

Saugus High School
Saugus, California

Focus on Learning
Visiting Committee Report
October 17th - 20th, 2004

Members of the Visiting Team

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Chapter I: Student/Community Profile

- ***Brief summary of the most critical information from the student/community profile that impacts the school. Include the following:***

- Brief description of the students and community served by the school
- School's analysis of student achievement data (*e.g., SAT 9, HSEE, Golden State Exam, AP, college SAT, API, graduation rates, growth data based on II/USP, CSRD, and Program Improvement status*)
- Other pertinent data (*e.g., attendance rates, size of ELL/LEP population, teacher credentialing, class size, dropout rates, programs for students*)

Note: The entire profile does not need to be included.

Saugus High School, a California Distinguished School in the William S. Hart Union High School District, opened in 1975 with only 9th and 10th graders. Today, it has grown to its current student population of 2,731 students encompassing grades nine through twelve. Saugus High is one of six comprehensive high schools in the District, which also includes six junior high schools, a continuation high school, an independent study high school, a middle-college high school and an adult school. Located on the northern edge of Los Angeles County, the school primarily serves students from the Saugus and Valencia areas within the Santa Clarita Valley, the fourth largest city in Los Angeles County based on the 2000 Census with a population of 151,088 people and the 24th largest city in the State of California. Saugus High serves a population generally considered middle-class. Employment in Santa Clarita is comprised of more than one-third in the services sector followed by 18% in retail and wholesale trade. Manufacturing is the third largest employment sector at 13%. A majority of the parents work in downtown Los Angeles or in the San Fernando Valley and choose to commute to allow their families to live in a safe community with schools that share a positive reputation for academic, athletic, and artistic achievement.

Saugus High includes a wide variety of academically, culturally, and physically diverse students. Along with the school's college and vocational preparation, the school provides the following student programs: a Regional Occupation Program (ROP), a Special Education program consisting of Special Day Classes (SDC), the Resource Program (RS), the Emotionally Disturbed Class (ED), a Deaf and Hard of Hearing Program facilitated by a speech therapist, an Advancement Via Individual Determination (AVID) program, an Alternative Day Program (ADP), an Armed Forces Reserved Officer's Training Corp (ROTC), and Gifted and Talented offerings such as Honors and Advanced Placement (AP). The school is also in the beginning stages of implementing an International Baccalaureate (IB) program. The staff is comprised of five administrators, six counselors, 108 teachers, one librarian, one ASB advisor, 31 paraprofessionals, 13 clerical staff, and 24 other classified staff employees. 83.6% of the teaching staff is properly credentialed in his/her current assignment, with 6.4% on Emergency Credentials, 4.5% Pre-Interns, and 7.3% University Interns, District Interns, and Waivers.

Student Population

The past six years have seen a steady increase in the student population. In the past ten years the school has grown from 2,090 students to the present population of 2,731. This increase in growth is due to several factors. New housing developments have been built in the surrounding neighborhoods of northern Valencia and western Saugus. In 2003, the City of Santa Clarita was the fastest growing city among all cities with a population size of at least 150,000 in Los Angeles

County and well exceeded the state's growth rate of 1.7% from the previous year. With these population developments, the voters passed a school bond in 2000, which provided the District the finances to build two new high schools that opened in 2004, and two new junior highs that opened in 2003 and 2004. This bond also provided the District the financial opportunity to undergo a 52 million dollar renovation at Saugus High that started in June 2004 and will be complete in August 2007, along with funds for another District high school and Saugus High's feeder junior high school. Saugus High celebrated the groundbreaking and ribbon cutting ceremony for the renovation on May 19, 2004 with staff, students, parents and community leaders including school board members, representatives from the city, county and federal levels and the local business community. To respond to the overcrowding conditions at Saugus, the school has implemented an extended day schedule that enables students to start at either 7:00 am or 8:00 am. The zero period class that begins at 7:00am has been renamed first period.

Saugus High School has maintained a relatively consistent ethnic profile. The largest ethnic group is white (74%) with the second largest ethnic group as Hispanic (17%). Other major ethnic breakdowns are: Asian (4%), Filipino (3%) and African American (2%). The school demographics have not changed dramatically over the past ten years. Currently 309 students are receiving Special Education services. The school did not provide an ethnic breakdown of special education students.

Average class size has remained relatively the same over the past six years in the major curriculum areas (social studies, foreign language, and science), except for English and mathematics due to loss of state funding for 20:1 teacher-student ratios. Maximum class sizes are collectively bargained with the Hart District Teacher's Association and the District. Most of the classes on campus do not exceed the contract maximum of 36 students, with the exception of physical education and performing arts classes.

Staff

The Saugus High School certificated staff is divided into the following ethnic groups: 90% Caucasian, 4% Hispanic, 1% African American, 1% Asian, 1% Filipino, and 1% Pacific Islander. The certificated staff is further delineated into 62 males and 48 females. One member of the teaching staff holds a Doctorate degree, and 30% of our staff holds a Master's degree. Two staff members at Saugus High are National Board Certified Teachers.

The average age for teachers and counselors is 43 years with an average of 13 years total service. The average administrator is 47 years with an average of 24 years of total service. Saugus High has had a 20% turnover on its teaching staff since 1992 due to retirement, hiring practices, transfers out of the area, and enrollment growth. Additionally, Saugus High has had three different principals in the years following the 1998 FOL self-study. Our most current principal has been in his position for one school year, returning to school after serving the campus as teacher Athletic Director for fifteen years. With the opening of West Ranch High School, Golden Valley High School, and Rancho Pico Junior High School, Saugus High School has experienced a large turnover for the 2004-2005 school year, including 26 new teachers and two new administrators. With the District's teacher support programs along with the school's own mentoring program, the new staff members will receive the support that they need to adjust to both the teaching profession and Saugus High School.

The staff is involved in ongoing in-service and professional growth, focused on the improvement of the learning environment and increased academic achievement. School funds have made professional in-service a viable opportunity for many staff members. Many of the in-services attended have included Standards Based Instruction and Assessment, AVID techniques, and other instructional workshops that correlate with the California State Standards for Education to quality teaching and assessment. As a result, Saugus High has seen a direct relationship between the standards instruction in the classroom and higher scores on both statewide and national testing.

