meeting, it was confirmed that some teachers are using AVID strategies such as WICOR, Cornell notes, marking the text, Essential Questions, and binder checks.

Many special education students are placed in mainstreamed classes rather than resource classes, and the school is making a strong effort for inclusion. Classroom observations and interviews with teachers who are co-teaching reveal that both teachers and students receive tremendous support from the co-teaching model. Students are able to receive one-on-one help within the classroom. The English department utilized written guides to lead students through the formative assessment essay.

Classroom teachers use Essential Questions, agendas, and/or objectives to guide students in understanding the expected performance levels and standards. Additionally, students reported that rubrics and teacher-generated assignment guides assist them in doing work correctly. In the FOL Instruction meeting, students and parents reported that they benefitted from the teacher resources and assignments that are posted in NEO. Teachers also use rubrics posted in NEO to assess student work.

In the FOL Instruction meeting, several of the teachers said they had attended Kaplan Differentiation training. The training is monthly for 18 months. Teachers reported that one of the main components of differentiation was letting the students choose how they wanted to prove their learning. Other

teachers also said that they adjust for varying levels of abilities. Classroom visits confirmed that technology is widely used within the classrooms- laptops, 3D printers, cell phones for classroom activities, laser engravers, etc. The school recognizes the need to begin to strategically look at data to determine the effectiveness of programs and their impact on student learning.

The co-teaching model allows for differentiation because students who need extra support have someone available to work with them one on one.

C2. Student Engagement Criterion

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

The report addresses the integrated use of multimedia and technology and staff confirmed that examples of technology integration across the curriculum include the use of computers to access academic websites, Google Voice, PhET science simulations, iPad apps, Kahoot, Sparkvue, Notetaker HD, and Doceri. The school also uses Chromebooks, Nspire calculators, GeoGebra, and Nearpod. The Engineering Academy requires proficiency with computers and machines to effectively accomplish the curriculum; for example, students learn to use Computer Assisted Drafting (CAD) as they design projects. Classroom observations confirmed that students are using many of the technologies listed, including Kahoot, Chromebooks, and calculators.

The school has a tech coach who oversees the integration of technology into the learning environment and the implementation of the District's "iLearn" Technology initiative. The school also has two technology integrators; the goal of the tech integrators is to develop practical classroom-level applications of technology, and then share those techniques, resources, and applications with others in the PLC/Department. Dos Pueblos also uses NEO as the school's learning management system and as a communication tool. The Faculty Tools Group on Neo houses school-wide literacy templates, PLC notes/minutes, and California State Standards resources; turnitin.com has been integrated with NEO which allows teachers to assign and score student work electronically. Classroom observations and FOL meetings verified the use of technology tools and integration of multimedia within the classrooms.

It was reported that the school has conducted book studies with a focus on student engagement strategies. After classroom walkthroughs, the administrative team sends an email highlighting an effective instruction/engagement strategy that was observed.

Dos Pueblos has a strong history of teachers serving as coaches, mentors, and cooperating teachers, and Dos Pueblos effectively implements coaching strategies to facilitate learning for all students. Teachers are free at any time to observe other classrooms in order to observe effective instructional strategies of other teachers.

The close proximity to UCSB and the partnership between Westmont College and Dos Pueblos has allowed faculty opportunities to serve as teacher coaches and also keep up to date on the latest developments in teacher education and training. Besides coaching student teachers, Dos Pueblos teachers also serve as coaches or lead professional development for their colleagues. IB teachers

share how the IB learner profile and the inquiry-based IB model can be applied in all courses; DPEA teachers share their model of project-based interdisciplinary learning; Academy for Success teachers share how a focus on developing student-teacher relationships helps engage reluctant and struggling learners. AVID trained teachers have lead professional development strategies such as Cornell Notes, Costa's Levels of Questioning, and AVID tutorials. Finally, skills and knowledge to integrate technology into the instructional environment are shared by a tech teacher-coach and two technology integrators. Finally, the Dos Pueblos librarian assists and coaches teachers on how to effectively conduct online research and leads lessons for students and teachers on how to find sources, how to distinguish and validate sources, and how to effectively integrate research into their papers, projects, and assignments.

Dos Pueblos teachers use instructional strategies that allow students to apply knowledge to real-world situations and give students the skills to research, gather, and invent knowledge. Dos Pueblos implemented the extended learning schedule to promote project-based learning and to shift instruction from attaining knowledge to applying knowledge. There is a desire at Dos Pueblos to increase opportunities for real-world learning beyond what already exists in the Engineering Academy, Economics Challenge team, World Championship Mock Trial team, Hacking Team, Yearbook, CTE, and Performing Arts. Teachers attended project-based learning workshops by the Buck Institute and the staff has begun to develop rubrics to evaluate project-based learning experiences.

