



SCRIPPS RANCH HIGH SCHOOL MIDTERM PROGRESS REPORT

**10410 Treena Street
San Diego, CA 92131**

San Diego Unified School District

Spring 2012

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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Section I: Introduction and Basic Student/Community Profile Data, including Summary of Data (updated Chapters I and II of the school's last full self-study report)

Include the following:

- A general description of the school
- Schoolwide student goals
- Student demographics
- Faculty/staff demographics
- An analytical summary of disaggregated and interpreted student achievement data since the last full self-study
- Show growth or change for the entire school and designated subgroups of students
- Note the status of the school with respect to governing authority expectations, e.g., program improvement school, year three; Academic Performance Index (API); audit and resulting corrective action plan integrated into the single school plan. *(Utilize the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports.)*

Community

Established in 1993, Scripps Ranch High School (SRHS) is one of 18 comprehensive high schools in the San Diego Unified School District (SDUSD). Located in Scripps Ranch, a northern suburb of San Diego, SRHS serves students living in Scripps Ranch and small portions of the Mira Mesa and Rancho Peñasquitos communities. The current school enrollment of 2372 students includes approximately 20 percent of students who live outside the school's residential area and are attending SRHS via various district enrollment programs including the Voluntary Enrollment Exchange Program (VEEP), Choice, No Child Left Behind (NCLB) and Program Improvement School Choice (PISC). These students come to SRHS from downtown, east and southeast San Diego, City Heights, Clairemont and Kearny Mesa.

The SRHS campus, thirty-two acres of permanent and portable buildings, is situated just east of Interstate 15 and north of Marine Corps Air Station Miramar.

SRHS is a leader in student achievement in the Greater San Diego County area and has earned the distinction of having the second highest ranking Academic Performance Index (API) score (883) of comprehensive high schools in the San Diego County. It has been recognized as a California Distinguished School and a National Blue Ribbon School. In addition, SRHS received a medal in the U.S. News and World Report's "2007 America's Best Schools" ranking and a six year accreditation from the Western Association of Schools and Colleges. These accolades are evident in the accomplishments of the Class of 2011, which boasted five National Merit Semi-finalists, 122 AP Scholars, 49 California Scholarship Federation Life Members, and 27 National Honor Society Members.

In addition to academic enrichment, SRHS offers a myriad of extracurricular opportunities for students, including seasonal sports teams, ASB, Marching and Concert Bands, Choir, Color Guard, Drama, Orchestra, Journalism, Yearbook, and approximately 50 school clubs which engage the interests of the student body.

State and Federal Programs

SRHS receives minimal supplemental funding from Federal and state sources. A non-Title I school, SRHS receives categorical funding of about \$103,000 from the state for School-Based

Coordinated Program, Gifted and Talented Education (GATE), English Learner (EL) and various smaller funding categories. These funds are managed by the School Site Council (SSC).

Parent and Community Programs

Parents and community members have many opportunities to become involved at SRHS. The SRHS Foundation is the main parent organization for the school but many school programs have parent/community support organizations. Examples include sports, performing arts, and class booster clubs, program advisory groups, and guest speakers.

School-Business Relationships

SRHS has formal and informal partnerships with the business community. Formal partners include Lockheed Martin, Northrup Grumman and MCAS Miramar.

Demographic Data-School Purpose

Vision

We recognize, support, respect and value excellence, individuality, diversity, and creativity. We are committed to the intellectual achievement, emotional and social growth, and athletic and aesthetic development of each student in a creative, caring, collaborative environment so that each student may succeed as a contributing member of a democratic society.

Mission

As a comprehensive educational institution, Scripps Ranch High School prepares students for their future, including college, military commitments and/or careers. SRHS provides an environment that supports quality instructional programs driven by continuous improvement and innovation. These programs are measured by student progress and performance in a creative environment responsive to changing technologies. Parents, students, staff, and community are mutually responsible and accountable for success.

School Status

Scripps Ranch High School receives no Title I funding and currently is not under any state or federal sanctions. All Annual Yearly Progress (AYP) criteria have been met since 2002.

Enrollment

The current SRHS population data can be seen in Table 1. The total enrollment for the past few years has been somewhat stable at approximately 2400 students.

White students make up a little less than one half of the student population with Hispanic, Vietnamese and Filipino students comprising the largest minority populations. Table 2 and Figure 1 show the ethnicity breakdown for 2011-12.

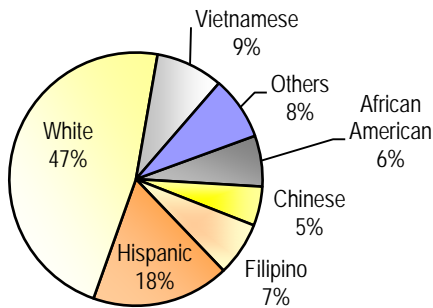
Table 1. Enrollment History

Year	9 th	10 th	11 th	12 th	Total
2008-09	720	603	523	483	2329
2009-10	678	658	562	495	2393
2010-11	660	635	619	551	2465
2011-12	617	595	573	592	2377

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

Table 2. 2011-12 Ethnicity by Residency

Figure 1. Ethnicity 2011-12
(Total Enrollment 2377)



SRHS serves about 500 students living outside the neighborhood attendance boundaries. Ethnicity data by residency is also shown in Table 2. SRHS non-resident students live in many San Diego neighborhoods and attend SRHS via the Voluntary Enrollment Exchange Program (VEEP), Program Improvement School Choice (PISC), Federal No Child Left Behind (NCLB), and SDUSD School CHOICE.

Program enrollment of SRHS students is shown in Table 3. Most program enrollments have been

stable during the past few years. The number of CHOICE students is dependent on enrollment capacity as CHOICE students have the lowest priority, by district policy, for enrollment at SRHS. *Note: Students may be counted in more than one program.*

The SRHS faculty consists of 105 certificated staff including three administrators, the library media teacher, the school psychologist, the speech pathologist and the school nurse. All teachers hold a valid credential for the courses they teach and are highly qualified under No Child Left Behind legislation.

Fifty-five current staff members were here for the 2008-09 school year and the WASC accreditation process. Many other staff members from 2009 have since retired (23) and have been replaced through the process defined in the collective bargaining agreement with the San Diego Education Association (SDEA).

SRHS has a new principal for 2011-12. The former principal is now a superintendent in a different district. One vice principal was here in 2009 and the other was a teacher at SRHS in 2009.

Program	Enrollment
CHOICE	48
English Learner	73
GATE (incl Seminar)	1058
GATE Seminar	263
NCLB or PISC	192
Special Ed	116
VEEP	151

Table 3.

Achievement Data

Figure 2 (next page) best depicts student achievement at SRHS. The gray line shows the total school API increasing over 60 points in the last four years. Sub-group API scores have consistently improved over the past four years as well. Some sub-group lines in Figure 2 are not continuous due to some sub-groups having insufficient numbers to be considered significant in some years.

