



**HARBOR TEACHER PREPARATION ACADEMY
MID-CYCLE PROGRESS REPORT**

**1111 Figueroa Place
Wilmington, CA 90744**

Los Angeles Unified School District

March 22, 2017

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

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I: Student/Community Profile Data

Overview

Harbor Teacher Preparation Academy (HTPA) is located on the Los Angeles Harbor College (LAHC) campus in Wilmington, California, about 20 miles south of downtown Los Angeles. The school is a four-year Middle College High School. HTPA is part of the Los Angeles Unified School District and the Middle College National Consortium.

The school is located in the city of Wilmington, with approximately 53,000 residents and is located in the southern part of Los Angeles County. The majority of these residents are Hispanic. The median household income is \$41,569. The city has a combination of single-family dwellings with a median home value of \$250,000, but most households are occupied by renters. Employed residents work mainly in manufacturing and service.

Harbor Teacher Preparation Academy first opened its doors to students in 2002 with only 70 ninth grade students. HTPA is limited to a total of 450 students due to current room capacity. Currently (2016-17) the total enrollment is 444 students including 111 freshmen, 130 sophomores, 90 juniors, and 113 seniors. The largest percentage of students come from the local area of Wilmington, but many also reside in the surrounding neighborhoods, including Carson, Gardena, Harbor City, Lomita, and San Pedro. Transportation is not provided for the students; they either take public transportation or parents drop them off.

Our school is designated predominantly Hispanic, Black, Asian, and Other (PHBAO). Hispanic students represent 54.1%, the largest percentage of the student body, followed by Filipinos at 19.4%, and African-American/Black students at 11.5%. Our diverse student body closely correlates with the population of the surrounding community. For the 2016-17 school year, 64.4% of HTPA's students qualify for free or reduced priced meals.

The school currently works with and receives support from the Middle College National Consortium and receives evaluative data from the National Center for Restructuring Education, Schools, and Teaching (NCREST). We have earned the following recognitions: California Title I Academic Achievement School; California Gold Ribbon School; National Blue Ribbon School

(2008); and National Title I Distinguished School. Furthermore, we have received a Gold rating from *U.S. News and World Report*, and HTPA is the highest ranking high school in the Los Angeles Unified School District.

Student Enrollment by Grade Level 2014-2017					
Year	Grade 9	Grade 10	Grade 11	Grade 12	Total
2014-15	110	121	96	97	424
2015-16	136	100	116	91	443
2016-17	110	130	93	113	446

HTPA is considered a schoolwide Title I school because 64.4% of the student population qualifies for free or reduced priced meals.

Title I			
Year	Number of Students	Title I Students	% of Population
2014-15	424	280	65%
2015-16	443	276	62%
2016-17	446	320	65%

Student Enrollment by Gender

Student Enrollment by Gender (2014-2016)										
Year	Grade 9 th		Grade 10 th		Grade 11 th		Grade 12 th		Overall	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2014-	48	62	44	77	40	56	49	48	181	243
2015-	46	90	43	57	42	74	36	55	167	276
2016-	48	62	43	87	40	53	39	74	170	276

Our school is making an effort to balance the gender ratio. We published our athletic program and activities. Currently, our students participate in the following sports and activities:

basketball, cross-country, soccer, baseball, softball, Students Run LA (SRLA), Robotics, MESA, Debate, and Cyber Patriots.

Student Enrollment by Ethnicity

Harbor Teacher Preparation Academy has been designated as a predominantly Hispanic, Black, Asian, and Other (PHBAO) school. Hispanic students represent the largest percentage of the student body followed by Filipinos and then African-American/Black students.