Dos Pueblos is an International Baccalaureate school and the IB curriculum requires students to make connections between subjects and apply their learning. IB coursework requires significant student ownership over how learning is demonstrated and offers each student multiple opportunities to create their own papers, projects, and presentation topics. In addition to the IB curriculum, Dos Pueblos has an A-G approved Creative Studies course where students study the elements of creativity, and apply those elements in creative pursuits under the direction of a mentor in their chosen field.

Across content areas, students at Dos Pueblos apply their knowledge in a range of settings and demonstrate their argumentative skills through real-world application. Students are assessed on collecting and organizing data, identifying patterns, and deciding how to use the data based on their own observations. Teachers differentiate instruction to meet a variety of student learning styles, including visual, auditory, and tactile. Teachers also incorporate real world examples, inquiry-based, open-ended activities, such as document analysis into instruction. Classroom observations show that student projects within the Engineering Academy and IB are real-world based and reflect high levels of rigor.

Dos Pueblos is using the NEO Electronic Portfolio to support the implementation of school-wide literacy strategies and allows students to develop an online portfolio. The teacher-librarian trains both teachers and students in conducting online research, in particular how to find sources, validate sources, and integrate research into their papers, projects, and assignments, in Freshman Seminar students create a 10-year plan using online tools to identify career choices; the 10-Year Plan is a graduation requirement.

Dos Pueblos has made major progress in shifting instructional practices to include more real-world, project-based applications of learning that require students to think, reason, and problem solve as individually and collaboratively. Dos Pueblos students are afforded opportunities to participate in Socratic Seminars, conduct research, analyze data, create essay prompts, conduct inquiry-based labs and open-ended projects, present, self-correct, do mock interviews, and engage in scientific method of problem solving and project-based inquiry.

Dos Pueblos effectively utilizes technology to assist students to achieve academic standards and schoolwide learner outcomes. Students are provided with access to four iPad carts, eight Chromebook carts, and three computer labs. In addition, many students use their personal smartphones/devices in the classroom. In English classes students submit essays and responses through turnitin.com and teachers are able to provide feedback to students with this tool. In addition, students use digital tools to create presentations, Google Docs for peer editing on papers, and English Learners take the Scholastic Reading Inventory test four times a year. Students in the Engineering Academy were observed using online design programs to develop their projects.

Dos Pueblos utilizes technology to assist students to achieve academic standards and schoolwide learner outcomes. Students are provided with access to four iPad carts, eight Chromebook carts, and three computer labs. In addition, many students use their personal smartphones/devices in the classroom. Students use digital tools to create presentations, Google Docs is used for peer editing on papers, and English Learners take the Scholastic Reading Inventory test four times a year.

Dos Pueblos effectively provides resources beyond textbooks to demonstrate student use of library/multimedia resources and services. Dos Pueblos' Baylor Library is the learning hub of the campus; it offers a program that is an extension of the classroom by partnering with teachers, enhancing student learning, and providing students with equal access to both print and digital resources. The library's goal is to support both students and staff in becoming "Effective users of ideas and information; students are empowered to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information" (AASL). The library has the following online databases: Student Resources In Context, Gale Virtual Reference Library, Opposing Viewpoints in Context; and also has 80 computers, free wireless internet connection, computer software, Chromebook and iPad Carts.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction (if any):

- Variety of programs to address student need.
- Technology integration into curriculum and accompanying professional development
- Literacy strategies embraced by many departments
- Inclusion of special education students

Key issues for Standards-Based Student Learning: Instruction (if any):

- Schoolwide expectations for instructional strategies.
- Use student achievement data to drive instruction.
- Assure all students receive a guaranteed curriculum in all subjects

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

- Essential Questions
- Professional Learning Communities (PLCs)
- Cross-Curricular Literacy Strategies
- Technology integration
- AVID strategies
- Real-world problem Solving
- Applied Learning
- Extended Learning Schedule
- Academy for Success
- Seminar Program
- Flipped Classroom

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

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion:
To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders of the school community?

The school has several assessment procedures and uses a myriad of communication tools to inform stakeholders about the progress of students.

NEO is the Learning Management System that all teachers have been required to use since the 2013-14 school year. This web-based communication source, grade book, and assessment tool allows all stakeholders to check student academic progress regularly. Official progress reports are reported to parents eight times a year, but NEO's real time grade updates allow parents to monitor student progress on an on-going basis.

The school has partnered with PTSA and Equal Opportunity Schools (EOS) to work together to address the school's achievement gap. Specifically, PTSA has organized the Equity and Excellence in Education (EEE) committee to address areas of inequity and implement practices that speak to the achievement gap. The EEE committee consists of UCSB professors and education consultants. Further, the school has also partnered with EOS. EOS brings advanced metrics that identify underrepresented students in AP and IB classes. Both initiatives have greatly increased the number of underrepresented students in honors, AP, and IB classes. For example, Hispanic students enrolled in AP and/or IB classes have increased 47% (179 students to 263 students) in just one year.