New teachers to Saugus High School participate in a program called Peer Assistance and Review (PAR) during their first year of service in the Hart District. This program, staffed by teachers on special assignment from around the District, provides techniques and teaching strategies for new teachers. For second year teachers and teachers who join Saugus High from out of state, the Beginning Teacher's Support and Assessment (BTSA) program continues to build upon skills learned in the first year of teaching while providing practical and supportive programs to facilitate a teacher's knowledge of state standards, high quality teaching, and classroom management. Additionally, the school has a strong group of mentor teachers who volunteer their time to help new teachers at Saugus High and also work with veteran teachers in the areas of curriculum, assessment, and professional responsibilities.

Test Scores

Saugus High School continues to have the highest average SAT9/CAT6 percentiles in the William S. Hart Union High School District. Correlating with these percentiles, Saugus has raised the Academic Performance Index (API) from a statewide ranking of 8 in 2002 to 9 in 2003. In the comparable schools category, Saugus has increased the ranking from a 3 in 2002 to a 6 in 2003.

2002-2003 CAT6 Percentile Rankings

Grade	Reading	Language	Math	Science
9	63	60	68	62
10	62	68	69	69
11	55	56	62	60

Saugus High School administered the California High School Exit Examination (CAHSEE) to all 10th graders in March 2004. The results in the chart above indicate that Saugus scored above the District and State averages in both Math and English Language Arts (ELA). Opportunities exist for students who need remediation to retake one or both parts of the exam.

2004 CAHSEE Results	Math Pass Rate	ELA Pass Rate
Saugus High School	92%	89%
District	89%	87%
State	74%	75%

Although the school did provide a copy of the API report in their self-study, there was no analysis of the results of the California Standards Test, CAT 6, CAHSEE or benchmark tests. The school included SAT data. The SAT scores of Saugus High students are well above state and national average. A post high school survey shows that 30% of seniors enter a four-year institution directly after graduation. Over 55% of Saugus graduates attend a two-year college.

Chapter II: Progress Report

- *Comments on the school's major changes and follow-up process since the last self-study.*

The previous WASC accreditation to Saugus High School was in 1998 under the *Focus on Learning Process*. The Visiting Committee identified 9 schoolwide critical areas for follow-up, which included the 5 critical areas that the school had identified in their Action Plan. The additional critical areas for follow-up identified by the VC were incorporated in the revised school Action Plan.

Some profound changes have occurred at Saugus High School. Nearly three years after the 1998 visit by the previous WASC Visiting Committee, Saugus stakeholders met in the spring of 2001 in order to follow up on the schoolwide action plans previously established. Under the guidance of the FOL steering committee, departments monitored their progress in the implementation of action plans, while technology dominated the campus focus after receiving Digital High School funds. The May, 2001 WASC Interim Report reflected the progress made during the first three years of the current accreditation cycle. Under the guidance of the following principal the 2001- 2002 and 2002-2003 school years saw a change in focus as the Standards-Based Instruction initiatives set forth in the state's Aiming High document became a driving influence.

The FOL steering committee combined with the Action Council and merged into a leadership group that began to meet regularly and participate in the regional based California Leadership School Academy (CSLA), a process that allowed the committee to train in Standards-Based Instruction as a preparation for the larger schoolwide changes that would need to take place. Through its work with CSLA, the leadership committee, renamed as the school Content Standards Implementation team (CSI), developed a three-year plan under the auspices of the district in order to provide a plan for schoolwide in servicing on standards.

- *Discussion of the progress made on the critical areas for follow-up, including the impact on student learning.*

The critical areas for follow-up, which were identified by the previous WASC Visiting Committee, have been addressed. The following summary discusses accomplishments of growth targets in each of the Schoolwide Action Plans and also cross-references the additional Critical Areas for follow-up, which were identified by the VC. The summaries also reference the ESLRs that have been impacted by the plan.

Action Plan #1: Develop a system to improve technology schoolwide.

ESLR's Addressed: 1,2,3,4,5,6.

Critical Area for Follow-up #8: Need to implement the Digital High School Grant to support the new schoolwide Action Plan in technology.

The implementation of the Digital High School grant has transformed much of what is done on campus on a daily basis. Networked teacher stations are now in each classroom allowing for the

development of an electronically controlled attendance and grade system. The local network is a part of the larger district wide-area network (WAN). Expanding Internet technology has allowed the school to promote higher-ordered and critical thinking through opportunities to communicate more effectively, as well as the chance to conduct more in-depth, student-initiated research. Access to computers has been made possible by the development of 16 full or partial labs.

Technology use has expanded to varying degrees across the curriculum. Word-processing, spreadsheets, Internet research, e-mail communications, multimedia presentations, heart monitors, CAD drafting and digital photography and drawing classes – all add to student use of technology. Teachers are regularly accessing the computer lab and incorporating more and more technology-based assignments: web quests, research papers, and projects through computer applications. Submitting typed essays, research papers as web pages, and class presentations using Power Point and video are just a few examples of the results of the DHS grant implementation. Additionally, a few online classes are being offered and a technology curriculum has been expanded to include 9th grade Technology Foundations, Web Design classes, Digital Art/Photography classes, and the Cisco Networking Academy.

Action Plan #2: Develop a system to provide a more supportive learning environment for students and staff.

ESLR's 1,2,4,5,6.

Critical Area for Follow-up # 9: Need to continue finding ways to provide recognition and commendations to staff, students, and community.

Through a wide-range of programs operating throughout the year, Saugus aggressively worked to find ways to recognize student and staff contributions. Most recently, the Character Counts program was established in the 2003-2004 school year to monthly identify students who demonstrate one or more of the six pillars of character. These students are promoted on the Student News Network (SNN) and on a dedicated Character Counts bulletin board in the administrative offices. While the teacher and classified members of the month programs continue, weekly Blue Pride announcements on SNN celebrate positive actions of students. The Marie Callendar pie certificates have also been regularly awarded to staff members who go out of their way to demonstrate the pillars of character.