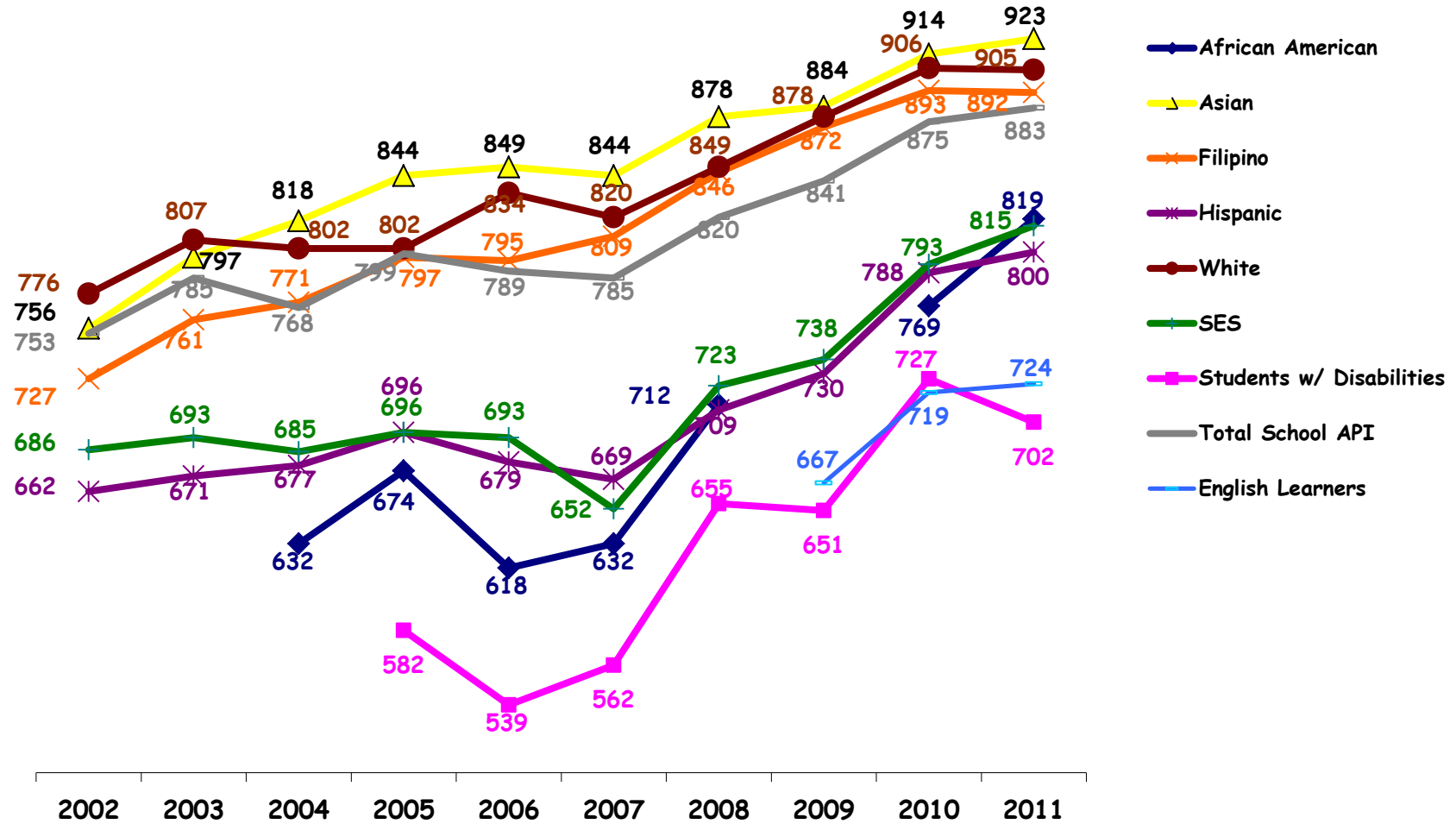
The gap between the higher performing groups and the lower groups is narrowing. We are not sure why the API for students with disabilities decreased last spring. A possible explanation may be due to the fact that an increasing number of these students were taking the California Modified Assessment (CMA) for ELA, algebra and geometry.

Table 4 shows how SRHS sub-groups are scoring above district and state APIs for all groups. Even though the API for students with disabilities declined, their API is significantly higher than district and state scores.

Table 4. Disaggregated API Scores

API	SRHS	District	State
Overall	883	798	742
African-American	819	726	650
Asian	923	878	866
Filipino	892	857	824
Hispanic	800	735	688
White	905	890	810
SES	815	746	684
English Learner	724	717	640
Students with Disabilities	702	628	501

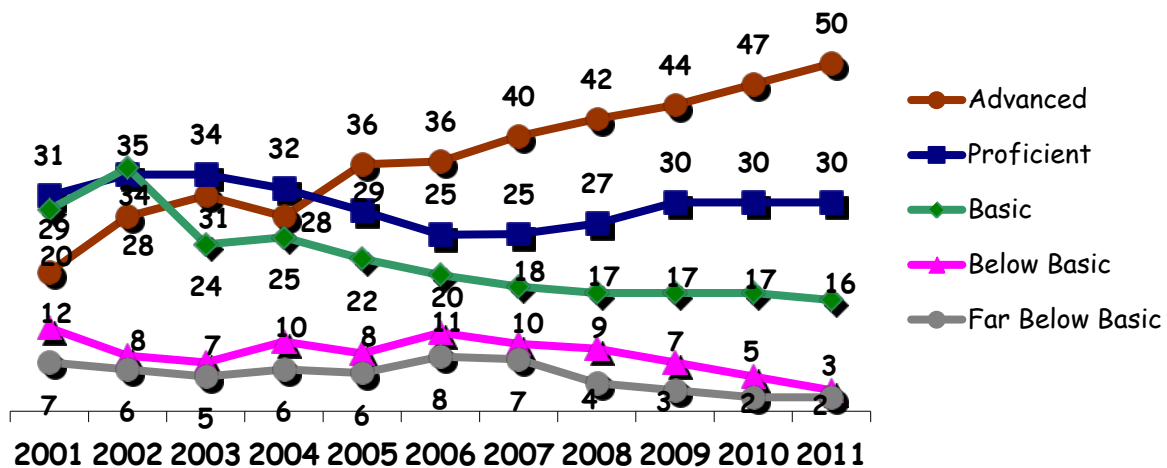
Figure 2. Sub-Group API Growth Including Total School



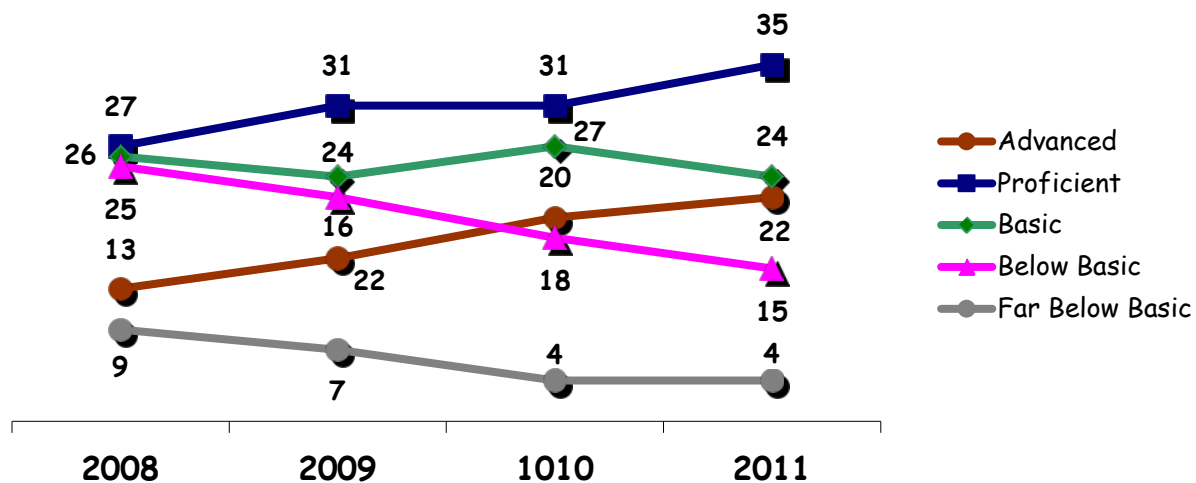
California Standards Tests (CST)

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

CST ELA Grades 9-11
(percent of students)

