

**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION**

**F O C U S O N L E A R N I N G
M I D T E R M R E V I S I T R E P O R T**

FOR

D O S P U E B L O S H I G H S C H O O L

**7266 Alameda Avenue
Goleta, California 93117**

Santa Barbara Unified School District

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Superintendent**

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Chapter I, Introduction

Student/Community Profile Data—Current Data since Full Self-Study/Visit in Spring 2010

Dos Pueblos is a public comprehensive high school in the Santa Barbara Unified School District. It was established in 1966 and has been at its current site since 1968. Dos Pueblos High School is located in the city of Goleta, a middle class residential community in eastern Santa Barbara county. (Goleta was just rated one of the 100 safest cities by Location Inc.) The economy is overwhelmingly service-oriented with the largest employers being education (including UC Santa Barbara), government, and health care. The vast majority of high paying jobs require extensive education. This has resulted in a bifurcated economy of high-income, property-owning households, and low-income renters. DP's student body reflects this bifurcation. The high cost of real estate has also caused many families to move from the area.

Dos Pueblos' recent accreditation history includes visits in 2010, 2004, and 1998. Each visit resulted in a six-year term with a revisit. Dos Pueblos is a targeted Title I school, with an official SED population of 26%; the district uses feeder school data to come up to the 40% threshold. However, this is expected to be vacated once Governor Brown's new school funding mechanism is put in place. DPHS is in year three of program improvement, most recently achieving 17 out of 21 criteria in 2012.

The Santa Barbara High School District serves a community population of approximately 150,000. Within the last two years the district has become unified with the previously semi-autonomous elementary district. Interestingly, the elementary schools of the district are all within the boundaries of the city of Santa Barbara, while the secondary schools are in both Santa Barbara and Goleta, and have four elementary districts feeding into them.

The central administration of the high school district has changed since the self-study. The current superintendent, Dr. David Cash, has served in his position for two years. He previously served principal of Goleta Valley Junior High (the feeder junior high for DPHS) and principal of Dos Pueblos from 1999 to 2004. The current Assistant Superintendent of Secondary Instruction, Dr. Ben Drati, has served in the position for one year; he came to the district from the Clovis School District.

The Santa Barbara Unified School District Mission Statement has been changed to: "Every Student, Every Chance, Every Day." This mission statement is prominently displayed on all district publications and communications and truly represents the perspective of the new superintendent and his actions. The Dos Pueblos Mission Statement was established in 2004 and is: "All students will be given instruction and support to achieve success through a rigorous standards-based curriculum, while developing their ability to participate effectively and positively in a democratic society."

Dos Pueblos's ESLRs were revised in 2010 with input from staff and parents. The new ESLRs are:

We ARE DP

THE CORNERSTONES OF STUDENT SUCCESS

ACADEMIC ACHIEVEMENT

- Know and apply the core concepts of English language arts, mathematics, science and social studies as set forth in the California State Content Standards and demonstrated on state examinations
- Use technology to enhance achievement
- Apply inductive and deductive reasoning skills to express understanding
- Create products or artistic works that demonstrate imaginative ideas
- Think creatively to solve problems and address issues

RESPONSIBLE CITIZENSHIP

- Be accountable for all district, school, and classroom rules
- Demonstrate ethical, courteous, and cooperative behavior
- Pursue knowledge of career opportunities and education beyond high school
- Cultivate a commitment to care for the environment
- Make a positive contribution to our community through service.

EFFECTIVE COMMUNICATION

- Read, write, speak, and understand English with a purpose
- Comprehend, synthesize, convey, and evaluate information effectively in verbal written and artistic media

Student Demographic Data

The secondary schools SB Unified School District has experienced nine consecutive years of declining enrollment (a reduction of 10% of the student enrollment during that time) due to the difficult labor market in the area and the extraordinarily high cost of housing.

Secondary School Enrollment

2005	2006	2007	2008	2009	2010	2011	2012
10,632	10,602	10,409	10,196	9,905	9,883	9,672	9,566

Dos Pueblos Enrollment

2005	2006	2007	2008	2009	2010	2011	2012
2,276	2,284	2,243	2,364	2,382	2,405	2,297	2,274

Dos Pueblos' student population has remained stable for the past eight years despite the ten percent reduction in the size of the district. The main reason for this is because DPHS is the local

high school of choice, and it has the largest number of intra-district transfers among the three district high schools. However, DPHS has experienced a decline in enrollment in the last three years of approximately 5%, and this is mostly ascribed to the other two high schools improving their academics and other academic and co-curricular programs to compete favorably with DP's offerings.