In addition to the partnerships with PTSA and EOS to address the achievement gap, Dos Pueblos also involves school stakeholders in data analysis through the Single Plan for Student Achievement (SPSA). The school site council analyzes and reviews student assessment data to help make funding decision. The SPSA is presented annually to the Board of Education by the principal. The school effectively keeps all stakeholders informed about student progress toward achieving academic standards, college and career readiness, and schoolwide learner outcomes.

The school community participated in the annual LCAP review through formal meetings with parents, students, staff, and the larger community. The Santa Barbara Unified School District's Board of Education is provided schoolwide performance data through the Single Plan for Student Achievement (SPSA). At a special Board meeting, District principals are seated at separate tables where Board members rotate through each table and ask principals questions about their SPSA. The school site council is comprised of parents, students, teachers, counselors, and administrators who meet monthly to discuss assessment data and devise the SPSA.

Dos Pueblos has increased the effectiveness of informing parents about student achievement and provides opportunities to empower parents to influence student achievement. PTSA meetings include administration led forums on education topics. In the parent meeting, parents shared that the principal devises data activities for PTSA and ELAC meetings to help parents better understand the

myriad of data on student achievement. Specifically, CAASPP data, school safety data, and A-G requirements/statistics have been presented.

ELAC has a significant influence on school programs and is looked to as a model in the district. Padres Unidos provides a series of classes offered to parents about parenting and computer skills. More specifically, the Adelantes class is offered to parents to help them navigate the road to academic success for children. Essentially, this class helps parents navigate the school system.

PTSA meetings follow immediately after ELAC meetings in order to increase participation. Spanish interpretation is provided at all school meetings. The school has become a model in the district where students receive community service for their interpretation at elementary and middle school events.

In the summer of 2015, the district convened an Assessment Summit to devise a plan to monitor and analyze student achievement data. Seven indicators for College Career Readiness were identified -- 1) A-G completion rates, 2) SBAC Assessment data 3) EAP data, 4) SAT and ACT exam data 5) High School GPA, 6) Physical Fitness test data, and 7) AP/IB exam data.

At the high school level, more assessments are included in determining College and Career Readiness. These other assessments include: SBAC interim assessments, Common Formative Assessments (CFAs) in ELA and math, Preliminary National Merit Scholarship, Scholastic Reading Inventory (SRI) lexile data, and the CELDT. Thus, Dos Pueblos analyzes a variety of assessment results to make curricular decisions. More recently EAP results and D and F data have proved to be a key assessment tool for the school. The school recognizes the need to begin to strategically look into developing schoolwide expectations for data analysis.

The school regularly reviews student grading data with an eye toward D and F data. In 2010, it was discovered that nearly 30% of students were earning at least one D or F. This statistic prompted the school to begin regular discussions about student achievement. These discussions led to a new bell schedule that embeds supports for all students in its Seminar program. As such, by regularly monitoring D and F data at each progress report, recommendations are made for students to receive help in the seminar program. Also, in an effort to better track student progress, the school has begun to review other grade data such as students with multiple Ds and Fs and the percentage of all grades earned.

Since the implementation of the seminar program D and F grade data has slightly increased from 9% of the total grades for the Spring of 2015 to 11% for Quarter 1 of the 2016 school year. This slight increase in the total percentage of D and F grades has prompted the school to add to their action plan the task of implementing effective grading and homework policies through the lens of cultural proficiency and equity.

In an effort to align grading practices and implement a guaranteed viable curriculum for all students PLCs have been tasked with creating Common Formative Assessments (CFAs). PLCs are in different stages of the implantation with English and math farther along in the process.

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

To what extent do teachers employ a variety of formative and summative strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

The school has noted that a schoolwide goal is to become more explicit about using data to inform curriculum and instruction. PLCs have been established and are impacting assessment strategies. As such, course expectations and common assessments are becoming more aligned as the PLCs are tasked with creating CFAs. As the organizational structure of school has changed to PLCs, there has been some confusion among the staff as to the purpose of the CFAs. Some view the CFAs as formative assessment and others view it as summative assessment. School administration and District TOSAs are currently reviewing the CFA process with teachers to focus CFAs on informing instruction, rather than focusing on summative assessment.

A schoolwide book study of *Teach Like A Champion* was conducted a few years ago. This book study has resulted in implementation of the strategies discussed in the book. Specifically, cold call, hand signals, and no opt out were observed by the Visiting Committee.

NEO electronic portfolios for students are being implemented to address the WASC action plan goal of implementing schoolwide literacy strategies. Literacy strategies can be monitored by anyone in the school to support student mastery of literacy skills.

Career Technical Education teachers regularly use project-based learning and assessment strategies to gauge student progress and achievement. The Dos Pueblos Engineering Academy (DPEA) is a model for the school in project-based learning and has been used by the school for professional development.