Students are nominated monthly for displaying attributes that reflect the personal display of positive character traits. Students are acknowledged publicly in the parent newsletter and student newspaper. Additionally, each student has a letter sent to the home, and is the recipient of an award certificate and a gift certificate from a local merchant. Other elements of the program include a monthly column in the student newspaper regarding character, the infusion of the monthly character emphasis into classroom lessons by teachers, Character Counts quotes in the daily issue of the Pipeline and participation in the National Character Counts week.

While *The Legend* continues to be the predominant form of communication with the community, a public information liaison position was created to help promote positive publicity to the school community. Furthermore, weekly Internet updates on achievements and upcoming activities in school programs - such as sports, co-curricular programs, and ASB - have been maintained by parent booster groups and the athletic directors, as well as staff involved the particular curricular areas. Yearbook coverage of Honors Scholars, local newspaper stories and features for students involved in

extraordinary volunteer and extracurricular activities, and an expanded Saugus Scroll (the student newspaper) has allowed more coverage of student hobbies, interests, and views. An expanded “Hall of Fame” in the gymnasium foyer continues to publicize and celebrate achievement in athletics.

Finally, the periodic Silver Peacock award, the annual Centurion Academy of Pupil Recognition (CAPR) awards, Saugus Athletes Modeling Merituous Youth (SAMMY) Awards, “Good News” Principal recognition postcards, P.E. t-shirt rewards, new clubs representing specific student interests, athletic intramurals that provide a way for students and staff to compete athletically during lunches, fine arts community exhibitions of student of work, music and dance performances, and Literary Magazine readings in local venues are a multitude of examples that reflect the collective attempts to provide a supportive learning environment where students, teachers, and all staff members alike receive recognition and commendations.

Action Plan #3: Design ways to improve communication among all stakeholders.
ESLR’s 2,4,5,6.

Critical Area for Follow-up #4: Continue to increase participation in cross-disciplinary communication and collaboration.

Communication has been improved among stakeholders through the electronic linking of the Saugus High School. In addition to the improved communication for support through structures described for Action Plan #2, communication among stakeholders has improved largely through the technology infrastructure. E-mail has facilitated communication at every level: staff-to-staff, staff-to-student, parent-to-staff, etc. More importantly, the high school web site provides a wide-range of information, including activities, updates, bulletins, emergency information, staff e-mails, and links to specific department, teacher, and group web pages. More and more teachers are providing web pages that list course calendars, assignments, help guides, and activities.

Time-banking has allowed increased time for collaboration within and among departments, fostering the development of cross-curricular activities and teaming and specifically resulting in an alignment between English / Social Studies class sequencing, Business / English technical skills support, and schoolwide attempts to improve literacy through writing across the disciplines and a daily Sustained Silence Reading (SSR) time period. .

Action Plan #4: Increase academic rigor and expand real-world connections within the curriculum for all students.
ESLR’s 1,2,3,4,5,6.

Critical Area for Follow-up #5: Need to place a greater emphasis on strengthening and extending critical thinking for all students across all disciplines.

As the campus has heightened its emphasis on standards-based outcomes, in terms of critical thinking, more project-based learning is occurring as students express their learning through more alternate assignments, tests, and strategies: creating films, 3-D models, photographic reenactments, original plays, and poetry, multi-media presentations, self-produced publications, and a multitude of other assignments that have been extended to all students. For example, Special Education and

Resource students have been mainstreamed whenever possible. This has given them access to assignments that promote increased rigor and real-world connections. A focus on standards-based instruction has promoted the “raising of the bar” for all students in regards to achieving proficiency and mastery on state content exams and the California High School Exit Exam. Bringing the AVID program to the school has also brought emphasis and support for students who want to be enrolled in more rigorous classes.

Critical Area for Follow-up #6: Develop and implement a comprehensive school-to-career guidance program and career education curriculum throughout the school.

In the 2003-2004 school year, the School-to-Career took a major step forward with the establishment of a position to oversee the further development of Career Pathways and the implementation of a comprehensive School-to-Career program. After a year of development, the new phase of the School-to-Career program will begin with the implementation of stage one in the fall of 2004. All 9th grade students will participate in a Career Explorer activity in a computer lab giving them the opportunity to discover their interests and values in order to select an appropriate career pathway. As 10th graders, students will use *Choices*, a computer software program which explores both careers and training options or *Bridges*, an online career information service. *Choices* is a dynamic program that engages students in an interactive process to help them plan for the future. In 11th grade, all students will develop resumes and participate in job shadowing. Finally, 12th graders will finish up their career paths and participate in optional internships applicable to their career choice.

Some of the features of this program include the following: college and workplace preparation (job shadowing & internships), career focus, courses that connect school, work and life, and business and industry involvement. Students will learn course content plus communication skills, people skills, leadership skills, problem-solving skills, and teamwork skills. They will also gain on-the-job training, skills certificates, certificates of program completion and advanced college standing. This program allows students to create educational and career plans, provides options and flexibility in the choices they make, and prepares students for jobs, careers, changing technology, higher education and lifelong learning.

In addition to the District Regional Occupation Program (offering classes in a wide range of field oriented classes), student involvement in career guidance and exploration is still being coordinated through the resources of the Career Center. The Career Center has computer software to help students make decisions regarding attending college, entering the workplace or enlisting in the military - important decisions that impact a student’s entire future. Guest speakers, a seminars program, and hands-on experiences are provided through our expanding job shadowing and work experience program. The job shadowing District event included nearly 175 Saugus participants in February 2004. Career Visions, Workability, We Care for Youth, Transitional Partnership Program and Student Partnership Program, all provide support service and opportunities for special education students.

Critical Area for Follow-up #7: Increase expectations for at-risk students in all classes and continue studying/mitigating the effects of tracking.

The focus on standards-based instruction and the importance of ensuring that all students “reach the bar” has resulted in an emphasis on finding ways to support all students through experimenting with a wide range of programs, strategies, and opportunities. Afternoon intervention classes for seniors who need to repeat required English and social studies courses and the AVID program are examples of systemic opportunities. ASB has provided day planners for the entire student body, with many teachers requiring their use. Focused in-service training targeting diagnostic and prescriptive tools to help identify areas of academic intervention has also occurred. Literacy skills in at-risk students have been improved with computer aided programs and comprehensive reading programs.

