

SELF-STUDY VISITING COMMITTEE REPORT

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

FOR

**SIR FRANCIS DRAKE HIGH SCHOOL
1327 SIR FRANCIS DRAKE BLVD. SAN ANSELMO, CA
TAMALPAIS UNION HIGH SCHOOL DISTRICT
APRIL 22-24, 2015
VISITING COMMITTEE MEMBERS**

WILLIAM HUYETT, CHAIRPERSON RETIRED SUPERINTENDENT, BERKELEY

Stefani Garino, Principal, Pioneer High School, SJUSD

Elizabeth Golchert
California Department of Education

Sheila Quintana
Principal, Berkeley Technology Academy, BUSD

Lew Ferrin
Teacher, Sutter Union High School, SUHSD

Chapter I: Student/Community Profile

Briefly summarize the most critical information from the student/community profile that impacts the school.

Demographic Data

- Brief description of the students and community served by the school.

Sir Francis Drake High School is situated on a twenty-one acre campus traversed by two year-round creeks. Drake opened in 1951 becoming the District's second high school. Located in the Ross Valley in Marin County, Drake serves many of the West Marin communities, Fairfax and San Anselmo.

Drake High School has 985 students. The student population is about 80% white, 13% Hispanic, 3% Asian, and 2% African American. The school has 10% of its students receive Special Education services, 6% are identified low socioeconomic and less than 1% are second language students. The population at Drake has remained stable over the past three years.

Enrollment Summary 2009-2015

School	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Redwood	1453	1458	1459	1534	1603	1662
San Andreas	98	85	71	60	72	49
Sir Francis Drake	1049	1024	979	985	978	986
Tamalpais	1113	1168	1237	1233	1285	1332
Tamiscal	98	95	91	86	107	124
NPS	11	12	11	15	18	17
Total	3822	3842	3848	3913	4063	4170

Demographic Data - September, 2014

School	Total Enrollment	# Male	# Female	# Spec ED	# Low SES	# EL	# African American	# American Indian	# Asian	# Filipino	# Hisp	# PI	# White	# Unknown
Redwood	1662	841	821	118	75	12	35	6	117	16	172	6	1265	45
San Andreas	49	25	24	12	23	0	9	1	0	0	12	3	24	0
Sir Francis Drake	986	496	490	100	57	4	21	3	32	4	99	6	796	25
Tamalpais	1332	648	684	118	94	18	67	5	114	16	128	6	943	53
Tamiscal	124	41	83	10	11	0	3	0	9	0	16	0	93	3
NPS	17	10	7	17	0	0	0	0	0	0	1	0	16	0
Total District	4170	2061	2109	375	260	34	135	15	272	36	428	21	3137	126

School	Total Enrollment	% Male	% Female	% Spec ED	% Low SES	% EL	% African American	% American Indian	% Asian	% Filipino	% Hisp	% PI	% White	% Unknown
Redwood	1662	51%	49%	7%	5%	1%	2%	0%	7%	1%	10%	0%	76%	3%
San Andreas	49	51%	49%	24%	47%	0%	18%	2%	0%	0%	24%	6%	49%	0%
Sir Francis Drake	986	50%	50%	10%	6%	0%	2%	0%	3%	0%	10%	1%	81%	3%
Tamalpais	1332	49%	51%	9%	7%	1%	5%	0%	9%	1%	10%	0%	71%	4%
Tamiscal	124	33%	67%	8%	9%	0%	2%	0%	7%	0%	13%	0%	75%	2%
NPS	17	59%	41%	100%	0%	0%	0%	0%	0%	0%	6%	0%	94%	0%
Total District	4170	49%	51%	9%	6%	1%	3%	0%	7%	1%	10%	1%	75%	3%

Sir Francis Drake High School was a part of a systematic change movement in the 1990s to provide small learning communities (SLCs) in the 9th and 10th grade. All freshmen and sophomores are placed in one of four SLCs to receive part of their core academic education. Drake High also offers two integrated Academies for students in their junior and senior year who are interested in communication (ComAcad) or environmental studies (SEA-DISC). Drake also offers a four-year Engineering program, Peer Resource, numerous elective course offerings and thirteen AP courses.

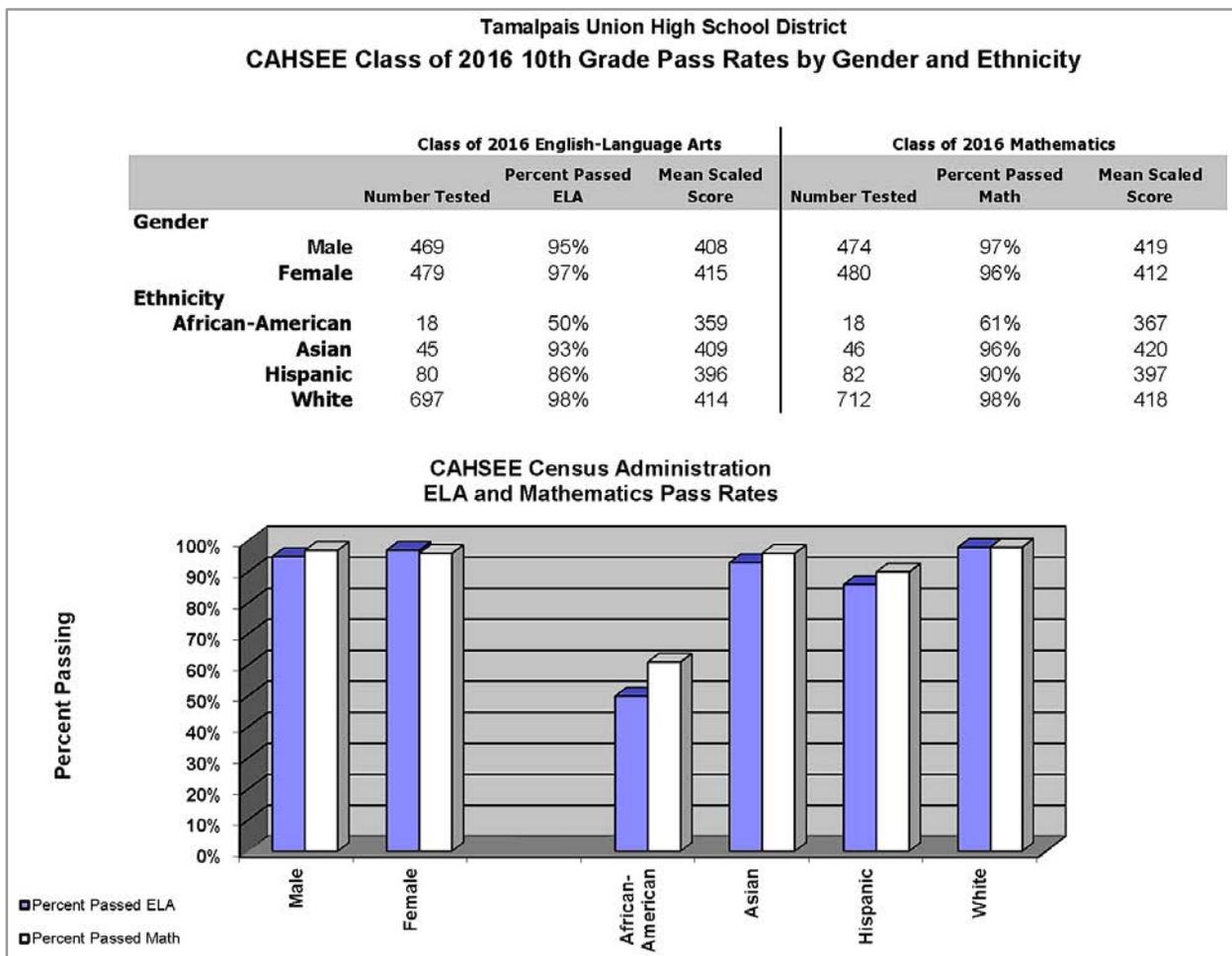
School's Analysis of Student Achievement Data (e.g., CAHSEE, AYP, API, AP, college SAT, graduation rates, and Program Improvement status).

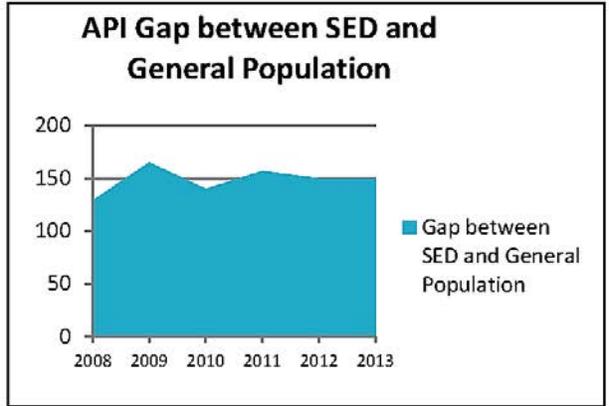
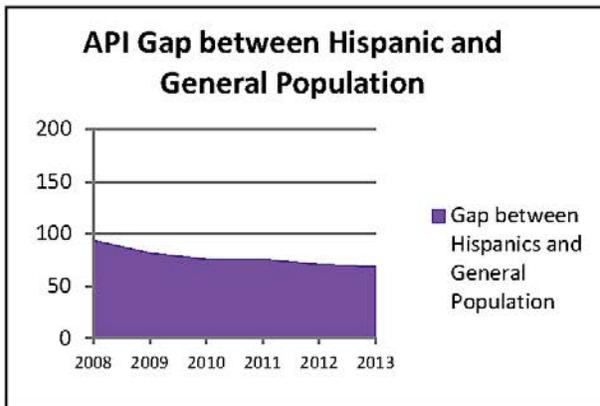
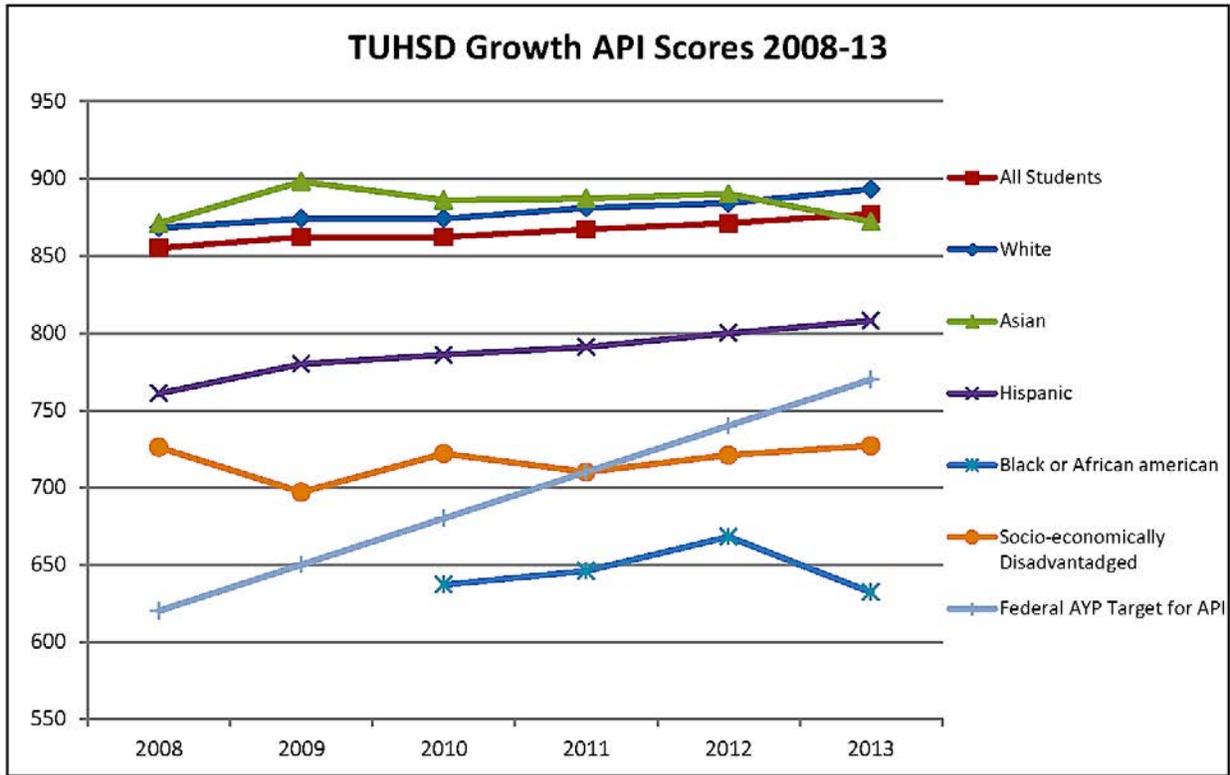
Over all there is evidence of above state average performance on the CAHSEE, API, CST, and AP assessments. There is variance between the scores of high SES and low SES students on Math and English California State Tests, the API, and the CAHSEE. Over five years (2009-2013) there was some growth on the ELA CST scores with proficiency rates improving 5% in the ninth grade, 3% in the tenth grade and 2% in the eleventh grade. In mathematics there were mixed results over the five year period. In general, lower level courses showed no growth (General Math 2%, Algebra -3%, and Geometry 0%) while upper level courses showed improvement (Algebra II 9%, and Summative Math 12%). However in Algebra II there was a steep increase and then a decline in proficiency performance over the five year period.