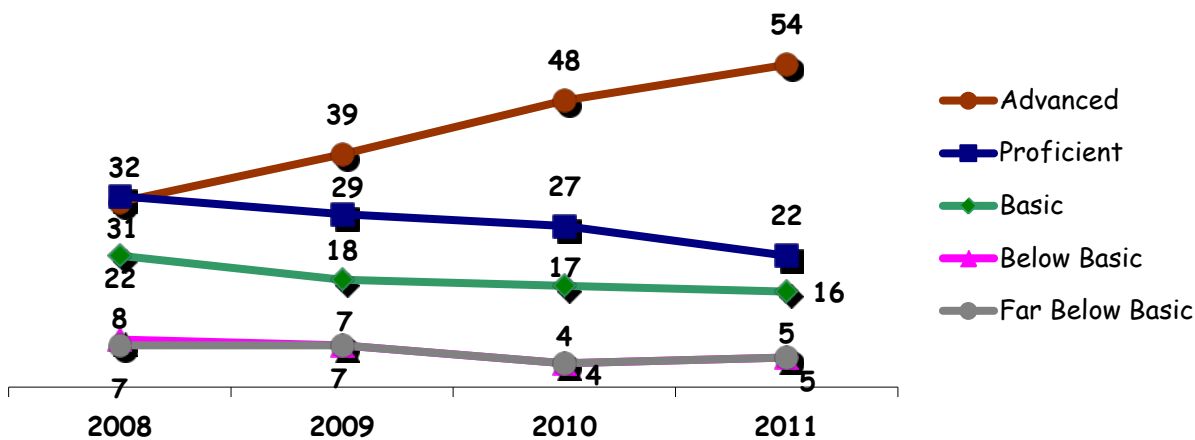


CST Math-All Students
(percent of students)



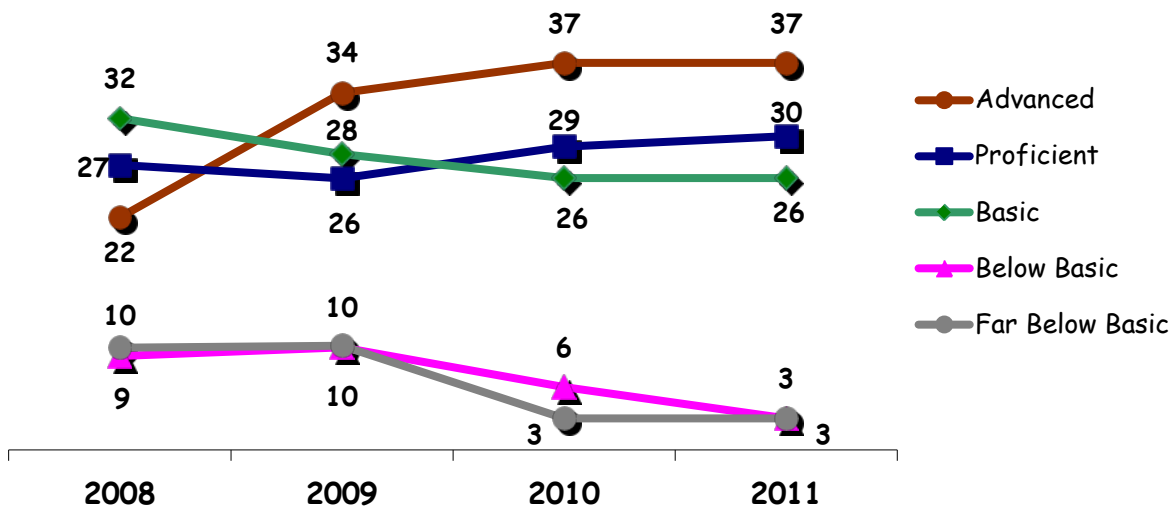
CST History/Social Studies All Students

(percent of students)



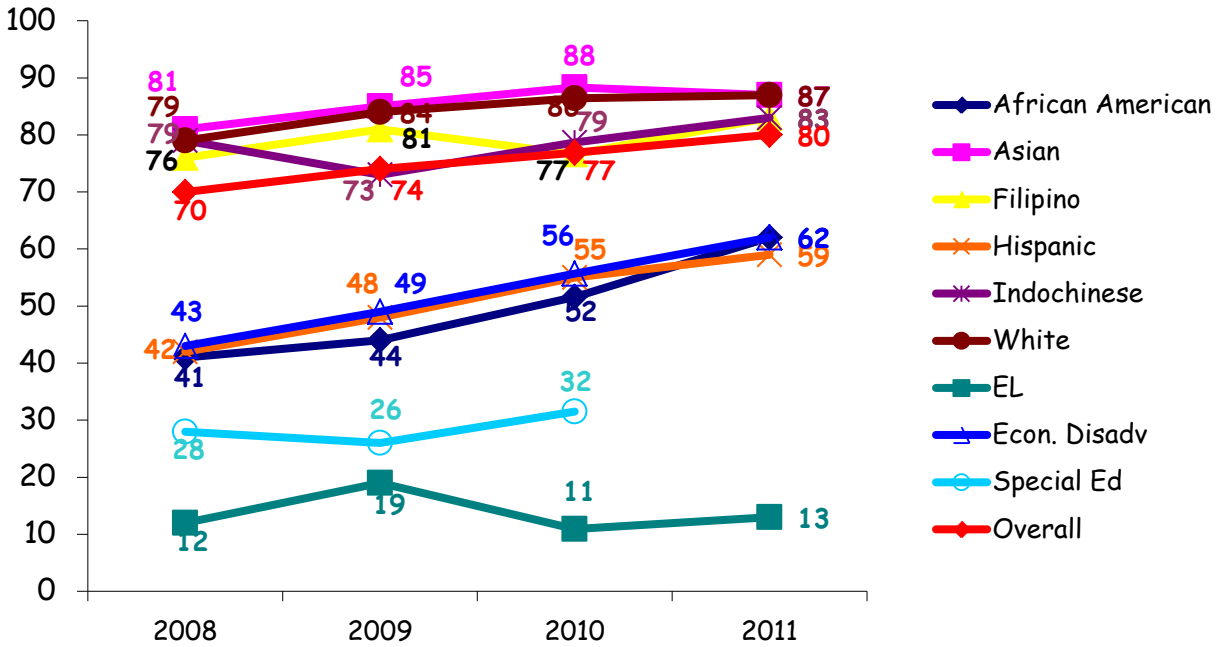
CST Science-All Students

(percent of students)

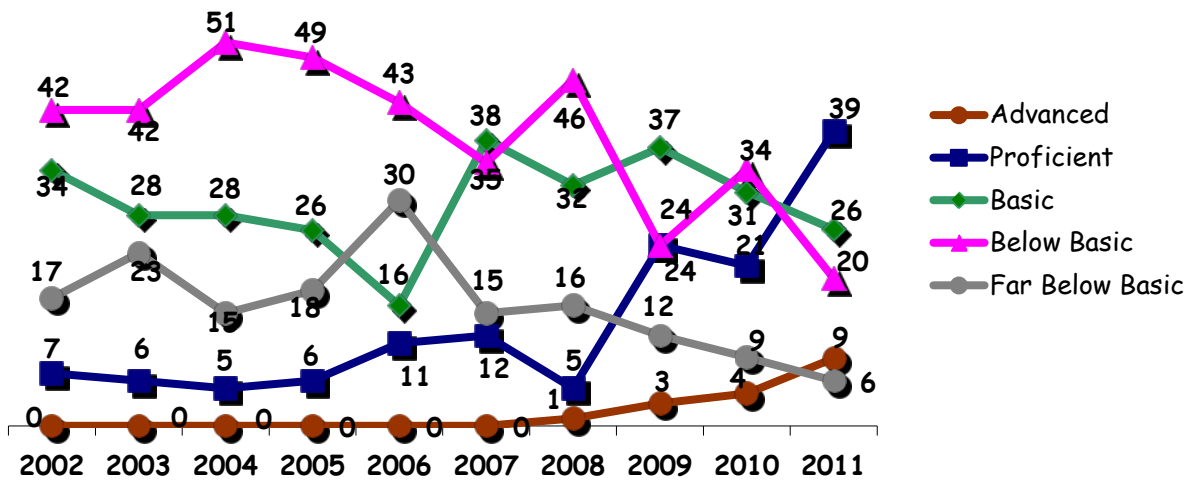


The following three graphs show the specific growth for sub-group English, the improvement of Grade 9 math (specifically Algebra) and the growth in Physics (mostly 9th graders).

