

**SELF-STUDY VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS,  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES  
CALIFORNIA STATE DEPARTMENT OF EDUCATION  
FOR**

**SANTIAGO HIGH SCHOOL**

**12342 Trask Avenue**

**Garden Grove, California, 92843**

**Garden Grove Unified**

**March 13-March 15, 2017**

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## Chapter I: Student/Community Profile

Santiago High School (SHS) is a comprehensive high school (grades 9-12) with an enrollment of 2,100 students for the 2016/17 school year. Santiago High School serves a predominantly Hispanic population and a minority Asian, mostly Vietnamese, student population from the communities of Santa Ana and Garden Grove. Other ethnic groups that attend Santiago are White, African-American, and Pacific Islander. The demographics of SHS are 83% Hispanic or Latino, 13% Asian, 1.6% White, 3% other. As of 2016/17, Santiago has approximately 10% Special Education students, 75% on free and reduced lunch, 89% SED, and 34% English Learners.

Santiago is a 10-year AVID National Demonstration School, receiving validation in the fall of 2016 for an additional four years. Only one percent of AVID sites are recognized as National Demonstration Schools. SHS was also recognized as an AVID Distinguished School because of meeting their metrics for training and student participation in PSAT, AP, and College Entrance. In 2013-14 Garden Grove Unified School District (GGUSD) began developing a Strategic Plan to address the new state funding requirements. The strategic plan has three main goals. Goal 1: Academic skills, Goal 2: Personal Skills, Goal 3: Lifelong Success.

To support the District Strategic Plan and LCAP, the faculty and staff of SHS aligned all facets of the school to the school wide Positive Behavior Interventions and Support (PBIS) implementation. With input from the entire school community, SHS identified the schoolwide learner outcomes. All three of the schoolwide learner outcomes are aligned with the GGUSD Strategic Plan. SHS expect their students to be

- Critical Thinkers--students will access a rigorous curriculum by developing critical thinking skills to analyze and evaluate information in order to make and communicate informed decisions.
- Civic Minded--students will respect individual differences and embrace the cultural diversity of the community. They will also contribute to the improvement of the quality of life within the community.

Successful--Students will be college and career ready by completing graduation requirements. They will also demonstrate grit and resilience as they prepare for lifelong success in their intended college and career paths.

**GGUSD Strategic Plan Goal #1: Academic**

SHS students are demonstrating growth toward mastery of standards.

Metric Description and LCAP Targets		Santiago				
		2013	2014	2015	2016	Trends
SBAC: English Language Arts/Literacy	All			59%	63%	4% increase in Exceed or Met standards
Exceed or Met Standard (improve)						
SBAC: Mathematics	All			19%	24%	5% increase in Exceed or Met standards
Exceed or Met Standard (improve)						
Grade Point Average Target	All	2.62	2.64	2.71	2.84	0.22 increase in GPA from 2013 to 2016
Spring Semester “D” rate Target	All	11.4%	11.5%	9.7%	9.0%	2.4% decrease in the “D” rate
Spring Semester “F” rate Target	All	7.3%	6.9%	6.2%	5.3%	2% decrease in the “F” rate

When looking at year-to-year comparisons from 2015 to 2016 in ELA, all subgroups increased in percent “Exceed” and “Met” standards with Asian having the largest increase (11%), followed by Socioeconomically Disadvantaged students (5%), Hispanic (4%), English Learner (3%), Fluent English Proficient (2%), and Special Education (1%).

When looking at the “Exceed” and “Met” standards for ELA, Santiago students performed above the state average in all subgroups for 2016, except for Special Ed students, where there was a 9% gap. When looking at the “Not Met” category, Santiago had fewer students not meet standards, with the English Learner subgroup having the highest differential of 26% fewer English Learner students not meeting standards compared to California English Learners.

When focusing on 2016, the largest performance gaps in “Exceed” and “Met” exist between English Learners vs Fluent English Proficient students (61% gap) and Special Education students and All Students (56% gap). There is also an ethnicity gap between Hispanic and Asian of 19% in 2015 with a larger gap in 2016 of 24%. While both subgroups increased in percent “Exceed” and “Met” from 2015 to 2016, the Asian subgroup experienced a larger increase.

Some progress is being made in math, but mostly by subgroups that traditionally already perform well in mathematics. In Mathematics, Santiago students performed below the state average by 3-5% for all

subgroups except for socioeconomically disadvantaged where Santiago was slightly higher than state average. Santiago had fewer students in the “Not Met” category for all subgroups, except for Asian (1% higher than state) and Special Education (10% higher than state). Meeting Mathematics standards was a challenge for all subgroups, except for Asian, which had 14-15% of students in the “Not Met” category, with the rest of the subgroups ranging from 35% to 95% “Not Met”.

In evaluating English Learner data, SHS students have been improving in their CELDT scores but they have had a decrease in the number of students’ reclassified as fluent English proficient. GGUSD district uses three criteria in determining reclassification: CELDT data, District Writing Assessment (DWA) data, and student scores on their third quarter ELA benchmark. Both CELDT data and DWA assessment data has improved annually, while third quarter ELA benchmark data has declined. SHS points out the cause of this decline could be decreased alignment between SBAC preparation, and pacing guide structure. The 9-12 department of instruction is working to ensure the alignment of instruction, state standards, and their third quarter benchmark.

### **GGUSD Strategic Plan Goal #2: Personal Skills**

The graduation rate at SHS has steadily increased from 88.5% in 2014 to 93.5% in 2016. The increase of intervention strategies, credit recovery, A-G courses, Advanced Placement, Honors courses and weekly teacher collaboration time have supported the increase in students graduating. In a survey administered to students in the 2015-16 school year, 80% of the students felt engaged in school and 87% felt academically supported. Students did report a challenge on how to prepare for tests, with only 39% responding in the affirmative.

There has been an increase in behavioral referrals recently. This is attributed to SHS schoolwide discipline sequence that is aligned with their PBIS implementation and expectation that all teachers are consistent. Eighty-seven percent of the students feel safe at school.

### **GGUSD Strategic Plan Goal #3: Lifelong Success**

In recent years all student subgroups at SHS have seen an increase in the A-G completion rate. It is approximately at 88%. The highest percentage is for the Asian and AVID subgroup, while the lowest percentage is for ELL and Special Education students. Santiago subgroups have consistently outperformed the same subgroups as at the state level.

On the Early Assessment Program (EAP) there has been a positive trend for students meeting exempt or conditionally exempt status for ELA. It is currently at 63%. In math the results are not as positive. Only 8% of the students qualified as exempt.

There has been a significant increase in the AP pass rate at SHS. In 2013 50% of the students taking an AP test scored with a three or higher. In 2016 that number rose to 59%.

Currently 26% of the students are enrolled in AVID at SHS. The AVID student A-G completion rate has ranged within 85% to 95%, while the school’s rate is approximately 60%. Over 60% of the teachers have attended AVID workshops. Besides having the highest A-G rate, AVID students have the lowest D/F rates in all subjects. Approximately 80% of the AVID seniors enroll in a 4 year college/university.

## **Chapter II: Progress Report**

In the spring of 2011, the WASC visiting team identified eight critical areas for follow up. In the spring of 2012, Santiago’s principal was moved to district office. In 2012-13, under the leadership of the new principal, the school revised the Faculty and Department Chair Meetings to address the eight WASC recommendations. The school also began to investigate a weekly late start to accommodate course-alike meetings, department meeting and faculty meetings. In 2013-14 the school voted for a late start and professional collaboration meetings are held each week.

In 2013-14, the WASC Mid-Term Visiting Committee recommended Santiago High School reduce the critical areas of follow up from eight to three. There was a clear need to strengthen the areas of need in fewer goals to help the school promote coherence. At the end of 2013-14, the principal was moved to District Office. The current principal arrived in 2014-15 school year. Their current action focused on three goals to more easily determine student progress according to district Goals 1, 2 and 3. The three goals were

**Goal 1:** Align curriculum, instruction and assessment to the Academic Core Standards through focused collaboration time that is structured around student data and employ

- High impact instructional strategies on learner engagement and differentiated instruction. All staff members were trained and implemented in the K-12 Effective Instruction--GRR Framework (I Do, We Do, You Do) to provide high quality instruction and support student learning. Staff also was trained in the ExAL/WICOR strategies to assist students in accessing complex text.
- The creation and use of common formative assessments. Departments identified essential standards/skills and created common assessments for essential standards. Teacher then received staff development on analyzing data to inform instruction and provide interventions for struggling students.
- Identify and define the scope and sequence to meet the needs of SBAC through a rigorous curriculum

**Goal 2:** Develop and influence a professional development plan and performance indicators to address

- Trainings in Illuminate and/or other data disaggregation instruments. The staff will use multiple assessments to measure achievement and use data to inform instruction.
- Professional development was provided to use technology in the classroom to promote learner engagement. Appropriate technology and infrastructure was developed to meet the needs of student learning in the 21st century. Systematic training in instructional technology was provided by the site technology team and participation in nationally recognized professional development activities.
- The staff developed intervention strategies centered in reading comprehension and academic vocabulary to specifically meet the needs of English Language Learners. All staff received training in the acquisition of academic language using ExAL, Systematic ELD, Construction Meaning and Thinking Maps.

**Goal 3:** Utilize the WASC Focus on Learning Self-Study process as a means to increased shared leadership opportunities and authentic engagement and alignment of programmatic efforts to ensure a continuous improvement design frame.

- Faculty members participated in PLC training
- School community engaged in the process of developing and sustaining a student-centered vision that reflects high expectations.
- During staff and department meetings, deliberate connections will be made to the district vision and goals
- Survey the classified and certificated staff and plan professional development to increase employee skills and overall professional capital.
- Site leadership teams, including teachers participate in the cycle of inquiry to evaluate and revise all programs and interventions.

All three critical areas for follow up have been embedded in the current SPSA and significant progress has been made in all areas.

Additionally, Santiago has redefined its expected school-wide learning results to align to the district goals. This has been a three year long process since the midterm visit and has resulted in aligned District Strategic Plan, Site Action Plan, and Learner Outcomes. These are all embedded and organized in “CAV’s Are” PBIS implementation so all students have daily interaction with outcome goals for students:

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

The Self Study process is embedded into the fabric of how Santiago High School engages in its vision and mission to provide all students with the skills necessary for success after graduation. The focus for the school for the past three years has been to address the revised Critical Areas for Follow-up, which was narrowed from eight specific items in 2011, to three broad categories in 2014 by the Midterm Follow-up team. Santiago was tasked to: 1. Align curriculum, instruction and assessment efforts; 2. Develop and implement a professional development plan to meet the needs of students; and 3. Utilize the WASC Focus on Learning Process as a means to increase shared leadership. Annually, near the end of each school year, the Instructional Leadership Team, made up of teachers, administrators, and department chairs review all pertinent data to determine the effectiveness of practices. During that end of the year meeting we set PD goals and develop preliminary agendas for site-wide PD.

Santiago faculty and staff have approximately three or four collaboration days per month for a total of 32 collaboration days every year. One day is devoted to a Faculty/Staff meeting, which includes sharing and discussion of data, best practices by departments, and professional development. The other two to three days a month are for the purpose to discuss and plan in Professional Learning Communities.