Mathematics classes have incorporated skill-based software programs and multiple sequences of algebra classes for students in need of different pacing calendars. Student Study Teams, Alternative Day Program, Teen Age Grief, Club Action, Safe Haven, the Every 15 Minutes Program and community-based groups are examples of programs that provide support for students who need to address specific issues in order to achieve academic competency.

Action Plan #5: Incorporate new approaches to learning and expand assessment strategies. ESLR’s 1,2,3,6

Critical Area for Follow-up #2: Develop and implement an ongoing systematic program assessment process that addresses the ESLR’s, state of the art theory, and all students.

Critical Area for Follow-up #3: Continue to increase awareness and use of educational research, state of the art educational practices, and instructional strategies in designing school and classroom programs.

The last several years have involved a focus on standards-based instruction and assessment. The introduction and inservicing on the Instructional Data Management System (IDMS) in the 2003-2004 school year introduced the next major component to a systematic program in assessment with a focus on using data to drive instruction. This system allows teachers to track student data in order to plan interventions to help students achieve proficiency or mastery of standards-aligned concepts and skills.

The CSI team also guided regular staff inservicing to ensure implementation of standards-based instruction. The group focused on raising awareness of the importance of the Academic Performance Index, standardized alignment to content standards, and the nuances, implications, and updates regarding the No Child Left Behind legislation. We are now just beginning to deal with the implementation of concrete systemic structures and processes designed to facilitate tracking of student achievement.

Chapter III: Self-Study Process

- *Include a copy of the school's expected schoolwide learning results.*

SAUGUS HIGH SCHOOL POWER STANDARDS (ESLR’s)

“Every Cent Counts”

1	<p><i>Students will demonstrate academic competency by comprehending written material, writing clearly, analyzing and solving problems and using technology effectively.</i></p> <ul style="list-style-type: none"> • Use computational skills to analyze and solve problems. • Read and comprehend written material. • Write in a logical and coherent manner. • Use technology as a tool. 	<p><i>Students will exhibit discipline and self control and demonstrate a work ethic that reflects dependability, integrity, and honesty.</i></p> <ul style="list-style-type: none"> • Care for mankind and the environment. • Assume responsibility for self knowledge. • Exhibit discipline and self control. • Demonstrate a work ethic that reflects dependability, integrity and honesty. 	4
2	<p><i>Students will demonstrate effective communication skills.</i></p> <ul style="list-style-type: none"> • Speak effectively • Actively listen, interpret and synthesize information. • Express ideas with confidence. • Initiate, receive and respond effectively to verbal and written messages. 	<p><i>Students will practice good citizenship by showing respect for themselves, others, and their entire community.</i></p> <ul style="list-style-type: none"> • Respect different viewpoints and reasoning processes. • Uphold civic responsibilities. • Understand the principles of democracy. • Utilize consensus-building skills. 	5
3	<p><i>Students will demonstrate intellectual development by strengthening, appreciating and utilizing the skills of critical and creative thinking.</i></p> <ul style="list-style-type: none"> • Develop and use critical thinking skills. • Demonstrate and apply awareness and appreciation. • Appreciate aesthetics by practicing and experiencing fine, performing and practical arts. • Value literacy and the importance of the written word. 	<p><i>Students will exhibit personal growth by developing a sense of worth, leadership skills, and a challenging post high school plan.</i></p> <ul style="list-style-type: none"> • Enjoy a healthy, active lifestyle. Develop a sense of worthiness and positive self-esteem. • Practice positive social skills including adjusting to authority and change. Demonstrate leadership skills. Create post-high school goals and plans. 	6

SAUGUS HIGH SCHOOL CRITICAL ACADEMIC NEEDS

1. *Students must receive support in **developing** critical thinking skills.*
2. *Students must receive support in **developing** effective communication skills.*

- ***Comment on the school's self-study process with respect to the expected outcomes of the self-study.***

1. The involvement and collaboration of all staff and other stakeholders to support student achievement. The self-study process and the refinement of the Expected Schoolwide Learning Results was an inclusive process involving representatives from parents,

faculty, and students. The parent and student committees conducted surveys to ensure that input was received. However, only 198 parent surveys were returned. Each focus group had representation from classified employees, as well as students and parents. After many discussions with Focus Groups and staff members, the VC discovered that the *Focus on Learning* self-study report did not accurately reflect current school issues or successes. The VC was disappointed that the document had not been updated to reflect current information but was encouraged to discover that Saugus High School had made significant strides toward addressing school identified Action Plan items.

2. The clarification and measurement of what all students should know, understand, and be able to do through expected schoolwide learning results and academic standards (*Note the selected expected schoolwide learning results examined by the school.*) The original expected schoolwide learning results (ESLRs), written in 1998, were reviewed. With input from stakeholder groups the original ESLRs were refined. The ESLRs were rewritten so that they aligned with state standards and could be measured through such means as standardized test scores, senior portfolios, and progress reports. For this self-study, the Leadership Team chose to focus on two ESLRs, as follows:
 - Students must receive support in developing critical thinking skills.
 - Students must receive support in developing effective communication
3. The gathering and analyzing of data about students and student achievement (*Note: Include discussion about the use of a professionally acceptable assessment process to collect, disaggregate, and analyze student performance data.*) The introduction of the Instructional Data Management System (IDMS) in the 2003-2004 school year introduced the next major component to a systematic program in assessment with a focus on using data to drive instruction. This system allows teachers to track student data in order to plan interventions to help students achieve proficiency or mastery of standards-aligned concepts and skills. While the staff has been trained to use the IDMS System, there is no evidence that the school has a systematic approach to gathering, analyzing, synthesizing and disseminating data. Therefore the team questions the school's effectiveness in using data to drive decision-making and instruction. The school also conducted surveys from students, staff and parents which has provided an additional perspective.
4. The assessment of the entire school program and its impact on student learning in relation to the expected schoolwide learning results, academic standards and WASC/CDE criteria There have been many discussions, both schoolwide and departmentally, that have revolved around how to develop curriculum that is more meaningful and engaging for students and there has been extensive work aligning course curriculum with the California State Standards. Staff has participated in staff development activities in the areas of curriculum, standards, writing across the curriculum, and technology. However, the self-study report did not include a clear indication of using data in a systematic manner to make decisions. In meeting with Focus Groups the VC learned that the staff did in fact analyze data from numerous sources, including standardized tests.