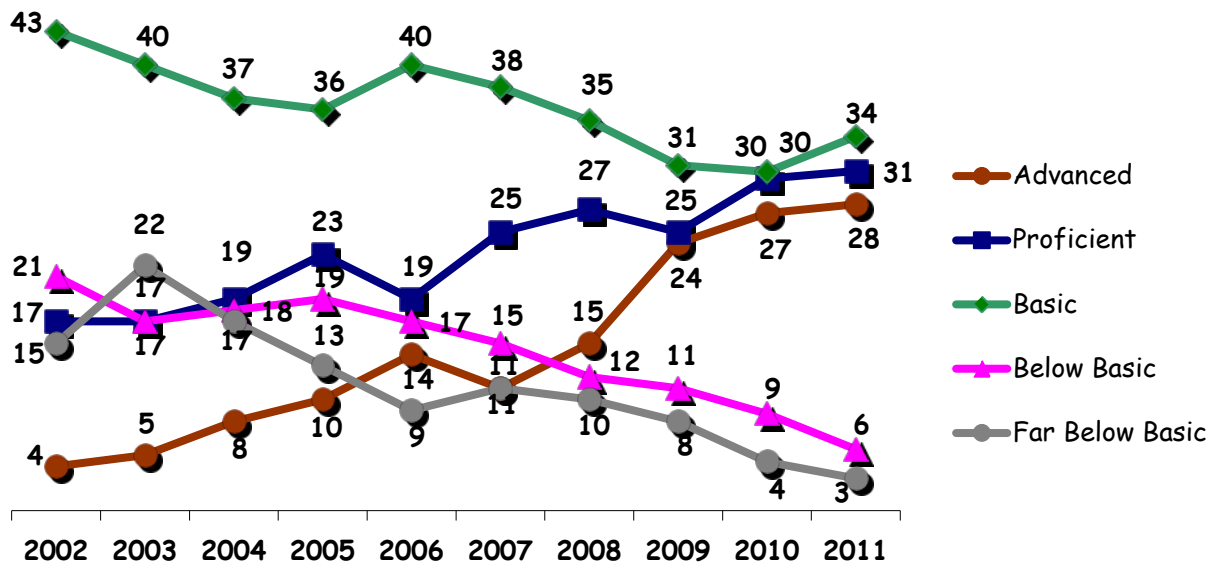
CST ELA Disaggregated
(pct Proficient or Advanced)



CST Algebra 1
(percent of students)



CST Physics (percent of students)



California High School Exit Exam (CAHSEE)

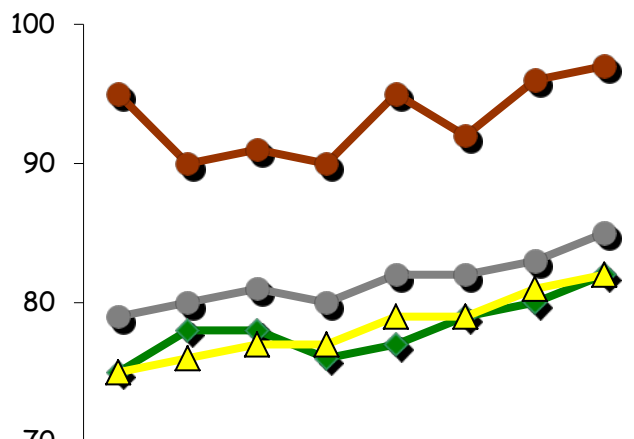
The percentage of SRHS students passing the CAHSEE during tenth grade is shown in the chart below. Pass rates for English Language Arts (ELA) and math have historically been above 90 percent.

Typically the SRHS students who struggle with passing the CAHSEE are English Learners, passing the ELA portion, and special education students passing the math portion. Recent legislation has exempt special ed students from passing the CAHSEE.

SRHS has a CAHSEE English support class and a CAHSEE math support class. The class of 2012 (seniors) have ten students who have not passed one or both parts of the CAHSEE. Seniors take the CAHSEE again in February.

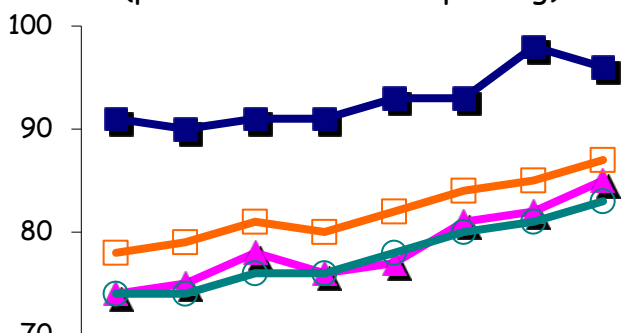
The junior class (2013) has 45 members who have not passed both parts of the CAHSEE. Seven need ELA only, 13 need math only, and 15 of the 25 who need both ELA and math do not have a previous CAHSEE result. The juniors took the CAHSEE this past November (we're awaiting the results) and those who have not passed will take the CAHSEE again in March.

CAHSEE Grade 10 ELA
(percent of students passing)



	2003 -04	2004 -05	2005 -06	2006 -07	2007 -08	2008 -09	2009 -10	2010 -11
● ELA SRHS	95	90	91	90	95	92	96	97
◆ ELA District	75	78	78	76	77	79	80	82
● ELA County	79	80	81	80	82	82	83	85
▲ ELA State	75	76	77	77	79	79	81	82

CAHSEE Grade 10 Math
(percent of students passing)



	2003 -04	2004 -05	2005 -06	2006 -07	2007 -08	2008 -09	2009 -10	2010 -11
■ Math SRHS	91	90	91	91	93	93	98	96
▲ Math District	74	75	78	76	77	81	82	85
□ Math County	78	79	81	80	82	84	85	87
● Math State	74	74	76	76	78	80	81	83

Adequate Yearly Progress (AYP)

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

2011 met 17 of 17 AYP criteria	2007 met 22 of 22 AYP criteria
2010 met 13 of 13 AYP criteria	2006 met 18 of 18 AYP criteria
2009 met 13 of 13 AYP criteria	2005 met 22 of 22 AYP criteria
2008 met 22 of 22 AYP criteria	2004 met 14 of 14 AYP criteria

Local Assessments

District level assessments (Benchmark Exams) are available in many subject areas. In the past three years, Benchmark Exams are a feature in DataDirector. Exams and preprinted answer documents are available to teachers for download; and with the Data Scanner system, exams can be scored and results uploaded into DataDirector here at the site for analysis and reporting. A concern is that district benchmark exams frequently contain errors or ambiguous questions so some departments/teachers are skeptical regarding their use.

Site-developed departmental benchmark exams, as well as some course specific exams, e.g., chemistry, have also been used by some departments at SRHS.

The SSC and Instructional Leadership Team (ILT) also monitor school data on a monthly basis. Enrollment, ADA, suspensions and progress report/report card data can be seen in the following tables:

INDICATORS	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
2009-10 Enrollment	2,406	2,398	2,387	2,385	2,372	2,379	2,376	2,362	2,358	2,352
ADA	97.83	97.82	96.47	96.51	96.38	96.60	96.53	96.59	96.74	96.65
Suspensions	7	7	9	6	13	19	22	29	20	10
2010-11 Enrollment	2,469	2,462	2,451	2,434	2,427	2,421	2,410	2,399	2,385	2,376
ADA	97.88	97.51	97.19	96.90	96.85	96.68	96.6	96.53	96.6	96.6
Suspensions	18	18	10	15	14	33	27	12	20	
2011-12 Enrollment	2,378	2,370	2,364							
ADA	98.13%	97.54%	97.46%							
Suspensions	12	17	15							

The number of students with three or more Ds and Fs each grading period are identified and seen by their counselor to make sure they are accessing the academic help they need. This measure, as well as identifying students scoring Below Basic and Far Below Basic in ELA and math, helps us ascertain that these students are getting the support and academic help they need to be successful at SRHS. Details of our intervention programs are discussed in Section IV. The following table shows this D and F data (number of students with three or more Ds and Fs).