2011-2012 Population by Grade

Grade	Total
9 TH	579
10 TH	548
11 TH	579
12 TH	548
Total	2,274

In the past three years the incoming 9th and 10th grade classes have become smaller which might portend the beginning of a downward trend in student population. The 2012 12th grade class began their 9th grade year with 646 students; they currently number 548—a 15% reduction. This could be a result of students who have moved out of the district for economic reasons and/or unreported drop-outs. This 15% reduction of this 12th grade cohort compares favorably to many schools in the state that have reductions of 20%-50%.

2009-2012 Statistically Significant Ethnicity

	White	Hispanic/ Latino	Asian
2009	54%	33%	8%
2012	46%	40%	7%

The trend in the past three years is an 8% reduction in white students and a 7% increase in Hispanic students. This follows a similar shift in the previous accreditation cycle. Forty-six percent marks the lowest percentage of white students in school history; this is most likely a result of the middle class flight from Goleta/Santa Barbara because of the high cost of living.

Dos Pueblos High School Staff

Dos Pueblos' staffing has become more stable than any three year period in the last twenty years. It was noted in the 2004 Self-Study that two-thirds of the staff were lost since the 1998 accreditation. In the past three years DP has replaced approximately 20 certificated staff members, resulting in a replacement of one-fifth of the certificated staff. This is a considerable reduction in turnover from the previous two accreditation cycles. The predominant reason for this is that DPHS hired the bulk of its original teachers in the late 1960s and early 1970s and they have all retired, leaving a considerably younger and less transient teaching staff.

Certificated Staff

DP's principal, Shawn Carey, became principal in 2010. She had previously been an assistant principal at DPHS for two years; previous to that she had been a social studies teacher at DPHS for ten years. The fact that Ms. Carey was hired as a principal at the same school that she been employed as a teacher, was a bit unusual for our district, but spoke of the both the

superintendent's, and the DPHS staff's, confidence in her potential to lead the school. There are also three assistant principal positions and one dean position. These four people average 3.2 years of administrative experience. The respective assistant principals have served the following tenures in their current positions: Monica Hammonds--seven years; Jorge Fulco--four years (20 as an administrator in the district) Nea Voss--two years, and Bill Woodard--one year.

The counseling office retain four of the six counselors from three years ago. Two new counselors were added in 2011 to replace long-time retiring counselors. The current counseling ratio is approximately 400:1, the same as three years ago.

Support staff remains stable as well. There is one librarian, two psychologists, one health assistant, a 60% speech/hearing specialist, and one youth service specialist. Superintendent Cash has made a priority of funding support staff, and the school is fortunate to have such a robust list of support staff members in these roles.

Certificated Staff Demographics:

- Ninety-nine credentialed teachers—seven fewer teachers than in 2010, due to slight decline in enrollment and tighter staffing ratios.
- 44% male, 56% female—This is a change from 2010 when 52% of the staff was male and 48% was female.
- Ethnicity (including administration and counselors): 78% white; 13% Hispanic; .8% black; 7% Asian.

There is a 7% reduction in numbers of white teachers, while Hispanic and Asian teachers show an increase of 3% each. The ethnic breakdown of the teachers remains considerably different than that of the students, though efforts to rebalance this are making small but consistent strides.

- Average age: 45 years. This represents a three year increase in the last three years; this is the result of the largely stable teaching staff and few retirements.
- Average teaching experience: 15 years overall; average teaching experience in the SB High School District: 12 years. Again, after remaining stable for the last ten years, average teaching experience increased three years during the past three years.

Dos Pueblos High School Student Performance

API Data 2010-2012

	2010 Base Score	08-09 Growth	2011 Base Score	10-11 Growth	2012 Base Score	11-12 Growth
School	816	10	820	4	821	2
Asian	891	0	919	28	915	11
Hispanic or Latino	679	15	711	32	703	-8
White	858	9	869	11	889	20
Socio- Economically Disadvantaged	655	-1	678	23	676	-2

(SED)						
English Learners	643	7	652	9	631	-21
Students with Disabilities	585	47	520	-65	502	-18

Based on API data, DP had the following decile ranks: for 2010, statewide 8, similar schools 6; for 2011, statewide 8, similar schools 5; and 2012 statewide 8, and similar schools 5. API improvements were found schoolwide in four out of the six significant subgroups. The successful efforts to narrow the achievement gap from 2009 to 2011 were waylaid in 2012; these declines are concerning and is where much professional development effort is aimed.