Dos Pueblos is a district leader in the area of implementing online assessments. For example, the school is implementing schoolwide literacy strategies by having students upload and/or link examples of their course-specific literacy work using the NEO electronic portfolio. This portfolio can be accessed by teachers any time during a student's four years and provides another avenue for teachers to assess and diagnose student writing.

Project based learning is evidenced in the DPEA. They are a model for the school and have been used by the school for professional development. On a similar note, the math department has adopted the International Center for Leadership in Education's definition of "Quadrant D" learning in which students apply their knowledge to real-world problems.

The Visiting Committee has observed the use of numerous formative assessment tools being utilized in class such as: think-pair share, thumbs up/thumbs down, no opt out, and fist to five. During committee meetings teachers and students have noted the following applications to help in daily checking for understanding: Nearpod, Padlet, Kahoot, TINspire, and Navigator.

EAP summative assessment data informed the decision of the English department to adopt the

CSU's Expository Reading and Writing Curriculum (ERWC) curriculum in the 11th grade to get more students ready for the California State University system. EAP results are evidence that this curriculum has been a benefit to the school's students.

Students with special needs are frequently assessed based on their IEPs and the school has adopted a co-teaching model for inclusion to help students with special needs.

The English Department is leading the way in CFA implementation. It implements quarterly CFAs and assesses a common writing curriculum twice a year. To close the achievement gap the English Department uses 9th grade SRI scores to appropriately place students. The ERWC class has been implemented in the 11th grade to better prepare students for the EAP that is tested on the SBAC in the spring of a student's 11th grade year. For those students who have still not met the CSU's requirement to be ready for college level coursework after the 11th grade students can take the AP Language course in the 12th grade to meet the CSU requirement. EAP results are then used to help inform 12th grade course placement. The IB Programme, like the DPEA, serves as a model for meaningful and progressive (open-ended, performance-task oriented, multiple platform) assessment.

Dos Pueblos implements procedures to make sure students are informed and understand expected levels of performance and schoolwide learner outcomes (SLOs). Student understanding of the SLOs are reflected in daily student-teacher interactions that are seen in Restorative Approaches, Seminar supports, and Essential Questions. SLOs are presented to students at the beginning of each year in grade level presentations by administration. As noted above, the school has identified the EAP metric as the most important indicator of college/career readiness. As such, administrators visit all 11th grade English classrooms to explain the importance, review, and answer questions regarding EAP so students are well-informed.

In the 2011 school year, a homework and grading survey was administered to solicit student feedback regarding grading, homework, and assessment policies and practices across the school. The results of the survey have helped inform the work of the PLCs. The school has acknowledged that they need to continue to align grading and homework practices in their PLCs.

Staff reviews student assessment data to inform decisions about curricular and instructional approaches. In order to achieve schoolwide consistency, implementing quarterly CFAs in each PLC is a necessity so that Dos Pueblos can review and improve instructional practices and implement a guaranteed viable curriculum for all students. This process is underway, with the English Department leading the way.

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

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, the college- and career-readiness standards, and the schoolwide learner outcomes?

Dos Pueblos involves all stakeholders in assessing and monitoring student progress. Assessment results from CAASSP are shared with parents at PTSA, ELAC, and school site council meetings and to students in their English classes. Teachers are being trained on how to implement interim

assessments in order to monitor and improve student progress.

Partnering with EOS has brought advanced metrics to Dos Pueblos to identify underrepresented students in AP and IB classes. The initial results of the initiative have been extremely positive in closing the participation gap in AP and IB classes. For example, Hispanic students enrolled in AP or IB classes have increased 47% in just one year and the number of underrepresented students taking AP and IB exams have increased.

NEO is the Learning Management System that all teachers have been required to use since the 2013-14 school year. NEO's real time grade updates allow parents to monitor student progress on an on-going basis so that parents and students do not have to wait for a progress report to receive feedback on their progress in their classes. Aeries is the Student Information System that allows all staff to see important data (test scores, discipline history, transcripts, 504's, IEP's, etc.) in order to improve student success. The data accessible through NEO and Aeries provides instructors with real time information to base instructional decisions on student need.

Dos Pueblos has made improvements to school programs and resource allocations based on assessment results and student grading data. Dos Pueblos regularly monitors D and F data at each progress report which they use make recommendations for seminar placement. The school's new bell schedule allows staff to make recommendations for student placement in tutoring, student led re-teaching, math center, writing center, and test make-up center. All these recommendations are in place to help students improve their academic achievement.

Embedded support to improve student achievement is occurring through the adoption of the Lindamood Bell reading support for special education students and monitoring of SRI metrics, Read 180, and English 3D to support English Language Learners (ELLs). More specifically, ELLs are now monitored and reviewed more consistently for reclassification based on an array of student performance data.