All faculty and staff meetings are designed to support student success. Weekly there are administrative and logistics meetings, monthly faculty meetings highlighting departmental strategies, 2 to 3 monthly PLC meetings during collaboration days when common formative and summative assessments are designed, analyzed and the results submitted to the Faculty Workbook Google Classroom for further analysis and reflection.

Subgroups within the structure of the operation of the school also keep student success a focus; English Language Advisory Committee, ELAC (composed of administrators and parents), Faculty Advisory Committee, FAC (composed of faculty), Health and Safety Committee (composed of classified and certificated members) and School Site Council (administrators, faculty, students and parents). ELAC, FAC, Health and Safety Committees meet regularly to discuss student/faculty concerns and Site Council meets monthly to decide on program and budget recommendations. The Instructional Leadership Team, ILT (composed of administration and department chairs) meets approximately on a quarterly basis to review progress towards the Critical Areas for Follow-up and to plan for professional development.

During the Self Study process the WASC team (composed of administrators, focus group leaders and self-study coordinators) met quarterly in 2015/16 to start writing Chapter IV. Beginning in the 2016-2017 school year, the WASC leadership team has met monthly to continue the process of reviewing and revising Chapters I, II and III of the WASC report. Furthermore, WASC focus group members have been an integral part of the process as they too have participated in the WASC process by contributing information to the final report during faculty meetings in September, October and November and professional development days. The final draft of the Self-Study was completed in December with revisions and publication in January 2017.

## **Chapter IV: Quality of the School's Program**

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

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

**Vision – Mission – Schoolwide Learner Outcomes – Profile:** The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

Santiago High School has a clearly stated vision and purpose based on its student needs, current educational research and the belief that all students can achieve at high levels. This vision and purpose is based on the GGUSD Strategic Plan. Vision, purpose and needs are based upon extensive analysis of student data, community profiles, and parent and student surveys. The vision statement was re-examined during the self-study process (2013) and was left unchanged. The existing vision statement is still relevant and supports the district's new vision and mission statements from the district wide strategic plan.

The Santiago vision statement supports the development of successful and responsible citizens. The school's vision statement aligns with the district's clearly defined strategic plan which also directly correlates with the Board of Education's philosophy. The GGUSD vision states a commitment to preparing all students to be successful and responsible citizens who contribute and thrive in a diverse society. The GGUSD mission is to ensure student success by providing a rigorous and supportive academic experience which motivates all learners to meet high expectations. academic skills + personal skills = lifelong success.

The LCAP is an important component of the District and school mission. The school district develops, adopts, and annually updates a three-year plan, which states that the school district and each school within the district has goals and specific actions to achieve those goals for all pupils and each subgroup of pupils. Santiago is focused on engaging parents, pupils, and other stakeholders in the planning process.

**Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes:** There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

The LCAP process requires Santiago to engage parents, pupils, and other stakeholders in the planning process. The Strategic Plan provides measurable goals to ensure that they are fulfilling

their vision and mission. In addition to tracking students' academic success, the GGUSD Strategic Plan also takes into account students' emotional well-being, school and district climate, and students' success following graduation.

Stakeholder meetings were planned throughout the district to provide easy access to all parents and stakeholders. This process is being repeated this year (16-17) as part of getting continual input from the community and business partners. All the information received helps Santiago to formulate and work toward the district and school wide mission to the satisfaction of all stakeholders.

Annually, the staff, faculty, and parents review and provide input to the vision, mission, and schoolwide learner outcomes. The School Site Council, Site Leadership Team and Instructional Leadership Teams review these statements when revising their Single Plan for Student Achievement and setting goals for the upcoming year. This past school year Santiago began the process of aligning their school plans, parent and student compact and vision statements to their district adopted strategic plan.

**Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP:** Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the District LCAP.

Santiago students and staff are aware of their school's vision of pursuing high standards in the context of a nurturing environment. Santiago is warm, welcoming, and committed to the success of all students. The students are well respected for their accomplishments and the community is supportive and proud of what Santiago has become.

Parents and community members experience the mission and vision through their school activities and community events during the school year. Santiago parents and community members observe Santiago's commitment to provide exceptional learning experiences, with high expectations in a supportive environment, in order to meet the academic and social needs of the diverse community.

Santiago communicates their mission and vision in a variety of ways. Some of the most vital participation from stakeholders is through SSC, English Language Advisory Council (ELAC) which are integral parts of the site's decision making procedures. There are parenting classes held on campus as well as meetings where the parents learn about the complicated processes for college admissions. Most of the feedback from parents to school leadership comes through these two groups, but many parents can be found volunteering in numerous other school activities.

## **A2. Governance Criterion**

**Governing Board and District Administration:** The district policies and procedures are clear regarding the specific duties of the governing board and district administration in their relationship to the school and staff.

The Garden Grove USD Board of Education has adopted the California School Boards Association (CSBA) Professional Governance Standards for school boards. Board Policy 7110 provides a framework for the responsibilities of the Board of Education, which includes a

description of responsibilities of the individual trustee, the board as a whole, and its primary responsibilities.

The district administration regularly reviews student achievement data and school plans. The governing board regularly monitors a variety of assessment results and approves the Single Plan for Student Achievement. The governing board has policies and bylaws that are aligned with the school's purpose that support the achievement of the LCAP based on the District Strategic Plan and School Plan for Student Achievement (SPSA).

The governing board has adopted standards that are applied at the school and throughout the district. District-wide benchmark assessments are in place in Science, Math, Social Science, English, and World Languages. The results of quarterly benchmark assessments are among the data reviewed regularly by departments to help guide instructional decisions and strategies at the school.

**Understanding the Role of Governing Board:** There is clear understanding about the role and responsibilities of the governing board and the professional staff.

The GGUSD delegates the ongoing administration of Santiago High School to an administrative staff. All of the administrators function as instructional leaders. The administrators oversee the work of all the departments and teams on campus meeting with Department Chairs regularly to evaluate data, set goals, and plan meetings.

Santiago has a structure of distributed leadership. Various team leaders work closely with site administrators to develop policy and work toward student achievement goals. Department Chairs meet with their departmental teams in examining data and collaborating on strategies to improve student achievement. Site instructors and administrators, in cooperation with district administrators make decisions about curriculum and assessment. In addition, departments are expected to conduct district made quarterly benchmark assessments and set course align goals regarding the implementation of common formative assessments developed within the departments.

Santiago High School supports the goals of the governing board. All board policies and agendas are available at any time to the teachers by reviewing the district website.

**Governing Board and Stakeholder Involvement:** Parents, community members, staff, and students are engaged in the governance of the school.

Parents were invited and encouraged to be involved in the WASC self-study. They reached out to parents through the school website, emails, and various parent organizations to invite volunteers to attend focus group meetings. All parents are asked to complete a survey so that their voice can be included in the results that are analyzed to determine critical learning needs, school environment needs and the action plan. Each week, the Principal update parents and the school community through the newsletter.

Beyond the WASC cycle, Parents are invited and encouraged to attend ELAC meetings, Site Council meetings, AVID parent training, college information nights, Back to School and Open House nights among various others.

The GGUSD website is a great tool for parents who want to stay updated and informed about school and district policies. With links to information covering a broad range of topics from Common Core to LCAP to the strategic plan, Aeries parent portal, school report cards and even a customer service survey, the website allows parents to get information and stay updated about changes. GGUSD has made it clear that they value community involvement and transparency.

This is evidenced by the amount of information that is shared between stakeholders at all levels through the website as well as the number of opportunities for involvement with various committees, meetings, and surveys.

**Board's Evaluation/Monitoring Procedures:** There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

In 2013-14, the Superintendent led a broad-based effort to involve the community in the development of the Local Control Accountability Plan (LCAP) for the district. Community members participated in an online survey. Parents, teachers, students and staff members organized into a task force to examine data, survey responses and current programs that were in place at specific sites. From this, priorities and actions regenerated which formed the basis for budget allocations and actions to be taken over the next few years. At the heart of each school's action plan is the work of the LCAP task force. The district continues to refine strategic plan details and metrics most recently on the scope and sequence, K-12, of scholarly habits (goal 1c) and motivation (goal 2a).

District professional staff (select members of the Superintendent's Cabinet) formally schedule a presentation to the School Board in the fall of each year (September or October). The District also publishes an Annual Report for all stakeholders. The annual update and data related to the LCAP are also presented to the Board in a Study Session prior to a board meeting. Board Members are invited to provide feedback and ask questions as part of the development process of the final LCAP prior to submission. The district complies with the requirements of holding a public review period and public hearing for the District Budget and LCAP, and subsequent approval by the Board.

The district provides Santiago High School with clear, overall goals that help direct site specific goals. These goals involve college and career readiness for all students, as well as underperforming student groups, addressing the needs of students with academic or behavior struggles through an articulated model, and designing relevant professional learning and collaboration time for all staff. Additional focus areas include strengthening parent involvement and enhancing the school's culture of continuous improvement and accountability. Santiago High

School has taken these broad focus areas, analyzed site data, and created site specific goals and action items, all of which are included in the Single Plan for Student Achievement.

**Complaint and Conflict Resolution Procedures:** The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

The governing board's complaint and conflict resolution procedures are well-established and articulated in board policy and District Administrative regulations. The board directs the Superintendent to annually notify all district stakeholders of the uniform complaint procedures and to keep copies of the procedures on hand and displayed in classrooms. Staff members are expected to have knowledge of the procedures and to refer stakeholders to the uniform complaint process if there are any allegations of non-compliance of the district policy and/or state and federal law.

Uniform complaint procedures are in place to support all staff, parents, and students. Complaint forms and information are available in the Principal's office in English, Spanish, and Vietnamese. The complaint procedures are part of the student enrollment packet and all parents are required to sign indicating they have received them.

All complaints are immediately reviewed and investigated by the site administrator. Complaints that cannot be resolved are forwarded to the Assistant Superintendent of Personnel who is the GGUSD lead for complaint resolution.

There are a number of systems in place for complaints to be heard and resolved. The "Cavalier Code" is a plan for faculty members to resolve conflicts between one another. The Santiago Faculty Advisory Committee (FAC) holds monthly meetings to review and provide solutions for school wide issues. Many faculty members are part of or belong to the Garden Grove Education Association (GGEA) which provides support and guidelines with any concerns or issues. Santiago has eight faculty members who are faculty union representatives. The site representative leader is given time at the end of every faculty meeting to share information and host discussion as necessary.

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

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

One of the important values of Santiago High School is the emphasis upon the development of, and participation in, Professional Learning Communities (PLC). In the areas of academic departments, course alike subject groups, or other educationally focused groups, the PLC's have worked together to meet academic goals through the development of essential standards.

The department chairs meet monthly with the principal to distribute information and focus on academic goals. The administrative team of Santiago has bi-weekly cabinet meetings with all administrators, the ASB director, the athletic director, counselors and the head custodian to discuss school issues, upcoming events, and to give updates. The entire staff meets once a month with the purpose of communicating important information about student achievement, progress on action plan goals, professional development featuring best academic practice

examples from each department, WASC, and other school planning topics.

Classified employees hold separate meetings to discuss concerns related to their individual departments. Feedback from the WASC classified staff meeting, some suggested that they would like a more regular meeting time.

Parent groups (such as ELAC and Site Council) meet monthly to be involved in the planning process as well as governance of curricular expenses. An administrator also attends these meetings to bring information to parents as well as to act as a resource for any questions or concerns that may arise.