CST Data

Students Scoring at Proficient or Above

	DPHS			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
English Language Arts	70%	78%	72%	66%	67%	63%	54%	56%	58%
Mathematics	73%	71%	77%	60%	63%	62%	56%	59%	60%

Significant Subgroups for CST 2010-2012

Students Scoring at Proficient or Above

		Asian	Hispanic	White	Economically Disadvantaged	English Learners	Students with Disabilities
2012	English Language Arts	88%	50%	87%	40%	24%	19%
	Mathematics	93%	58%	89%	53%	40%	29%
2011	English Language Arts	97%	53%	93%	49%	33%	26%
	Mathematics	91%	47%	83%	44%	31%	21%
2010	English Language Arts	90%	46%	86%	34%	23%	16%
	Mathematics	100%	50%	86%	42%	23%	16%

2010-2012 HSEE Passage Results

	DPHS			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
English Language Arts	69%	78%	NA%	62%	64%	NA%	52%	54%	NA%
Mathematics	72%	70%	NA%	65%	65%	NA%	53%	54%	NA%

DP's HSEE first-time passage rates (10th grade administration) remain above district and state averages and are approaching consistently at or above 95%. DP also has a very successful set of remedial classes that addresses the deficiencies of students who have not passed the HSEE on their first attempts. The English and math departments have intervention classes that utilize literacy and numeracy pedagogies, to provide students with the skills necessary to pass the HSEE. Excel classes also articulate with English and math courses to further aid in HSEE achievement. The result of these classes is that the non-passage rate for seniors was .72%. More importantly, 99.28% of graduating students passed the HSEE.

Early Assessment Program Results English

	DPHS	District	State
2012	44%	34%	24%
2011	42%	33%	23%
2010	35%	30%	21%
2009	31%	24%	16%

Early Assessment Program Results Math

	DPHS	District	State
2012	NA%	NA%	NA%
2011	21%	14%	15%
2010	22%	19%	15%
2009	22%	18%	13%

The CSU's Early Assessment Program data is the best indicator of the success of the DPHS literacy program. Currently DPHS has 44% of its *juniors* judged college ready; an additional 17% were determined to be *conditionally* college ready, and if they enroll in an advanced English class during their senior year, they will automatically be deemed college ready in English. Needless to say students not deemed college ready in English have their senior to come up to the standard.

Advanced Placement Test Data 2010-2012

	DPHS			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
AP Tests Taken	838	942	NA	1946	2134	NA	NA	NA	NA
Number of Exams >3	76%	75%	NA	70%	73%	NA	58%	58%	NA

DP continues to exceed the district and state averages in numbers of AP tests taken and percentage of tests receiving a score of “3” or higher. DP, despite making up only a third of the district's high school population, took more than 40% of the district's AP tests in the last three years. While the data for 2012 has not been released, it is expected that the number of tests will continue to increase based on the fact that there are more AP classes being taught in 2012, however, some of these are populated by “underrepresented students” and so it is possible that the passing percentage may decrease slightly.

SAT Data

	DPHS			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Percentage of students Taking SAT	56%	57%	NA%	42%	44%	NA%	33%	38%	NA
Total Average Score	1694	1690	NA	1678	1628	NA	1521	1502	NA
Verbal Average	555	558	NA	555	549	NA	501	495	NA
Math Average	579	578	NA	579	566	NA	520	513	NA
Writing Average	560	554	NA	560	516	NA	500	494	NA

DP has a higher percentage of its students take the SAT than the district or state averages. DP also (mostly) scores higher than the district average, though the differential is much closer in the SAT than other measures like API or AYP; the reason for this is that DP has more underrepresented students taking the test than other schools.

II. Significant Developments

Significant Developments since Self-Study in Spring 2010

The significant developments in the last three years represent the most focused school-improvement era in the history of the school. There are many developments, and they will, by necessity, be described briefly.