Enter the same charts found in the Tam HS VC report: TUHSD API Growth scores, API Gap between Hispanic and General population, API Gap between SED and General, CST subgroups 2013, CST 2009-2013, Bar graphs on Economic Status Comparison and Ethnicity Comparison, CAHSEE Class of 2016

In general, there is a trend over time that shows a notable performance gap indicating that students designated as low SES perform significantly lower than their high SES counterparts, regardless of grade level. In addition, Race and ethnicity comparisons show a large discrepancy with White and Asian subgroups and African American and Hispanic subgroups on all indicators of performance achievement.

The aggregate API data indicate that TUHSD met the federal “2013 AYP Targets, Standard Criteria” by scoring above 770 and increasing the API scores in an upward trend over the past six years. Furthermore, with the exception of socio-economically disadvantaged students (low SES), and Black or African American students, the data reveals trend lines for all groups showing projected improvement over time. In 2013, low SES students and Black or African American students did not meet Federal AYP targets. If these trends continue over time, school(s) within TUHSD may be subject to LEA state and federal program improvement requirements. Over time, the Hispanic population at TUHSD has shown improvement in API scores relative to the performance of the general population and the gap between them is narrowing. Conversely, the gap between low SES and non-SES is growing.

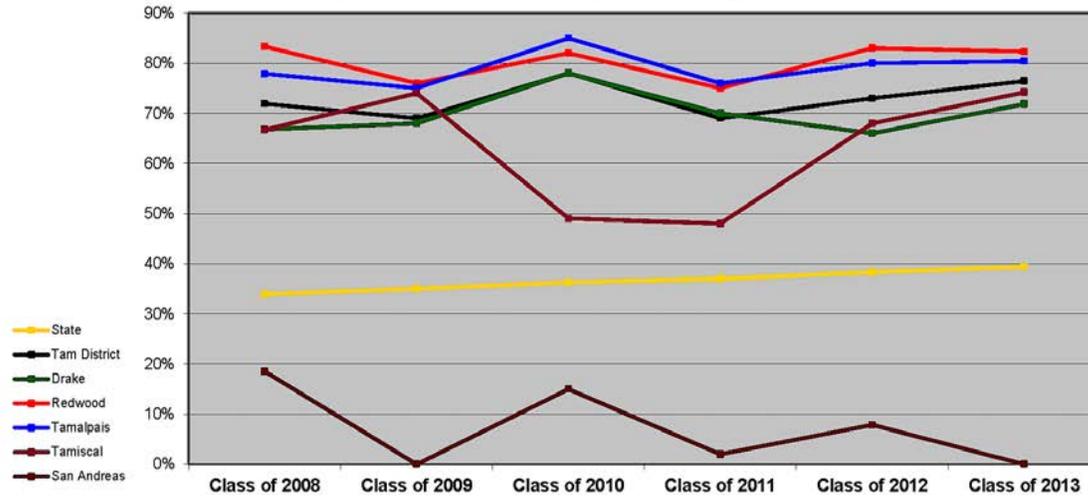




**Tamalpais Union High School District
Seniors Completing UC/CSU "A-G" Entrance Requirements Class of 2008-2013**

	Class of 2008		Class of 2009		Class of 2010		Class of 2011		Class of 2012		Class of 2013	
	N	Percent										
State	127,594	34%	135,379	35%	147,071	36%	164,598	37%	160,494	38%	166,521	39.40%
Tam District	681	72%	655	69%	727	78%	629	69%	674	73%	733	76%
Sir Francis Drake High School	175	67%	156	68%	182	78%	171	70%	159	66%	171	72%
Redwood High School	289	83%	260	76%	285	82%	278	75%	264	83%	303	82%
Tamalpais High School	173	78%	214	75%	236	85%	166	76%	232	80%	236	80%
Tamiscal High School	32	67%	25	74%	18	49%	13	48%	15	68%	23	74%
San Andreas High School	12	19%	0	0%	6	15%	1	2%	4	8%	0	0%

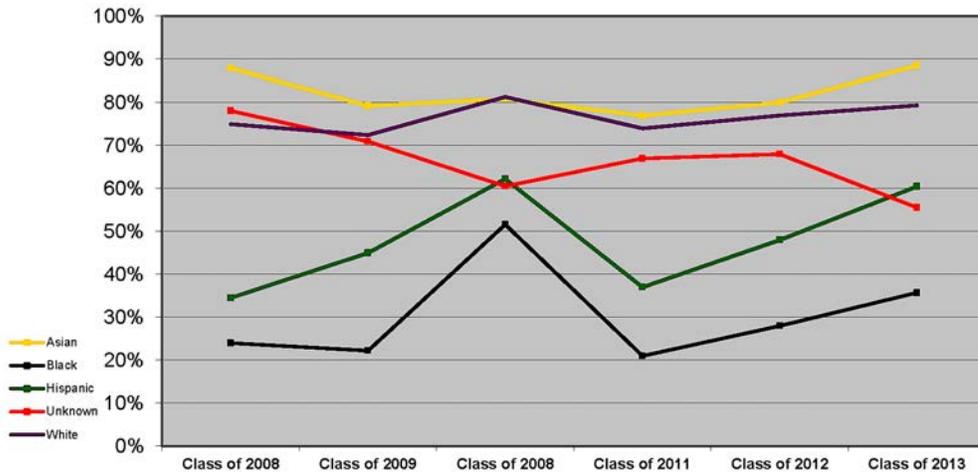
Class of 2008-13 Meeting UC/CSU a-g Requirements



**Tamalpais Union High School District
Seniors Completing UC/CSU "A-G" Entrance Requirements Class of 2008-2013**

	Class of 2008		Class of 2009		Class of 2010		Class of 2011		Class of 2012		Class of 2013	
	N	Percent										
Asian	58	88%	42	79%	38	81%	38	77%	52	80%	54	89%
Black	25	24%	8	22%	16	52%	16	21%	26	28%	10	36%
Hispanic	55	35%	27	45%	28	62%	28	37%	64	48%	49	60%
Unknown	32	78%	22	71%	23	61%	23	67%	36	68%	5	56%
White	571	75%	552	72%	619	81%	619	74%	717	77%	608	79%

Class of 2008-13 Meeting UC/CSU a-g Requirements



On the AP tests the percentage of student’s testing has slowly increased but at a rate slower than at the other two comprehensive high schools in the District. Drake students do well on their exams, with more than 86% scoring a three or higher. An area for growth is to increase the participation of African-American and Hispanic students in AP classes and increase the number of students earning a score of 3 or higher. Each year, when compared with enrollment numbers, fewer students in these two sub-groups take the exam(s), whereas the participation of students in the White sub-group has increased due to multiple tests being taken by individual students.

Sir Francis Drake has a strong and consistent rate of students who are eligible to attend UC/CSU. The number of Hispanic and African-American students who are eligible are still considerably fewer than White students, however with Hispanic students there has been significant improvement in the percent of students completing the A-G requirements. However the Hispanic population does better than the African-American students.

**Tamalpais Union High School District
Graduation Rates by Academic Year**

	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013
California	80.2%	80.6%	80.5%	76.7%	78.9%	80.2%
Marin County	94.6%	94.3%	94.0%	90.9%	90.2%	91.4%
District	98.1%	97.2%	97.8%	97.6%	97.2%	96.9%
Drake High School	98.9%	95.8%	100.0%	98.8%	99.2%	97.1%
Redwood High School	99.1%	98.6%	99.1%	98.7%	98.2%	99.5%
San Andreas High School	92.9%	90.0%	87.0%	97.3%	97.2%	96.9%
Tamalpais High School	97.8%	98.3%	96.9%	97.8%	96.7%	97.9%
Tamiscal High School	100%	97%	95%	96.6%	95.7%	93.9%

Critical Learner Needs and the Schoolwide Learner Outcomes

The school has identified four Critical Learner Needs as follows;

1. *Provide all students opportunity and access to grade level instruction, higher-level course offerings and college and career options in the 23st Century.*
2. *Reduce the gap in performance between students who are economically disadvantaged, students of color and the general population.*
3. *Increase student achievement in mathematics.*
4. *Prepare students for post high school success. Drake High School needs to develop practices that sport student development of agency.*

After examining the data both for the district and and school the school has determined that there are performance gaps between different groups of students determined by ethnicity and socioeconomic factors. Additionally, there has been an analysis done of the correlation between math achievement and access to post secondary academic success. Finally, the the school has recognized a need to students to develop habits and practices that promote their own motivation to be life long learners and pursuers of excellence in their fourth needs statement.