The leadership class (ASB) is represented by the ASB director and students who meet regularly with an administrator to discuss events, concerns, and have input into the planning process. ASB students conduct weekly business meetings to consider funding requests and oversee the ASB, sports and club budgets. They also plan school activities which promote pride and school spirit within the student body.

Annually, the district and school principals conduct electronic surveys to assess stakeholder opinions to make informed decisions regarding school climate and areas of future development. Based on these surveys and staff feedback, a list of school strengths and areas for growth was presented to the school staff.

The Principal meets with Administration and Department Chairs to create Santiago High School's Single Plan for Student Achievement. The faculty at Santiago High School reviews and edits the plan by department and develops goals annually in the Fall. The plan is submitted to the district office for approval from both the district and from the Board of Education.

### **Student Involvement**

Counselors meet each semester with all students to discuss and develop their 4 year plans. Counselors and administrators meet with students at risk of not graduating and have high D/F rates. They meet with parents and complete academic contracts.

Teachers have access to data regarding their students through online student information systems- Illuminate and Aeries. Analysis of student achievement data has resulted in a variety of interventions such as: comprehensive after school tutoring program, course credit recovery, concurrent credit recovery/intervention programs, 9th and 10th grade forward classes, and a highly regarded AVID program, which has now achieved National Demonstration School status. Also the use of this data has directed professional development to offer trainings in several teaching strategy initiatives, including Gradual Release of Responsibility (GRR), Thinking Maps, and Constructing Meaning, ExAL activities, and POGIL Inquiry Activities.

Another systematic process of evaluation is tri-annual meeting of the instructional leadership team. The team is constructed of department chairs, administration, instructional coaches, and Teacher On Special Assignment (TOSA). The focus of this meeting is the evaluation of the current instructional practices and professional development. The team refines the focus of their practices and determines their professional development emphasis.

### **Single School Plan for Student Achievement Correlated to Student Learning:**

The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

The GGUSD, along with the governing board, strongly supports academic achievement and

plays a large role in the development of the school's Single Plan for Student Achievement/Action Plan. The Principal and District Administrators monitor the progress of students toward standards of expected achievement toward the District's and school's Strategic Plan.

The District Strategic Plan, along with relevant data, is provided to the sites to help create a SPSA for student achievement. In recent years, the board along with each school site review relevant CST data. Currently, each department monitors student progress toward expected achievement by analyzing results of common formative and summative assessments.

Each department is working towards creating goals based on the achievement data and school-wide goals. Teachers collaborate three Wednesdays per month in their PLCs to analyze data, share best practices, and monitor progress of common formative and summative assessments.

The goals, as well as agendas and minutes, are shared with the Principal after each meeting.

The Principal incorporates these department goals, district goals, and instructional data and organizes the SPSA for student achievement for the School Site Council.

**Staff Actions/Accountability to Support Learning:** The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

Santiago employs numerous systems to ensure there are processes and procedures involving all staff in the evaluation and development of student support programs. First and foremost, all faculty members are engaged in a strong course team PLC process which focuses on the four tenants of the PLC process. 1) What do the students need to know? 2) How will we know they have learned it? 3) What strategies are most effective? 4) What can we provide for students struggling with the essential standard? During this process, team members reflect on student learning and determine actions/strategies for academic support.

Student data is used to determine needed interventions. Interventions are developed at the course, department, and school wide level. The administrative staff evaluates the effectiveness of academic and support programs quarterly, and determines actions for needed improvement. Ongoing modifications are made based on student needs in an effort to improve learning.

Informal classroom visits by administrators are performed almost daily in some parts of the Santiago campus and are followed by feedback to teachers. Formal staff evaluations are performed according to contract dictated guidelines. The Instructional Leadership Team (ILT) visits classes to observe best academic instruction practices with the goal of determining needs for professional development. All teachers have participated in "Action Walks" and had the opportunity to participate in every 3rd Tuesday classroom observations to observe the amount of student engagement and rigor related to reading, speaking and writing opportunities during the school day. The ILT also meets to analyze "Action Walk" data and plan PD days for the staff based on the results.

It is evident that the school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all of the programs. This includes the evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching observations, mentoring, group presentations.

**Internal Communication and Planning:** The school has effective existing structures for

internal communication, planning, and resolving differences.

Site administrators maintain an open-door policy which provides all staff members the opportunity to communicate ideas, make plans, and express concerns and differences.

The staff created a document called the “Cavalier Code,” which outlines conflict resolution procedures between staff members. They have established norms of behavior within their professional learning communities to facilitate better communication between staff members.

The Faculty Advisory Committee functions as a problem-solving solution for school wide issues. A group of teachers are elected by the faculty to serve as a problem-solving cabinet for teacher concerns. This group meets and discusses issues and then meets with the Principal to resolve those issues.

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

**Qualifications and Preparation of Staff:** The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

The GGUSD provides extensive professional development opportunities for all administrators and teachers in strategies for effective instruction with an emphasis toward developing and implementing the “Best Practices” of instruction for everyday use. In addition to staff PD, all new teachers participate in the New Teacher Support Program (NTSP) which is provided by the GGUSD.

Classified candidates are tested and screened through multiple written and oral examinations. All candidates must be successfully vetted through this process before they are allowed to interview for any position in GGUSD.

Certificated employees are similarly vetted through multiple levels of application screening, background checks, and interview processes. All teachers are identified as “highly qualified” and credentialed through the CTC and approved for their assignment by the Orange County Department of Education. All staff must comply CLAD certified or have had the SDAIE training. Each school in the GGUSD goes through an annual review of individual teacher course assignments to ensure safeguards for avoiding teacher misplacement.

Special Education teachers are required to hold a content area credential as well as a Special Education credential and Autism certification. All Advanced placement teachers have their course syllabi approved by the College Board. Additionally, all online teachers for APEX, economics, civics, and health hold the appropriate credential and have yearly PD training for online teachers regarding tech issues and online pedagogy.

Teachers are required to complete a thorough teacher induction program during their second and third year of employment. During the induction program, they are assigned a support provider and have monthly observations and meetings to meet specific goals and objectives.

In addition to formal professional development, all Santiago teachers collaborate weekly in their course-alike teams with peer-to-peer dialogue on standards, student achievement, curriculum, and instructional practice with the goal of aligning curriculum and producing common assessments.

**Staff Assignment and Preparation:** The school has a process to assign staff members and

provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

The goal of Santiago and the GGUSD is to hire the most qualified applicants for each teaching position. Teachers who are in their first year of the teaching profession as well as teachers who are new to Santiago or GGUSD participate in the New Teacher Support Program (NTSP).

NTSP participants engage in bimonthly professional development meetings, hosted by the district, as a means to cultivate their understanding of Effective Instruction, including Backwards Planning, Learning Objectives, the Gradual Release of Responsibility, and formative/summative assessments

In conjunction with the NTSP there are monthly meeting held with all new teachers (new to the field or to GGUSD) to go over upcoming events, school policies, and management procedures. There is also additional strategy support that goes along with the practices of the NTSP. This is designed for maximum support of teachers. The administration coordinates with the District TOSA to ensure that all information and support is covered and delivered through the NTSP.

Most staff members have diverse teaching assignments, i.e. they teach a combination of classes for students of all abilities. Teaching assignments are not based on seniority but instead are based on a combination of student need and teacher qualification. The teachers at Santiago High School are placed in instructional environments for which they are qualified to teach. The principal solicits preferred teaching assignment request from teachers through a Google form prior to creating the master schedule. Master schedule and teaching assignments are driven by student need and quantity signed up for particular courses. Based on the number of sections allocated common areas of interest or by administrators and qualifications, final teaching assignments are made.

To support the implementation of the instructional initiatives, Santiago High School is supported by two Teachers on Special Assignment (TOSA), two peer coaches who are released for one period daily to provide support, and two technology leads who guide their departments in implementing the SAMR model for classroom technology integration.

Online instructors receive training in the use of the “Haiku” online program. This training provides teachers with the opportunity to discuss control and monitor the interactions between students and teachers in the course to provide the best quality online education for the students.

**Defining and Understanding Practices/Relationships:** The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

It was evident by findings by the Visiting Committee, that Santiago has clear verbal and written communication regarding school management and academic policies and procedures.

Prior to the start of each school year, the Santiago administration provide the staff with a variety of information relevant to the school year. This information includes calendars, emergency procedures, department meetings, collaboration and faculty meetings, testing schedules, adjunct duties, district professional development opportunities, bell schedules, guidelines for discipline and dress, student conduct expectations (Cavs Are), just to name a few. Also provided are revisions to the school safety plan, emergency evacuation procedures, student handbook, IEP and

SEIS information. The best source of daily communication is through the daily bulletin emailed to all staff the day before. Throughout the year, procedural changes and additions are communicated through a variety of methods.

In 2014, a new emergency procedure plan was put together for Santiago High School. It included a “disaster tree” to clearly identify roles of each adult (administrator, teacher, clerical staff, custodial, cafeteria workers, AVID tutors) on campus in the event of an emergency. The plan was vetted with all staff at an opening day meeting and is practiced once a year with a full disaster drill. We also implemented the use of Remind 101, which all staff members are enrolled in, just in case other communication goes down.

**Support of Professional Development/Learning and Measurable Effect on Student Learning:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

In addition to the excellent training opportunities provided at the district and school levels, Santiago has made a commitment to make sure that professional development is centered on successful student learning. To support the implementation of the instructional initiatives, Santiago High School is supported by two Teachers on Special Assignment (TOSA), two peer coaches who are released for one period daily to provide support, and two technology leads who guide departments in implementing the SAMR model for classroom technology integration.

Each monthly staff meeting has an element of professional development focusing on a particular department’s presentation of best practices. This practice has resulted from the Instructional Leadership Team’s (ILT) research and development of instruction focusing on reading, writing, and speaking opportunities related to Depth of Knowledge (DOK) levels, which are aligned with the Common Core standards. The TOSA is instrumental in implementing through coaching and mentoring teachers and leading others and planning the next steps of PD.

Another important and recent emphasis in PD is their participation in the PLC At Work Institute hosted by Solution Tree held in San Diego October 2015. Follow up training will occur with a new group in Fall 2016. The information learned is brought back and given to the site through presentations to the staff.

All online teachers at Santiago are also full time instructors on campus. Online instructors are exposed to all professional development opportunities and mandatory training, including the same technology methods as all other teachers at Santiago. In addition, they receive training specific to the online learning systems used and to other methods specific to the online teaching experience.

**Supervision and Evaluation:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff..

The school follows the Union and District agreed upon contractual evaluation process including classroom observations and written evaluations. In addition, the administration divides supervision of departments for classroom visitations. It is a GGUSD and Santiago practice to have administrators regularly visit classrooms and provide feedback to instructors.

Frequent observations and written feedback is provided to all teachers through the

administration's "snapshot" visits to classes. This can be done formally or informally in the halls, note or email. These weekly, unscheduled visits have the purpose of promoting a culture of reflection and growth for all teachers.

All online teachers at Santiago are also full time instructors on campus. Online instructors are exposed to the same evaluation procedures that regular teachers are. The Principal can't "visit" a virtual class but he does monitor work and grades through the Aeries online system. He also meets with the instructor over the course of the year and requires the teacher to keep office hours for students and check in with teachers regarding progress.