5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan After the focus groups identified their areas of strength and need, the Leadership Team met to analyze the Focus Groups' findings and formulate the Schoolwide Action Plan. Based on the written self-study report, the alignment between the Action Plan and the focus group findings appeared inconsistent. After meeting with the Focus Groups, the VC developed a clearer understanding of the current school issues. Consequently, a second meeting with the Leadership Team has resulted in the school developing a revised Action Plan that the committee feels reflects a better connection to the current critical issues facing the school. The school has designed a system to monitor the accomplishment of the plan. The Focus Groups have evolved into Action Plan Committees, and their job will be to implement and monitor a component of the School Action Plan.

Chapter IV: Quality of the School's Program

- *Part A: Summary of the analysis of what currently exists and its impact on student learning.*

A. Standards-based Student Learning: Curriculum and Instruction

What currently exists

- A1 ● *To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results?*
- *To what extent are the expected schoolwide learning results accomplished through standards-based learning (i.e., what is taught and how it is taught)?*

Saugus High School's academic departments have new state standards-based curriculum for grades 9, 10, and 11. The texts are aligned with the standards, collaboration occurs to insure that all students receive the same academic experience and that all standards are met. The ESLR's, that have been re-titled "Power Standards", are posted in every classroom and office. When the ESLR's were re-written to become Saugus' Power Standards, they incorporated explanations of mastery for each standard and identified two areas of critical academic need for all students. With an emphasis on critical thinking skills and effective communication skills more project-based learning is occurring as students express their learning through more alternate assignments.

More AP classes are being offered and re-sequencing in the upper levels is occurring to expand opportunities for upward movement. No prerequisites are needed for students to apply for the AP program. The AVID program has brought support and opportunities for students who want to participate in more college based programs.

All students participate in rigorous, relevant, and coherent standards-based curriculum that supports the achievement of academic standards and power standards results. Through standards-based learning, the expected school-wide learning results are accomplished. Teaming is achieved in English and history classes.

- A2 ● *To what extent do all students have 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 school-to-career goals?*

Saugus High School has incorporated a School-to-Career program to assist students in exploring career choices. This is accomplished through several methods. All 9th grade students participate in a Career Explorer activity. 10th grade students use Choices, an on line version and Bridges is available for all students to explore all occupations. 11th grade students develop resumes and

participate in job shadowing. As 12th graders they can participate in optional internship programs and senior projects.

All students have access to the school's entire programs and assistance with a personal learning plan to prepare them for their academic, personal and school-to-career goals, for example, Choices, Bridges, ASVAB, and Career Pathways. Counseling services are a vital link to school to career, as well as school to college.

A3 *☛ To what extent will students be able to meet all the requirements of graduation upon completion of the high school program?*

Students should be able to meet all the requirements for graduation because of the rigorous curriculum, which meets state standards and interventions that are in place. Saugus has taken the required Algebra courses and offered them in a two, three and four semester long classes to meet the needs of all students. Also, English labs, as well as class size reduction to 25 students, offer an intervention program to assist students falling behind in the English graduation requirements. Saugus Parents, staff members and students are aware of the graduations requirements through the school website, registration guide, and school planners. Information on how to meet graduation requirements is also available through the same sources. Tutoring is available on campus during the day, after school and Saturdays as needed. IEP's create alternatives to traditional credits for special education students. Classes, instruction and curricular material are standards-based and aligned with state standards. Upon completion of the high school program, almost all students meet the requirements of graduation. This includes students meeting the state and district achievement standards in all required areas and passing the CAHSEE. At this point in time 90% of the sophomores have passed this exam.

A4 *☛ To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?*
☛ 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?

Saugus High School with their Power Standards (ESLR's) have focused on two areas of Critical Academic needs; 1) critical thinking skills and 2) effective communication skills. This has brought about more project-based learning and writing across the curriculum. The Digital High School grant has made it possible to expand technology across the curriculum by incorporating technology based assignments. Some on-line classes are offered and technology skills are part of a 9th grade technology class.

Areas of Strength (if any)

- Actively engaging students in learning
- Instruction is standard based with aligned texts.
- Planned consistent writing across the curriculum.
- Standardization among teachers and classes is ongoing

- AP courses are offered across the curriculum and being implemented as needed
- Counselors are proactive to students' needs
- School to Career program offers various opportunities for student job exploration
- ROP program changes as needed to meet student needs
- AP course work and concurrent college enrollment allow students to receive college credit

Key Issues (if any) that need to be addressed to ensure quality education for all students

- Continue collaboration within and outside departments
- Remediation for reading, writing, and algebra support
- More critical thinking based curriculum
- Continued work with implementing state standards

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

- Most departments submit graded essays
- 9th, 10th, and 11th grades participate in state standards-based curriculum and standardized grammar tests
- 10th grade "Student at Risk" program for students with below a 2.0 GPA elevated through the Choices survey
- Special Education IEP's determine the most suitable placement in academics and P.E.
- ASVAB test assists in determining career goals
- Scholarship and college newsletters and various scholarship programs are open to all students
- The school website, counseling sessions, and registration guides educate parents and students to standards-based course offerings for graduation and college entrance requirements
- Support is given for regular and special education students to meet the new state requirements for algebra.
- Four years of a foreign language is offered for US/CSU entrance requirements
- Five Fine Arts credits are required for high school graduates while ten units are required for college entrance
- Various physical education courses are offered to meet the graduation requirements
- All disciplines have teachers who are trained in SBI
- Standardized assessments are offered in math, science, social studies, fine arts
- Honors and AP courses are offered in most disciplines

B. Standards-based Student Learning: Assessment and Accountability

What currently exists (NOTE: Include comments in this section on the degree of acceptable progress by all students toward clearly defined expected schoolwide learning results, academic standards, and other institutional and/or governing authority expectations.)

B5 *To what extent do teachers employ a variety of strategies to evaluate student learning?*

To what extent do students and teachers use assessment results to enhance the educational progress of every student?