1. There is a **new principal**. Shawn Carey succeeded Mark Swanitz when Mr. Swanitz voluntarily left to work for another district. In June of 2010 Ms. Carey accepted the position and has provided stability and vision in on-going school improvement.
2. Emphasis on **schoolwide literacy** in English and all disciplines.
 - The English department began changing its focus from literature to a literacy/literature combination beginning in 2005.
 - In 2007 English began training in the CSU Expository Reading and Writing Curriculum, and implemented it soon after.
 - In 2008 English began explicit professional development with Jonathan LeMaster; he provided a basis for close reading strategies centering around non-fiction texts, as well as student-centered instructional practices.
 - In 2009 English began teaching the CSU Expository Reading and Writing Curriculum as the default English 11 curriculum.
 - Simultaneous to this English adopted the CSU Early Assessment Program as the primary metric for success in measuring college readiness.
 - In 2010 core departments beyond English began literacy and instruction professional development with Jonathan LeMaster.
 - In 2011 Kate Kinsella training was provided for representatives of core departments in order to promote academic vocabulary and speaking training.
 - In 2011 representatives of the core departments attended Willard Dagget's Model Schools Conference that resulted in a formal schoolwide literacy standing committee.
 - In 2010 a new AP English Language class was created to address the needs of students in the CSU ERWC course who had experienced outsized success and were now ready for college level English. This course is restricted to students who have not been enrolled in honors/AP courses, and is scaffolded to the needs of underrepresented students. This course has grown from one section in 2010 to three sections in 2012.
3. Student support through: **preventing student underperformance, intervening when students perform below their ability, and reward students for academic success.** This has been an effort to replicate a program observed at La Serna High School. Many dozens hours of committee meetings have been devoted to this effort in the past three years and have resulted in steadfast support for this program throughout the school. There have been many roadblocks, most notably a Byzantine bureaucratic educational code that allows some schools to implement alternate bell schedules, but not others. The SB School District currently has an appeal pending. Whilst this action plan item has not yet been realized, there is still momentum supporting its adoption. Elements of student support

have been implemented without the need for the extended lunch bell schedule; some of these include:

- Improved instructional strategies
 - Pyramid of student intervention
 - Analysis of D/F rate (currently on hold)
4. **Technology.** This is the third focus that grew out of attendance at the Model Schools Conference. DPHS is in the process of outfitting every classroom with a sixty-inch flat screen television, Apple TV, and Apple Ipad. The district has engaged in some creative financing, with the PTSA partnering to assist in purchasing Ipads for teachers. The District technology plan calls for all students to possess and Ipad within three years. The District has also allocated resources to allow select teachers to be released from a portion of their day to be facilitators/trainers in technology. An element of technology includes the student information system, Edu2.0. This suite of applications includes grade book, web hosting, and communications with parents. With this technology in place, many teachers are now experimenting with flipping the classroom and web-based lessons.
 5. **PLCs.** PLCs have existed at DPHS since the last accreditation cycle. However, with the hiring of the current assistant superintendent of curriculum and instruction, Ben Drati, PLCs have gained a new emphasis and vigor. Late start days have now been institutionalized (they are no longer "optional"), attendance and minutes are maintained, and calendared tasks are required of each PLC. Currently PLCs are engaged in the transition to the Common Core, but when that task is surmounted, issues of curriculum, instruction, and assessment will be undertaken.
 6. **AVID.** AVID has been emphasized in the last four years. Many district teachers have attended AVID summer training, and AVID methodologies are becoming more common schoolwide. AVID has successfully raised promoted enrollment by its students in AP/IB/Dual Enrollment and honors classes, thereby increasing the number of underrepresented students in advanced classes. Furthermore, the number of AVID sections has increased from four sections in 2010 (one per grade level) to seven (two sections in grades 9, 10, and 11), and is anticipated to increase to eight next year. Evidence for its success was seen last year when the 2012 graduating class had 100% acceptance to college.
 7. **Equity and Excellence in Education Committee.** Since 2009, the EEE Committee exists to promote equity and excellence in education at DPHS with its highest goal being the closure of the academic achievement gap. The founding principles, are to increase awareness of, and promote actions that lead to a just community, in which all students are treated equally and without bias. EEE creates a safe space that eliminates discrimination on the basis of race, creed, gender, religion, or color. EEE is a place where all members of the DPHS community are sensitive to, and respectful of the cultural differences that exist at our school and in our community. The committee raises awareness of the issues and barriers that hinder academic achievement, and works to make Dos Pueblos a welcoming place for everyone.
 8. **The Academy.** Since 2009, The Academy is a school within a school that addresses the needs of some of the school's most disadvantaged students. The Academy operates from the perspective that every child can learn and has a right to an environment that fosters success. The Academy's goal is to give students the personalized attention and support

they need to be successful in both school and life. The Academy attempts to graduate productive and responsible citizens that have a comprehensive life plan.