	2014-15*		2015-16*		2016-17*	
Racial and Ethnic Subgroup		%		%		%
Unknown	2	0.2	2	0.4	2	0.4
Asian	31	6.6%	30	6.7%	32	7.2%
Black	53	12.2%	53	11.8%	50	11.2%
Hispanic or Latino	258	59.2%	257	57.1%	243	54.5%
White	14	3.2%	20	4.4%	22	4.9%
Filipino	67	15.4%	75	16.7%	84	18.8%
Pacific Islander	12	2.8%	13	2.9%	13	2.9%
Total	436	100%	450	100%	446	100%

*These totals are as of the district's norm day.

Student Enrollment by Special Programs

The GATE coordinator annually identifies qualified students to participate in the district's Gifted & Talented Education (GATE) program. Currently, 53.8 % of our student body has been identified as gifted and/or talented.

	2014-15		2015-16		2016-17	
Racial and Ethnic Subgroup	# at school	Gifted	# at school	Gifted	# at school	Gifted
Unknown	2	1	2	1	2	1
Asian	31	22	30	20	32	23

Black	53	18	53	19	50	20
Hispanic or Latino	258	122	257	129	243	132
White	14	9	20	12	22	13
Filipino	67	38	75	37	84	43
Pacific Islander	12	4	13	4	13	4
Total Student Population	436	201	450	193	446	193

Student Achievement

Student achievement is measured in a variety of ways. Summative assessments include the state’s California Assessment of Student Performance and Program (CAASPP), the CAASPP Interim Assessments for English and Mathematics and established assessment tools such as the Practice Scholastic Aptitude Test (PSAT), Scholastic Aptitude Test (SAT), the American College Testing (ACT), Advanced Placement (AP) exams, as well as in-class assessments. The data gathered from these assessments are used by teachers for various levels of curriculum development and intervention. LAUSD provides MyData, a system that allows teachers and administrators to access assessment data at the individual as well as whole class level. Data can be organized into the following categories: poverty indicator, language classification, Gifted, special education, foster. Each category can be further sorted by ethnicity, gender, grade level. The data can then be disaggregated by individual student, class period, teacher, department, school, and district.

HTPA provides students with opportunities to excel in many areas. The course offerings meet the A-G University of California/California State University admission requirements. Students are able to take Advanced Placement (AP) courses in the 10th, 11th, and 12th grades and most classes in 9th grade are designated as Honors. All students must enroll in college courses every semester at Los Angeles Harbor College and most students will graduate with at least 50 college credits.

Academic success at HTPA is also supported by the Advancement Via Individual Determination (AVID) program. AVID is a college preparatory program with the main goal of ensuring academic success for underrepresented students. AVID is based on writing as a tool

for learning, the inquiry method, and collaborative grouping. The main components of the program, as used at our school, involve academic instruction, academic support, tutorial support, college applications and scholarships, and motivational activities.

AP Results/Passing Rate (Spring 2016)			
AP Test	Exams Given	# Passing Scores	% Passed
English Lang Comp	80	62	77.5%
English Lit Comp	50	17	34%
Spanish Lang. & Cult.	39	38	97.4%
Japanese Lang. & Cult.	3	3	100%
World History	67	28	41.8%
European History	70	22	31.4%
U S History	41	31	75.6%
Calculus AB	33	15	45.5%
Calculus BC	2	0	0
Statistics	34	4	11.8%
Chemistry	4	0	0
Environmental Science	33	1	3%
Biology	5	1	20%
German	1	0	0

Students are allowed to take AP exams without the concurrent AP course.

Accreditation History

In 2014, Harbor Teacher Preparation Academy received a six-year accreditation term with a three-year review. The three-year review will take place on March 2017.

Los Angeles Unified School District Mission Statement

The teachers, administrators, and staff of the Los Angeles Unified School District (LAUSD) believe in the equal worth and dignity of all students and are committed to educate all students to their maximum potential. All students of the LAUSD will become college prepared and career ready.

Harbor Teacher Preparation Academy Mission Statement

The mission of Harbor Teacher Preparation Academy is to empower students to think critically. The students analyze and apply concepts in a creative manner to become competitive individuals who are socially well-prepared and college bound.