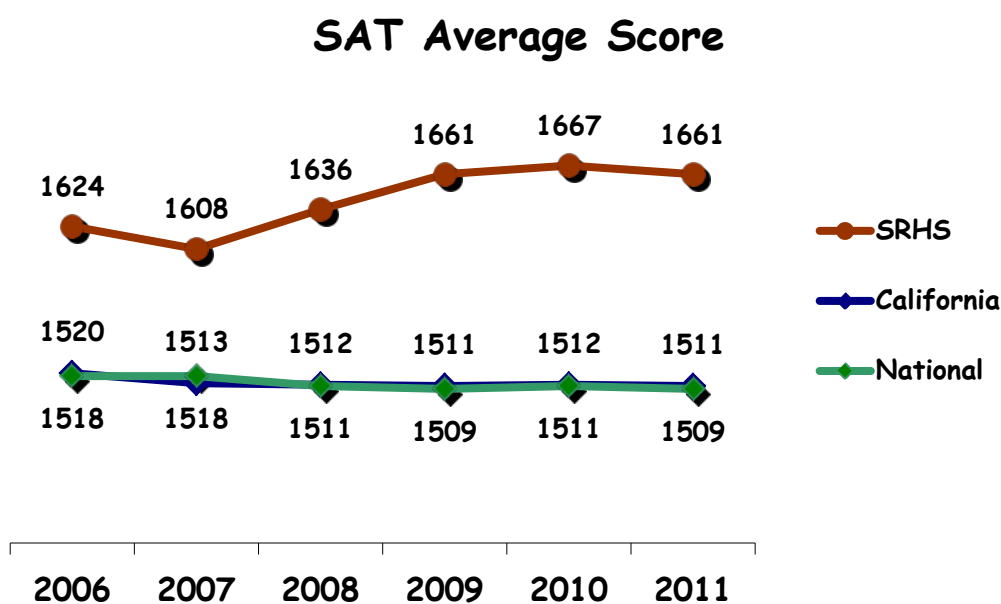
2009-10	S1P1 (Oct)	S1P2 (Dec)	S1 (Feb)	S2P1 (March)	S2P2 (May)	S2 (June)
Grade 9	92	96	82	89	106	89
Grade 10	68	72	68	66	62	57
Grade 11	37	43	35	46	41	32
Grade 12	18	23	17	55	37	20
Total	215	234	202	256	246	198
Pct	9%	9.8%	8.5%	10.7%	10.4%	8.4%

2010-11	S1P1 (Oct)	S1P2 (Dec)	S1 (Feb)	S2P1 (March)	S2P2 (May)	S2 (June)
Grade 9	85	78	84	79	69	61
Grade 10	62	67	62	84	73	52
Grade 11	37	38	36	56	60	35
Grade 12	27	24	20	48	26	25
Total	211	207	202	267	228	173
Pct	8.4%	8.3%	8.1%	11.0%	9.4%	7.3%

2011-12	S1P1 (Oct)	S1P2 (Dec)	S1 (Feb)	S2P1 (March)	S2P2 (May)	S2 (June)
Grade 9	83					
Grade 10	54					
Grade 11	25					
Grade 12	8					
Total	170					
Pct	7.1%					

College SAT

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

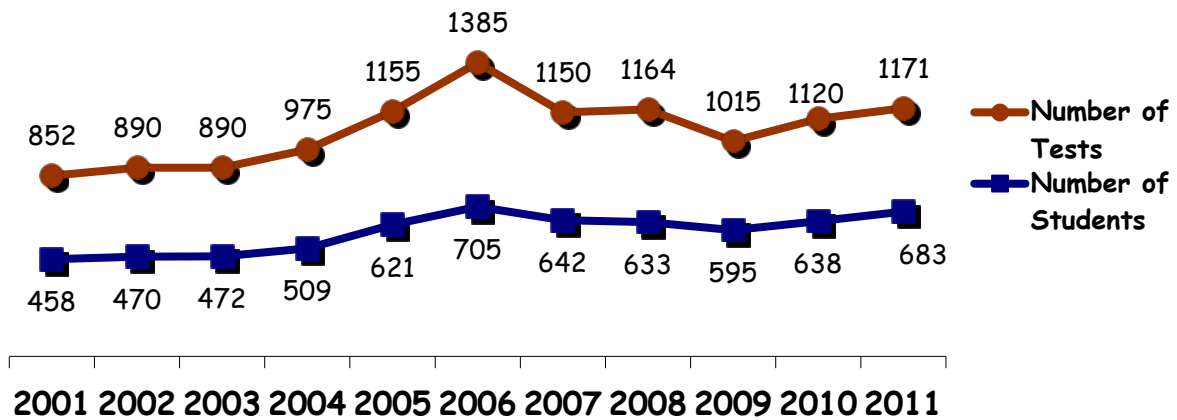


Advanced Placement (AP)

SRHS offers 19 different AP courses based on student articulation requests: AP English Language; AP English Literature; AP Calculus AB; AP Statistics; AP Physics C, AP Chemistry; AP Biology; AP Environmental Science; AP European History; AP US History; AP Government; AP Studio Art 2D; AP Studio Art – Drawing; AP Spanish Language; AP Computer Science A1 (year 1 and year 2); AP Music Theory; AP Art History; AP French Language; and AP Psychology.

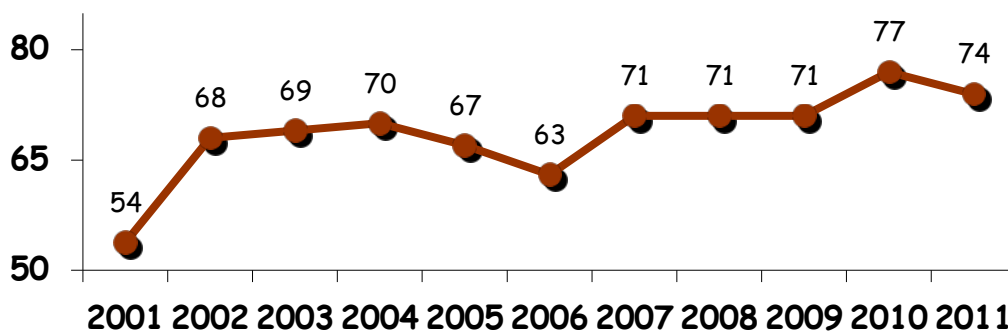
Advanced Placement

(Number of Students and AP Tests)



Overall AP Pass Rate

(percent of AP tests 3 or higher)



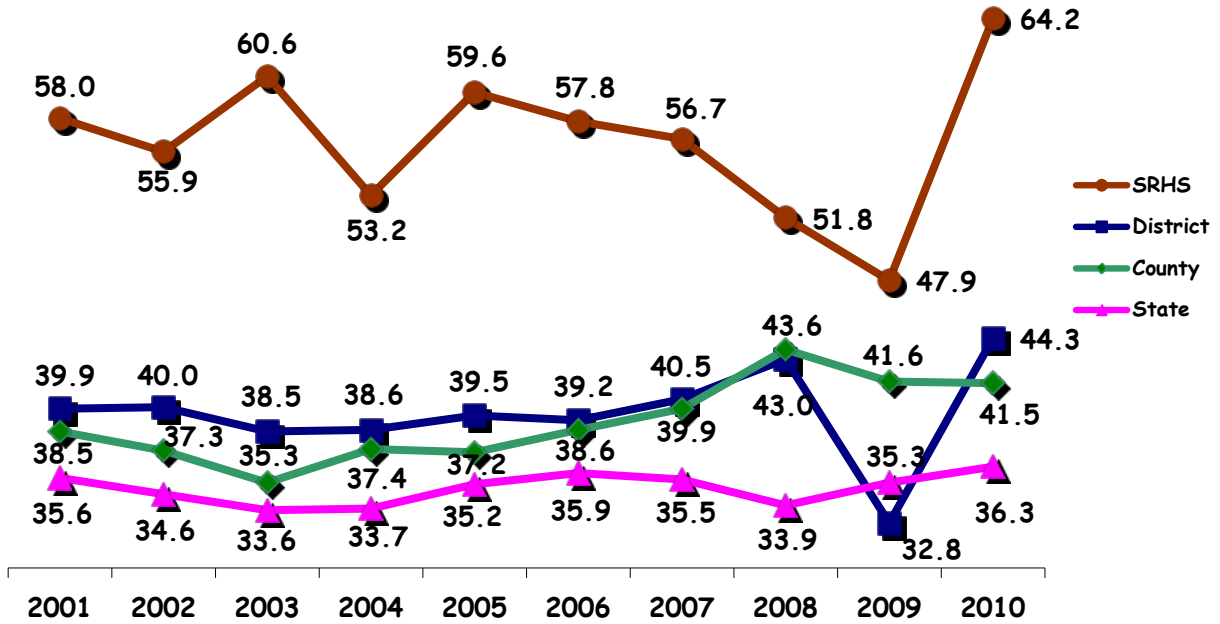
University of California a-g Requirements