9. **The Engineering Academy.** The Engineering Academy established in 2002, has undergone great change in the last three years. Through a major capital campaign, and matching state grants, the Engineering Academy has constructed a 12,000 square foot engineering facility on the spot of a former parking lot. This building, along with the Engineering Academy foundation, has allowed it to grow from accepting 35 students a year into the academy, to 100 a year beginning in 2011. This will bring the total enrollment in the engineering academy to 400 by 2014.
10. **EL support classes.** Interventions include Read 180, English 3D and English Intensive. These classes, that address students at different points in their transition to English and different grade levels, have been instrumental in addressing the needs of EL students. EL support classes are assigned two specific Spanish speaking counselors; Silvina Pereira in Read 180 students and Melisa Perez in English 3D.
11. **Freshman Seminar.** Freshman seminar began in 2012 and was established to provide ninth grades students a transition to high school, an academic skills class, and an important step in the District's 10 year career plan.
12. **Reorganization of administrative duties.** In 2009, after years of requested action by teachers, administrative duties were reassigned. Previously discipline had been split evenly between the assistant principals; this resulted in all the assistant principals being encumbered with discipline with other administrative duties being neglected. In 2009 the reassignments were made, and one assistant principal assumed most of the discipline procedure. This freed up another assistant principal office to concentrate on curriculum and instruction for the first time in most people's memory. Not only did discipline improve out of a greater consistency of enforcement, but the office of curriculum and instruction was able to work with English to promote literacy and instructional practices across disciplines. These administrative changes were somewhat reversed in 2012, with the office in charge of curriculum and instruction assuming a discipline caseload. It is not yet clear whether this is having an impact on the focus on curriculum and instruction.
13. **SB Unified School District Strategic Plan.** In 2012 Superintendent Cash embarked on the creation of an ambitious strategic plan to guide district changes for the next three years. The plan addresses college- and career-readiness, family and community engagement, organizational transformation, and facilities. This plan encourages engagement with the District's schools form all stakeholders, and challenges administrators and teachers to provide innovative and challenging opportunities for students.
14. **Reduction in elective classes.** There have been some new courses that have become mandatory classes—health, freshman seminar—and some courses that have flourished—AVID—that have impacted the ability for students to enroll in some electives. The most highly impacted of these electives are the performing arts; some degree of attention will be necessary in order to recruit and retain students in order to be able to continue to offer a comprehensive performing arts department.
15. Efforts to **improve parent awareness and participation.** This has involved many initiatives. Some of the most important include:
 - An increased articulation between the PTSA and

- The PTSA is reconstructing the ways that meetings are held in order to streamline them and make them more accessible to all parents. These will result in stronger partnerships between the PTSA and the Equity and Excellence in Education Committee, as well as the PTSA and ELAC. It is hoped that this restructuring will bring the various parent groups together by facilitating cross-cultural exchange and establishing a common purpose.
 - In partnership with Just Communities, there is a Cultural Proficiency Assessment being planned to be administered to both teachers and students to ascertain how to better reach students and parents.
 - Language access barriers are being breached by having student interpreters at major school events.
16. **Common Core.** DPHS began schoolwide literacy in 2009, so many aspects of Common Core are being met with confidence. The District has laid out a plan for implementing Common Core:
- Phase one, “Getting to Know the Standards.” All PLCs are expected to become familiar with the new standards. This evidence may include: identification of the student skills necessary to meet the standard, level of teacher knowledge/implementation of the standard, and instructional/assessment implications.
 - Phase two: “Assessing the Resources.” All PLCs are expected to review materials and identify what is necessary to teach the standards.
 - Phase three: “Creating and Implementing Instructional Units.” All PLCs will begin to create instructional units that incorporate the CCSS, best practices, and relevant materials.
 - Phase four: “Creating and Administering Assessments.” All PLCs will create assessments that will demonstrate their students’ progress towards mastery of the CCSS.

Chapter III, School's Progress on Action Plan and Critical Areas for Follow-up

Action Plan

In 2010, the FOL Leadership Team worked hard to make the Action Plan as usable as possible. To this end, the Action Plan was printed on one double-sided piece of paper. As a result of this simplicity, the Action Plan has been understood by the faculty, and it has remained an active part of the school, and the blueprint for ongoing school improvement.