Harbor Teacher Preparation Academy Vision Statement

Harbor Teacher Preparation Academy will provide students with the opportunity to concurrently earn a high school diploma and an Associate of Arts degree. Our dedicated staff empower students to think analytically and creatively while preparing them to be competitive, socially responsible, and successful in the completion of their college degrees.

School-wide Learning Outcomes (SLOs)

The School wide Learning Outcomes are:

Harbor Teacher Preparation Academy will prepare its graduates to be engaged, global-minded, multilingual students who are:

- Effective multimodal communicators
- Critical thinkers
- Conscientious, collaborative leaders who take calculated risks
- Responsible citizens

Academic Performance

SBAC Test: Meets/Exceeds Standard

Racial/Ethnic Groups	ELA 2015-16	ELA 2014-15	Mathematics 2015-16	Mathematics 2014-15
Asian	100%	100%	100%	86%
Black	100%	90%	75%	100%
Hispanic	87%	93%	77%	57%

White	100%	100%	57%	0%
Filipino	87%	81%	77%	80%
Pacific Islander	100%	100%	100%	33%
Overall	93%	92%	81%	66%

Advanced Placement & Honors

Currently, most classes offered at Harbor Teacher Preparation Academy are either Honors (H) or Advanced Placement (AP). All students, regardless of gifted identification benefit from such courses. The list of AP classes is limited at best given our facilities and limited number of staff. The following Advanced Placement (AP) courses are currently offered:

- AP English Language & Composition
- AP English Literature & Composition
- AP European History
- AP US History
- AP Calculus (online)
- AP Statistics
- AP Spanish Language & Culture
- AP Environmental Science
- AP Biology
- AP Computer Science Principles

NCREST Achievement Data

As part of the Middle College National Consortium, we receive data from NCREST. The data provided represents academic achievement, college courses completed, credits earned, as well as information provided by students, parents, and school personnel. Below is the cumulative college GPA of our students by grade level for the 2014-15 academic year. Over 85% of 9th and 10th graders; 79% of 11th graders, and 60% of 12th graders had a cumulative GPA of 3.0 or higher.

Cumulative College GPA per Student, by Grade Level													
2014-15													
Grade Level	1.0-1.49		1.50-1.99		2.0-2.49		2.50-2.99		3.0-3.49		3.50-4.00		Total
	#	%	#	%	#	%	#	%	#	%	#	%	
9th Grade	1	9	3	.8	8	7.4	1	9.4	23	21.3	52	48.1	108
10 th Grade	0	0	0	0		7.2	20	16	42	33.6	54	43.2	125
11 th Grade	0	0	1	1	3	3.1	16	16.3	42	42.9	36	36.7	98
12 th Grade		0	0	0		9.5	21	22.1	8	0	7	8.4	95

Cumulative College Coursework								
Data by Race/Ethnicity								
Race/ Ethnicity	Number of Students Taking College Courses		Average GPA		Average Credits Earned		Percentage of Courses Passed (C grade or higher)	
	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14
African American	52	55	3.22	3.30	29.4	25.5	97%	97%

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Asian	106	98	3.43	3.46	27.0	25.0	97%	98%
Caucasian	14	15	3.32	3.32	25.3	34.8	96%	98%
Hispanic	254	230	3.23	3.27	25.0	24.7	95%	96%
Total	426	398	3.28	3.33	26.0	25.3	96%	97%

*NCREST Data

The NCREST data has also allowed us to see how well our students are performing at Los Angeles Harbor College. Over 96% of our students, in all ethnic/racial groups are earning grades C or higher in college and are maintaining at least an average gpa of 3.0. This again is an important factor since a D is not accepted at the university level and anything lower than a C negatively affects students' GPAs.