UC/CSU a-g completion rates and the number of students meeting the a-g requirements can be seen in the following two graphs. SRHS has a significantly higher completion rate when compared to the district, county and state levels. SDUSD graduation requirements currently encompass the UC/CSU a-g requirements except for the following two areas: the third year of math; Unifying Algebra and Geometry, can be taken in place of second-year algebra (Intermediate Algebra). Secondly, no foreign language is currently included in SDUSD graduation requirements. However as discussed previously, the class of 2016 will need two years of the same foreign language and to take Intermediate Algebra to meet district graduation requirements.

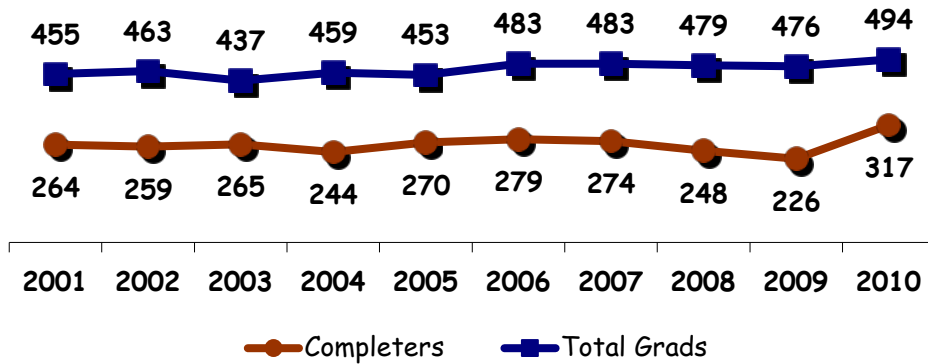
The majority of SRHS students meet the Class of 2016 math requirement; only 126 students took the Integrated 1 (Unifying Algebra & Geometry) CST in fall 2011. Currently over 1500 students are enrolled in a foreign language of which only 114 are seniors, as a majority of seniors have already completed their foreign language requirement or are taking higher level language courses (AP; 4th or 5th year). With this many students meeting the math and foreign language course requirements, it would appear our a-g completion rate should be higher. Analysis of UC/CSU a-g data in 2005 showed the main reason for non-completion of the a-g requirement was that students had earned a “D” grade in one or more of the required courses thus labeling them as a non-completer. Since then, we have encouraged students to “make-up” D grades through the various programs available to them. This may explain the almost 17% increase in the 2010 completion rate over the previous year.



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



UC/CSU a-g Completion Rate



Section II: Significant Developments

Provide the following:

Include a description of any significant changed or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.

Describe the impact these developments have had on the school and/or specific curricular programs.

Significant Developments

Significant developments for SRHS during the past six years include both district level and site level changes in administration (Superintendent, Instructional Leaders, significant changes in the Board of Education (twice), SRHS Principal (1) and Vice Principals (1 new and we went from 3 to 2)).

SDUSD also has some additional graduation requirements which begin with the class of 2016 (current 8th graders)

1. All students will be required to complete all UC a-g courses. The requirements include intermediate algebra (or a higher level math course) and two years of the same foreign language.
2. Students in the Class of 2016 will be required to complete one two-semester career/technical course. Starting with the Class of 2017, two year-long career/technical courses within the same area will be required.

Counseling staff is down one counselor in 2011-12 due to budget reductions. The caseload of the eliminated counselor was split equally among the remaining counseling staff. This significantly affects our school because we historically have a high percentage of students who take a number of Advanced Placement classes and fitting multiple AP courses into their schedule will be more difficult with these new mandates.

Budget Implications

Scripps Ranch High School has annually been faced with a decreasing pool of funds and staff as the economy has continued to struggle in the state of California. In an effort to keep the impact away from classrooms, all stakeholders have reviewed and prioritized operating items and looked for other avenues to cover the funding gap. Several courses have been eliminated which has reduced the selection of class offerings, elimination of network support personnel and several copy machines are just a few examples of changes on campus. The Foundation has implemented a supply drive which brings in thousands of dollars of supplies for classrooms. The main office, attendance office, library and counseling department have reduced classified staff while still trying to maintain a high level of support for students and parents. The school has asked parents to rely more on the school webpage to keep informed on issues and events. Graduating seniors will now use the Naviance system, a web based program, to organize and plan future goals, post-secondary options and for their senior exhibition and college information. Even with reduced budgets and fewer staff, Scripps Ranch High School is committed to providing an atmosphere of academic excellence for all students.

Section III: Ongoing School Improvement

Provide the following:

- A description of the school's procedures for the implementation and monitoring of the single schoolwide action plan.
- Comment as needed on the integration of plans into one single schoolwide action plan.
- Include how annual progress reports, as well as this midterm progress report, have been prepared and whether they were presented to the governing board.
- Provide a copy of the current schoolwide action plan as well as copies of the schoolwide action plan for all years since the last full self-study. The assumption is that the plan has been modified and updated annually based on progress and changes.

Implementation and Monitoring of the Schoolwide Action Plan

SRHS's schoolwide action plan is the result of the previous WASC findings and is monitored each year through the Single Plan for Student Achievement (SPSA) process. The SPSA is a yearly process where the previous year's goals are measured and revised. The administration; Instructional Leadership Team (ILT), composed of department chairs and instructional leaders from the staff; and the School Site Council (SSC), made up of stakeholder groups (students, parents, community members, teachers, staff and administration); work together to finalize the plan. The yearly goals in the SPSA drive the categorical and school budget process to make sure the resources needed, both in people and dollars, are available to implement the goals. The SSC has the responsibility to approve the SPSA. The completed SPSA is submitted to the district Program Accountability office which in turn presents each school's plan to the school board for approval.

The information and findings in this midterm progress report are a result of yearly reviews of student data in the revision of the SPSA. Led by the principal and the admin team, each fall the data from the previous year was presented, discussed, and celebrated with the stakeholder groups. A Professional Development plan for each year was created by the Instructional Leadership Team based on site needs. This plan addresses the needs of the staff in relation to the goals in the SPSA. The Professional Development plan takes advantage of the on-site expertise of our teaching staff. Details of these plans can be seen in each of the SPSAs and in Section IV of this report.

In the fall of 2011, each department reviewed these goals originally developed in the 2009 WASC report. Each department discussed the goals and submitted their responses to each of the goals. School Focus Groups, inter-departmental groups revised with new members for 2011-12, reviewed the departmental findings, revised the findings, and submitted final responses to each of the goals.

Section IV: Schoolwide Action Plan Progress

Provide the following:

- Comment on the accomplishment of each schoolwide action plan section; cite evidence including how each area has impacted student achievement, i.e., accomplishment of one or more of the schoolwide learning results and academic standards.
- In each schoolwide action plan section, reference which critical areas of follow-up have been addressed. (The school's action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last full visiting committee report. If critical areas for follow-up were not included in the action plan, indicate what actions have been taken to address those issues.)