#### **A5. Resources Criterion**

**Allocation Decisions and Their Impact:** There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

The GGUSD School Board has policies in place to oversee the use of resources and to determine long-range planning in order to support student achievement. Each year, the GGUSD allocates resources to Santiago with the purpose of achieving maximum impact on student learning. Resource allocations for staffing are based upon projected enrollment and upon students' desires and needs for particular CTE and ROP classes. The district also provides additional resources for staffing of specialized areas of the school, both curricular and co-curricular, such as: ROP/CTE classes, ASB Advisor, Athletic Director, Instructional Coaches, sports teams and Coaches.

The financial allocations provided by GGUSD through LCAP are left to the discretion of site administration and the School Site Council. The district values, promotes and encourages site-based leadership and affords sites the discretion to account for their own unique needs. Site Administration works closely with the School Site Council, ELAC, and the director of special programs to ensure student needs are met and money is disbursed in accordance with state law.

Site Administration manages the remaining general fund budget and allocates money based upon current need. Funding is used for staff professional development, instructional technology and resources, upgrades and replacement of furniture and equipment, office equipment and technology, and materials and supplies. Communication regarding budget money has been greatly improved by the Principal sharing budget information with the Department Chairs. However, there is still opportunity to better communicate this process to all teachers and staff members.

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

Preliminary school budgets are based on projected enrollment counts and the per-pupil allocation is determined by the District Budget Committee. The preliminary budgets are made available to school sites in the spring prior to the start of the school year. Final budget allocations are made when enrollment counts are finalized.

Preliminary Title I funding are projected at 80% of the prior year's allocation and are also made available to school sites in the spring prior to the start of the school year. Final Title I budget allocations are made in January based upon district entitlements, required district set-asides, and

student information. School Site Council provides input and approval of Title I expenditures.

Preliminary Site LCFF funds are based on prior year student information, and the school allocations are determined by a district team. Preliminary site LCFF funds are made available to school sites in the spring prior to the start of the school year. The team meets again at the start of the school year to analyze and determine whether or not the Site LCFF budgets needs to be adjusted. The school must submit a site Local Control and Accountability Plan (LCAP) for these funds.

Personnel budgets are developed in consultation with the District Cabinet. Personnel allocations are based on staffing formulas for general funded positions. Site funded positions are based on school decisions that must also align with school and district goals. The district Personnel, Business, and K-12 Educational Services staff ensures that personnel allocations are accurately budgeted, monitored and updated throughout the year as needed. The school plays an important role in monitoring its personnel budgets and updating staff to meet program requirements and needs. In early spring, the Personnel department sends Certificated and Classified Personnel Organizational reports to each school. School staff reviews the organizational reports and provides input to District staff.

At the beginning of each school year, the Principal, ASB Director, and ASB develop and approve ASB budget and then reviewed by the District. ASB financial reports including balance sheet and income statement are also submitted monthly to the district for review. ASB monitors all club accounts and fundraising activities with the assistance of the ASB Director. All club expenditures and fundraiser requests are submitted to and approved by ASB. Throughout the year, the Athletic Director along with ASB Director monitors the revenue and expenditure accounts for athletic teams.

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

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

Santiago is a 53-year-old campus in desperate need of repairs. GGUSD passed a bond in 2010 to modernize all facilities. Modernization of classrooms began during the 2016-17 school year. During modernization, all classrooms will be air-conditioned and have a completely revitalized interior.

Despite the facility needs, the district and school site have attempted to provide a facility which addresses academic needs and the district and school mission.. The school also tries to maintain a safe school environment. The campus is a clean, safe environment for learning. The plant supervisor meets weekly, and as needed with administration to review physical site needs.

The library has become the center for learning at Santiago. It is open from 6:45am until 5:00pm Mondays and Fridays, and from 6:45am until 8:00pm Tuesday, Wednesday, and Thursday. The library has many areas for students to study, a computer lab, color and black and white printers, and a newly installed 3-D printer available for general student use.

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

Procedures for acquiring and maintaining instructional materials and equipment are established by GGUSD and board policies and carried out in a joint effort between GGUSD and Santiago High School leadership. Some of the procedures laid out by GGUSD include funding and budget, technology replacement policy, monitoring and evaluation, textbook adoption process, etc.

The timeline for district adoption of new instructional materials is aligned with the CA State Board of Education 6- year adoption schedule for materials. There are currently procedures in place to review new instructional materials.

The student services and library staff work diligently to manage the quality and maintenance of all textbooks and printed materials.

Supplies for lab classes are purchased through several funding sources. Special programs such as AVID, Athletics, and ROP / CTE are also allocated money to purchase equipment needed for students. Recently, individual teachers have applied for, and received, grants from outside sources to help fund larger purchases and requests for supplies.

The procedures for acquiring new technology and/or replacing existing technology are made by the principal and site leadership. With feedback from the tech team and aids, the Principal replaces old or faulty equipment as needed. All software updates, program installations, and changes to device settings are available on-site. Students have access to computers and printers in the classroom and/or the library which is open and available before and after school.

**Well-Qualified Staff:** Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

Resources for hiring, nurturing, and providing ongoing professional development have been provided mainly by the district office. One of the most important priorities of the GGUSD is to ensure that every single student has the opportunity to learn from highly qualified teachers. The district attains this goal by hiring and retaining only the best educators and investing in their success.

The GGUSD provides professional development to all new and veteran teachers. The focus has been in high impact, “best practices” for effective instruction emphasizing primary source documents where applicable and on the use of technology in the classroom with emphasis on using Google Classroom. The biggest emphasis is put on the “Super Week” training classes before the start of the school year but district calendars are provided each month that list ongoing trainings after school. In addition, Santiago has a PD or “Best Practices” component built into one of the staff meetings each month.

Staff members attend many conferences according to their subject matter or interest such as AP, AVID, or CUE. In addition, extra release time is given for training opportunities with the New Teacher Program at Santiago including Co-Plan Co- Teach, classroom observations, in-class strategy support, and release time for planning and working with the District TOSA (Teacher on Special Assignment)

Santiago's Counselors receive a range of professional development and training provided by their district and outside agencies such as college applications, financial aid workshops, CAASP Early Assessment Program, and SAT training to name a few. In addition, they attend district trainings on grief and loss, suicide assessment, child reporting and 504 overview. This year, the district will be adding training for Comprehensive College and Career Guidance program.

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

As previously noted, Santiago High School has a clearly stated vision and purpose based on its student needs, current educational research and the belief that all students can achieve at high levels. This vision and purpose is based on the GGUSD "Strategic Plan". The District's Strategic Plan specifically puts into practice the LCAP eight state priorities for education. Santiago High School's SPSA for achievement follows the LCAP expected outcomes.

Vision, purpose and needs are based upon extensive analysis of student data, community profiles, and parent and student surveys. The vision statement was reexamined during the self-study process and was left unchanged. The existing vision statement is still relevant and supports the district's new vision and mission statements from the district wide Strategic Plan.

The Santiago vision statement supports the development of successful and responsible citizens. This is emphasized by "Cavs Are" campaign developed in 2014-15 and fully implemented in Fall 2015. The staff is committed to all students achieving this vision. The school's vision statement aligns with the district's clearly defined Strategic Plan which also directly correlates with the philosophy of the Board of Education. The GGUSD vision states a commitment to preparing all students to be successful and responsible citizens who contribute and thrive in a diverse society. The GGUSD mission is to ensure student success by providing a rigorous and supportive academic experience that motivates all learners to meet high expectations. We believe that academic skills + personal skills = lifelong success.

The Local Control and Accountability Plan (LCAP) is an important component of the district and school mission. The school district develops, adopts, and annually updates a three-year plan pursuant to Education Code section 52060 which states that the school district and each school within the district has goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052. To this end, they engage parents, pupils, and other stakeholders in the planning process.

The development of SPSA for Student Achievement and LCAP has been very effective in helping them be focused on specific needs and goals which help them develop a framework of priorities in allocating appropriate funds for critical learner needs, the academic standards, college- and career-readiness standards, and the school wide learner outcomes. The SPSA focuses staff energy and direction on critical student performance indicators such as A-G completion rate, AP enrollment, graduation rate, CELDT performance, reclassification rate, and attendance and suspension rates, among other indicators.

As demonstrated through these examples, both the district and school remain committed to the long-term planning of specific actions and initiatives to foster ongoing support of student

achievement of academic standards, College and Career Readiness standards, and the school-wide learner outcomes. (“CAVS are”) campaign. The “Cavs Are” campaign is a work in progress. They are continually going to PBIS trainings to develop better ways to reach all students. This year along with their 10 expectations, they have evolved into 3 overarching learner outcomes, Cavs are... Successful, Civic Minded and Critical Thinkers.

Through continual and ongoing evaluations, student and parent surveys and participation, data analysis, and staff planning, Santiago continues to effectively distribute funds with the goal of creating student success in accordance with State standards, State education codes, and the District LCAP and Strategic Plan.

**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):**

1. **Inclusive School Culture**-Santiago High School values incorporation of all stakeholders into a cohesive team for the purpose of achieving educational goals with the full support of parents, students, teachers, staff, and alumni.
2. **Strong Parent Involvement**- Santiago parents are welcomed and embraced into a dynamic, supportive, and informed collaborative partnership.
3. **Strong District and School Site Relationship**- There is a clear and strong collaborative support and articulation between district and school site.
4. **Shared Leadership**- Santiago High School is committed to collaboration with an emphasis on fostering an improved professional, shared leadership towards implementing the school’s mission and vision.

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

1. **Increasing Community/Business Partnerships**- Santiago understands that an area of growth is the increased participation of community and business members.

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

- Parent meeting
- Parent interviews
- WASC report
- WASC District meeting
- Teacher interviews
- Student meetings/ interviews

## **CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

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

**Current Educational Research and Thinking:** The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

One critical need identified by Santiago was increasing student achievement in English Language Arts and English Language Acquisition. To that end, all Santiago teachers have been trained in Explicit Academic Language (ExAL) use. ExAL is grounded in research-based practices around constructing meaning to enhance literacy-based instruction and promote close reading of complex texts and the use of academic language in speaking and writing. To support each other in the implementation of this program, Santiago faculty meetings include a strategy showcase that enables each department to share how they are integrating ExAL in their departmental curriculum.

Santiago teachers have all been trained by leading educators Tim Kanold and Mike Mattos to apply research and best practices around Professional Learning Communities. The PLCs are an important component to Santiago’s intervention plan and are the focal point for “during the day” interventions.

As an AVID National Demonstration School, Santiago teachers are continuously staying current with the WICOR strategies to promote student mastery of those skills. Coupled with WICOR are the Constructing Meaning, Explicit Academic Language, Quality Questioning, and Gradual Release of Responsibility strategies, which, like WICOR, are meaningfully employed across disciplines and within individual courses. Teachers work together through weekly collaboration days, quarterly common assessment reflections, Rigor Walks, and benchmark data analysis to reinforce these strategies and increase rigor, educational technology implementation, and student success.

Other educational research that drives curriculum includes the World Language department’s Heritage Spanish program. This program centers on language acquisition- a key goal for Santiago- and leverages a unique partnership with UCLA’s National Heritage Language Research Center and the National Research Center for Asian Languages. This curriculum is providing support for Santiago’s English learners, who are primarily native Spanish and Vietnamese speakers.