Lastly, student performance data is being used to drive professional development. Dos Pueblos faculty have attended workshops with program representatives from IB, DPEA, and Academy for Success in order to see how these specialized programs integrate project-based and cross-curricular learning. The English Department's success in implementing Jonathan LeMaster's literacy strategies to help increase EAP scores was leveraged to have Mr. LeMaster lead all Dos Pueblos teachers in a professional development in literacy development.

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

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):

- Seminar Program
- Analysis of data leads to changes in curriculum and instruction
- Analysis of grade data led to the seminar embedded academic supports
- DPEA is a model of integrated, project-based inquiry and assessment
- Common Formative Assessments in the English and math departments
- The IB Programme serves as a model of meaningful and progressive (open-ended, performance-task oriented, multiple platform) assessment
- Myriad of communication tools for parents

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):

- More explicit use of student data to inform curriculum and instruction
- Align grading, assessment, and homework practices in PLCs
- Develop and implement common formative assessments in all subjects
- Increase vertical alignment

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

- CFAs
- Bell Schedule
- D and F Data
- NEO
- Aeries
- ERWC
- Grading and Homework Surveys
- SBAC/AP/IB/EAP results
- DPEA
- PLCs
- EOS
- District Assessment Model
- Adelantes
- Padres Unidos
- SPSA
- Equity and Excellence in Education Committee

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

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

Dos Pueblos has made great strides to put students first. The creation of seminar, the data from EOS which has supported equity of course access, Restorative Approaches, the equity training provided by Just Communities to help staff understand and embrace the diverse cultures represented at Dos Pueblos, and late start time on Wednesdays and Thursdays are centered on what is best for students. Areas of growth include the need for stronger PLCs across the curriculum; the importance of common practices and policies regarding assessment, homework and grading; continued support for both teachers and students as Dos Pueblos navigates the many new programs and initiatives; and the need for building strategies to support student learning.

Dos Pueblos promotes trust, respect, and professionalism through PLC settings, coaching, and mentorships programs. PLC structure creates a context for collegial interaction, discussion, and collaboration on a weekly basis. Teachers support one another with curriculum development and instruction. There is a feeling of camaraderie that develops as PLC group work together. Newly-hired teachers are also being supported by veteran teachers at Dos Pueblos.

Dos Pueblos staff works hard to achieve a professional school climate where respect and trust are critical. Counselors work diligently to follow up on teacher referrals, and address those concerns in a timely and professional manner to resolve students' issues. Dos Pueblos students are now serving one another as Academic Mentors, charger Student Teacher, drop-in tutors, and academic teacher assistants. Dos Pueblo's staff enjoys participating in all-school events.

Dos Pueblos implements strategies and processes for the regular involvement of family, business, industry, and the community, including being active partners in the learning/teaching process for all programs.

The school involves parents of non-English speaking students by utilizing students and professional interpreters at meetings, at Open House, Back-to-School Night, and District Academy Showcase. During Back-to-School Night, the principal welcomes parents in both English and Spanish, and parents visit individual classrooms and meet the teachers. The bilingual Community Liaison helps involve Spanish-speaking parents through her free parenting course, Parent Project, and through acting as a friendly and supportive intermediary between parents, teachers, and administrators.

Student achievement and school updates are effectively communicated to parents in multiple ways. In order to keep parents involved and updated with student academic progress and school activities and events, the school has adopted an on-line grading book (NEO) accessible by parents, complete access to grades, assignments, a newsfeed and other resources. All parents have been set up with Parent Square accounts as another way to receive information and updates from teachers and from the school administration. An automated call system alerts parents to unexcused absences, which ensures a base level of communication regarding truancy. A Teacher on Special Assignment (TOSA)

has been established to follow-up with truancy issues, to streamline the truancy accountability process, and to engage directly and consistently with students and parents to minimize truancy. The school website is also updated regularly to remain informative and relevant to parent and community users.

The PTSA is highly active at school. Parents undertake significant fundraising that has helped equip classrooms with classroom needs. The school outreach to special needs students through Special Education Parent/ Teacher Advisory Committee. The Community in Action (CIA) Parent Organization has established three committees that actively undertake various works in partnership with students to support community building, student and teacher appreciation, and community engagement via tours and presentations. SSC helps determine how funding is distributed among various programs in the school. It draws on community members to advise and evaluate school programs and grants. ELAC examines data from the Single Plan to establish the needs of English Learners.

The school counselors host Financial aid and College Information Meetings for parents and students to share information about how to apply for financial aid, how to prepare effectively to be eligible to apply to college, how to apply to college, and college admission requirements. The Career Center and Partners in Education both recruit community members as guest speakers and as representatives at college, financial aid, and career fairs. Cal-SOAP provides college readiness and FAFSA Workshops. Cal-SOAP tutors, college-age students who are trained as tutors, regularly participate in classrooms on an as-needed basis. These tutors provide one-on-one or group tutoring within the classroom or after school.