Given the evidence of the data listed above it is appropriate for these four statements to be identified as the critical academic needs for the school. These also relate to most of the Schoolwide Learner Outcomes that the school names as "Learning Principles" listed below.

Sir Francis Drake High School Learning Principles

I. Content Literacy and Thinking

Students will demonstrate understanding of subject area Program Goals and critical thinking.

II. Creativity and Innovation

Students will explore, discover, and express unique approaches to problem solving.

III. Agency

Students will develop self-awareness and cultivate a growth mindset as they encounter challenges and understand multiple perspectives in learning and life.

IV. Collaboration

Students will become productive members of diverse teams through strong interpersonal communication, a commitment to shared success, leadership, and initiative.

V. Community/Experiential/Authentic Learning

Students will extend their learning throughout and beyond our classrooms.

VI. Communication

Students will articulate information, thoughts and ideas effectively using oral, written and non-verbal communication skills in a variety of contexts.

Chapter II: Progress Report (2 pages)

The school Self Study highlighted the following changes and progress since 2007.

- Changes in district and site administrative leadership structure.
 - New Superintendent of TUHSD hired in 2008. Position open for 2015-16.
 - Senior Director positions created overseeing Student Services, Instructional Technology and Staff Development, Curriculum and Instruction.
 - Assistant Superintendent of Finance and Facilities, Associate Superintendent of Instructional and Personnel Services; Assistant Director of Student Services.
 - Administrative liaisons support subject specific teacher leader teams in the areas of leadership development, curriculum, instruction, assessment and student support.
- Changes in teacher and counselor leadership structure.
 - Operationalization of a distributed teacher and counselor leadership model and the Tamalpais Leadership Collaborative (TLC) to lead and implement district strategic priorities.
- Changes in leadership at the school board level.
 - Three seats turned over in the 2013-2014 school year and one position in the fall of 2014.
- Development of the TUHSD mission statement involving key stakeholders, in 2009, and subsequent alignment of school visions across TUHSD with focus on core competencies and 21st Century learning outcomes.
- Creation and implementation of strategic priorities aligned to TUHSD mission in the areas of Curriculum and Assessment Systems, Instructional Programs and Practices, Human Resources, Leadership Development, Governance, Community Relations, Finance and Facilities.
- Dissolution of several graduation requirements in 2010 (i.e. Core Literacy Portfolio, Direct Write). Suspension and revision of the technology graduation requirement with goal to provide clear and systematic outcomes for 21st century learners.
- Dissolution of Summer School program in 2012.
- Development and implementation of a Guaranteed and Viable Curriculum, and common assessment tools in courses required for graduation. Development and implementation of consistent hiring practices (i.e. Hiring Guide) across the system, in 2010.
- Instructional Facilitators hired in 2010, to augment the existing Mentor program to support first and second year teachers across TUHSD.

- Formation of the Course Revision Sub-Committee in 2011 (a subgroup of the TLC) whose purpose is to vet, approve and revise courses of study to reflect changes in learning goals aligned to the GVC..
- Establishment of the Instructional Technology Teacher Collaborative (ITTC) in 2012, whose purpose is to enhance teachers' ability to employ innovative methodologies that substantially impact student engagement through the process of problem solving, product development, and implementation and integration of content, 21st Century skills and technology.
- Formation and operationalization of professional learning communities (PLCs) who collectively review and respond to student performance data, in addition to sharing practices and strategies related to curriculum, instruction and assessment (2011-present).
- Development and implementation of site based intervention plans using the Response to Intervention model (2012-present).
- Drake implemented the new Teacher Leader model that replaced the old department heads. The Teacher Leaders take an expanded role of curricular and instructional development and implementation within their departments and are the leadership team of the school.
- In 2014, Drake adopted a new school purpose statement. This purpose is designed to be a more focused purpose for Drake and sit alongside the district's mission statement. This was developed by the staff, with input from parents and students at the DLC. Along with the school purpose, means to measure the school's success was also developed. These are called Learning Principles, designed around 21st Century Learning skills, and are accompanied by proficiency scales that assess the levels in which the school is meeting its intended outcomes.
- 9th and 10th grade students are in a two-year blended Small Learning Community (SLC). Two out of the four (approximately $\frac{2}{3}$ of all freshman and sophomores) SLCs are partnered with the New Tech Network. Through this partnership, teachers are provided a coach that helps implement wall-to-wall Project Based Learning, one-to-one technology, and the use of the Echo platform for teacher feedback on student assignments.
- In the past few years, several teachers have adopted new instructional methodologies in terms of Project Based Learning. Many teachers are implementing "wall-to-wall" projects in their classroom. This means that most of the instruction occurs through the use of projects. In this, students are guided through the learning within a project.

- Drake has implemented technology into the classrooms. There are approximately 1,200 devices available for student use on campus, including desktop computers, laptops and iPads. Drake has a total of six computer labs with over 30 desktops, three mobile laptop carts, thirteen mobile iPad carts with over 30 iPads and many other desktop computers/devices in individual programs. In addition, close to 400 students are in a program that uses one-to-one technology in which each student is issued an iPad to use at school and at home.
- Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.

In 2007 the Visiting Committee concurred with Drake's four identified areas selected for the School-wide Action Plan.

1. Revise Curriculum, Instruction and Assessment to better meet the needs of disengaged students and at-risk students.
2. Improve Math Proficiency
3. Improve Reading, Writing and Public Speaking Literacy
4. Improve the social, emotional and health support structures for the Drake students.

In addition, the Visiting Committee recommended the following areas for inclusion in the existing four elements of the Action Plan:

1. The leadership and instructional staff improve access by parents to grade and attendance information possibly through an on-line service.
2. The leadership and technology staff increase the ease of access to and use of student information by teachers to support struggling students.
3. The leadership and instructional staff continue to use data to establish benchmarks, develop program criteria, monitor progress and revise programs.
4. Leadership and instructional staff design a system for collecting and sharing teacher developed assessments and instructional materials.
5. Leadership and instructional staff access post graduation information for use in assessing curriculum and instruction at Drake High School possibly through a student to student link established as a project in Advisory.

The school implemented the following Action plans to address these Critical Areas for follow up.

Action Plan Item #1: Revise Curriculum, Instruction and Assessment to better meet the needs of disengaged and at-risk students.

Action Plan Item #2: Improve Math Proficiency

Action Plan Item #3: Improve Reading, Writing and Public Speaking Literacy

Action Plan Item #4: Improve the social, emotional and health support structures for Drake students

Since the previous WASC self-study, Drake reports that in addition to the action listed above they have taken the following steps towards providing ongoing review, discussion and implementation of the Single Plan for Student Achievement/WASC Action Plan:

- Department teams creating plans to address the specific areas that are within their locus of control. The math department came up with plans to address the action steps if the goal of “improving math proficiency.” The English department did the same for “improving reading, writing and public speaking literacy,” These goals determined most decisions made in these departments. With the development of the guaranteed and viable curriculum work, the rationale and action steps in the WASC Action plan served as guidance for the development of district wide program goals/learning outcomes.
- Staff Development trainings designed around the critical areas of need. Over the past eight years, the critical areas of need outlined in the Action Plan goals have been the focus of the staff and district professional development.
- Site Council, called the Drake Leadership Council (DLC), has played a key role in planning and giving feedback on the school’s process of the plan. In addition, parent groups were able to give feedback at advisory meeting and “Drake Talks” (parent feedback talks in particular topics).
- District staff development and programs implemented towards “improving learning for disengaged and at risk students” as well as other goals. This has occurred through Understanding by Design and ITTC staff development opportunities. In addition, guest speakers such as Mike Mattos (RTI), Jay McTighe (UbD) and many more have conducted trainings for the entire staff.
- The staff, students and parents have created a Purpose Statement. This is essentially the mission of the school. Along with the school vision, a team of staff called the Design Team, developed Learning Principles designed to assess whether the level in which the school vision is being met.

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

Schoolwide Learner Outcomes

The following is the TUHSD Mission Statement:

THE TAMALPAIS UNION HIGH SCHOOL DISTRICT is dedicated to the development of creative, passionate, and self-motivated learners. Upon graduation, students will be prepared for engaged citizenship and able to contribute individually and collaboratively in order to address the challenges of a dynamic and diverse world. To these ends, all students will demonstrate mastery of core competencies and will be offered meaningful learning experiences to enable them to access and critically analyze information, pose substantive questions, and communicate effectively (Adopted by the Board 25-August- 2009).

To ensure the success of our students, the Tamalpais Union High School District (TUHSD) is a mission-driven and values-based organization that has adopted these beliefs as foundational:

- all students can learn and learn at high levels; and
- all staff are responsible for working together to measure and respond to the impact we are having on student learning; and
- the District actively supports building the capacity of staff to provide relevant, meaningful and rigorous learning experiences.

The school has developed “Learning Principles” from applying the District Mission to the site needs and environment. Drake has elected to have these serve as the Schoolwide Learner Outcomes. Therefore the SLO's are,

Sir Francis Drake High School Learning Principles

I. Content Literacy and Thinking

Students will demonstrate understanding of subject area Program Goals and critical thinking.

II. Creativity and Innovation

Students will explore, discover, and express unique approaches to problem solving.

III. Agency

Students will develop self-awareness and cultivate a growth mindset as they encounter challenges and understand multiple perspectives in learning and life.

IV. Collaboration

Students will become productive members of diverse teams through strong interpersonal communication, a commitment to shared success, leadership, and initiative.

V. Community/Experiential/Authentic Learning

Students will extend their learning throughout and beyond our classrooms.

VI. Communication

Students will articulate information, thoughts and ideas effectively using oral, written and non-verbal communication skills in a variety of contexts.

These Learning Principles are well known by the staff and somewhat known by the students in a general way. They are posted in some locations throughout the school. There is some evidence that the school uses these in their decisions about program implementation, revision and evaluation. There is little direct evidence that the school has assessed the attainment of these Schoolwide Learning Outcomes in an explicit manner. There is some evidence that the school gathers and discusses testimonial and, observational information on these.

The school participated in the Pilot District-wide Accreditation process by reviewing and augmenting the district report for most of the chapters and criteria that were written and researched by District Staff. Drake fully participated in the District process with several meetings of administration and joint day long Leadership Teams meetings.