Other departments also rely on curriculum that is linked to universities in order to promote student achievement of the common core literacy standards. This is most overt in the English department, with the ERWC curriculum, and the Social Science department, which integrates lessons and assessments from the Stanford History Education Group.

**Academic and College- and Career-Readiness Standards for Each Area:** The school has defined academic and college- and career-readiness standards for each subject area, course,

and/or program.

Santiago High follows the GGUSD curriculum, which is aligned to the Common Core. All classes implement the Common Core literacy standards. As part of their graduation requirement, students complete a course of study that simultaneously achieves A-G requirements. Close monitoring by counselors helps ensure that students stay on track for college- and career-readiness in their course work over their four years. This attention to the four-year plan, combined with the commitment to the Common Core literacy standards, ensures that all students are academically prepared for college and systemic barriers to college entrance have been removed.

The AVID program's WICOR strategies- implemented in all classrooms, not just AVID classes- helps ensure Santiago's alignment to college and career-readiness. These strategies sync the literacy standards to the various disciplines and courses and create the common language that is important to students as they move from one class to another throughout their day. To maintain this, the AVID Site Team meets regularly to review WICOR implementation and plan strategy showcases.

Another way that Santiago has defined college- and career-readiness is through its Career Technical Education programs. Some of these classes are offered in conjunction with Santa Ana College, which enables students to receive dual credits, and others fulfill A-G requirements. Currently, SHS offers five pathways, with a sixth being offered for the 2017-2018 school year. These are:

- Automotive
- Computer Science\*
- Design, Visual, and Media Arts\* (*new for 2017-2018*)
- Education\*
- Engineering\*
- Hospitality\*

*\*These pathways include classes that fulfill A-G*

Santiago offers Civics and Economics online as part of their curriculum. Online teachers are also classroom teachers who have modified their classroom curriculum to accommodate the online format. Additionally, Santiago offers APEX, an outsourced curriculum that is used to validate a D or F in an A-G course.

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

Santiago's schoolwide learner outcomes 1 (Critical Thinkers) and 3 (Successful) are integrated with the curriculum to ensure congruency and fidelity to the standards and SLOs at the highest level. Teachers have access to Common Core training, district curriculum, and pacing guides. Working together in PLC teams, teachers create common lessons and assessments to drive student critical thinking and plan adjustments and/or interventions.

Further evidence of congruence is in the support provided by TOSAs and the ongoing professional learning focused on student learning, particularly for English Learners. New textbooks for both English and ELD also support the standards and schoolwide learner outcomes.

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

Across the board, all classes implement the Common Core literacy standards. This alignment naturally leads to integration among disciplines. For example, the recently adopted HMH textbooks focus on informational and nonfiction texts with an emphasis on Science and History. The Science Department implements POGIL (Process Oriented Guided Inquiry Learning). WICOR is a school wide focus for all departments. In 2015-2016, all faculty meetings and AVID Site Team meeting included teacher presentations (by department) that showcased how WICOR strategies are applied and used across the curriculum. Santiago has several courses and programs that outsource curriculum. These include curriculum developed through grants from the National Heritage Language Resource Center and The National Resource Center for Asian Language, Careers in Education classes offered in conjunction with Santa Ana College, AVID curriculum, JROTC, CTA and ROP. The CTE courses this year include Introduction to Engineer Design, Principles of Engineering, and Culinary Essentials. The courses offered this year in ROP are Automotive Tech 1 & 2, Automotive Performance 1 & 2, Robotics 1 & 2, Exploring Computer Science, Computer Science Programing, Culinary Arts, Principles of Baking, Hospitality, Child Development, and Careers in Education.

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

Santiago makes tremendous efforts to articulate with feeder schools as well as colleges and universities to facilitate smooth transitions and student success. Articulating with feeder schools is a team effort by many stakeholders at Santiago. Counselors visit with incoming 9th graders to begin their four-year plans and ensure appropriate student placement in classes. The AVID team, including AVID teachers and tutors, meet with the feeder schools to strengthen curricular alignment and promote the Santiago AVID program. Special Education teachers partner with counselors to provide support to students with IEPs.

A major effort is made by Santiago students to promote their school to the feeder schools. SHS students engage with the 8th graders to share programs such as orchestra, choir, and sports. They serve as peer leaders/mentors in the Cavs Crew program to create a fun experience as the 8th graders move into Santiago as 9th graders. Additionally, they bring their learning from classes like AP Environmental Science, Drama, and PE to the feeder schools, creating academic connections to compliment the social outreach.

Santiago utilizes their relationships with local colleges and universities to build articulation aimed at a postsecondary experience for SHS students. Representatives from USC and UCI go to SHS to meet with students and help them transition to college. The course Career Pathways in

Education, offered with Santa Ana College, provides curriculum, structure, and guidance to students interested in a career in education. CTE pathways offer career guidance, exploration (via CCGI platform, site counselors, and ROP Clerks), as well as summer internships. Students can receive certification in Basic Life Support/CPR within the Education pathway, ServSafe Food Handler within Hospitality/Culinary, various Adobe certifications within Design/Visual/Media Arts, and Precision Exam certification for a variety of job readiness and sector skills.

## **B2. Access to Curriculum Criterion**

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

Santiago has developed an effective system to support and promote students in their postsecondary pursuit of college and career. Counselors are a vital part of the process, and guide students through individual meetings and whole-group presentations.

To ensure that all students have the option for a four-year college experience, students complete A-G as part of their graduation requirements (some Special Education and English Learner students exempted). Counselors work with students and their families to schedule students to support A-G completion; the mindset is to promote a college-going culture. This supports students by removing systemic barriers that prevent students from qualifying for college, particularly those from underrepresented groups. SHS's has a number of programs to provide strong support for students in achieving completion of A-G and preparation for college:

- AVID program
- California Colleges
- open enrollment for honors and AP
- credit recovery courses
- parent workshops on the FAFSA and college application process
- summer school
- interventions, notably the Forward class
- tutoring through the Boys & Girls Club

In addition to their robust college preparation system, SHS also ensures that students have multiple opportunities to plan and prepare for a postsecondary career. This system includes:

- California Career Zone
- ROP/CTE programs
- JROTC
- credit recovery
- interventions

**Accessibility of All Students to Curriculum, including Real World Experiences:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all

students through all courses/programs offered.

Students at Santiago have access to curriculum that provides them with real-world applications and instructional practices that support student attainment of the curriculum standards. Curricular programs that are most explicitly linked to real world applications include the rich ROP/CTE programs. These courses include culinary arts, journalism, Mac Lab, and JROTC. Beyond the links within the classroom provided by these courses, students have the chance to participate in competitions in which they apply their learning and often have employment opportunities that connect their classwork to employment. The SHS community recently celebrated their team winning a competition at UCI for energy conscious automotive design!

Within the classroom, teachers are developing and/or refining curriculum that supports the real world applications. The science department, in particular, is in the process of transitioning to the Next Generation Science Standards, which are rooted in real life application of science. An instructional practice being utilized by the science department is POGIL, which is an inquiry-based strategy that further promotes mastery of Common Core and provides for differentiation.

The Special Education department works to provide their students with career exploration, access to mainstream curriculum, and the STRIVE program. STRIVE is a program in its first year at SHS; it targets emotionally disturbed students and works with the goal of transitioning them into the mainstream. It is a rewards-based program for behavior that is individually student-centered, holds students accountable, and gives incentives to improve and maintain behavior. For example, a student may have 2 mainstream classes and 4 in the program.

One way that teachers' instructional practices support the real world application of learning is through guest speakers. Students are able to see how the specific content that they are learning is important to the jobs of the guests, especially those that are part of the ROP/CTE program.

Overall, teachers are engaged in numerous instructional strategies to facilitate student access and support. Most notably is the ExAL program that supports academic language proficiency through sentence frames for writing and scripts for speaking. ExAL strategies support student work with complex texts and the development of thinking maps, and they mesh well with the priority of Gradual Release of Responsibility (GRR). Students may begin with needing more support with the more basic sentence frames, and then they advance to utilizing the more complex/higher-level thinking sentence frames, with the ultimate goal of moving away from the use of sentence frames entirely. This supports student mastery of the Common Core mission to create independent and self-driven thinkers.

While ExAL is clearly a priority and a shared instructional practice across the Santiago campus, many of the ExAL strategies overlap with the WICOR strategies that teachers are also committed to using in their classrooms to promote student achievement.

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

The culture of collaboration is clear at SHS. Counselors, teachers, and administrators are all part of a system to support student college- and career-readiness. To that end, counselors hone in on students' four-year plans and provide supports, such as College Boost, to help all students achieve their goals. Santiago has dedicated a college counselor whose job is meeting with students on a regular basis and assist with college, FAFSA, and Dream Act applications. Teachers and administrators utilize CAVS Are... to directly support students and parents. In addition, the schoolwide commitment to the AVID program and its WICOR tenets ensures that students are receiving the academic supports that they need in the classroom, regardless of the content area, to achieve their college and career goals. All stakeholders at the site level (students, teachers, admin) have Google accounts to support and enhance communication and learning. Special Education teachers collaborate with students and parents to support student IEPs and a postsecondary transition plan. The School Messenger system and community liaisons are an integral part of the Santiago system to provide parents with important communication regarding their school, courses, and student-specific information.

Collaboration with parents goes beyond the School Messenger system. Parents use the Aeries system to monitor their student's grades so they can work as partners in their student's learning. Santiago offers a variety of workshops to involve parents in the college application and financial aid process. There are also programs for parents to learn about student academics, behavior, and college- and career-readiness. SHS provides Spanish and Vietnamese interpreters for these events as well as publications to increase parents access and involvement. Parents involvement is active at SHS beyond workshop participation; parents serve on AVID, WASC, and Site Council committees. The majority of the parent education programs are planned and coordinated by the GGUSD Community Outreach Office, the school's Parent Education Coordinator, and the school's community liaisons.

**Post High School Transitions:** The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Santiago programs have successfully allowed for students to prepare for their postsecondary options. Students with qualifying GPAs are able to attend field trips to local colleges to solidify their understanding of and preparation for college; more than 500 students received this opportunity! 11th grade AVID students with qualifying GPAs take a more extensive trip to Central and Northern California to deepen their exploration of the UCs and CSUs. These field trips create a solid connection between the work that students are doing to achieve A-G and their next step, going to a four-year college/university.

The College Boost program has been a key program to help Santiago students work to transition to college. Last year, approximately 60% of SHS seniors participated in the program. It is after school, voluntary, and offers the following services for students:

- Financial Aid Support (FAFSA & Dream Application)
- 2-year and 4-year college application assistance

- EOP applications
- SAT/ACT Registration
- UC Insight Questions Help
- Scholarship Assistance
- EPT/ELM Registration

Junior students have also participated in College Boost by accessing the SAT/ACT preparation and registration. Santiago counselors recognize the critical role of celebration, and created an event called “I have a plan” to honor seniors that have created a postsecondary plan for themselves. This includes students that have applied for a four-year university and financial aid, students who are planning to attend a 2-year community college, students with an established career pathway, and students that will be entering the military. Last year, approximately 80% of seniors qualified for this honor! 200 students completed the RSVP for the event and attended a luncheon, received T-shirts and prizes. This public event not only recognized the qualifying seniors, but it reinforced the importance of the four-year plan to the other students on campus.