Academic Achievement

Goal #1, Task #1 Incorporate literacy development strategies into all content areas.

This goal is largely fulfilled. Based on metrics derived from the Early Assessment Program (61% college ready and provisionally college ready at the conclusion of eleventh grade), literacy is high and getting higher. Literacy-based curriculum is becoming schoolwide, and instructional practices that promote literacy are widespread. Please refer to item #1 in chapter II for amplification. Whilst there is pride in the literacy accomplishments, there is still a resolve to continue the efforts to refine literacy-based curriculum, instruction, and assessment.

Goal #1, Task #2 Devote time to analyze course assessment data to inform instruction while continuing to improve course assessments.

This task continues to move in the right direction with partial fulfillment. PLCs have been institutionalized and are coordinated at both the District and site level. Currently PLCs are engaged in Common Core work, but as that effort progresses, more time will be devoted to assessment data and improving course curriculum, instruction, and assessments.

Goal #1, Task #3 Improve academic success of EL students through effective instruction, assessment and monitoring.

There is evidence of much progress in this task. In the last three years DPHS has used Read 180, System 44 as reading interventions. There have been new courses as well: English Intensive, English 3D, and English Strategic. These classes target EL students specifically, whilst schoolwide initiatives like Jonathan LeMaster literacy and instructional practices, and Kate Kinsella vocabulary and verbal literacy practices provide training and common practices that are employed in all DPHS courses that allow EL students to improve their potential for success.

Goal #1, Task #4 Improve use of formative assessments to improve student mastery of curriculum.

There has been less progress in this task. DPHS views formative assessment as an instructional practice that: provides immediate feedback to the teacher regarding the effectiveness of instruction, and informs the need for re-teaching. With all the emphasis on literacy practices across the disciplines, professional development in the explicit practice of formative assessment has been limited. The best source of professional development in

formative assessment has been the use of the book *Teach Like a Champion*. While this is a good resource, its use and application varies from department to department. Formative assessment remains a goal for the next three years.

Goal #1, Task #5 Train teachers in differentiating curriculum delivery for all students.
Professional development from Jonathan LeMaster and Kate Kinsella, as well as occasional requirements to use *Teach Like a Champion* have addressed these needs.

Goal #1, Task #6 Ensure alignment of the curriculum to the content standards and frameworks.

This goal has been attended to, and whilst DPHS is not completely Common Core State Standards compliant currently, the school is making progress in this regard, and is considerably ahead of many schools in this effort. Compliance with CCSS will continue to be one of the school's highest priorities, and the full effort of PLC work, and much of the effort of professional development will be brought to bear on this framework. The district has also set up a new curricular governing structure where each department sends representatives to enact district curricular policies; this year was the first year of this ongoing effort.

Goal #1, Task #7 Improve appropriate placement of students in all classes.

With the current budgetary crisis, staffing has been reduced in order for the fewest teachers to serve the maximum number of students. This has created the need for the master schedule to be better than ever. Two years ago the responsibility for creating the master schedule was changed from a counseling responsibility to the assistant principal of curriculum and instruction. The master schedule has improved, resulting in a greater number of appropriately placed students, and a reduction in the requests to change courses after the semester began. The DPHS counselors, always known for their student-centered focus, are very responsive in making schedule changes to benefit students' learning potential, but in the last two years the initial placement of students has diminished the need for later changes.

Support for Student Growth

Goal #2, Task #1 Implement comprehensive and targeted approaches to *prevent* underperformance and promote positive citizenship.

Goal #2, Task #2 Implement comprehensive and targeted approaches to *intervene* when students perform below their ability.

Goal #2, Task #3 Implement comprehensive and targeted approaches to *reward* students for academic and personal success.

These three tasks are treated as one item on campus. The so-called "III" initiative is an effort to support the needs of the child beyond realms of pure curriculum and instruction. The effort began as an attempt to replicate the support system of La Serna High School, and has evolved, with the work of several committees, and hundreds of hours of work, to be an initiative that is wholly our own, and has the support of the faculty. As was stated earlier (Chapter II, #3) the process has been stalled by the state educational code's enforcement of instructional minutes. The district is working diligently to try to achieve a waiver, or other mechanism that will allow this program to be implemented.

Goal #2, Task #4 Promote academic and social equity in the school-wide community.

This task has been addressed in many ways in the past three years.