The school also crafted their own responses to the Self-Study through administrative written work in Chapters 1,2,3 and 5 and through the Focus Groups A-E. All of the Focus Groups reported that they met several times from January 2015 to March 2015. It was also apparent that all stakeholders were participating in the meetings to include parents, students and classified staff. In most cases the Focus Groups were presented with responses to the Criteria and asked to discuss and to react to drafts of the report. These reactions were then integrated into the school response to each WASC Criteria.

There is ample evidence that the school and Focus Groups examined the data compiled by the District in Chapter 1 while examining each Criteria. The District analyzed the data and identified three learning needs that are logical and reasonable conclusions. There exists some disagreement with some parents and teaching staff about how the District reached these conclusions and solutions.

Chapter IV: Quality of the School's Program

Part A: What Currently Exists (10–20 pages)

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

A1. To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research, and the belief that all students can achieve t high levels.

To what extent is the school's purpose supported by the governing board and the central administration and further by expected school-wide learning results and the academic standards?

Sir Francis Drake High School (Drake) has collaboratively created an organizational purpose based on the District's mission to ultimately ensure that students "demonstrate mastery of core competencies and will be offered meaningful learning experiences". The current formal purpose of Drake includes dedication to student academic growth, inclusion of innovation and creativity, challenging learning experiences, the creation of a respectful, responsible, and reflective community, and the empowerment to use these outcomes in ways that make a positive impact. Additionally, this purpose is further supported by the District's strategic priorities which for the current year, include collective review of student performance and a purposeful intervention system.

Stakeholder input was been solicited and valued. Staff initially drafted several revisions with the final draft presented to the Site Council. It appeared that students also had some input through the Student Advisory Council. Drake's Self Study report indicated its desire to make the Purpose Statement a living basis of focused efforts rather than a stagnant document created for compliance alone. Supporting the formal school purpose are the Drake Learning Principles developed by an internal committee of staff who were "elected to determine the future direction of the school". Student academic outcomes were the primary focus with a current focus on stakeholder commitment to these principles. Recently the school has developed rubrics to measure the effectiveness of the Learning Principles. There is a plan to apply these rubrics next year to measure how well the Learning Principles are being applied.

On-site observations, group discussion, and one-to-one interviews indicated general acceptance of the school vision, mission, and learner outcomes. At its core, the mission supports this notion as presented by one focus group participant when she reflected that “all students will learn at high levels”. Conversely, the District mission statement appeared to be more ambiguous to most school stakeholders and while in theoretical agreement with the District’s mission, participants expressed that it was lengthy and that they did not have a clear understanding how to implement the mission in their day-to-day activities. Stakeholders note that the school mission statement was collaboratively developed and is “much more tangible” and therefore “embraced more than the District mission”. A relatively small group of participants suggested that they did not approve of the site-based mission-drafting process.

The Drake learning community plan will be “assessed and revised, if necessary” as presented in the detailed Self-Study and that it “will take some time and continued communication for the community to understand and embrace” the District mission statement and the school’s purpose. On-site validation efforts indicated that this is, indeed, true. While the mission statements of both the District and the school site may not be widely publicized, as per some stakeholders, there was evidence that staff are making significant effort to base decision-making on the local and District-wide mission statements.

A2. To what extent does the governing board have policies and bylaws that are aligned with the school’s purpose and support the achievement of expected school-wide learning results and academic standards on data-driven instructional decisions for the school?

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

To what extent does the governing board regularly monitor results and approve the single school-wide plan and its relationship to the LEA plan?

A District Governance Handbook is cited as the tool by which the District and individual learning communities governs itself. The role of the Board, the primary governance team, outline the District’s focus, goals, and values. Local policies are reflective of California School Board Association guidelines. Traditional policy and strategic plan criterion were evidenced during the on-site review. Additionally, the Local Control and Accountability Plan (LCAP) is current and generally correlated to the District’s mission. The Visiting Committee could not sufficiently validate that this document was based on critical learner needs with the collaboration of all stakeholders.

The 2013-2014 School Accountability Report Card (SARC) indicated that the Drake learning community fosters student knowledge, creativity, self-direction, and ethical decision-making. The Visiting Committee was able to validate that each of these

elements are, indeed, present; however, student self-direction appeared to have various levels of stakeholder support with some students and some parents indicating that some students may not be developmentally ready for self-direction. The on-site review revealed some discord about how much self-direction should be expected during the high school career of Drake students.

The 2013-2014 SARC further indicated consistent, albeit, stagnant proficiency scores in English-Language Arts, Mathematics, Science and History-Social Science. While these scores are all above state averages, continuous growth did not appear to be a priority for some stakeholders. As one parent stakeholder commented Drake “is not a high pressure academic” environment. While “high pressure” is generally not an accepted educational outcome, academic growth of individual students, the school, and the District are essential. Stakeholders may need to consider their commitment to academic growth rather than maintenance of current standings.

While evidence from focus group discussions indicated that Drake stakeholders understood and valued their reliance on the District Board for funding and direction regarding initiatives to address the needs of students, the on-site review revealed some level of conflict with Board decision-making. This being true, evidence largely suggested that school stakeholders understood the role of local governance and how both the local school sites and District should function as collaborative entities.

On-site discussions indicated that the Board has reviewed the mission, but may have insufficiently refined the document on an on-going basis. While the on-site review revealed some challenges with collaboration between the Drake learning community and the District, stakeholders generally reported interacting with the Board in a collegial manner focused on student outcomes. Understanding that the Board has specific responsibilities for all schools within its organizational structure was not identified by stakeholders as a problem. Conversely, evidence was presented in several focus group discussions, that the local staff would appreciate and value increased opportunities to discuss and provide input on a variety of topics meaningful to the Drake learning community. For example, research-based professional development opportunities are highly desired by Drake instructional staff and some teaching staff expressed concern regarding the minimal opportunities they are currently afforded.

The Visiting Committee could not fully verify that the Board’s evaluation/monitoring procedures include review of student performance, toward career and college readiness, overall school programs and operations, and the fiscal health of the school.

While the school site was able to provide the Visiting Committee with a copy of Board Policy (BP) 131.3(a) / Uniform Complaint Procedures, it was not widely understood by school stakeholders. Most often, staff referred to the Williams Complaint Procedures, Administrative Regulation (AR) 1312.4(a). While similar, these two documents are

different in purpose and legality. The school site is required by law to publicly post both documents (poster versions are available) in public places. Williams notification should be posted in every classroom.

A3. To what extent, based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the school-wide learning outcomes and academic standards?

To what extent does the school leadership and staff annually monitor and refine the single school-wide action plan based on analysis of data to ensure alignment with student needs?

Evidential information collected during the on-site review indicated conflicting perceptions of the school's planning process specifically related to technology-enhanced learning strategies. While most stakeholders indicated support of local administrative decision-making related to technology there was some dissension suggested by some staff. At the same time, it was difficult for the Visiting Committee to determine to what extent the school's recent planning and implementation process has been broad-based and collaborative. Anecdotal information was provided by multiple stakeholders regarding a small number of staff who have been perceived as vocal and "difficult" due to "extreme personalities" which seems to have caused conflict. Generally, stakeholders at all levels indicated that they were frustrated and stymied by negativity and while they believe all voices should be heard, they were eager to move past this conflict toward deliberate and focused attention on ensuring quality teaching, providing access for success of all students, and moving the learning community to place of continuous growth.

The on-site review further revealed that parent satisfaction with school plans varied. One parent relayed that her student is "very happy" while another parent suggested that there may be "too much self-teaching". While one parent shared her perception that students are "not reading a ton", another suggested that "the level of rigor is too much" and that students are required to be "too independent" in the learning process. Inconsistencies in instruction and teacher expectations when comparing the four academies was shared (and observed). Some parents told the Visiting Committee that their students are much more engaged since the latest technology effort while others told the Team that their children "complain". "Some really get it and some don't" was a sentiment shared.

Support for and complaints against the use of iPads to support instruction were revealed throughout the on-site review with no clear indication of the percentage of parents and students who value or devalue iPad usage in classroom instruction. This was true, also, for other technological support such as E-School. Some stakeholders

value this software, while some others devalue its importance as an educational tool.

Some parents indicated that they did not fully understand the initial registration process for their student and were unclear about the implications of their program choices. Some parents indicated that they felt the administration was not forth-coming in explaining program options and that some parents who considered enrolling their children at Drake choose not to because of Drake program configuration. Conversely, other stakeholders indicated that administrative staff provided numerous campus tours (seven at the start of the current school year), a detailed Power Point presentation, numerous communications, the opportunity for parents and students to participate in more than one tour, and the opportunity for parents and students to make informed program participation decisions.

Another group of stakeholders, classified staff members, revealed that site administration was broad-based and collaborative, seeking their input as well as certificated staff input. This focus group indicated that administration “kept (them) in the loop” sincerely valuing their presence and influence in the learning community.

A4. To what extent does a qualified staff facilitate achievement standards and the school-wide learning outcomes through a system of preparation, induction, and ongoing professional development?

To what extent does a qualified staff facilitate achievement of the academic, college, and career readiness standards and the school-wide learner outcomes through a system of preparation, induction, and ongoing professional development?

Drake instructional staff have been appropriately assigned to classes. High and low level sequential classes are distributed equitably among the staff. Drake students are taught by a staff that is 100% “highly qualified” as defined by state and federal standards.

The on-site review revealed that there is no Staff Handbook and that the current Student/Parent is nearly a decade old with references to Walkmen and paging devices.

On-site evidence indicated inconsistent perceptions of communication from school administration to staff. While some stakeholders viewed communication as highly effective, others indicated that communication was perceived to be minimal and ineffective.

Included in the Self-Study were steps created to address conflict that were, during the course of the review, being internally discussed. The Visiting Committee was presented with qualitative evidence that most levels of staff stakeholders desired professional

resolution of differences while maintaining respect for individuals. It was unclear during the site visit, if all staff were committed to collaborative conflict resolution or if resolution to some means that they win while others lose. Internal communication and planning appear to be related to the real or perceived barriers of discord.

While evaluation of collegial strategies, usually during limited PLC times, offered some level of collaborative coaching, collaborative sharing of successful strategies, and some level discussion of innovative practices, the instructional staff did not generally present indications of systemic and institutionalized levels of shared responsibility, actions, and accountability.

While the on-site visit did, indeed, suggest that school leadership and staff focus on successful student learning outcomes, insufficient evidence was provided that consistent and formal evaluation of instructional, organizational, and local practices are institutionalized and valued. During the on-site visit, it was clear that the Self-Study process was addressed in an unusually brief amount of time and this may have accounted for the lack of evidence available for this indicator.

A5. To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

Through stakeholder anecdotal sharing, the on-site review indicated that while the Drake learning community values and expects high-quality teaching from all instructors, professional development opportunities may be limited. The District and school were encouraged to self-reflect further on the correlation between budgets and what stakeholders expressed value for. For example, some stakeholders indicated that high-quality, professional professional development was not allocated sufficient funding by the District.