## **CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

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

1. **The Development of PLCs:** Continual growth and development of effective instruction through PLCs and weekly collaboration focused on the development of common formative and summative assessments.
2. **A Strong AVID program:** A nationally recognized AVID program (25.3% of the school’s student population) and schoolwide use of WICOR strategies that support student success and promote a college-going culture schoolwide.
3. **Academic Support and Intervention:** A diversity of academic support and intervention programs are offered after school to support student success, along with a variety of focused programs and pathways, such as AP/Honors, ELL, Special Education, and CTE.
4. **Schoolwide Implementation of ExAL:** Systematic implementation of ExAL strategies in every content area to promote and support academic language proficiency in writing and speaking, as well as strategies for engaging with complex texts.

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

1. **Growth of PLCs:** Refine and develop strong PLCs to continue creating and improving common assessments and data analysis.
2. **Cultivating Community Partnerships:** Develop opportunities and partnerships for successful career and college readiness.

3. **Vertical Articulation with Feeder Schools:** Continue to develop articulation with feeder schools.

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

- Classroom observations
- Student work
- Focus group conversations
- Common Assessments
- PLC minutes
- Every 3rd Tuesday data
- District PD schedule
- Staff meeting agendas
- Strategy showcase
- CTE offerings
- Parent attendance logs for classes and other presentations
- Student attendance logs for College Boost and college field trips
- STRIVE records
- 4 year plans

## **CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

### **C1. Challenging and Relevant Learning Experiences Criterion**

**Results of Student Observations and Examining Work:** The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

Santiago High School Students learn through a variety of strategies. Primarily, students receive Effective Instruction (EI), which includes strategies such as: Gradual Release of Responsibility (GRR), Collaborative Learning (CL), Constructing Meaning (CM), Think-Pair-Share with guided questions, Writing- Inquiry- Collaboration- Organization- Reading (WICOR) and Specially Designed Academic Instruction in English (SDAIE). Students receive differentiated instruction via Costa's Levels of Questioning in which some students are able to answer Depth of Knowledge (DOK) Level 3 or 4 questions, while others may be able to answer DOK Level 1 or 2 questions. As a result, teachers are aware of the various levels of rigor needed throughout their lesson. Additionally, students access Explicit Academic Language (ExAl). These strategies are purposeful in providing appropriate explicit academic language as well as literacy support for rigorous content area writing. They include vocabulary word banks, sentence starters, sentence frames, guided annotation, and identifying main claim. Students are able to complete tasks on whiteboards, interactive notebooks, graphic organizers, and using Chromebooks. Santiago High School students demonstrate their understanding of the content through methods like ticket out the door, give one get one, clock appointments, and direct instruction. In Advanced Placement (AP) English classrooms, learning is synthesized collaboratively in Socratic Seminars. Students are assessed based on grade level rubrics, formative assessments, and summative assessments. Students have access to differentiated instruction based on their abilities. Students that have been struggling in English Language Arts (ELA) since middle school are placed in Forward classes, in addition to their ELA course. There, students have access to interventions that provide additional support to help meet the needs of the regular ELA course. In Forward students practice reading fluency, become familiar with their learning styles, become aware of the emotional and social skills needed to succeed, see patterns of what it takes to succeed, and are encouraged to succeed.

**Online Instruction:** There are timelines and pacing guides for completing coursework for asynchronous online instruction.

Online courses are offered at Santiago High School for Economics P, Civics P, and Health Ed. The courses follow the same California state focus standards and pacing as a traditional classroom.

**Student Understanding of Performance Levels:** The students understand the standards/expected performance levels for each area of study.

Santiago High School students are aware of classroom expectations through posted objectives and essential questions in most classrooms. Most students can explain and demonstrate that they

have met the expectation of the learning objectives through conversation, use of notebooks, class work, daily assignments, frequent formative assessments and summative assessments. Additionally, formative writing assessments scaffold expectations for summative writing assessments. Common summative assessments target specific learning outcomes and rubrics are given for summative assessments outlining leveled desired outcomes.

In Forward classes students engage in meta-cognitive activities designed to help them understand how they learn for future self-advocacy. These intervention classes are a provided support to their regular English classes. Students in Forward classes know they are expected to practice reading fluently and better understand their learning style.

**Differentiation of Instruction:** The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Teachers differentiate their instruction for Santiago's diverse student body by integrating whiteboards in math classes, interactive notebooks with annotations, graphic organizers, foldables, and vocabulary in math, science classes, and World Language classes. Additionally, collaborative learning and think pair share with guided questions are used to support instruction. Students engage in academic discourse through Wagon wheel and lines of communication activities. Teachers use specific strategies to differentiate content such as Costa's level of questioning, based on student CELDT level, and Gradual Release of Responsibility in order to scaffold student learning for success. In order to reach all learners, teachers incorporate self-differentiated identified groups to provide targeted instruction, heterogeneous grouping, salsa (low, medium, high) grouping, and specific partner pairs to address weaknesses. To help students with differing levels of academic language, Constructing Meaning strategies are implemented to aid in scaffolding written responses. Students in special education are placed in homogeneous reading groups based upon their reading level to help address strengths and weaknesses.

Santiago High School staff implements Effective Instruction (EI). EI includes Gradual Release of Responsibility (GRR), collaborative learning, Constructing Meaning and Systematic ELD, think pair-share with guided questions, Writing- Inquiry- Collaboration- Organization- Reading (WICOR), and SDAIE methods. EI supports students in progressing toward a proficient or higher understanding of academic standards, college and career readiness standards, and ESLR's. Constructing Meaning includes paragraph frames, sentence starters, and word walls to support student writing.

Many departments differentiate instruction by incorporating Constructive Meaning strategies. ELA incorporates technology through Vocabulary.com, Weebly.com, Kahoot.it, Quizlet, Google forms, Google docs, Google Apps for Education (GAPE), and the online HMH curriculum. The HMH online curriculum includes: Audiobooks, Newsela, interactive lessons, Tutorials, and Level-up websites. SpEd integrates Edge/myngconnect.com for fluency and comprehension, summary of text vs. complete text and Multi-Modal Instruction (visual, kinesthetic). SpEd students take notes on Chromebooks or on paper. STEM CTE differentiates instruction by integrating 3D drawings for Civil Engineering, Architecture, Mechanical and Robotics Engineering, Solidworks, and Autodesk Inventor. Physical education differentiates instruction by offering Cardio Lab.

## **C2. Student Engagement Criterion**

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

Teachers demonstrate they are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology through a variety of ways. Most content areas integrate some sort of technology and many overlap in the form of technology applications or software they use.

Many classrooms implement AVID strategies WICOR, Powerpoints, TED Talks, documentaries, and media presentations. Many teachers utilize direct instruction, modeling, checking for understanding, World Cafe, Weebly, Google Design, Career Research, and Socratic Seminars in order to deliver instruction, integrate technology, and assess student progress. Special Education teachers enhance their instructional content utilizing student's Individual transition plan in order to prepare students for post high school education, careers, and life skills. They do this by offering accommodations for assessments, implementing project based learning, multi-modal instruction, and A/B Partner Share. Additionally, they plan their lessons to allow students to type their notes instead of writing them, using speech to text or text to speech.

ELD teachers use strategies such as oral practice, sentence frames, clock appointments, lines of communications, think-write-pair-share, quick writes, vocabulary matrixes, summarizing, drop-in reading, partner reading, thinking maps, foldables, white boards, ticket-out-the-door, Jigsaw, mini videos, Google Slides, Google Docs, Google Classroom, and online vocabulary matrices to deliver instruction and integrate technology. Students with a CELDT 1-2 are allowed to use technology to translate difficult words.

Math teachers gradually release responsibility to students and model lessons. They incorporate think alouds, instructional videos, Khan Academy, Youtube, Google Classroom, online manipulatives, graphing calculators, Desmos.com, and provide assessments through Illuminate.

Career readiness allows students to research careers and exposes students to job applications, resume writing, and certifications. They incorporate technology by showing TED Talks and are provided opportunities to present their projects using slide presentations. Moreover, they are given hands-on experience and are provided multiple learning modalities.

### **Online Instruction**

Assessing teacher technology competencies

Technology in online courses is imperative as it is used in every aspect of the course. Teachers who cannot demonstrate competency in technology may not participate in the online coursework.

**Teachers as Coaches:** Teachers facilitate learning as coaches to engage all students.

Santiago teachers are trained in and work with each other to develop mastery of numerous coaching strategies to facilitate learning such as modeling, numbered heads, lines of

communication, give one get one, Coffeehouse, World Cafe, and Socratic Seminars. Teachers work as coaches with students to facilitate learning through inquiry, modeling, checking for understanding, and project-based learning. Teachers use Explicit Direct Instruction strategies to introduce new concepts and model the expected outcomes. Then they guide the students through practice and inquiry. Next, they provide opportunities for collaborative activities for project-based learning where students work in teams and the teacher works with small groups of students for remediation. Across various classrooms, students are involved in various activities at different stages of learning such as: taking notes, participating in classroom discussions, creating posters, presenting, reading aloud, or assessing their learning. Teachers model revisions of student's formative and summative writing so that students can support peers' revisions focusing on targeted common mistakes or areas for growth. Structured partner conversations (with sentence frames), whip-arounds to randomly select multiple students to share responses orally (to check for understanding), group activities and labs with individual roles, and group projects all help facilitate learning for all students.

Teachers guide students towards instructional videos from the textbook online resource, Khan Academy and Youtube are used to reinforce learning and ensure they can go at their own pace. Students can access instructional videos through Google classroom. Critical thinking questions are presented and students are provided thinking time either independently or with their partner to think or discuss their answers before presented. AVID tutors guide and coach students in during AVID tutorials. Project-based learning is an integral part of CTE courses. Teachers act as coaches to guide students in their projects.

### **Examination of Student Work**

Students demonstrate they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities

Students are able to share their learning using thinking maps, thinking tools, CM frames/word walls, pair-share activities, ticket in/out the door, numbered heads, quickwrites, Quizizz, formative/summative assessments, essays, World Cafe, Socratic Seminar, and student projects. They also demonstrate their learning using educational software products like Kahoot.it and, Quizlet.

More specifically students demonstrate their learning in ELD via dialectical journals, Says Means Matters charts, formative writing and vocabulary, support summative writing, and application of language functions. In Social Science students demonstrate their understanding of the material by analyzing sources using "Think Like a Historian," contextualizing to understand the meaning of a document, close reading to determine the author's claim and to determine the evidence, corroboration to see if other sources are making the same claims, research, writing assignments, projects, and choice boards. Math and Science students show their learning through their interactive notebooks, graphic organizers, foldables, vocabulary, and summaries. Additionally, Biology students demonstrate their learning by designing controlled experiments, creating flip notes. They continue to demonstrate their learning by conducting scientific investigations and using Socratic Seminars. Math students on the other hand, demonstrate their learning using and interacting with direct notes, and utilizing white boards. In Chemistry classes students show their understanding of the content by writing lab reports that include strong introductions, bodies,

and conclusions. They create table and graphs on chromebooks as well. AVID students demonstrate their comprehension through their binders, focused notes, tutorials, having class work in Google Drive and conducting internet searches for a specific research topic or selecting the college that is best for them. Students highlight and annotate close reading passages to demonstrate their knowledge of identifying the claim, evidence, and analysis of the text. They use questioning methods through Socratic Seminars and World Cafe. In World Languages students demonstrate their knowledge of the material through spontaneous speaking, using Google tools, making inferences, and drawing conclusions. English students demonstrate their understanding of the content by engaging in the writing process.