The Saugus faculty has been trained for Standard based instruction and the curriculum and text are aligned with the state standards. The staff uses a wide variety of assessments including but not limited to: peer assessments, essays, group projects, labs, research papers, oral presentations and dramatizations. The faculty employs three testing strategies: project based, writing and traditional testing. With an emphasis on critical thinking skills and effective communication skills, students express their learning through more alternate assignments. Standard assessments are used in departments and based on the state standards.

B6 *To what extent do the school, district, and community regularly review student progress toward achievement of the academic standards and the expected schoolwide learning results and report to the parents and other stakeholders of the community?*

The school website is a direct link for parents to Saugus High School. They can access students assignments, grades and school activities. AP test scores are also posted on the school website. CAT-6 and CAHSEE testing results are mailed home. API and AYP scores are published in the newspaper and compared to other schools. Parents can contact teachers easily through e-mail and voicemail. Over 85% of the parents surveyed agreed that the assessments made in the classroom were conveyed to them on a regular basis.

B7 *To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program and resource allocation and use? (i.e., To what extent are the human, material, physical, and financial resources sufficient and utilized effectively to support students in accomplishing the academic standards and the expected schoolwide learning results?)*

Departments use standardized finals while teaching schedules change every semester to incorporate student's needs. New classes are added for the under-performing students based upon results of standardized test scores and class grades. Teachers use student performance as a means of creating a variety of assessment methods and evaluating student learning. Student assessment results determine staff development needs.

Areas of Strength (if any)

- Multiple assessments used

- Use of technology by teachers, students and other support staff
- Standards are well known to students and staff
- Website is a good means of communication of all stakeholders
- Teachers availability for parents and students
- Departments standardize tests
- Test are based on standards
- Data is readily available through the IDMS system
- Student preparation for standardized tests

Key Issues (if any) that need to be addressed to ensure quality education for all students


- A need for a systematic method for analyzing and disseminating data
- Increase staff collaboration time

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

- Website
- Master Schedule
- Standardized test scores
- AYP & API
- Benchmark tests


C. Support for Student Personal and Academic Growth

What currently exists

C8  To what extent do all students receive appropriate support to help ensure academic success?

The school has developed several programs that promote academic success including AVID, SSR, Character Counts, School to Career Programs and an extensive ROP Program. SHS has a Key Club that coordinates student to student tutoring during open periods and after school. Many departments offer tutoring after school on a voluntary basis. They have an active ASB that has contributed positively to school climate through activities including popular pep rallies. The counselors also coordinate an after school tutoring program three days a week focusing on algebra and English for 9th and 10th graders. The school has an active inter mural program. The school offers a teenage grief program (TAG) that provides adult counselors who address student issues dealing with grief. The counselors also have an intervention program that targets 10th grade students who are performing at the 25% and lower in academics. The students and staff have praised the counseling department for their caring and sensitive attitude with students and for their guidance in college advisement. The school has developed a strong Character Counts Program that promotes strong character traits of students. The school offers a “Ferry Fricke Friday” program to highlight students

and teachers who have made positive contributions. The special education department has made a successful effort to collaborate more with mainstreamed teachers. The SPED offers a program called “Yes I Can,” a research based program that teams regular education students with special education students. There is an active Career Center that offers the Choices program for all 10th graders to assist them with career choices and encourages them to participate in career choices. The Career Center also brings professionals to speak at the school regarding college and career opportunities. Career Visions is a program offered to SDC and RSP students to assist with job applications, interviews, and oral reports. At present this includes about 25 students.

C9  *To what extent do all students have access to a system of personal support services, activities and opportunities at the school and within the community?*

The students are offered a myriad of support services including many clubs, after school programs, and tutorial services. In fact, the school has tripled the number of clubs offered, as reported by staff. New clubs include many academic competitive teams. The counseling staff has secured grants and partnerships with many community agencies. These agencies provide direct counseling services to students. The counseling department offers many informational meetings after school and in the evenings for college information, financial aid advice, and for trade school information.

Areas of Strength (if any)

- Effective communication between school and community
- Caring attitude of staff towards students
- Effective library services despite construction constraints
- A strong and proactive counseling department
- An administration that is committed to a positive school climate
- A strong inter-mural program to provide all students with a sports program
- A full-time nurse, psychologist, librarian, and partnership with sheriff department
- A highly effective school web site that supports school communication
- An active PTSA
- Numerous interventions for at risk students

Key Issues (if any) that need to be addressed to ensure quality education for all students

- A need for increased staff collaboration
- Improve student tolerance of diversity
- Continue to expand their School to Career opportunities
- Maintain a positive school climate during modernization

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

- Observation

- Discussion with Student and Support Focus Groups
- Self-study Report
- Assessment data

D. Culture

What currently exists

D10 ● *To what extent is the school a safe, clean, and orderly place that nurtures learning?*

- *To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?*

Saugus High School has a safe, clean and orderly campus despite the fact that they are going through major renovation projects to the school. The campus is kept in an orderly condition by an active and effective maintenance staff and a commitment from the faculty and students. It is specifically spelled out for the students in the “Campus Rules and Expectations” as follows: “TRASH - Any student caught discarding papers, bottles, cans, or other debris on campus grounds or in classrooms will be assigned clean up detail and could be given a littering citation from our campus SRO”.

The school has a tardy lockout program in place and also has a good a working relationship with the local Sheriffs Office. There are several APs on staff that handle discipline for the school and there is a long list of interventions so that a student has a chance to modify his/her behavior. Every student is required to carry a student ID at all times when they are on campus. The ongoing Character Counts program is a strong factor in students’ safety and strongly influences the school culture in a positive way. This is evident through the use of Character Counts Posters in all classrooms and through discussions with administration and the Culture Focus group.

The school has a Safe Schools plan in place which is administered by an Assistant Principal. The school maintains Crime Reports, enforces SARB, and has a very detailed dress code in place. The school has reported that the focus on dress code has resulted in a decline in the number of dress code violations. It is apparent that Saugus High School promotes a caring and respectful environment. It is a safe place where all stakeholders have the support and encouragement to achieve the academic standards and expected schoolwide learning results. The cornerstone of this environment is the Character Counts Program, which rewards students for their modeling of the Pillars of Excellence; trustworthiness, respect, responsibility, fairness, caring and citizenship.