The school uses business, industry, and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations. Parents are engaged in school events through SSC, PTSA, ELAC, EEE, and DPEA. The DPEA effectively uses business, industry, and community resources to support students in a variety of ways. The program has 19 active Business teams led by community mentors with expertise in a given area that works with teams of students on a weekly basis in an apprenticeship model.

Local businesses are involved in mentoring, directing internships and providing financial support for a variety of programs at the school including Mock Trial, Mock Interviews, Resume Coaching, and John Daly's Key Class. "Partners in Education" is a tremendous resource that brings speakers and presenters into the classroom to provide workplace knowledge, experience and exploration.

E2. School Environment Criterion

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

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

The school safety plan includes threat assessment, evacuation, crisis assistance, and local resources for disasters, with everyone practicing frequently to ensure student knowledge of the appropriate plan. The school requires that all staff teachers and visitors properly identify themselves while on campus. Visitors are required to check in at the front desk and wear an ID badge while on campus.

Campus safety assistants patrol the campus during the school day, and the four school administrators supervise on campus as well during lunch and passing periods. The school has an emergency plan in place that follows the district and state guidelines. Drills are held on a regularly scheduled basis. In the event of a disaster, an emergency number rings all classroom phones. A Remind app is utilized so all staff on campus can be notified through cell phones of a disaster.

Buildings, classrooms, and hallways are all maintained by a custodial staff that takes care to keep the school looking new and well-cared for. Pride in the campus is valued through Beautify DP, a committee consistent of parents, students, and staff that plants and maintain flowers, shrubs, and trees to improve the condition of campus grounds. Leadership provides recycling bins to every classroom and picks up classroom recycling once a week.

The school provides a clear attendance/tardy policy with the expectation that students will attend school and arrive on time. Should students need to receive a consequence, the school provides an Intervention Center where students can stay on campus to complete work, lunch detention for students who have excessive tardies, and Saturday School for truancies or major disciplinary infractions, where students can also use the time to complete school work.

Teachers, counselors, and administrators have been trained in and implement Restorative Approaches to ensure that students have the opportunity to have discussions with staff before more severe consequences are assigned. The school provides a variety of interventions that address students' right to have an orderly and safe learning environment that nurtures learning for all students.

The campus supervisors have a positive rapport with students. The supervisors are present at extra-curricular activities and many of them get involved on other aspect of campus life. At all school activities, administrators, teachers, counselors and other adults are highly visible. The school enforces its safety policies, for example breathalyzers are available and used at all school events and dances. These school employees are strategically placed to ensure that all needs and safety procedures are met. In addition to a clean, safe campus, teachers dress in a professional manner to create a learning environment that encourages respect and responsible citizenship before the students arrive, the custodians clean the exterior of the school.

Dos Pueblos offers rigorous courses and promotes high expectations for all students through measurable, specific methods. While all freshmen and sophomores may choose between CP and Honors courses, juniors and seniors are offered multiple advance course options as well as multiple advance course options through Dual Enrollment, IB and AP classes in other subject such as Science and Social Studies. The rich variety of student class options allows students to explore classes best aligned to their academic level, while promoting rigor and high expectations.

The Charger Academy for Success is an academic program at Dos Pueblos which serves the needs of students who are not finding academic or behavioral success in their freshman year. The Academy has been extremely successful in helping disenfranchised students find academic and social achievement, with discipline referrals failing by over 95% from pre-Academy levels, and graduation rates at nearly 100%. Several students have enrolled in college-level courses while some were

accepted and enrolled in 4-year universities.

Student and staff relations are clear examples of a positive school culture and often serve as a catalyst for school improvement. Counselors interact with students concerning educational and personal issues. The four-year connection between students and counselors promotes continuity and fosters relationships. Teachers meet with students outside of class through office hours, as well as via e-mail, at lunch and after school. The staff sponsors extra-curricular activities and clubs, which allows more personal interaction with students and helps to further the sense of community at Dos Pueblos.

E3. Personal and Academic Support Criterion

To what extent do all students receive appropriate academic support and intervention to help ensure school, college, and career success?

To what extent do students with special talents and/or needs access to a system of personal support services, activities, and opportunities at the school?

To what extent are these enhanced by business, industry, and the community?

The school strives to ensure that all students receive both appropriate support and individualized learning plans. One of the school's goals is to provide every student with the opportunity to create an academic plan that will meet his or her educational goals. Each year students meet with their counselor to overview their learning plan. Dos Pueblos employs six guidance counselors to meet individually with students to advise them on appropriate class placements and college/career planning. Students create a four year plan and are required to complete a 10-Year Plan with the ongoing help of counselors. To support students with career readiness, Dos Pueblos has adopted 10 Year Plan/Get Focused, Stay Focused program. The plan was developed in coordination with Santa Barbara City College with the aim of preparing students for college and reducing college drop-out rates by individualized education plans.