### **Online**

Student work is reviewed online to determine how students are analyzing, comprehending and conducting effective research

Turnitin.com is utilized by English teachers to help evaluate and review student work. English teachers comment directly on student documents during editing/writing process. Students can also do peer editing using the PeerMark function which provides additional commentary. Google Classroom and Google Forms allow for instant checking for understanding; teachers use collaborative features of Google Apps to instantly correct or suggest different answers on student work. Students utilize technology in the completion of projects, accessing and evaluating source documents, and investigating current information to supplement classroom materials.

Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

Students participate in Socratic Seminars, World Cafe, Coffee House, and writing tasks. More specifically, ELD students demonstrate higher level thinking through peer revision/ annotations of formative and summative writing, and by participating in Give One/Get One activities. Social Science students demonstrate higher level thinking and problem solving skills through World Cafe, and Socratic Seminars, as well as “Thinking Like a Historian,” activities. Science students show their thinking through Flip Notes. This includes videos, articles, online-based interactives/webquests and research. AVID students are part of tutorial groups which allow students to discuss content and inquiry, they are able to participate in project based learning and hold discussions in Socratic Seminars, and produce 30 to 60 second speeches to share their learnings. Culinary students work in groups and hold a specific role in the kitchen. Auto tech students think critically when repairing vehicles and work as a group to solve problems. In computer science classes students write computer programs and games. World Language students participate in food tastings and make ethnic cuisine in small groups at home while video taping their experiences. Visual arts students think, reason, and problem solve before developing their own writing piece. In turn students are able to critique a piece of art either verbally or in written form and discuss successful art with the instructor.

Students use technology to support their learning.

Santiago students use Google Classroom, World Cafe, Socratic Seminar, Desmos.com, geogebra,

online SBAC practice questions, performance tasks, Khan Academy, and virtual labs. Chromebooks are available to all teachers as a resource to integrate technology into assignments in order to enhance student learning. Students utilize technology in the completion of projects, accessing and evaluating source documents, and investigating current information to supplement classroom materials. Teachers assign projects, essays and assignments that require students to use technology to collect evidence and present their findings through essays and multi-media presentations.

Students use a variety of materials and resources beyond the textbook.

Students use technology to complete projects, multimedia for presentations, Chromebook carts to produce their work in software programs such as desmos.com, geogebra, SBAC practice questions, performance tasks, and Khan Academy. Classroom observations revealed most of the technology observed being used was at the substitution level of the SAMR continuum model. In English classes students were able create personal webpages and the ERWC course exposes students to guest speakers and a Skillify networking representative. Students participate in field trips and community based outreach art projects. Students have opportunities to conduct research and present via slide presentations, they use job applications and practice resume writing. Moreover, students have access to Google slides, Google docs, and students participate in interviews, as well as develop creative projects. Students in Science classes have access to supplemental research online, Flip notes, they analyze videos, they have access to Science articles, online interactives, and Webquests. Math content students also have access to Mini Math Tasks. Students in AVID complete research and social justice projects and they are exposed to the FAFSA, Dream Act, and college applications. AVID students are able participate in biweekly tutorials, Socratic Seminars, and produce 30 and 60 second speeches. In their art class, students have access to visual art and in Forward classes students use The 7 Habits of Highly Effective Teens.

**Real World Experiences:** All students have access to and are engaged in career preparation activities.

Santiago high school students have access to and are engaged in career preparation activities throughout the campus. Santiago high offers students a number of pathways: Engineering, Education, Career Readiness, Automotive, Computer Science, STEM, and Culinary. Throughout these, students are able to participate in career preparation activities. Engineering Pathway students participate in UCI competitions; they have access to field trips and job shadowing opportunities that may lead to internships. Through UCI, engineering students are able to design, build, and race energy efficient vehicles and are able to participate in the Orange County Maker Fair to design marketable products, produce prototypes, and display them. Students also have access to guest speakers in various career areas. CTE Courses provide real world project opportunities such as: designing hydraulic braking systems, designing and producing shop

equipment, building and programming robots, and planning and organizing culinary labs. Culinary students are able to go on field trips to the Ritz Carlton. The education pathway provides students with the opportunity to visit and assist severely disabled students at Clinton Elementary School along with take part in a variety of field trips.

## **CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

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

1. **Increased Collaboration to Create Common Assessments:** Teachers meet three times a month for collaboration meetings to discuss student progress and create common formative assessments.
2. **Use of ExAL to Differentiate Instruction:** Differentiated instruction based on student linguistic and academic abilities, such as ExAL, that supports multiple learning styles.
3. **Checking For Understanding:** Teachers use a variety of strategies to check for understanding and ensure student accountability.
4. **Focus on Critical Thinking and Higher Levels of DOK:** Critical thinking skills are promoted through student collaboration and inquiry in lessons, assignments, and assessments.
5. **Schoolwide Use of Technology:** Using technology in the classroom.

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

1. **Writing Across the Curriculum:** Incorporate more writing assignments in all content areas.
2. **Technology:** Continue schoolwide implementation of instructional practices to grow along the continuum of the SAMR model.

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

- Syllabi or course overviews
- Teacher observations
- Student work samples
- Objectives and Essential Questions
- Log of weekly collaboration minutes and agendas
- Student notebooks
- Rubrics
- Classroom Chromebook carts
- Every third Thursday observations
- SBAC testing results
- Summative and Formative Assessments
- Google classroom
- Ticket out the door
- System 44

- Constructive Meaning
- ExAI
- Lesson Plans
- Use of variety of online programs

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

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

**Professionally Acceptable Assessment Process:** The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data.

Santiago High School uses the data management system, Illuminate, and the Aeries grading system to collect, disaggregate and analyze student performance data. Data is analyzed through school wide Professional Learning Communities on a regular basis. Some examples of data collected and analyzed include AP scores, CAASPP scores, CELDT scores, district benchmarks and local PLC assessment data.

Student assessment data is analyzed by PLCs to guide instruction, adjust assessments, and determine best practices to improve student learning and school. The special education PLC uses the data to assist in determining IEP goals, accommodations, modifications and instructional practices to best meet student needs.

A data analysis tool is completed each quarter for each PLC. This tool is used to determine best practices to re-teach and instruct students. This tool lists how all students performed on the assessment and provides opportunities to evaluate strengths and weaknesses. Teachers discuss ways to re-teach or re-test based on student results. Students are given opportunities for test corrections to learn from their mistakes and improve test scores.

**Monitoring and Reporting Student Progress:** The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Santiago uses the Aeries Parent Portal as a primary tool for communicating student progress to parents and students. Through the parent portal grades and attendance can be monitored. Students are given Progress Reports, Quarter Grade Reports and Semester grade reports. Another source of information for parents regarding student completion of academic standards is the school website. The website offers information on Back to School Night, Open House, and Parent trainings on assisting their child succeed in school. It also lists all teachers' e-mails to ask questions regarding student progress.

Parents also receive CAASPP, PSAT and CELDT results by mail. There are several parent nights a year where parents can receive assistance in understanding assessment results for exams such as the PSAT or Early Assessment Program.

Other meetings to support students and communicate with parents include AVID meetings, IEPs and counselor meetings. There are several award tools at Santiago to recognize students who are improving such as positive postcards, certificates of completion, senior awards night, fine arts night and JROTC awards.

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

Students meet with counselors twice a year to discuss academic progress, class schedules and future career plans. Students are counseled on A-G requirements, and college applications. Students are given a copy of the four year plan to share with parents. Student grades are sent home quarterly to monitor progress. Weekly progress reports are available for students in AVID or Forward programs.

PLCs meet weekly to create a variety of common formative and summative assessments. Results of common assessments are reviewed. Teams discuss levels of rigor, learning goals and best instructional practices. PLC teams also review district benchmarks and SBAC assessment results. PLCs also discuss grading practices to ensure equity among the same content areas.

Students who have not met standards are referred to tutorial. Teachers or administrators refer students to tutorial. Each PLC department has also developed their own after-school intervention to reteach students.

Credit recovery programs and APEX meet twice a week for two hours to assist students who have not learned standards. Students with IEPs are given quarterly progress reports to monitor progress. Students can receive assistance during after school tutoring on Tuesdays and Thursdays.

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

**Appropriate Assessment Strategies:** Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

Teachers at Santiago use both summative and formative assessments to monitor student growth. Many teachers use electronic assessment tools such as Kahoot and Quizlet as formative assessments for immediate feedback. These tools allow teachers to see what concepts need to be re-taught prior to summative assessments. Teachers also use tools like Google Suites and Flubaroo as data management tools for PLCs to use to disaggregate the assessment results.

Each PLC is in the process of creating a common writing prompt each semester to assess students. These writing assessments are based on a text where students are required to cite evidence in their writing. The writing samples are also reviewed in weekly PLC meetings.

In addition to school assessments, students also complete quarterly summative district benchmarks. Student mastery is assessed based on five levels: Advanced, Proficient, Basic, Below Basic, and Far Below Basic.

**Demonstration of Student Achievement:** Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

Santiago has collaboration time each week for all PLC groups. Teachers use a variety of assessment types including lab write ups, performance tasks, Socratic seminars, Google classroom polls, Kahoot, quizzes, writing tasks, projects and tests. For common assessments the data analysis tool is used. Student who fail to meet progress standards are given additional opportunities to demonstrate mastery including after teacher assistance, after school library help and Boys and Girls Club tutoring.

**Student Feedback:** Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

Counselors meet with students twice a year to discuss schedules and plans for after high school. Students discuss their four year plan, and include discussions on A-G requirements. In the strategic plan survey 76% of students stated that “adults at this school have helped me understand A-G requirements.” Another survey finding is that 87% of students felt their teachers encouraged them to work hard to ensure post high school success. In an ASB panel students expressed Santiago has helped them be success at Santiago by providing challenging courses, AVID, and meeting with counselors and teachers. Students also report that programs like “College Boost” has assisted them with FAFSA and EOP applications.

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

**School Assessment and Monitoring Process:** The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

There are several ways student progress is reported to stakeholders. The most frequent methods for communication are report cards and progress reports. The school’s SARC (School Accountability Report Card) is also available on the school website.

**Curriculum-Embedded Assessments:** The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

The PLC groups at Santiago provide multiple opportunities to discuss standardized results on assessments such as the CELDT, SBAC, SAT, EAP or AP exams. These scores are used to develop instruction and intervention to improve student learning based on results. The results are also used to guide class placement and intervention options. Students who are below standards may be referred to Homework Central, where students can receive help from two credentialed teachers, a Boys and Girls club member and National Honor Society peer tutors.

**Schoolwide Modifications Based on Assessment Results:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process. The school periodically assesses its curriculum and instruction review and evaluation processes. The school employs security systems that maintain the integrity of the assessment process.

One of the findings from assessment results is that Santiago's ELL students are functioning significantly below the English proficient students. One response to this finding was the development of multiple programs to support English Language Learners. Additional sections were created to lower the teacher student ratio in core academic classes. Also, two summer programs were implemented to support ELL students: AP Boot Camp and Summer Bridge Program. Data from assessments results is also used to determine class placement.