Synthesis of Areas of Strength and Critical Areas for Follow-up (from 2009 WASC Report)

General Comments:

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

Schoolwide Areas of Strength

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

Ongoing School Improvement (Goals from the 2009 WASC Self-Study)

The current schoolwide Action Plan includes (The SPSA is our yearly update of our goals):

- Goal 1:** Increase percentage of students who are proficient and advanced in ELA and Math on the CST by 3% annually
- Goal 2:** Develop and implement a comprehensive professional development program that supports the increase of proficient and advanced levels in ELA and Math on the CSTs by 3% annually
- Goal 3:** Develop and implement a comprehensive technology plan that supports the increase of CST proficient and advanced levels in ELA and Math on the CSTs by 3% annually

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

- Goal 4:** Develop a process to come to consensus on the purpose of the CORE Program
- Goal 5:** Develop a consistent and integrated 9th through 12th grade intervention program

Schoolwide Critical Areas for Follow-Up

1. **Comprehensive Professional Development plan which includes: focused departmental analysis of student work, vertical planning, common assessments, data analysis to modify instruction, and integrated SDAIE strategies in regular classroom instruction**

Professional development at SRHS has primarily focused on departmental and technology needs during the past three years. Professional development has been planned and presented by SRHS administration and faculty using the expertise of on-campus personnel. Many departments have developed benchmark and common assessments whose results are examined by department members for future planning and/or the need for re-teaching. Some academic areas also use district-developed benchmark assessments as well. This process has been facilitated by training in DataDirector and the Data Scanner system. Staff can create exams, print pre-slugged answer documents, scan completed answer documents and instantaneously view disaggregated results. The development of the school's yearly calendar includes maximizing the use of minimum days early in the school year allowing for professional development. Departments and course-alike teachers have time on these minimum days to do their planning for the year. Professional development has also occurred during occasional prep period meetings to allow teachers to have smaller group instruction in data review and technology training.

A summary of departmental and Focus Group responses to this critical area for follow-up are listed below.

- Benchmark Assessments in English three times per year for Grades 9 and 10
- Course-alike teachers—planning
- Standardized writing instruction across grade levels
- End-of-Course exams
- Vertical planning among English teachers
- AP Workshops twice a year, super Saturdays, College Board Workshops, goal directed orientation workshops, discussion of best practices, review of national scores vs our scores
- ESL and QTEL workshops
- i21 workshops and Teacher Liaison to integrate technology in the classroom
- Special Education co-teaching
- Participated in training for high-level questioning techniques
- Fitnessgram testing for 9th and 10th graders
- Structure overall curriculum to build in progressive integration of not only fitness standards, but also social standards throughout the semester.
- DataDirector is available for use
- Model United Nations simulation
- SDAIE instructional strategies, such as collaborative groups, scaffolding, and simulations, are included in regular instruction
- As an entire department, SRHS World Languages maintains a blog in which the community, including site administration and staff, can view the wide variety of activities taking place every week across languages and classes, alongside a variety of visual media.
- Work with teachers on the use of Naviance, Parent Connect, and Student Connect by counselors

- Proper student placement by counselors
- Collaborate with teachers to support and expand classroom instruction and assessment by library staff
- Provide technical support for teachers, including i21 classrooms
- Provide professional development by library staff
- Life Skills training in tenth grade biology class

2. Develop a consensus on the purpose of CORE

CORE (Career Opportunities, Reading and Exhibitions) is the acronym for an advisory class that meets twice each week on block days. CORE classes are split by grade level and students remain with the same CORE teacher for all four years of high school. It allows a student to have contact and develop a relationship with an adult on campus in a non-academic setting.

CORE has been an area of staff concern since the school opened with many pros and cons from staff members. Teachers generally split on the value of CORE. They either really like CORE and think it is good for students or they really dislike it and think the minutes would be better used in academic classes.

CORE has undergone many changes in the past 19 years. The most recent change began last year when the ninth grade CORE class rosters were created alphabetically so counselors have their counselees in three or four specific CORE classes. 2011-12 is the second year using this model so currently 9th and 10th grade CORE classes are alphabetical.

Having alphabetical CORE classes has facilitated counselor interactions/presentations with their students and allows for better communication, especially after each grading period and during articulation.

A summary of department and Focus Group responses to the purpose of CORE are listed below.

- Currently used as an audience for Counseling concerns
- Address Senior Exhibition issues through Naviance
- Develop a more positive, school community through the Cage Report and the Falcon 5 News, including information regarding elections, senate meetings, etc. (The Cage Report and Falcon 5 News are student-produced TV shows that air each week during CORE)
- provide an opportunity for the counseling department to address social concerns and issues affecting teenagers (e.g., bullying, social media)
- provide an opportunity for study and peer tutoring
- Suggest we rename it “advisory.”
- School rules, accountability
- College prep
- Graduation check
- a-g requirements
- Student Senate (ASB) meetings
- Offers a valuable opportunity for case managers to meet selectively with students with IEP’s to review goals, strategies, write transition plans and provide support and tutoring

- Building relationship with teacher for meeting academic goals—review report cards, follow progress
- Information includes such things as (but not limited to) scholarship information, testing information, clubs, social issues such as bullying, texting while driving, and drinking while driving, life skills, peer tutoring
- Provides time for students to visit and to use the library
- Provides time for students to obtain one-on-one assistance from the library teacher

3. Improve achievement of at-risk populations as evidenced by data analysis, including 9th grade math, physics, and English students, and all subgroups

SRHS student subgroups have shown good increases in the past few years as evidenced by subgroup API scores of 800 or above for our African-American, Hispanic and Socio-Economically Disadvantaged students. The number of students scoring below and far below basic in English, math and physics are also decreasing. Despite these gains, there are still individual students, especially special ed and ESL students, needing additional supports for academic success.

Identifying students in need of additional support has improved significantly during the past few years. Analysis of six-week progress report grades (three or more Ds and Fs) and early identification of below basic and far below basic students, using tools in DataDirector, are the primary identifiers of struggling students as well as identifying student strengths and weaknesses. Staff development for teachers has included training in the use of DataDirector to identify students in their classes that have scored below and far below basic in previous CSTs. Once identified, teachers have tried to provide individual supports to their students in their classrooms with the hope of improved achievement.

Counselors also provide support for at-risk students, especially those with three or more Ds and Fs. Counselors are the primary person to inform the student of the supports available and to encourage the student (and the student's parents) to access the help. The special ed case managers and the ESL English teacher are the primary support persons for these two groups of students. Special Ed and ESL students are sometimes listed on "G" and "L" rosters for identification and support.

The systems of interventions available for at-risk students are discussed in the following response (#4).

4. Develop a consistent and integrated 9th through 12th grade intervention program

After-School Peer Tutoring Program

In 2008-09 the Freshman Incentive Program (FIP) was instituted to offer assistance to struggling freshmen who had earned a combination of 3 D's and F's on their progress reports. The students were identified by their counselors and required to attend tutoring in the library for one hour after school on Mondays and Wednesdays. Peer tutors, 10-12th student volunteers who qualified academically, offered academic help to the FIP student. Attendance was taken each session and students who did not attend were assigned detention. Two counselors alternated monitoring the sessions and tracked the academic records of the freshmen who were attending the sessions. Many incentives were awarded to students who attended regularly.

Recognizing the need to expand the program in 2009-2010, 9th and 10th graders were assigned to the peer tutoring after school program. Counselors continued supervising the tutoring sessions. The Peer Tutor program also increased in numbers and students continued to provide academic support during the sessions. Because the counselors felt the peer tutors should be recognized, they awarded a \$300 scholarship to one peer tutor at the end of the year.

In 2010-11 the peer tutor program was expanded to include all students seeking academic help. The program was supervised by another counselor and two counseling interns. The number of students seeking help increased, and so did the number of peer tutors who were there to help. It was not uncommon to see 50-60 tutees and 15-20 peer tutors in attendance. Additionally, the peer tutors became an official club supervised by the SRHS Graduation Coach. Three peer tutors, who accrued over 80 hours of volunteer services over three years, were each awarded a \$100 scholarship.