Dos Pueblos fosters direct connections between academic standards and schoolwide learner outcomes through creation of student support services including PLC Leads and Liaisons, Embedded Support Coordinators, IB Coordinator and TOSA. The Embedded Support Coordinator runs data analysis every few weeks, monitor grades, and place students in appropriate support classes. Dos Pueblos also introduces TOSA to target students with attendance and truancy issues.

Dr. Kate Kinsella's English 3D curriculum and Read 180 were adopted after extensive review at the district level and are the main curriculum for the English Learners. The Read 180 program is a researched-based curriculum which was implemented for the direct support of English language Learners and the direction of the school board. Math 1 is a support class for students who need extra help in math using Dreambox and IXL. They are placed by teacher recommendation based on performing below grade level in math in junior high. At Dos Pueblos, the AVID program is vibrant and growing, supporting self-determined students who plan on being the first in their family to attend a four year college or university. In 2015, almost three-fourths of DP's AVID seniors were admitted to a 4-year university.

Through EOS, Dos Pueblos has created an open-access policy to all higher-level classes resulting to higher number of students enrolled in AP, IB, Engineering Academy, and SBCC dual enrollment courses. The school also offers multiple student support programs including Freshmen Seminars, Tutorials, Math Center, and Writing Center to address the Ds and Fs rates.

As Dos Pueblos has continued to grow in student population, staff has found ways to ensure that all students receive an individualized education. Teachers are available to talk with students about assignments during class, before school, at break, at lunch, and after school. All counselors and administrative staff are available to student and parent concerns, making Dos Pueblos a "personalized" experience for all students. The focus is to maximize student learning in the classroom through emphasis of the application of course content.

Dos Pueblos has made use of data collection provided through EOS. Dos Pueblos has created an open-access policy to all higher-level classes resulting to higher number of students enrolled in AP, IB, Engineering Academy, and SBCC dual enrollment courses. The school provides an Intervention Center where students can stay on campus to complete work. Dos Pueblos also offers multiple student support programs including Freshmen Seminars, Tutorials, Math Center, and Writing Center to address the Ds and Fs rates.

Dos Pueblos has many thriving clubs and extra-curricular activities which are overseen by teachers and community leaders and supported by academic standards and learning outcomes. School leadership and staff link curricular and co-curricular activities to the academic standards and expected school wide learning results. Dos Pueblos' Mock Trial prepares students for college and career opportunities while promoting ethical, courteous, and cooperative behavior.

At Dos Pueblos, teachers encourage students to participate in clubs that interest them and that expand their opportunities in leadership, and collaboration. Dos Pueblos teachers oversee vast majority of the clubs that are mostly connected to academics and humanitarian aims.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):

- The school believes and acts through a lens of cultural proficiency and demonstrates an understanding of equity issues and cultural diversity issues.
- The school has a highly engaged parent community.
- Dos Pueblos utilizes varied parent communication tools including NEO, Parent Square, and DPHS Website.
- Dos Pueblos effectively utilizes community resources through partnerships with different organizations to support student learning.
- Dos Pueblos offers multiple student support programs targeting unique needs of all students.
- Special education students are included in general education classes at a high rate.

Key issues for School Culture and Support for Student Personal and Academic Growth (if any):

- Create a schoolwide data-driven culture to evaluate programs, promote effective instructional strategies, and inform curricular decision making
- Identify and implement schoolwide instructional strategies and AVID WICOR strategies

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

- Academy for Success and its Showcase
- NEO
- Interpreter Program
- Parent Square
- Dos Pueblos High School website
- ELAC
- Partnership with UCSB
- Restorative Approaches
- Institute for Equity in Education / “Talking in Class”
- Academy for Success
- Peacebuilders
- LGBTQ training
- Co-Teaching Partnerships / Push-in model for students with disabilities
- Freshman Seminar / 10-Year Plan
- AVID
- Intervention Center

Part B: Schoolwide Strengths and Critical Areas for Follow-up

Schoolwide Areas of Strength

1. The school offers a variety of signature programs that meet the unique needs of students.
2. There is strong parent and community engagement at DP.
3. The school provides tiered support for struggling students.
4. There is integration of technology across the instructional programs.
5. There is a myriad of communication tools for parents and students.
6. There is loyalty to site leadership from all stakeholders.
7. Special education students are included into the general education curriculum at a high rate.
8. There is a schoolwide belief in the value of being a culturally proficient school.

- **Synthesize schoolwide critical areas for follow-up and list numerically.**

Schoolwide Critical Areas for Follow-Up

The Visiting Committee concurs with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:

1. Students will demonstrate college readiness by meeting or exceeding standards on the Smarter Balanced Summative Assessments, and/or by meeting eligibility/assessment criteria for college courses.
2. PLCs will engage in a data-driven process to develop guaranteed curriculum that ensures equity for all students.
3. The school community will engage in a systematic process to ensure ongoing review of (and accountability for) expected schoolwide learning outcomes in alignment with LCAP/SPSA goals and WASC Focus on Learning.