The on-site review suggested that there may be a need to develop effective operating processes that determine a measurable effect of professional development, coaching, and mentoring on student performance.

A6. To what extent are human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the programs to support students in accomplishing the

Audit and budget processes appear to function compliantly so as to protect the District and school against the mishandling of institutional funds.

The on-site visit revealed that school facilities and campus upkeep are generally in good condition. The Committee did notice various areas of problematic weed growth. Additionally, raised black top mounds next to a sidewalk curb could be considered trip-hazards especially for those with physical challenges that may not warrant use of handicap parking. While exterior and interior surfaces were generally in good condition, there are some areas of the campus building structures that might benefit from additional cleaning and/or painting.

Areas of strength for Organization:

- The Drake learning community is focused on student learning outcomes.
- The Drake learning community is a warm and caring environment for students, staff, and visitors.
- The Drake learning community is supported by committed and skilled instructional staff, classified staff, support staff, and administrative staff.
- The development of the Learning Principles and the associated rubrics is a good foundation to measure the effectiveness of the School-wide Learning Outcomes.

Key Issues for Organization:

- The vision and mission of the school should be more widely publicized and directly correlated to all decision-making so that learning community can focus on understanding and building agreement.
- There is a need for the staff to improve reciprocal communication and collaborative decision-making between all stakeholders as a foundation of trust.
- There is need to identify and implement conflict resolution and conflict management strategies by school stakeholders so as to ensure that such barriers do not limit progress of instructional programs.
- School administration must make it's purpose statement visible, should discuss it with students, staff and community, and align these to assessments so that the school is able to judge overall school progress.
- The school community must follow a structured continuous improvement process that is ongoing and is goal-driven in order to facilitate the implementation of WASC recommendations.
- The learning community should consider increasing the opportunities for research-based professional development to ensure consistent implementation of best practices.
- Carefully consider how District and school budget reflect the values of the organization.

Important Evidence from the Self-Study and the Visit:

- Focus group discussions
- Discussions with individuals
- Review of online documents
- Review of hard copy documents
- Budget documents

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes? To what extent through standards-based learning (what is taught and how it is taught), are the schoolwide learner outcomes accomplished?

Drake offers all of its students a rigorous, relevant, standards-based curriculum that meet the UC “a-g” requirements. Staff is working collaboratively to implement course offerings generated by student choice that focus on college and career readiness. Standards-based learning is taught and assessed school wide using data monitored in their Professional Learning Communities (PLC), which are working to develop curricular goals into the class outcomes for the students that are aligned to state and national standards. All new teachers are trained in the Understanding by Design (UbD) curriculum as part of a the two-year induction program provided the district.

Visiting Committee (VC) did not find evidence that the Schoolwide Learner Outcomes were used to determine the consistency of curriculum delivery and alignment of course content areas.

B2. Curriculum Criterion

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

Drake provides a unique school structure for the delivery of curriculum that allows all students to have equal access to the school’s entire program. All students in 9th and 10th grade are provided instruction in project-based small learning communities (SLC). ROCK has a focus on the use of creativity to explore connections between content and offers English, Social Studies, Science, Art/Drama. TREK has a focus on 21st century skills to explore self and offers English/Social Studies in a Humanities approach and Integrated Science 3-4. Galileo has a focus on global issues with local awareness/solutions and offers English, Social Studies, Spanish, and Science. Mobius has a focus on the use of guiding questions to deepen learning and offers English and Social Studies.

Visiting Committee (VC) observations substantiate the structure of the SLC is in place but have noted non-alignment of curriculum delivery throughout the communities. Evidence shows some frustration by students in 9th/10th grades and some parents who

would like not to participate in the Project Based Learning programs. Parents voiced concerns over the lack of rigor in certain classes, particularly the need to read more novels in the English classes. They also stated confusion over the implementation of the ECHO classroom software.

Eleventh and twelfth grade students may take regular course instruction or choose between two academies: the Communications Academy (ComAcad) that has a focus on Digital Communications and offers Humanities, World Literature, Chemistry, and Econ/American Government or the SEA-DISC Academy that has a focus on Environmental Science and offers Chemistry, Econ/ American Government, Humanities and World Literature. Upper grade students are able to access AP courses available in several subjects areas. These approaches to instruction allow teachers to personalize and monitor effective teaching and learning while supporting the District's curriculum program goals based on the development of the Guaranteed and Viable Curriculum (GVC) to be implemented in all subject areas, which will provide the school with a clearer picture of what their students know and are able to do upon graduation.

VC observations found evidence of a robust level of AP course offerings to the upper grade students. Students have expressed how prepared they are for college based on these curriculum choices. In the upper grades staff and parents concur with the students that the number of courses and the option of the academies is an advantage to their students.

B3. Curriculum Criterion

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

Drake has four counselors for 980 students. All of the students in the SLCs are assigned to a counselor. The program goals in counseling are aligned with the American School Counselor Association (ASCA) National Standards for counselor. The counselor load is approximately 250-325 students. The students are able to develop a personalized plan that acknowledges their strengths, values, challenges, and boundaries.

The counselors annually guide students to make appropriate decisions regarding class scheduling options, extracurricular activities, and academies opportunities. In their junior year, each student meets with a counselor to develop a postsecondary plan. The Drake College and Career Specialist is available to all students to offer career exploration through the use of internships.

VC found evidence of mixed results regarding the effectiveness of the counseling services available to students. Some parents and students do not believe they have been supported while other parents and students offer high commendations on the effectiveness of the counseling department.

VC observations noted some concern over the Algebra P1-2 course offering for a small number of Drake students who need support before they are able to access Algebra P3-4. Evidence does show that these students probably will not be able to access the higher division math classes, which inhibits their ability to meet the requirements of the UC/CSUs.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

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

- The variety of course offerings and student choice is the predominant factor in the selection of courses offered. There is a variety of delivery methods, including traditional classrooms, small learning communities, and thematic academy programs available to all students.
- The Drake teaching staff is competent, committed, and passionate about the delivery of curriculum in the learning environment.
- The community values the diversity of course offerings and programs.

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

- The school should assure that all courses and programs are aligned to the Common Core Standards and to the School-wide Learning Outcomes in order to avoid “holes in the curriculum” or gaps in the curriculum.
- The school should examine the level of rigor taught in SLC classes to assure proper preparation for the eleven and twelfth grade program and college preparation.
- The school leadership and Math Teachers should examine data and discuss the effectiveness of the Algebra P1-2 course to order to provide a successful program that prepares struggling students for Geometry and college preparatory math.

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

- Review of Self-Study
- Discussions with members of focus groups
- Review of Master Schedule
- Review of teacher assignment guides and rubrics
- Drake High School SLC Structure 2015-2016
- Course of study guide: Algebra P1-2
- PLC Team Learning Logs
- Classrooms Observations

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**C1. Instruction Criterion****To what extent are all students are involved in challenging learning experiences to achieve the academic standards and the schoolwide learner outcomes?**

To the extent observed, and in Focus Group C, it appears that most, but not all, teachers have developed program goals and resulting proficiency scales. Teachers have implemented program goals and proficiency scales in classroom instruction and in communication with students and parents. The World Language program articulated examples, and student focus groups also noted how clear those goals and proficiency scales are from class to class and teacher to teacher. Professional Learning Communities (PLC) appear to facilitate both the adoption and the implementation of these program goals and proficiency scales. The Small Learning Communities (SLC) also have established goals and proficiency scales, but may need to better communicate them to parents and students prior to selection of individual SLCs as incoming freshmen. While the school has adopted schoolwide learner outcomes, they were not in evidence in classrooms. On the other hand subject areas, SLCs, academies, and individual teachers use standards-based program goals and proficiency standards extensively. Elements of them were often observable in classroom instruction, and they were frequently mentioned in focus groups.

When organized and utilized, the PLCs do function exactly as described by the Self-Study and by stakeholders in the focus groups. However, some teachers do not have access to PLCs due to when their preparation periods are scheduled, and because the school schedule does not include collaboration time for teachers to get together for this purpose. Teachers who coach, and/or supervise after school programs and who do not have shared preparation periods within their instructional disciplines experience the most difficulty in connecting to the PLC process.

The tutorial period provides some meaningful academic access to some students, but there is no indication that struggling students are assigned to get specific help based on data acquired in the assessment process. Thus, it is both unknown and unknowable as to how effective this time use is for the students who struggle the most academically.

There appeared to be minimal or some evidence of instructional differentiation to meet the needs of all students, including those with differing learning styles and learning

needs. The visiting committee observed incidences in the general classroom setting that lacked rigor, structure and oversight by the teacher where instructional minutes were not maximized.

The on-site review revealed that while the school is attempting to provide an effective credit recovery program, it is not yet fully developed.. Such a credit recovery program should be organized around the specific needs of students and by assignment of qualified staff.

An area of strength in instruction is the project-based learning system. This effort appears to have the widest buy-in by the faculty, and appears to drive a lot of the instruction, direct or indirect, in the classroom. Many teachers shorten the scope, depth and duration of projects for struggling students, so that all students can have success within the PBL learning model. Several of these students, and their parents, expressed satisfaction in connecting to and benefiting from instruction as never before. However, some more advanced students feel that they do not receive sufficient direct instruction in some academic language and subject-area terminology and concepts in their SLC experience to move easily into Advanced Placement courses as juniors and seniors. However, many of those same advanced students still felt well-challenged by and satisfied with the PBL learning model.

Teachers, students, and parents indicated that the two-year nature of the SLCs help struggling students to buy into the instruction and to succeed better by the end of the second year. Among the concepts that helped struggling students over the two-year SLC cycle, is that of agency, by which students are taught to take ownership of their learning.

Some students and parents expressed concern about some SLCs occupying four class periods in place of two or three. And some parents and students felt that SLC names did not help them understand or properly chose the right SLC for them as incoming freshmen. Some students also wanted to be able to opt out of the SLC program, but did not articulate their reasons for wanting to do so. But a majority of both groups expressed overall satisfaction with Small Learning Communities.

C2. Instruction Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively

engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Visiting Committee (VC) observations and focus group comments confirm that the various subject areas, SLCs, and many individual teachers adapt the PBL learning model to their areas of instruction and use a variety of strategies to help students maximize their success in the process. Several teachers remarked on or showed evidence in instruction of how the PLC experience has helped them add depth, variety, and additional rigor to their instruction. However, students, parents, and faculty also communicated the frustration that there is not one-hundred percent faculty buy-in on PLCs or instructional diversity to reach and help all students learn.