SAT Scores

	Critical Reading		Math		Writing		Composite Average	
	School	State	School	State	School	State	School	State
Spring 2016*	(ERW) 569	N/A	584	N/A	N/A	N/A	1153	N/A
Fall 2015	480	N/A	511	N/A	487	N/A	1478	N/A
2015	492	489	537	500	496	484	1525	1473
2014	498	492	519	506	502	489	1519	1487

*New SAT: In 2016, the SAT changed its format. They combined the reading and writing categories, calling it ERW. The fall scores for 2015-2016 were from the old SAT. There were no state averages for 2015-2016 due to the mid-year change in format.

HTPA’s Scholastic Aptitude Test (SAT) average scores are slightly above the national average. We use SAT preparation curriculum in AVID 3 classes in order to better prepare students for this exam. Students practice problem solving, test-taking skills, and critical thinking.

Staff

Harbor Teacher Preparation Academy has a committed staff consisting of 15 classroom teachers including a part-time ROP teacher, and two counselors. One of the 15 teachers is dean for one class period of her schedule. The school also has the services of a principal, one assistant principal, one administrative assistant, one office technician, one building and grounds worker, one campus aide and two part-time school supervision aides.

The District funds a school psychologist and nurse once per week and a financial manager 2.5 days per week.

Faculty Composition	2014-15	2015-16	2016-17
Principal	1	1	1
Assistant Principal	1	1	1
Classroom Teachers	15	15	15
Counselor	1	2	2
Dean	0.5	0.25	0.25
ROP	0.5	0.5	0.5
Admin. Assistants/Office Technician	2	2	2

Teaching Staff Data	2014-15	2015-16	2016-17
Certificated Management	2	2	2
Certificated Teachers	15	15.5	15.5
Certificated Others	1	2	2

HTPA enjoys the privilege of having all highly qualified teachers. Two teachers have Ph.D.s, one has a Doctor of Optometry, two teachers are National Board Certified, and nine have their Master’s Degrees. Most teachers have at least five years of teaching experience with

the majority having over a decade. For the current 2016-17 school year, the certificated staff at HTPA is 40% Caucasian, 27% African-American/Black, 27% Asian, and 6% Hispanic.

Teachers by Ethnicity	Number of Teachers			
	2016-17	2015-16	2014-15	2013-14
American Indian	0	0	0	0
Hispanic	1	1	1	1
African-American/Black	4	4	4	5
Asian	4	4	2.5	2
Caucasian	6	5	6	6
Total	15	14	13.5	14

Also, there are more female teachers than male teachers at HTPA. In 2016-17, the certificated staff of HTPA is 2/3 female and 1/3 male.

Teachers by Gender	Number of Teachers		
	2013-14	2014-2015	2015-2016
Female	11	11	10
Male	3	4	5

Types of Services Funded

- Title I

Title I funds are distributed on the basis of the number of students in poverty at the school. Most of the funds are budgeted to provide tutoring intervention for students. In addition, Title I funds are used to purchase materials for teachers, and to support Summer Bridge, a program offered to incoming 9th graders to gain an introduction to the rigors of our school, Summer Math Intervention, and field trips to colleges and museums. Title I also has a parent component, and money is used to support parents interested in attending conferences. Finally, since we have been identified by the district as a predominantly Hispanic, Black, And Other school (PHBAO), we were given an additional teaching position to reduce class size in 9th and 10th grades.

- School for Advanced Studies / GATE

We receive funding through the School for Advanced Studies program, which we use to pay for professional development opportunities for staff and supplemental materials for classes. In terms of professional development, teachers have chosen to attend AP Training through College Board over the summer and the supplemental materials have allowed teachers to provide students with resources in the form of books, novels, lab materials, among others. The district also provides opportunities to attend Saturday workshops through the College Board for teachers teaching AP classes and Pre-AP classes.