In addition, the Visiting Committee has identified areas that need to be strengthened:

1. In alignment with the school's action plan, all school staff will create a data-driven culture that evaluates programs, promotes effective instructional strategies, and informs decision-making in order to improve student learning.
2. In alignment with the school's action plan, teachers and leadership will align the work of the PLCs with the goals of the action plan in order to improve student learning.
3. Teachers and leadership will align professional development and schoolwide instructional strategies in order to promote student proficiency of the 21st century skills of communication, collaboration, critical thinking, and creativity.

Chapter V: Ongoing School Improvement

Dos Pueblos High School has continued to revise and refine its Action Plan. The goals of the plan are:

1. Students will demonstrate college readiness by meeting or exceeding standards on the Smarter Balanced Summative Assessments, and/or by meeting eligibility/assessment criteria for college courses.
2. DPHS will achieve proportionality in the following areas:
 - access to and success in higher level courses
 - Access to and success in the general education program for special education and EL students
 - A-G completion
3. PLCs will engage in a data-driven process to develop guaranteed curriculum that ensures equity for all students.
4. Provide personal support to enhance relationships and promote student development and engagement.
5. Cultivate a culturally proficient school community and climate.
6. The school community will engage in a systematic process to ensure ongoing review of (and accountability for) expected schoolwide learning outcomes in alignment with LCAP/SPSA goals and WASC Focus on Learning.

Comment on the following school improvement issues:

- ◆ Do the action plan sections address the critical areas for follow-up?
- ◆ Will the action plan steps enhance student learning?

The visiting committee believes that the action plan will enhance student learning and achievement. The school is carefully planning so that all of their major goals are included into the Action Plan. There is a close connection with the Single Plan for Student Achievement and their schoolwide action plan.

- ◆ **Is the action plan a “user-friendly” schoolwide action plan that has integrated all major school initiatives (e.g., II/USP, technology plan, staff development plan)?**

Dos Pueblos’ action plan has integrated all major school initiatives and is aligned with the Student Learning Outcomes, the Single Plan for Student Achievement, and the district’s LCAP. The action plan is user friendly, has provisions to integrate the major school initiatives, and includes measureable goals. The plan is doable, and the Visiting Committee believes that the school will engage in a thoughtful, reflective process with staff input and by-in as they leverage the key characteristic of the school’s culture of creativity collaboration.

♦ **Is the action plan feasible within existing resources?**

The WASC Visiting Committee believes that the school has the necessary resources to implement the action plan. There are strong ties to all stakeholders, especially parent and community groups like ELAC, the Dos Pueblos Foundation, School Site Council, and PTSA who will support the leadership and its vision as it is articulated in the action plan. The school has a schedule that allocates time for teachers to collaborate in order to implement the plan, its goals for student achievement and student support.

♦ **Is there sufficient commitment to the action plan, schoolwide and systemwide?**

The visiting committee believes that there is sufficient commitment to the action plan schoolwide. The school showed commitment to creating a strong plan during the Visiting Committee’s time at the school and the leadership articulated opportunities for all staff members to give input and engage in discussions about the evolving plan. The leadership demonstrated a culture of collaboration through listening to teachers and further refining the plan in response to ideas and concerns.

♦ **Is the schoolwide action plan aligned to the Local Control and Accountability Plan (LCAP)?**

Yes, the schoolwide action plan is aligned to the LCAP.

✓ **Existing factors that will support school improvement**

The school’s culture is one that is heavily invested in personalization for students and a core belief that through creative programs and dedication to cultural proficiency all students can succeed. The school has demonstrated a greater understanding of the nature of the Focus on Learning process during the course of the WASC visit, including the time it takes to engage in the nature of the data-driven, self-study process. The school has also demonstrated a more sophisticated understanding of goal-writing and the evidence of this improvement is reflected in the revised action plan.

✓ **Impediments to improvement that the school will need to overcome**

The culture of Dos Pueblos is one of deep creativity, and independent thinking made better through organic collaboration and consensus building. The school has now crafted a measureable action plan with goals that are aligned to the LCAP and captures the initiatives of the school. In order to achieve the goals of the action plan, the school will need to develop strategies and protocols for examining school data.

- ✓ **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 that the school intends to use for monitoring the accomplishment of the schoolwide action plan is sound and the visiting committee believes the process will result in the school addressing the action plan goals. The school is committed to embedding the WASC action plan and Focus on Learning into a regular and ongoing process that includes: adopting a systematic and ongoing data-driven culture that includes both analysis of consistent metrics and indicators, and also authentic and thoughtful questions by staff. The visiting committee believes that the school and district leadership is committed to ongoing school improvement for all students.