There was not a lot of evidence of textbooks in the classroom, except as reference material, but students had access to an abundance of online curricular resources and information. And the PBL learning model tends to emphasize learning outside of and beyond the textbook. VC observation and focus groups provided evidence of actively engaged students in challenging and interesting learning experiences. However, teachers have requested more profession development to assist them in this process than has been provided.

Technology, although abundantly present in the classroom, appears to still be an area for growth within the school. Some students expressed frustration with having i-Pads that they viewed as glorified paperweights due to infrequent use in instruction in some classrooms and courses. While most students, when asked, indicated that they had and could use i-Pad and/or smart phone cameras to snap presentation slides and/or whiteboard notes, they also expressed frustration that not all teachers were open to such a high-tech solution to daily subject-area note-taking. They also expressed concern and confusion about technology and personal electronics policies. Drama students, for example, were observed using smart phones to display play script lines being practiced on stage. But when questioned about the use by VC members, some students on stage appeared concerned that they might be challenged or chastised for their high-tech solution to being literally on the same page for play practice.

On the other hand, photography students ably navigated Photoshop to edit and/or manipulate images they had taken with digital cameras, feeling free to share their acquired expertise with VC members. And during a student focus group, when some students expressed strong opinions on their school lunch menu, they instantly accepted VC invitations to Google “school lunch” and “school lunch menu” on their smart phones with some interesting results that added to the conversation..

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

- Small Learning Communities, Projected-Based Learning, Academies, and Professional Learning Communities combine to give students access to engaging, meaningful experiences.
- Program Goals and Proficiency Scales allow both uniformity and diversity of instruction, when appropriate and desired by teachers in each subject area.
- Cross-curricular collaboration and cooperation allow many teachers to adopt and adapt new instructional models and activities.
- There are efforts to use innovation at Drake through the implementation of PBL and SLCs with a focus on the use of technology in most classrooms.

Key issues for Standards-Based Student Learning: Instruction that need to be addressed to ensure quality education for all students:

- Faculty should increase effective instructional strategies to systematically improve differentiation to meet the needs and access of all students in all classrooms.
- Administration and teachers must, through the implementation of project based learning in all of the SLCs, establish some overarching guidelines for each SLC to utilize the strategy of PBL to eliminate any inequity and a lack of uniformity for content delivery of standards.
- Administration and teachers must ensure that all learning styles are addressed and supported through a balance of instructional practices that include both Project Based Learning strategies and direct instruction practices. Staff must assure that technology is used as an effective instructional tool for all learners.
- District professional development opportunities need to be sufficient to prepare all teachers to better use technology, learning models, and/or best instructional practices.

- Administration, faculty and support staff need to provide ongoing access for communication and feedback by students on instructional practices.
- School administration should monitor, evaluate, and increase system-wide implementation of highly effective instructional strategies.

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

- Review of Self-Study
- Discussions with members of focus groups
- Review of Master Schedule
- PLC Team Learning Logs
- Classrooms Observations
- Student interviews
- Parent interviews

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

D1. Assessment and Accountability Criterion

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders of the school community?

The school uses assessment information supplied by the district to analyze student performance at the administrative level. All required tests are analyzed at the District level and reported to site, community and Board. The school reviews student performance data with staff and at the School Site Council meetings. In addition, the District publishes performance data annually in the SACR. At the school one of the functions of the newly formed Drake Leadership Team (DLT) is to receive, review and analyze school-wide performance data. In some programs “Proficiency Scales” have been implemented to align grading to standards, and provide better grading consistency between instructors. Currently Proficiency Scales is a program that is partially implemented. Many teachers use in class assessment to check on the progress of students and to give periodic assessments of how well students are learning the intended objectives and outcomes. Results of student performance are reported to parents and students online as posted by teachers. Both students and parents report

that progress posting varies depending on the timeliness of each teacher's posting habits. Some staff post daily, others are delayed by weeks and some post only at the traditional required grading intervals. Parents and others report that this practice, while still frustrating at times, is much better than the general practice in past years.

D2. Assessment and Accountability Criterion

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

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

Most teachers use a variety of assessment tools to monitor and inform student progress. The school has made an effort to establish proficiency scales for many classes that establishes expected levels of performance for demonstrating skills and content knowledge. The variance in grading practices presents a challenge for the school for several reasons. Often there is not a shared understanding or agreement of how grades are determined among the teachers. This was expressed as a concern by both parents and students who cited how often current practices are unfair due to inconsistencies and variances in rigor. The proficiency scale assessments are mostly developed by either teams of teachers or individuals and are used more for formative or diagnostic assessments of student progress instead of a grading process or strategy.

There are some staff that have common assessments that are reviewed and analyzed by professional learning communities. Both individual teachers and the PLCs report that the feedback that they receive on these formative assessments are used to modify instruction. During interviews with the staff there were examples given of how assessment feedback had modified instruction.

D3. Assessment and Accountability Criterion

To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

In the past the CST and API was reported to parents and community. Additionally, the results from the CAHSEE have been reported to the Board and the community. The District also makes information on college entrance examinations available. There has not been any assessment of the Student Learning Outcomes or local assessment of student attainment of the Common Core Standards yet. The District is preparing for the first CCSS testing and release of information on student performance this Spring. There currently is no systematic vehicle to measure how well students demonstrate understanding and performance of the school's Learning Principles statements (SLO's).

Each year the District reports to the Board the Annual Student Achievement Report supplied by CDE. This report includes all state mandated assessments, SAT and AP test participation and results, and other graduation and attendance information. This report is available on the District's website.

Parents are informed on a periodic basis of student progress in each course with quarter progress reports and semester grades. In addition, parents and students in the TREK program are able to monitor their feedback on assignments on line using the school's "ECHO" reporting system. The quality of this is dependent on the teacher's and student's ability to access and understand on line feedback. Many students and parents complain that they are not able to receive enough interaction and information using this methodology of teacher feedback.

D4. Assessment and Accountability Criterion

To what extent does the assessment of student achievement in relation to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes drives the school's program, its evaluation and improvement, and the allocation and usage of resources?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

There is some evidence that assessment has modified the school's academic program. The school has examined mathematics courses and determined some elimination of courses that did not prove effective after looking at student performance results. Academic intervention is offered in some cases when a student is not able to demonstrate understanding of the content. Teachers in some departments and PLCs spend limited time together reviewing data that modifies instruction. Many individual teachers report that they use assessment on a regular basis to help give them feedback to their instruction and make modifications.

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

Areas of strength for Standards-Based Student Learning: Assessment and Accountability:

- There has been an improvement in the use of the online grade reporting and monitoring ability. Parents are more readily able to track student progress.
- There has been some evidence that teachers are examining data in their PLCs in order to improve and modify instruction.

Key issues for Standards-Based Student Learning: Assessment and Accountability:

- The school needs to continue developing consistent grading policies and practices that are: (1) aligned or reflective of proficiency scales that relate to the school's purpose (SLO's) and the CCSS, and (2) employ consistent practices of assessment among teachers who teach the same subject.
- The school must systematically employ practices that examine and analyze student performance data, both as individual teachers and as PLC's, in order to provide feedback that is used to improve instruction.
- The school should refine methods of using assessment data in order to provide timely intervention and appropriate levels of support for students.

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

- Self Study Report
- Focus Group D meeting
- Classroom observations
- Student interviews
- Parent interviews
- Administration interviews
- Examination of School Purpose statement

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

E1. School Culture and Student Support Criterion

Regular Parent Involvement: The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. The school involves non-English speaking parents.

The Tamalpais Union High School District has implemented numerous forums for the regular involvement of the community and parents of Drake High School, including community forums, committees, annual update presentations and revision processes to ensure community involvement in strategic planning and action. The numerous meetings include LCAP, Parent Survey - Students with Special Needs, eSchoolPlus, Superintendent and Principal Advisory Councils, and site Parent Meetings. Drake parents and community members may access the TUHSD District website for information about individual school sites, board meetings and upcoming events.

Drake reports that non-English speaking parents are involved on behalf of their individual students at meetings where translation is needed (IEP, 504, discipline,

counseling, etc.). When there are meetings or events that are not specific to individual students, these parents have been invited to attend field trips. There is not necessarily a big outreach program because of the small number of parents who meet this criteria. Drake offers one on one conversations when big events take place. Low income students are supported to participate in everything at Drake. If needed, low income students are supported with scholarships for testing, prom dresses, field trips, food, and school supplies. New teachers are trained in ELD best practices and provided with a student list of ELD students who may be in their classes.

The Drake website contains a portal to eSchool, which is used by parents to stay informed of student achievement/grades, as well as attendance information. However, only some teachers use eSchool as a communication tool as a daily form of reporting student success. Progress reports and semester grades are posted in eSchool. There are several organizations that involve parents and the community on an ongoing basis that are site based such as school site councils, sports booster organizations, the school foundation and a wide variety of parent education offerings throughout the year. Drake involves parents in group collaboration with the administration and the teaching staff to share information about the learning environment. The individual SLCs offer several parent meeting opportunities to learn more about student learning and how the parent can support their students in their classes. The meetings take place multiple times a year and provide the site helpful feedback. Another informational opportunity for the parent community is the scheduling of the Drake Open House in January that allows incoming ninth grade parents the opportunity to meet teachers and better understand the programs Drake offers. Parent voice during the WASC visitation indicated concerns regarding the lack of opportunity to continuously weigh in or be provided an opportunity to give feedback to Drake regarding all aspects of the academic programs. The Drake Leadership Counsel is students, parents, teachers, and classified staff. This group is provided an opportunity to discuss issues or concerns at Drake. The agenda items are brought forth by the site and the group. The self study committee feels that the group and its work is not advertised well. Agenda and minutes used to be sent to all parties whether they attended the meeting or not. That practice has changed in recent years according to the self study group.

Drake uses a variety of community resources to support the school and students. Examples include; partnerships with local businesses to provide students with internships, the largest number in the district, partnerships with the local non-profit *10,000 Degrees* that supports first generation students who attend college, the provision of tours of local businesses for SPED students, which may provide possible entry-level employment opportunities, guest speakers from local colleges, and counseling from local colleges for application purposes. Additional community supports include local police and probation officers participation in SARB meetings, therapeutic support on campus from Bay Area Community Resource four days a week to assist students with social/emotional issues. Drake has community members volunteer their time in math classrooms to tutor students. The Drake staff has connections with College of Marin.

This partnership produces field trips for 12th graders and SPED students, placement and pre-registration assistance, as well as the opportunity for TUHSD students to take classes for free and transfer credits to Drake. The outside community provides opportunities for students to do community service toward both the SLC and graduation requirements. Local non-profits work with Com Academy to create informational videos. Drake has a 4 year partnership working with the Point Reyes National Park working to tag and identify elephant seals.