The district offers several opportunities for professional development to support teachers. Several workshops are offered at the beginning of the year in "Super Week," but additional workshops are available throughout the year. Teachers on special assignment also provide regular support to schools and teachers with strategies that are most effective to work with ELL students.

The Instructional Leadership team at Santiago works with the staff and the district to review and provide feedback on curriculum and instruction. District guidelines are reviewed to ensure vertical and horizontal alignment of the curriculum and assessment tools.

The AVID program monitors student progress and provides support to students who need assistance. They assist students with the creation of a 4 Year Plan to guide students to college.

The majority of teachers at Santiago use the District Recommended Grading Guidelines. Some guidelines include a grading policy that only allows homework to count for 10%, and late work policies. Many teachers also allow test corrections or test retakes or rewrites.

Security for standardized assessments is maintained by Assistant Principals and counselors who proctor exams. Student cell phones are collected prior to administration of PSAT, AP and SBAC exams.

Several departments report using Illuminate to disaggregate data. These results are used to improve assessment questions, and provide a basis for what determining what content needs to be re-taught. I In PE, the entire district use the same summative assessment, the fitness test and also mile runs and fun runs.

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

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

- Flexible Master Schedule
- PLCs collaborate weekly to discuss the development of common assessments and student assessment results. Student results and intervention opportunities are also discussed.
- Teachers use a variety of assessment tools to check for understanding from traditional assessments to electronic assessments. Teachers at Santiago use many standards based assessment tools.
- Students are given multiple opportunities for additional academic support through after school tutoring and credit recovery options.

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

- Santiago will create additional opportunities for student support and intervention during the school day.
- Common Assessments: Santiago will continue to build the number of common assessments created, administered and analyzed in the PLC teams.
- Technology: Increase training for more technology resources for assessment including on line assessments and flipped classroom model

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

- Focus Group Meetings Agendas and Notes
- Observation Notes
- PLC Meeting Agendas and Notes
- Student work samples
- PLC writing prompts
- Illuminate reports
- D/F lists, student grade reports
- Self Study Report
- Quarterly benchmark results
- APEX enrollment
- Common assessment results
- Rubrics
- PLC Collaboration Outcome tool

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

### **E1. Parent and Community Engagement Criterion**

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

The school has multiple avenues for the communication they have with the parents. According to the school survey, in 2015, 92.3% of parents responded that they are kept informed about the district and school events. Parents expressed that Santiago is welcoming and reached out to get parents involved in the education of their children. Parents also participate in different parent organizations. There are also programs that support parents in parenting strategies and personal development, such as The Latino Family Literacy Project, “Boys Town Common Sense Parenting” program, “Bullying/Cyberbullying Internet Safety,” “Social Media Education”, and Girls and Boys Club of Garden Grove “Positive Parents” program. All these programs revolve around the need to give tools to parents to be successful.

**Use of Community Resources:** 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.

The Business/Industry and Community Involvement Pathway has allowed students with a penchant in a specific area to have experiences that connect with a post high school life. Speakers are brought into the school, and students practice their skills, ie. cooking for an audience or running a lemonade business to understand expenses and profit. Also, the Robotic Club participated in UCI Rescue Robotics Invitational wherein they won 1st place. The Automotive Technology Program members attended NHRA career day. In addition, Santiago has a visual and performing program and they perform in multiple venues in the community. Students also benefit from a partnership with Kaiser Permanente which provides a Sexual Health Awareness assembly.

Santiago has several programs to support students: workability for those with special needs, Boys and Girls Club, AVID, Career Pathways, and ROP/CTE classes. There are also partnerships with colleges, business sponsorships, and the Alumni Association funds scholarships and classroom materials. Santiago’s clubs also perform community service in conjunction with other groups in the community.

## E2. School Environment Criterion

**Safe, Clean, and Orderly Environment:** The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

This criterion was selected as an area of growth based on survey results in 2016, where 35% disagreed that the school is clean. However, the school maintains that the custodial staff keeps the school clean and functional working order. Trash cans have been purchased, regular graffiti control takes place, plus the campus has undergone a beautification process when new benches and tables were brought in. The school safety plan encompasses a Site Emergency Plan, which is renewed annually and designates specific duties to staff. The school also has Red Backpacks with emergency and first aid equipment. Students are under the supervision of staff during sports activities, where all supervising adults are equipped with 2-way radios. A Garden Grove resource police officer is often on campus, and there are numerous campus security aides.

**High Expectations/Concern for Students:** The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

The administrative team has aligned caseloads by grade level to address student issues. Students receive a “Student’s Expectations” presentation at the beginning of each semester. Also, students are informed of the “Cavs Are” program, which is a positive behavior program and the Tier 1 program in their PBIS implementation.

There is an outreach to parents regarding Bullying and Cyberbullying, while the the FNL sponsors an Anti-Bullying Week. There is also special training for “Anti-Bullying Ambassadors,” and ASB sponsors kindness weeks.

High expectations are shared with students through “Cavs Crew”, “You Made a Difference Postcard”, and Student of the Month. In their survey, 86% of the students agreed that at least 1 adult tells them they are doing a good job. An outside agency is contracted to provide mental health support for students.

Students are given support according to their designation and needs. This is shown in the master schedule for EL classes and support for students who have IEPs. There is also tutoring, AP Boot Camp and Summer Bridge. The school also celebrates ethnic and cultural differences in the school community.

**Atmosphere of Trust, Respect, and Professionalism:** The school has an atmosphere of trust, respect, and professionalism.

Santiago’s faculty collaborates weekly, either in course alike or departmental groupings. Each of these groupings are designated PLCs, which established group norms, work collaboratively and keep notes through Google docs. The survey demonstrated that 91% of the staff agreed that “this

school has a safe environment for giving peer to peer feedback.” Teacher meetings as well as those from different school committees are documented through Google Classroom. Teachers collaborate to create lesson plans, intervention systems for students, and to support each other in professional growth

### **E3. Personal and Academic Support Criterion**

**Adequate Personalized Support:** The school has available and adequate services to support student’s personal needs.

The staff makes referrals to mental health, and health related services based on student needs. In addition, CTE pathways are available in five key areas: Culinary Arts, Hospitality, Engineering, Automotive Technology, Computer Science, and Education. The STRIVE program is for students with “severe behavioral needs” and is based on 16 social skills. To support academic and college counseling, Santiago has the AVID program, and the Cavalier Center is staffed by a full time College Adviser.

**Support and Intervention Strategies Used for Student Growth/Development:** Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

There are multiple opportunities for credit recovery for students throughout the year. There is also D validation, to remain A-G eligible, through APEX classes. For those who are in danger of failing, staff refers them to mandatory tutoring in the library after school. Tutoring is also provided before school, during lunch, or within individual departments. Those who are far behind are referred to Hare High School, which is a continuation school. Home teaching is available for health fragile students.

**Support Services – Interventions and Student Learning:** The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

Data is analyzed by different groups, from PLCs, departments, whole staff, and department chairs. Students falling behind are referred to mandatory tutoring, and parents are notified. Administrators meet with students who have Ds or Fs every three weeks. Students are encouraged to check their grades in Aeries regularly. Students are also sent to intervention after school if they have holes in their skills which need to be retaught. Each teacher has the ability to specify the needs students have, so that those who assist in the library know how to support students.

The master schedule is student driven and there is an open access policy for AP classes. The supports provided for students in AP classes range from Boot Camp, tutoring, field trips, and reteaching. For those coming from the middle school who have been pre-flagged as at-risk, an “Early Start Program” is available, as well as the FORWARD class. In addition, there are math and English classes that are focused on skills that need to be taught or retaught to students. On line classes are also available to students.

**Equitable Support to Enable All Students Access to a Rigorous Curriculum:** Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

According to the student survey, 72% of students believe that Santiago “focuses on academic success for all students.” The school culture is built upon the belief that all students can achieve and succeed if held to a set of high expectations in a supportive environment. 82% of students agree that “my teachers believe I can do challenging work”. The Open Access Policy to AP courses, our student driven Master Schedule, and the allocation of resources to areas that directly support the success of all learners. The Open Access Policy for AP courses allows and encourages students to challenge themselves with college- level curriculum without the barrier of restrictive entrance requirements.

To assist at-risk students in the transition to high school from 8th grade, they offer an “Early Start Program”. This program has been effective in motivating underperforming or otherwise “at-risk” freshmen to achieve success in high school. Incoming freshmen AVID students also participate in a Summer Bridge Program as do many AP students.

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

In 2016, 64% of students were involved in at least one co-curricular activity according to the responses on the student survey. 80% of students believe they have opportunities to participate in sports, clubs, programs or activities as shown in the student survey. Only 6% of students disagreed or strongly disagreed with this statement. Hundreds of Santiago students participate on athletic teams where they learn the important traits of commitment, dedication and grit. Hundreds more participate in over 50 different clubs with multiple foci.

## **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):**

1. **Academic Support and Intervention:** A variety of academic support and intervention programs are offered outside of the school day to support student success, along with a variety of focused programs and pathways, such as AP/Honors, ELL, Special Education, and CTE.
2. **Open Access to AP Courses.** Every student has the opportunity to challenge themselves by taking rigorous AP classes or Honors classes with support from multiple interventions and programs, outside of the school day..
3. **Climate of Connectedness.** Santiago effectively links curricular and co-curricular activities, helping to create a culture where students strive both academically and socially. The strong sense of school spirit is felt by all members of the school community,

helping to create an environment of acceptance and nurturing. The “Cavs Are” program has created a cohesive school culture which has contributed to a positive environment.

4. **Atmosphere of Mutual Trust and Respect.** All stakeholders are involved in the decision making process thus ensuring transparency and creating an atmosphere where members of the Santiago community feel valued. Parents have wide range of avenues to access the school in different languages and at different times.

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

1. **Increase Student Involvement.** While involvement in clubs and athletic teams in high, there is a goal to get 100% of students connected to the school through membership in a club, organization or athletic team. Gather student participation data to develop a baseline.
2. **Community and Business Involvement.** Reinforce relationships with the community by finding new opportunities for local businesses and organizations to be involved in school programs and the evaluation of student work.

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

- Observation Notes
- Focus Group Meetings Agendas and Notes
- PLC Meeting Agendas and Notes
- Student sign in forms to a variety intervention classes and opportunities
- PLC planning for intervention notes
- Student enrollment in AP classes
- Illuminate reports
- D/F lists, student grade reports
- Self Study Report
- Quarterly benchmark results
- APEX enrollment
- Common assessment results
- Rubrics
- PLC Collaboration Outcome tool
- Student and parent interviews

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

**Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.***

**Schoolwide Areas of Strength** (list numerically)

1. Climate of connectedness (staff-student, staff-parents, staff-staff)
2. AVID
3. Effective site leadership
4. Development of PLCs
5. Parent involvement
6. Variety of interventions outside of the school day
7. ExAL
8. Availability of technology for students

### **Schoolwide Critical Areas for Follow-Up**

**(list numerically; Include who, what, why, and the impact on student learning)**

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

1. PLC teams continue to build the number of common assessments created, administered, and analyzed to guide instructional practices and improve student learning.
2. Staff continues schoolwide implementation of instructional practices to grow along the continuum of the SAMR model to increase critical thinking, DOK, and student success.

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

**(Note: Show the relationship to what the school has already identified, if possible.)**

1. Staff explores, develops, and implements systematic intervention for students during the regular school day to support and improve student achievement.