- The Equity and Excellence in Education Committee has become more active in their goal of narrowing the achievement gap.
- The Academy has continued to work with some of the school's most deprived children to allow them academic and social success.
- Linda Guerena, the school's EL community liaison has become a fully funded member of the staff, and works to promote equity among the non English speaking school and community.
- GATE classes were eliminated and honors course took their place; this had the effect of increasing enrollment in advanced courses, with many underrepresented students now being welcomed into the courses.
- The school's literacy-based curriculum and instruction have resulted in a large increase in college-readiness for students in English.
- The introduction of a new AP English Language course that is open only to students who succeeded in English 11 (a non-honors course) has promoted AP enrollment among a largely underrepresented population and will be serving as a model for the district in its effort to recruit underrepresented students to college-level courses.

Goal #2, Task #5 Continue to cultivate faculty cross-curricular collaboration and cohesiveness.

This task has begun, but is not as advanced as was hoped. There are intentional measures to cultivate cross-curricular relationships, such as assigned seating at faculty meetings, however, there has not been opportunities for institutional and ongoing mechanisms for these cross-curricular relationships to deepen and result in curricular and instructional changes. This will continue to be goal.

Schoolwide Critical Areas for Follow-Up

The FOL visiting committee in 2010 listed thirteen schoolwide areas of strength and three critical areas for follow-up.

1. Define and utilize how the PLC process will be used as a vehicle for closing the achievement gap and increasing student achievement in all subject areas in terms of data analysis to systematically guide instruction, curriculum, assessment, student support, and staff development decisions.

The PLC process has become a much more institutional vehicle for making curricular, instructional, and assessment decisions. The new superintendent, Mr. Dave Cash, negotiated an agreement with the local teachers' union to allow late starts to be considered part of the teachers' school day (they had been "optional" before.) PLCs now have assignments that staff members are responsible for fulfilling, and administrators, both at the site and district levels, monitor PLC progress. The current task of the PLCs is implementing Common Core State Standards. The belief in the effectiveness in Common Core is wide, and it is hoped that with effective implementation they will have a positive

effect on the achievement gap. Principal Carey has stated that PLCs are currently operating at the highest level of professionalism since she came to the school in 1998.

Further, PLCs are now the mechanism that is driving District-wide curricular decisions as well. Courses across the District send representatives to District organized PLCs where course-alike and professional development decisions are made.

Whilst the visiting committee suggested that PLCs should make decisions on student support, DPHS feels strongly that students support initiatives that have been undertaken already are strong and innovative, and do not PLC overview to succeed.

2. In order to close the achievement gap between subgroups, the school should continue to refine, explore, develop, and implement timely, school-wide systematic interventions to address data such as D/F rate, UC/CSU “a/g” eligibility rates, API/AYP/AMOs, discipline referrals, and the enrollment of subgroups in GATE, AP, and IB courses as well as the Engineering Academy.

Much effort has been made to close the achievement gap in the last three years. DPHS has explored and implemented many schoolwide interventions.

- The emphasis on literacy practices have resulted in a large increase of both college readiness for all subgroups.
 - API and AYP metrics show an overall upward trend for subgroups (though with a hiccup this past year).
 - The district is piloting a new initiative in restorative discipline and will be rolling it out district wide in an effort to narrow discipline gap between subgroups.
 - Enrollment in GATE and AP classes has been widened because of the elimination of the GATE moniker in exchange for honors. AP courses have always had an open enrollment policy, but three years ago DPHS began an AP English Language course exclusively for students not previously enrolled in an honors track; in this way DPHS has actively encouraged underrepresented students to enroll in AP. IB classes have not had the same level of enrollment proportionate to the overall student ethnicity; this is something that is still to be investigated.
 - The Engineering Academy now enrolls approximately three times as many students as they did three years ago. There is a concerted effort to enroll a broad range of subgroups and genders.
 - The emphasis on D/F rate was a front-burner issue for the first two years after the visitation, but has not received an adequate amount of attention this year; this issue needs to have more focus in the future.
3. The Leadership Team in collaboration with staff and other stakeholders needs to refine the school-wide action plan to delineate the specific actions which will be taken for each task listed, to establish measurable growth targets for evaluation purposes, and to create a systematic timeline for implementation, data analysis, and follow-up.

DPHS is proud of our attention to the goals and tasks of the action plan in the past three years. We truly feel that the action plan has been the foundation for on-going school improvement. The changes that have been made on the action plan will ensure that it remains relevant and will drive the priorities of school improvement.