TUHSD's mission and strategic priorities guide the work of TUHSD and are communicated to staff, students, parents and the community via newsletters, blogs, emails and school and district websites. The district uses key strategic priorities to focus staff development as well as conversation topics at parent meetings and events at the district and at Drake. TUHSD administrators and teachers frequently take opportunities to dialogue with parents, the school board and the community around the use of program goals, proficiency scales, 21st century learning and interventions in TUHSD classrooms. The curriculum created by district teachers is made available to students, parents and feeder school districts and updated courses of study are posted on the district website. Individual student achievement is reported to parents and guardians every six weeks in the form of progress reports and twice per school year in semester grades.

At the site level, Drake communicates information on student achievement, academic standards and learner outcomes through a variety of measures including Newsletters, Blogs, Websites, and Email. Information shared includes TUHSD Board Meetings, Superintendent Advisory Council Meetings, Community Forums at TUHSD, Grade Reports, Achievement Reports and information on the Guaranteed and Viable Curriculum (GVC). Drake uses eSchool to report student progress in particular courses for both parents and students. Printed progress reports are sent out at the end of weeks six and report cards are sent out at the end of each semester.

Parents receive individual CST and CAHSEE reports as well as information regarding school-wide and API results. The Drake administration presents relevant school and student data at School Site Council meetings and various parent forums, like the Drake Talks. The forums that have provided parent feedback indicate that an area of improvement for Drake is more consistent means of communication out to parents about grading practices. Drake teachers use different means to communicate course material to parents/students including eSchool, teacher websites, emails, Edmodo, Echo, etc. Parents and students are forced to navigate the system based on who the teacher is and how they communicate. Parents indicate this is often confusing and difficult to follow as there is no alignment of practice for all teachers. Student voice regarding eSchool is strongly in opposition to the program and indicates they have difficulty in access and navigation of the program. Parent voice expresses similar frustration. Not all teachers use eSchool consistently. Counselors do NOT have access to all electronic products, as they are without password access which makes it difficult to work with kids. There is no continuity between all forms of electronic information

transfer from teachers to kids to parents to counselors. The ECHO system is problematic in the area of timeliness of reporting of assignments and grade entries. Parents are however offered trainings for ECHO throughout the school year. In addition, parent and student feedback indicate a need for more consistent grading practices used by all teachers in order to better understand expectations that promote student success along with a more consistent reporting system that is universal to all students.

Drake teachers inform parents on the standards being taught through several avenues. Most teachers outline their curriculum through the use of a syllabus that is given to the parents/students at the beginning of each semester. In addition, teachers update their material through several formats, including: eSchool, online platforms such as Echo and Edmodo and teacher websites. Information can also be seen on both the district and the Drake websites. Parent feedback indicates that they feel they could be better informed on the learning outcomes and instructional methodologies in terms of project-based learning and other strategies used for instruction. Parents have also indicated they would like to be better informed on what PBL is and how it is being used consistently or not consistently in each classroom. Student voice during the visitation indicated that SLC curriculum often leaves some students unprepared as upperclassmen to do well on college admittance tests like the ACT and SAT, especially for the content area of English Language Arts. This line of comment was in reference to a student perceived lack of content delivery in ELA in the SLCs.

E2. School Culture and Student Support Criterion

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

TUHSD has policies that maintain the safety and cleanliness of both the district and individual school facilities. All visitors to any site must register with the Main Office and obtain a visitor's pass, and each school site also has security cameras monitoring students, staff and visitors. The Drake administration has access to review camera footage for their site. Additionally, the THUSD employs a large custodial staff that maintains the cleanliness and maintenance for all facilities and buildings and a clear process in place for requesting repairs. Each school site updates and publishes a Student Parent Handbook, which outlines rules, regulations and procedures for student and adult conduct in an effort to maintain safe learning environments for staff and students. School sites have clear emergency procedures in place and practice drills on an annual basis (i.e. campus lock down, fire, earthquake etc. All school sites work closely with local law enforcement and campus supervisors to make sure all students and staff members are safe while on campus.

The District's Internet policies fully comply with the Children's Internet Protection Act. The District's Internet access is filtered for all students limiting access to content that is not categorized into unfit categories or may be a risk to the network. The District maintains a "content filter committee" that is comprised of administrators, teachers and

classified staff. This committee meets occasionally to review the filtering practices of the district and provides input on any adjustments that may need to be made. Each student in the District is required to sign a Computer Acceptable Use policy that outlines the proper usage of technology including the network.

Drake has a dedicated custodial staff who keep the campus clean and conducive to learning. Three full-time campus supervisors monitor the entire school to ensure safety for students and staff. For incoming ninth graders, Drake has student upper classmen (Link Crew) who help welcome them to the school community. Peer Resource is a select group of students trained to present on teen related issues, as well as provide peer counseling. Students have access to school-based counseling (BACR) to support emotional and social challenges. A Restorative Justice is used at Drake for students who demonstrate challenging behaviors. The THUSD content filter and the software that tracks appropriate use of student issued devices is deployed at Drake. Parent groups weigh in on the appropriate use of technology through focus groups. Drake "Talk Meetings" have addressed concerns and issues around use of technology, including cell phones and iPads. The focus group expressed many concerns regarding inconsistency in policy site-wide, and use of technology as a learning tool. Including in these concerns are issues around how students may learn how to self-direct and be responsible for their own learning through the use of technology. These focus groups have provided feedback that indicates a need for the school to continue to look into how to best use technology in the classroom, including the use of iPads and online platforms. Student voices during the visitation shared that some students do not have access to technology at home, making it difficult to access the curriculum. However, the adults report that every effort is made to provide all students with technology if the site is made aware that they are without. As observed in some classes, when students do not have their technology (iPad) with them for certain classes, and there is no "loaner" technology, they often sit for class periods of wasted time as the result of the lack of technology. How technology is used has been a highly controversial issue district wide. Some teachers want to use it some don't, and there are perceived equity issues. Some controversy revolves around the fact that the program has not been evaluated for any aspect - cost effectiveness, how effective it is for learning, etc.

The Drake staff believes that all students can learn at high levels. Teachers work together within four small learning communities to foster a culture that values student achievement and improvement by encouraging opportunities to give and receive feedback, revise work, and re-assess skill development. Included in this work is the willingness to provide accommodations for all struggling students as well as provide students in special education receive services through their IEP to support their learning. Parent and staff feedback indicate a need for the school to create a system of evaluation of all the Small Learning Communities, Academies and other programs at Drake. Students at Drake have access to a counseling staff who are committed to meeting the needs of students both academically as well as socially and-emotionally. The counselors have a set of program goals that outline their expectations for meeting student needs. Student voice indicates that they feel comfortable with the student/adult

relationship factor at Drake. They expressed that there are plenty of opportunities to establish a connection with one or more adults who will support them during their time at Drake for both academic and personal issues that might arise.

The Drake administration collaborates with teacher leaders to work on culture, check in on PLC work, and plan professional development. Administrators, teachers, and classified staff work together to foster positive school culture. However, Drake has identified the need to improve the levels of trust and respect between adults on campus. The Drake staff indicates that while they “enjoy” working together, there is also a sense of competitiveness and distrust that stems from years of working in Small Learning Community teams and academies with differing educational philosophies. The day-to-day culture at Drake is that of a strong community; however, many staff members refer to the atmosphere as “artificial harmony.” Staff members indicated during the focus group meeting that the mistrust goes beyond the SLCs - it goes to the administration, all staff, the D/O - it is a school-wide issue. Previous issues aired openly cause tension and stress on the site. The site leadership has made it a priority to provide the time and space to promote and develop trust and professional working relationships however this has been met with varying levels of success. The focus group for section E indicated that a new committee (started 2 months ago), the Leadership Advisory Committee, has been formed. Staff members are interested in bringing the whole staff back together with a common set of goals. Some of the communication is disseminated through department meetings as well as weekly updates from the sites administration. The student voice indicates a competitive environment between SLCs on campus. While they shared that it does not become problematic for them if they have friends in other SLCs, it often presents competitive situations that impose different or heavier workloads between groups.

E3. School Culture and Student Support Criterion

TUHSD students receive academic assistance that is supported through tiered intervention plans at each school site. Services can include peer tutoring, general education academic workshop classes, intervention during tutorial or “SMART” periods, and after school tutoring. All students have individualized learning plans developed by a counselor who meets regularly with students and parents to advise on course choices, college and career options, jobs and internships. Academic counselors follow students during their four years at Drake in order to build effective relationships and partnerships with families. Students also have access to College and Career Centers on the site. School counselors, administrators, psychologists, therapists (i.e. Bay Area Community Resources), Case Review/Student Intervention Team, school health specialists and the new district Wellness Program are additional supports at Drake. IEP and 504 plan services are available for students who are referred for testing and who qualify for supports. In the area of health services, Drake has a school nurse on duty once a week, with a secretary trained to perform nurse duties when needed. Administration, para-

educators and others on staff have been trained to give insulin and administer an Epi-pen.

In the area of career counseling, Drake employs an Internship Coordinator on campus at once a week to help students gain access to internship opportunities, create résumés and practice interviews. Drake students and parents have access to Naviance, a program that supports the college going mindset with information about graduation requirements, college application, and student loan application processes. Students are also assessed to determine their individual strengths and interests through the use of Naviance. Drake students take part in academies during their 11th and 12th grade years, to further explore post graduate options.

The District employs school psychologists at each school site. The psychologists work closely with the counseling and administrative team to identify and support students in need of services. The District also contracts with Bay Area Community Resources (BACR) for social/emotional support of our students. Each site has multiple BACR counselors available for students throughout the school year on an as needed basis. In the area of personal counseling, Drake has two therapists on campus from Bay Area Community Resource (BACR) four days a week and one intern two days a week to support students with social/emotional issues. The Drake School Psychologist is on site four days a week. This team operates under an “open door” policy to support any student suffering from social or emotional challenges in addition to Drake’s Peer Resource class that trains students to counsel their classmates on various teen issues.

Drake students have two fifty-minute tutorials per week scheduled for teachers to work with students individually or in smaller groups to give additional academic support in content areas, re-teach lessons and offer support for students lacking in specific skills. During these tutorial periods, Peer tutors are available and are paired with students in matched content areas such as Pre Calculus and Chemistry, to assist students who need the additional support. Drake students have access to a homework center 4 days per week. To support students with special needs, the Drake staff includes three Resource Teachers and two Special Day class teachers. Special Education teachers support students in Academic Workshop where students work on IEP goals, as well as get support in mainstream academic courses. Students in Special Day Classes receive content in self-contained Special Ed classrooms with the support of Para-educators.