Saugus High School has completed both a Parent Community/Survey and a Focus on Learning Student Survey. In the parent community survey school safety was addressed in Question #24 as follows: “*Is the school safe, a good place to learn and a pleasant place to be?*” The responses were categorized as follows: Strongly agree 17%, Agree 67%, Do Not Know 1%, Strongly Disagree 15%, and Strongly Disagree was 0%. 84% of respondents felt it was a safe place for children to go to school. There were 156 total responses to the survey. In the student survey with the question worded as follows: “*Saugus High School is a safe and secure place for*

me to go to school without fear of harassment or prejudice?” The total number of respondents is unknown but the percentages are as follows: Strongly Agree 22%, Agree 43%, Disagree 28%, and Strongly Disagree is 7%. This 35% disagreement is a cause for concern. In a similar question the school was asked if it is a friendly place where students generally get along well. The results are as follows: Strongly Agree 15%, Agree 44%, Disagree 26%, Strongly Disagree 13%. This yields a total of 39% of the student body surveyed do not feel safe at the school and is an alarming number considering the size of the student body at the school.

The school nurtures learning through a variety of programs such as AVID, ROP, Special Education, and others. The student survey indicates that the students are split on the nurturing aspect of learning at Saugus High School. A large percentage of the students did not understand the power standards or ESLR's in the survey. This means that the school culture needs to explain the ESLR's more clearly or involve the students in the development of the ESLR's.

Saugus High School is highly focused on the professionalism of its teachers as evidenced by teachers being Nationally Board Certified. They are presenting a rigorous curriculum that is aimed at the State Standards and CASHEE exams. They have continued to recognize exemplary teachers and students via the Character Counts program and reporting it in their school paper. The high expectations for students are seen in the expanding Advance Placement Program, and High Daily Attendance Policy that has resulted in high daily attendance. The low incidence of student combat and conflict as evidenced in the school report card is another sign of high expectations. The wide variety of student to work activities provided by the school and the high rate of interest of the students in using the program all point to high expectations.

Areas of Strength (if any)

- Increasing the number of clubs offered to students, including the “Safe Haven” club which has helped all students feel safe and secure at SHS
- Maintaining an orderly campus in the midst of a massive modernization process
- Using a banked time program to allow staff time to collaborate
- Providing a safe and caring environment
- Implementing the Character Counts Program

Key Issues (if any) that need to be addressed to ensure quality education for all students

- Continued focus on the diverse needs of all students

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

- Student, parent and staff survey
- Observation in classrooms and on campus
- Discussion with the Cultural Focus Group
- The self-study report

E. Leadership and Staff

What currently exists?

E11: *To what extent do school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school wide learning results and academic standards based on student achievement data?*

During a Focus group discussion with members of the WASC visiting team, representatives of the school reported that they had examined data from California Standards Tests, the SAT 9, the California High School Exit Exam, and from individual and departmental tests and determined that based on the test results, the school needed to improve student achievement in the areas of reading, writing and algebra skills. To that end, the school implemented a Silent Sustained Reading (SSR) program which the school credits as an integral part the resulting increase in reading scores as seen through the same test mentioned earlier. The following courses have also been added as a result of dissemination of data: Four semesters of algebra, CAHSEE preparatory classes, Special Day Class algebra as well as numerous English/social studies teams.

The school also reported that an analysis of the statistics from the attendance office indicated that a problem area for the school was in the area of student tardiness to class. As a result, the school adopted a Tardy Lock Out program.

E 12: *To what extent does a qualified staff facilitate achievement of the academic standards and the expected school wide learning results through a system of preparation, induction and ongoing professional development?*

Representatives from the school reported that because of the belief that teachers who are made to feel a part of the school community and who are given the tools for success in the classroom will be better teachers, and will develop a sense of ownership with the school and will therefore remain: the school developed its own new teacher induction program. This, coupled with an on-going program of professional development which is a partnership between the school and the district have given the teachers at Saugus the ability to address several issues identified by the staff as “hot topics.” Teachers have attended continuing education classes and workshops in the areas of Critical Academic Needs (CANs) development and Standards Based Instruction. Additionally, the district office has teamed with the PAR and BTSA programs and the local teachers union to offer a variety of workshops, including: thinking maps, dealing with classroom discipline issues, and lab safety.

E 13: *To what extent are leadership and staff are involved in ongoing professional development that focuses on identified student learning needs?*

As mentioned earlier, the school used data from California Standards Tests, the SAT 9, the California High School Exit Exam, and from individual and department tests and determined that based on the test results. Analysis of these data sets identified reading, writing and algebra as areas of need. As a result, various departments from Saugus have taken part in the following staff development opportunities: Kinsella Reading Literacy, Jane Schaeffer Literacy and Writing, IDMS training, SBI training for all staff and specialized training for some; Term paper workshop; Prentice-Hall training on new texts; PAR teachers help new staff; Canyon, Valencia and Saugus business Staff seminar; Business Dept. training in Cisco program; August Staff in-service

development; and Best Practices District Symposium.

E 14: *To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement?*

The visiting team met with parent representatives who shared strategies to encourage parental and community involvement. These included: a large, active Parent/Teacher/Student Group; a Connect-ED mass calling system; regular newsletters; teacher email which can be easily accessed through the school's web page and a "open door policy" whereby parents are encouraged to take an active roll in their student's education. Open House and Back to school night allow additional opportunities for parental communication.

The Assistant Principal has written grants and obtained funding for various projects and technology. Additionally, community involvement is encouraged through a tutoring program at the city sports complex and "Monday Mental Madness" at a local church. Future Saugus students are introduced to the school community by visiting the campus while still in elementary school.

Areas of Strength:

- The school established a Faculty/Staff senate to facilitate better communication between staff and administration.
- Overall communication has improved through the *Saugus New Network* (SNN).
- New leadership in school
- Mentoring of new teachers
- Well publicized opportunities for workshops provided by District/school
- Regular publicity for the school through the local press and media

Key Issues:

- More cross-curricular collaboration
- Student and parent awareness of the standards and how learning relates to standards.
- Teachers sharing information learned from workshops with other teachers
- Need to reach out to parents who normally do not get involved in school activities

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

- API and AYP scores
- College going rate
- School web page
- Saugus News Network (SNN)
- Parent/Student/Teacher Association

F. Vision and Purpose

What currently exists

F15 ☛ *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 at high levels?