II: Significant Changes and Developments

New Administrative Staff:

There have been some significant changes at Harbor Teacher Preparation Academy. In 2014, we hired a completely new administrative staff. Jan Murata is currently the principal of Harbor Teacher Preparation Academy. She was formerly assistant principal at San Pedro High School, a neighboring large comprehensive high school. We hired a new assistant principal, Valerie Armstrong, former college and career counselor from San Pedro High School. We hired a new counselor, Philice McElroy, former counselor at Bret Harte Middle School. In 2015, Mark Chadwick was also added as a counselor, and he was a former counselor at Harry Bridges Span School (K-8).

The transition from a comprehensive high school to a middle college program was an adjustment for the new administrative staff, although the transition was relatively smooth.

New Teachers:

Since the last review, we have added new teachers to our staff. There is always an adjustment for new teachers when they first come to HTPA, but with the support of the veteran staff, the transition has been seamless.

Increased Number of Advanced Placement classes:

Since the last WASC review, we added three new Advanced Placement (AP) classes: AP Environmental Science (2015-16), AP Biology (2016-17), AP Computer Science Principles (2016-17). Although we had a math teacher for AP Calculus last year, this year we went back to the online class. The new teacher is currently attending training and plans to take over the AP Calculus class next academic year.

STEAM Pathway:

We have also included a new STEAM pathway to our curriculum which will enable students to take classes at Los Angeles Harbor College that are related to the math, science, art,

technology, and engineering and more opportunities for the STEAM related activities . Before this recognition, our students had limits on what courses they could take; this added pathway has opened up the doors at LAHC in addition to allowing our students to earn additional AA degrees.

LAUSD Partnership:

In 2016, our Local District South reinstated our partnership with California State University Dominguez Hills (CSUDH) and added a partnership with Charles Drew University. CSUDH and Charles Drew University guarantee acceptance to graduating seniors who have met the grade point average and SAT score requirements to prove they can be successful

Positive Reward Program:

As a part of our Schoolwide Positive Support Program, in 2014, the Discipline Committee created the Monarch Pride Program. Students are recognized weekly by teachers, staff, and administrators for being positive examples and excellent role models.

New School Building:

The construction of the new school building is underway. The projected date of completion is spring 2018.

New Bell Schedule:

The staff voted on a complete block schedule to accommodate more instructional minutes to benefit our academic program. We changed the professional development time from 2:00 pm - 3:00 pm on Tuesdays, to 8:00 am- 9:00 am every Friday to maximize common planning time for all stakeholders.

III: Ongoing School Improvement

The Action Plan is revisited during PD regularly and updated annually. Teachers and administrators review data from the Math Diagnostic Testing Project (MDTP) for incoming 9th graders and current freshmen, the Los Angeles Harbor College English Assessment for proper placement in college English classes for students at the end of their 9th grade year, ongoing Interim Assessments (CAASPP), NCREST data provided from the Middle College National Consortium, AP exams, and PSAT scores. This data is also reviewed by the Instructional Leadership Team (ILT). Data is used to guide instruction, schedule classes, target intervention, and plan PDs.

The School Site Council (SSC) meets six to eight times during each year. They are also engaged in reviewing the Action Plan and the Single Plan for Student Achievement.

During Professional Development, teachers engage in activities and review student work samples to share best practices and identify critical learner needs. Teachers work together to identify Depth of Knowledge levels of activities and lessons to calibrate our assessments. This is an ongoing practice that the staff has found helpful as we work towards addressing our students' needs.

Teachers and administrators are given access to the Mid-cycle Progress Report and the Action Plan through Google docs where they review, revise, and provide feedback. Once the plan is approved, everyone has access to this living document.