The Drake leadership uses the SST process identifying students in need of support. The team is comprised of an administrator, counselor, the school psychologist and teachers. The team meets regularly to discuss how to support students who have been identified through low or falling grades, negative attendance patterns, and/or behavioral referrals. Students can also be referred to an SST by a professional learning community, or (PLC). Each PLC closely reviews the data and identifies a student who may be in need of support. The student plays a major role in establishing the individualized learning plan, which may include a combination of traditional and

independent study courses. The combination may allow a student more flexibility in meeting proficiency on the content standards. Inside resources include before of after school tutoring, Peer Resource, counseling run groups, or other site based resources. TUHSD is fortunate to have two alternative high schools that also provide greater flexibility. Depending on the needs of the student and family, a student may opt to attend San Andreas or Tamiscal High School. A student is also able to co-enroll at both a comprehensive and alternative school. Special education supports students in the general education setting and in Academic Workshop. Special Day students mainstream as much as deemed appropriate by the IEP team, with support from para-educators. The intervention team monitors struggling students in need of intervention.

In THUSD, each school site is implementing a tiered intervention plan that supports the “whole child” both within and outside the classroom. All students have access to standards aligned to state and national benchmarks. Students receiving Special Education services are typically placed in a specialized academic workshop section for one of their seven class periods, and are mainstreamed in the least restrictive environment for most of the school day, depending on level of care, receiving individualized support through the implementation of their IEP. Students wanting more advanced content can access a range of honors and Advanced Placement course options, some in pull out classes and others in embedded courses. TUHSD also offers a range of upper division electives that students can choose based on their interests.

English Language Learners receive direct instruction in English via ELD courses, specialized instruction from SDAIE trained teachers and support in mainstreamed classes for most of their school day. Underperforming students are identified via transition meetings with counselors and administrators from feeder middle schools, placement tests in mathematics and review of GPA and testing data. In addition, administrators and counselors review DFI lists at each grading period in order to further identify and refer students for support as needed.

Last semester (Fall 2014), Drake developed the Intervention Team. This team is comprised of the administration, a special education teacher, a counselor, the school psychologist, the attendance clerk, a campus supervisor, and the admin secretary. This team creates individual plans for students who are in need of Tier 2 and Tier 3 intervention and closely monitor them their progress. Drake places an emphasis on identifying students early, which is why Drake has aligned counselors with their SLCs. The goal is to identify students early and collaborate on Tier 1 interventions, prior to the need for an SST and the possible monitoring of the student through the Intervention Team. This is an area of growth for Drake, as they are in the process of firmly establishing the Intervention Team and creating a clear path.

TUHSD, has developed and is implementing a GVC (guaranteed and viable curriculum) across the system in an effort to provide all students access to the same rigorous learning outcomes. All TUHSD teachers are expected to actively participate in professional learning communities (PLCs). PLC meetings include teachers sharing

curriculum, discussing data and sharing best practices aligned to common learning outcomes. Drake High School has developed and is implementing site specific, tiered intervention plans, so staff can intervene when students are not learning identified standards and skills. All courses and programs are not open to all students. Some barriers exist in the form of teacher recommendations, grades, examinations and applications, sometimes without clear criteria for what is expected from students. District-wide, there still exists some tracked courses that are below grade level where a disproportionate number of special needs students, low SES and students of color are enrolled. The Drake administration attempts to create a master schedule that allows access to all students in all classes. Unfortunately, given the size of the school, not all classes can be offered each period of the day, and the master schedule is impacted. Sometimes students are forced to make choices between classes based on when they are offered throughout the school day.

E4. School Culture and Student Support Criterion

Co-Curricular Activities: School leadership and staff link curricular and co-curricular activities to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

TUHSD had recently adopted new schoolwide learner outcomes (Program Goals). In addition, Drake has developed new college- and career-readiness standards (Learning Principles). The program goals are being implemented through each individual department and the PLC process. Learning Principles are being used in PLC teams as well and also in the school's Small Learning Communities. These efforts are in the beginning stages and there is no data to evaluate their effectiveness.

Drake offers resources available for students to encourage involvement in school activities and support services. California Healthy Kids Survey results indicate that students at Drake feel more connected to their school than other schools in the district. Drake recognizes there are areas of improvement. The school has prioritized getting students involved in as many activities as possible. One of the services/programs at Drake is BACR School-Based Therapy, where site-based therapists keep confidential lists of students using their services and typically are at capacity in late fall. Many students utilize these services to help process their lives. In this class, students support students to make appropriate choices and decision regarding many of the challenges they face as teenagers. School Counselors use Naviance to survey students' use and satisfaction with the services they received from counseling and the College and Career Center. All seniors complete a survey asking how they used their counselor and the College and Career Specialist, and asking for feedback about how we can better serve students. Based on those results, counselors adjust their services to fit student needs. The advisor for these programs maintains records of students who use these support services. The Tutorial Center provides an opportunity for students to take advantage of two hours per week to get the support they need in certain subjects. If a student misses class or falls behind, they can attend a tutorial period to get caught up. This is also an

opportunity for students to obtain enrichment on campus. Data is collected through sign-in sheets for students using tutorial services.

Regarding services in counseling, students report positive feedback. Many report being appreciative of the assistance and are glad about having a resource that can easily be accessed. However, they did share that information from the counselors can be inconsistent. They also expressed that they did not feel they were always encouraged to try to take harder classes, but told not to overload themselves. They expressed that they appreciated the concern the counselors had for their stress levels, but felt that they also really want to push themselves academically. Most students indicate that, when used, the services of the College & Career Center are useful. In addition, many students take advantage of the Naviance program. Drake students speak well of the different services offered and when they comment on the school they recognize that the school community is positive and the students enjoy attending Drake.

Areas of strength for School Culture and Support for Student Personal and Academic Growth :

- The Drake teaching staff is a competent and passionate group of educators.
- The Drake community is generations deep. Many students are second generation Pirates, and many alumni return to Drake as teachers and classified staff. Many teachers currently have their own children in attendance at Drake which promotes a sense of pride and “family”.
- The Drake staff is innovative in their formulation and delivery of curriculum.
- Students at Drake have a wide variety of technological devices that are utilized to enhance their learning.
- The well-staffed counseling department is dedicated to supporting all aspects of services to ensure that Drake students overall well-being is addressed through the number of academic and emotional services offered (School-Based Therapy and College and Career Counseling).

Key issues for School Culture and Support for Student Personal and Academic Growth:

- Staff members and the school’s leadership must improve communication, professionalism and decision-making in order to build the levels of trust between

staff members allowing for more opportunity for professional growth and program development.

- The school should examine how student learning needs are supported in the 9-10 grade Small Learning Communities specifically focusing on supporting successful use of technology, performing PBL tasks, and retaining content information from direct instruction.

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

- Classroom observation
- Drake Self-Study
- Student interviews
- Parent interviews
- Focus Group E

Part B: School-wide Strengths and Critical Areas for Follow-up

School-wide Areas of Strength (list numerically)

1. The Drake teaching staff is competent, committed, and passionate about the delivery of curriculum in the learning environment.
2. The Administration and teaching staff who work with Small Learning Communities, Project Based Learning, Academies and Professional Learning Communities, combine to give students access to an engaging and meaningful experience at Drake High School.
3. Drake offers a warm and caring environment based on a unique organizational structure.
4. All members of the staff, certificated and classified, are committed to the student and are highly skilled.
5. Drake has improved in the use of the online grade reporting to their parents and students.

School-wide Critical Areas for Follow-Up (list numerically; include who, what, why, and the impact on student learning)

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

1. The school must provide all students opportunity and access to grade level instruction, core competencies, higher level course offerings and college/college options for the 21st century.
2. The administration and teachers must develop procedures and tools to insure consistency around determination of grades, grading practices and use of proficiency scales.
3. The school must improve communication; for students to provide better school-wide and academic information, for parents to improve grading and student performance information and among staff to improve decision-making ability and develop more capacity resolve internal differences and conflicts in order to support a culture of trust and respect.
4. The school should provide professional development and collaborative time for professional learning communities (PLCs) to improve instructional strategies specifically focusing on differentiation, technology learning tools and the use of formative assessment to guide instruction in order to improve assess to the curriculum for all students.

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

1. Administration and teachers must, through the implementation of project based learning in all of the SLCs, establish some overarching guidelines for

- each SLC to utilize the strategy of PBL to eliminate any inequity and a lack of uniformity for content delivery of standards.
2. Administration and teachers must ensure that all learning styles are addressed and supported through a balance of instructional practices that include both Project Based Learning strategies and direct instruction practices. Staff must assure that technology is used as an effective instructional tool for all learners.
 3. Administration, faculty and support staff need to provide ongoing access for communication and feedback by students on instructional practices.
 4. The school must systematically employ practices that examine and analyze student performance data, both as individual teachers and as PLC's, in order to provide feedback that is used to improve instruction.

Chapter V: Ongoing School Improvement

The Schoolwide Action Plan is organized around the following three goals:

1. Improve academic achievement for all students through engaging and effective instructional practices and targeted intervention.
2. Provide all students opportunity and access to grade-level instruction/core competencies, college preparatory courses (UC/CSU a-g), higher level course offerings and college/career options.
3. To prepare students for post-high school success, Drake High School needs to develop practices that promote student development of agency.

These goals statements and the attendant action plans address some but not all of the critical areas for follow up. They are closely aligned to the Critical Academic Needs identified in the school's Self Study. Specifically, additional plans need to be written to address the critical areas for follow-up that address communication issues, further implementation of a standards based Project Based Learning curriculum, grading practices and developing assessments that are formative at the classroom and school (SLOs) levels. The school should also review the existing Action Plan to make sure that the other Critical Areas for Follow-up are adequately covered given that some of them have become enhanced during the visitation process.

The plan is easy to read and seems to be user-friendly. The time frames are currently realistic and have a balance of reality and urgency about them. There are adequate resources with this high funded Basic Aide District. The district has a high level of commitment toward implementing the plan however there is a pending change of leadership underway that may distract or change the emphasis of the direction of reforms. It is critical that the district staff continue the excellent support of the sites as they implement their improvement plans. Likewise the district staff should advise the site and monitor the modification of the plan this Spring before final submission to WASC.

The school has the capacity to achieve the Action Plan if the following conditions are met;

1. The first is that the staff needs to recognize that there is a need to create a sense of urgency to improve the school.
2. The second condition is that communication among stakeholders needs to improve. In order to adequately address both the need to communicate effectively and address the action plan there is a need to provide more time for professional dialogue, especially in the PLCs.
3. Teachers should continue to use time to collaboratively identify and design curriculum with the best instructional practices and strategies that align with the

CCSS and the SLOs allowing full student access.

The school has an effective Leadership Team in place with professional, experienced staff that are willing and able to lead the school's effort to implement the action plan. In addition, the staff was receptive to the Visitation Team interactions indicating potential for productive collaborative dialogue and change. There is a history of success and innovation at Drake that if rekindled again could benefit students if everyone embraces the school's Action Plans.