During 2010-2011 year, EL students were introduced to Revolution Prep, a computer-based instructional program offering intensive work in English language arts.

For 2011-2012, the same after-school program is offered on Mondays and Wednesdays and is advertised daily in the school bulletin and web site; in September flyers were given to the faculty and counselors to post in classrooms and offices. Students identified to be at-risk by their counselors based on the first progress report will be informed of the opportunity to receive academic help, and drop-in students also in need of tutoring may attend. The Peer Tutor Club is actively advertising to increase the number of tutors. To date four sessions have been held and as many as 19 peer tutors have been available in the library to help both assigned and drop-in students.

Also for 2011-2012, the principal is working with both English and math departments to target those freshmen and sophomore students who have scored at the bottom two levels of the CST in math and English. Through a six-week after-school tutoring/intervention program, these students will receive additional instruction and support in these two academic areas. Students also get an academic credit for the course (and a daily snack too! Thanks SRHS Foundation!).

Additionally this is the fourth year of the Credit Recovery Program (taught by the Graduation Coach). Students enrolled in this program use the APEX computer-based program to make up credits in academic classes that they have previously failed.

5. Develop and implement a technology plan that includes student access to computers, technology in special needs classes, support for teacher website development, training on Zangle and DataDirector, and integrating technology into the curriculum

In August 2009, teachers were introduced to the new SRHS website, hosted by Educational Networks. Each teacher has an individual website and was trained on its use. Teachers can post homework assignments and documents, as well as photos and other resources for student use. During the fall of 2010, prep period meetings were used to train teachers on the use of DataDirector. Since then, refresher help for Zangle, Gradebook, school website, DataDirector, email and Teacher Connect Ed use is available in an “open lab” setting for teachers as a pre-school activity.

The SDUSD vision for technology in the classroom is summarized in the following i21 Interactive Classroom description (from the district IT website). Implementation of this five-year plan is currently in the third year at SRHS. Systems were installed in math classrooms the

first year, English rooms the second year and social studies classroom installation is occurring during 2011-12. i21 installations for SRHS science classrooms are scheduled for next year and installation in the remaining classrooms scheduled for 2013-14. Professional development in the use of this equipment as well as curriculum support using the equipment is provided each year by district IT staff as teachers receive the hardware in their classrooms.

i21 Interactive Classroom

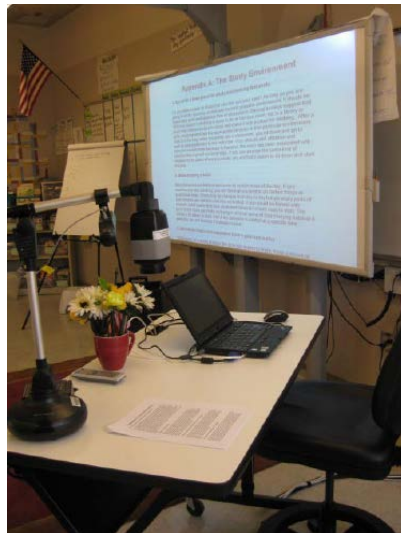


The Integrated 21st Century (i21) Interactive Classroom is an engaging and personalized learning environment designed to optimize teaching and learning through the interconnected use of mobile computing, audio, visual and formative assessment technologies across the curriculum.

With this vision, and funding through Proposition S, San Diego Unified has taken a bold step toward the transformation of the learning environment in each of its 7,000 classrooms. Over the next five years, approximately 20 percent of classrooms per year will receive a suite of new technology tools designed to create an engaging and personalized learning environment. Coupled with the digital tools is a comprehensive professional development and support plan designed to support achievement for all students.

Interactive Whiteboard System

Each i21 Integrated Classroom has a *Promethean ActivBoard Mobile System* wide-screen, interactive whiteboard which is integrated with a short-throw video projector. Both connect to the teacher's laptop, allowing the teacher to project content from the laptop or document camera onto the whiteboard.



i21 Presentation Station

The *presentation station* is the digital hub that houses the teacher tablet PC and document camera. All the switching controls are located here. Components include:

Mobile Table

This is not just any table; its custom design features are critical to the integrated use of the entire i21 system. Custom-made for i21 classrooms, the 48" x 24" adjustable sit/stand mobile table was designed based on years of research in the classroom and through direct teacher feedback.

Document Camera

The Samsung 850/860 series document camera is the plug-in center for the presentation station, where the video projector and teacher laptop are connected. Using

the controls on the document camera, the teacher can easily switch back and forth from the document camera to the computer. The document camera also functions as a digital still camera and now, video camera with audio and video recording.



Classroom Netbooks

Each i21 classroom is outfitted with 32 netbook computers for student use. Each student has a district account and is able to access their files from any Active Directory workstation.

Student Response System

An important component of the *i21 classroom* is the student response system. Each student netbook computer includes the software that allows students to respond electronically in real time to teacher questions, quizzes or discussions. The system affords teachers the flexibility to request responses in a variety of ways--such as multiple choice, rating scale, or open text.

This new style of interaction offers immediate feedback for teacher and students alike. Teachers are able to quickly gauge student comprehension to provide additional instruction where needed. Students who might be too shy to raise a hand in traditional classroom settings now have a new, low-pressure way to participate. Every student can have an equal voice.

Teacher Tablet PC Laptop

The i21 teacher multimedia laptop is the presentation station computer. Essentially, the tablet PC acts as a miniature version of the Promethean white board. Teachers can practice their white board skills anywhere on the tablet PC, then directly transfer their new skills to better assist students using the white board. A network classroom laser printer is also included.

Audio Video System

Each i21 classroom is outfitted with an advanced audio/video system. The audio system is comprised of an amplifier, two wireless microphones (one for the teacher and one for students to share), and four speakers. Research indicates that the use of such equipment results in improved student academic performance as well as a reduction in teacher vocal stress

This equipment--along with a combination DVD/VCR player/recorder and HDTV tuner--is housed in a locking cabinet when not in use.

The video components are rounded out with an advanced document camera that can also serve as either a digital still or video camera. Items "shot" with the document camera can then be projected onto the whiteboard.

Since math classrooms were the first to receive the i21 upgrades, math teachers have the most experience using the technology. Unfortunately many feel the time needed to integrate the netbooks and the limitations of their use are not worth the benefits they may make. Issues include lengthy login times and limited battery operation time.

Additional technology highlights include:

- Library Research/Computer Lab
- iPod Technology for EL Students
- Use of Revolution Prep with EL and at-risk students
- Use of Student and Parent Connect for access to grades/progress
- Use of *turnitin.com* for writing
- development of teacher websites (on school website, using Moodle or Class Jump)
- teachers with grades on Zangle or other online grade programs
- students in AP courses use APEX computer-based instruction programs
- Papershow, a technology incorporating the use of a USB-supported writing tablet
- Oral examinations using Google Voice technology in World Language classes
- Student use of Naviance, a web based program, to organize and plan future goals/post-secondary options

The library program has been revitalized to increase 21st Century skills and to include new and emerging information technologies and structures. The library provides access to materials in all formats. It increases students' interest in reading, viewing, and using information and ideas.

Section V: Schoolwide Action Plan Refinements

Provide the following:

- **Comment on the refinements that have been made to the schoolwide action plan since the last full self-study visit to reflect schoolwide progress and/or newly identified issues.**

The schoolwide action plan is updated each fall to reflect the needs of our students. We are constantly monitoring student achievement at a schoolwide level and at the classroom level. During the past three years we have tried to develop and maintain a system to identify and support struggling students even with reduced resources each year. Details of our system of interventions can be found in Section IV.

Appendix

- **Copy of the current action plan as well as copies of the schoolwide action plan for all years since the last full self-study.**

Copies of the past three schoolwide action plans (SPSA) are attached. These plans are also available online on our district website (click the link below):

[2009-10:](#) [2010-11](#) [2011-12](#)