Below is our Professional Development schedule for August 2016 - Present:

Aug. 19 Fri. 8 – 8:50am	School wide	Google Drive: Storing, Organizing, and Sharing Files	Yolanda Kol
Aug. 26 Fri. 8 – 8:50am	School wide	DOK questioning Re-introduce the levels Staff practice	Collier

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Sept. 9 Fri. 8 – 8:50am	Departments	Department Meeting SBAC Data review Strategies for improvement	Department chairs
Sept. 16 Fri. 8 – 8:50am	School wide	DOK – revisited Share out your current DOK lessons	Sacks
Sept. 23 Fri. 8 – 8:50am	School wide	Cross-curricular collaborations Project-based assessments	Sacks
Sept. 30 Fri. 8 – 8:50am	School wide	Google Drive: Using Forms for Pre / Post Assessments and Data Analysis	Kol
Oct. 7 Fri. 8 – 8:50am	School wide	WASC Chapter V – Action Plan review	Collier / Serna
Oct. 14 Fri. 8 – 8:50am	School wide	Google Classroom	Smith
Oct. 21 Fri. 8 – 8:50am	School wide	WASC Chapter IV – Organization	Collier / Serna
Oct. 28 Fri. 8 – 8:50am	School wide	Teaching and Learning Framework Standard 3b1 – Quality and Purpose of Questions How to move questions to levels 3 and 4	Sacks
Nov. 4 Fri. 8 – 8:50am	School wide	WASC Chapter IV - Curriculum	Collier / Serna
Nov. 11 Fri. 8 – 8:50am	School wide	Technology Strategies for the Classroom	Kol

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Nov. 18 Fri. 8 – 8:50am	School wide	WASC Chapter IV – Curriculum cont.	Collier / Serna
Dec. 2 Fri. 8 – 8:50am	School wide	Standard 3b1 revisited Teacher share out student developed questions	Sacks
Dec. 9 Fri. 8 – 8:50am	School wide	WASC Chapter IV - Instruction	Collier / Serna
Jan. 13, 2017 Fri. 8 – 8:50am	School wide	Child Abuse Training	Armstrong
Jan. 20 Fri. 8 – 8:50am	School wide	WASC How do you move from test prep to critical thinking? Essential Question vs. Objective How to make an Agenda Board Chapter IV – Instruction cont.	Collier / Izogie
Jan. 27 Fri. 8 – 8:50am	School wide	WASC Fun-Run – Teacher Roles and Advisory Themes Interim Assessments –bring laptop and look up your scores Chapter IV - Assessment	Collier / Serna
Feb. 3 Fri. 8 – 8:50am	School wide	WASC Interim Assessments Construction Update	Collier/Serna
Feb. 10 Fri. 8 – 8:50am	School wide	WASC Chapter IV – Assessment cont.	Collier / Serna
Feb. 24 Fri. 8 – 8:50am	School wide	WASC Chapter IV and Chapter V	Collier / Serna

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Mar. 3 Fri. 8 – 8:50am	School wide	WASC Action Plan revisited and revised	Collier / Serna
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IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

Curriculum

Opportunities for collaboration among departments to make cross curricular connections and PD opportunities where subject alike, grade alike and vertical articulation teams can plan and create appropriate curriculum were areas designated for follow up. The science department has a common planning time. The math department meet on Saturdays for one hour before Intervention and the English department meets informally because they share classrooms/bungalows with the exception of one teacher. The social studies department also share a common bungalow which aides in their collaboration. Given that the majority of subject-area teachers share classrooms/bungalows, opportunities exist to collaborate and to have informal meetings to discuss and plan curriculum. This is an ongoing challenge that we feel will be remedied once the new building has been constructed, and there will be more opportunities for common planning time.

Instruction

PD plan focused on differentiating instruction, formal ongoing PD to implement Common Core, formal and ongoing conversations about formative and summative data throughout the year. As a school, every teacher participates in AP training, AVID training, and conferences such as CATE for English, CMA for math, and NSTA for science. All trainings include workshops on differentiated instruction, CCSS and the new NGSS. Teachers use various strategies that meet the needs of visual, auditory, and kinesthetic learners through mixed ability grouping, additional one-on-one support provided by the teachers, project-based learning, lessons that use of various Depth of Knowledge (DOK) levels, targeting levels 3 and 4, to check for understanding and mastery. The District has provided mandatory and voluntary training to staff on Common Core State Standards and strategies. Our own teachers have offered PDs on Common Core State Standards and have shared best practices to use in the classroom with the entire staff. The area we need to continue working on is questioning and discussion in lessons, and guided conversations about formative and summative data to drive curriculum.

Use of assessment

Use of data to drive curricular decisions and systematic gathering and reporting of formative assessment data (e.g., district’s periodic assessments) and to use that data to guide choice of instructional strategies are the critical areas for follow up under this section. With the available data and California guidelines under the Core Waiver, we use data to drive instruction and plan curriculum. *MyData* and the CAASPP website are resources that we use to obtain current student data.

Goal #1: Align instruction across grade levels to increase student achievement in problem solving, DOK levels, and oral and written language in preparation for college and career.

The goal was to see growth in test scores ranging from CSTs, SATs, AP tests and Smarter Balance Assessments. Students are exposed to problem-solving, critical thinking skills and analytical writing skills. As a school, there is an emphasis on using lessons that include all levels of DOK across departments in classroom activities and assessments. The AP program has grown as we have added AP classes in the sciences specifically, AP Environmental Science, AP Biology, and AP Computer Science Principles. Pre-AP strategies continue to be implemented in lower level grades to better prepare students for the rigors of AP courses. Students are encouraged and counseled to take AP classes and support is provided to ensure that they are successful.

To assess the effectiveness of the strategies utilized, teachers rely on evaluation of student work, the CAASPP’s interim assessments, state and national standardized test scores such as the SBAC and PSAT, and SAT test scores. The analysis of that test data allows us to rethink curriculum and instruction and make changes as necessary. As a school, we continue to work on finding ways to best measure our SLOs through state and national standards.

Goal #2: Enhance students' preparation and readiness for 4-year universities while simultaneously lowering the number of students who have Ds and Fs in A-G Core courses by 3%.

Students with a grade "C" or lower in math and college classes are assigned after school tutoring and/or Saturday tutoring. The college has been instrumental in providing tutors for our students in "contracted education classes" such as Health, Music, Spanish, Chemistry, Calculus and Physics.

Most of our classes continue to be Honors or AP making sure that students are exposed to a rigorous curriculum that also fulfills the A-G requirements. Students have access to the entire curriculum and all students are encouraged to apply to four-year institutions. Since 2015, we have added the following three new AP classes to our Master Schedule: AP Environmental Science, AP Biology, and AP Computer Science Principles.

The AVID program continues to play a relevant role in supporting students' academic success; all 9th and 10th graders are enrolled in AVID whereas 11th and 12th graders are enrolled depending on space availability. Our AVID program targets students who are first generation college-bound, at-risk, and underrepresented. AVID focuses on study skills, organization, time management and in 11th and 12th grades, a greater emphasis is placed on applying to college, completing the financial aid application, FAFSA, and applying for scholarships.

The counselors meets regularly with all students starting in the 9th grade to work on the Individual Graduation Plans (IGP) each semester.

For students earning Ds and Fs in core classes, the district has implemented Edgenuity, an online program that allows students to recuperate credits. Since most of our students have access to a study period, students are enrolled in Edgenuity during their study period.

V: Schoolwide Action Plan Refinements

The refinements that have been made to our schoolwide action plan include updating the standardized tests that we use to assess student knowledge and mastery. We no longer use the California High School Exit Exam (CAHSEE) or the California Standards Test (CST) to test student knowledge and mastery of skills. We are continuing to focus on critical thinking and problem solving skills, and we are now using Depth of Knowledge (DOK) question stems to guide our inquiry-based instruction and curriculum.

We are preparing all students for Advanced Placement classes with the use of pre-AP and AVID strategies in 9th and 10th grade classes. Students are asked to explain their understanding of the content using evidence and logical reasoning.

We continue to update our Schoolwide Action Plan on an annual basis to better reflect the changes in curriculum policy and to better prepare our students for four-year institutions. (Please see our Schoolwide Action Plan.)