- *To what extent is the school's purpose defined further by expected schoolwide learning results and the academic standards, supported by the governing board and the central administration? (The expected schoolwide learning results stress attainment of the academic standards.)*

Saugus High School has developed an extensive vision and purpose statement containing approximately fourteen sections of an acronym with not only key words but explanations of the application to the school. The acronym is based on the two words **CENTURION PRIDE**. It clearly and in great detail supports, and works in concert with the statement "**Every Cent Counts**". "Every Cent Counts" is the hallmark of the attitude and heart of the teachers at Saugus High School. They show this through the sponsorship of a wide variety of clubs and activities to include all interested students in the life and academics of Saugus High School. According to a wide variety of students interviewed, teachers are available at any time via E-mail, personal contact, and contact at school to help with their academic and personal needs.

The student needs are outlined in the "Support for Student Personal and Academic Growth" section of the document. They list approximately 58 programs or support teams for student needs. They range from the Character Counts Program to such things as AVID, ROP, Academic Decathlon, Regular Parent Communication, Grief Counseling, Conferences, Cobra Team, Study Skills work shops for AP students, Pregnancy Center, and Principal Recognition Cards. There is also a posting of ESLRs in the classrooms.

Current Educational Research is seen in such programs as AVID, Cooperative Learning Strategies used by teachers, and the Sustained Silent Reading Program. Given these actions and the improvements made since the last visit, it is inherently understood that the school expects that all students can achieve at high levels of academic performance. This can be clearly seen in several of the ESLR's or Power Standards as the school calls them.

At Risk 10th graders are given a special meeting with parents, student and counselor to help them focus on issues and motivation of the students. In addition, all students are offered additional tutoring via a Key Club Tutoring Program, various tutoring programs within departments and activity groups. There has been assigned an intervention coordinator to work on the identification of the lower 25% of the students in mathematics and English, in order to provide appropriate remediation to those students.

Areas of Strength (if any)

- Administration
- Positive public relations
- A caring and sensitive staff
- School to Career program
- An effective user friendly school web site
- Effective use of technology on a schoolwide basis

Key Issues (if any) that need to be addressed to ensure quality education for all students

- Continued dedication to teacher collaboration time
- Continued focus on writing across the curriculum

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

- Focus Group meetings
- Observations
- Meetings with school administration and other support staff

☛ Part B: Synthesis of Schoolwide Areas of Strength and Schoolwide Critical Areas for Follow-up

General Comments

All stakeholders assisted the visiting committee in the clarification of data that was needed in order to analyze the existing status of the school. The VC found that the staff and students are congenial, helpful, and appreciative of the efforts made to improve the quality of their school.

Schoolwide Areas of Strength (list numerically)

1. A very caring and supportive Saugus High School staff
2. A dedicated staff of counselors that are proactive to students' needs.
3. An administration that is committed to a positive school climate
4. The school for providing a safe and orderly environment. This is especially commendable since the school is in the midst of major modernization
5. The faculty for actively engaging students in learning.
6. The use of technology by teachers, students and staff
7. A wide variety of AP courses that are available for all students. These courses are offered across the curriculum and are implemented as needed.
8. The school website for providing an excellent means of communication for all stakeholders
9. A supportive new teacher induction program
10. A variety of co-curricular and extra curricular activities

The subsequent list of critical areas for follow-up is a synthesis of 1) growth areas addressed by the school in the action plan, 2) suggestions to strengthen these areas already identified in the action plan sections, and 3) additional areas identified by the Visiting Committee.

Schoolwide Critical Areas for Follow-up (list numerically)

The Visiting Committee concurs with the revised Action Plan developed by the Leadership Team. In addition to the existing Action Plan the VC has identified an additional critical area for follow-up.

1. That the school leadership team develops a schoolwide systematic approach to analyzing, synthesizing, disaggregating and disseminating data.

Summarized below are suggestions to strengthen those areas already identified in the school Action Plan.

2. That the school instructional staff continue to meet and collaborate within and between departments. This collaboration should be sustained over time and the focus should concentrate on analysis of student data and utilization of the results to modify instruction and when necessary, modify curriculum.
3. That the administration and staff continue to examine the alignment of the state standards with what students learn, how students learn, and how students are assessed.
4. That the school continues to expand School to Career opportunities especially for special needs and non-college bound students.
5. That the school leadership and staff maintain a proactive and comprehensive system of support to ensure that all students are connected to the remediation services for reading, writing and math that are provided by the school

Chapter V: Ongoing School Improvement

🔦 *Include a brief summary of the schoolwide action plan*

The school's action plan was developed as a part of the self-study process and focuses on six major components. These goals are:

1. All students will be proficient in reading and writing
2. All students will be productive members of the school and local communities.
3. All Saugus High School graduates will successfully transition into post-secondary opportunities.
4. Student achievement will increase through effective communication by all stakeholders.
5. All students have access to a rigorous curriculum and fair grading procedures.
6. The school will provide a culture that is conducive for student achievement.

🔦 *Comments on school improvement issues*

- *Adequacy of action plan in addressing the critical areas for follow-up*
- *Enhancement of student learning*
- *Integration of all major school initiatives into action plan*
- *Feasibility of action plan within existing resources*
- *Degree of commitment to action plan schoolwide and system-wide*
- *Existing factors to support school improvement*
- *Impediments to improvement that school will need to overcome*
- *Soundness of the follow-up process*

The Visiting Committee concurs with several of the action plan components developed by the school. However, after discussions with the school Focus Groups and the Leadership Team the school recognized that many components of their initial Action Plan are no longer priority issues and have become an integral part of the school culture. As a result of these discussions, the Leadership Team revised their current Action Plan to more clearly address the current needs and priorities of the school. The VC concurs with the revised Action Plan with the following exceptions. The timelines are short term and do not reflect continuous school improvement. Each Action Plan component needs to include growth targets and a rationale statement based on self-study findings. The school needs to continue to examine and analyze student performance, assessment, and staff awareness in order to better understand the success of the students and of the school. The VC is confident that continuing this plan, that includes revisions, is likely to lead to higher assessment of the school performance and achievement of the school ESLRs in the future. There is a high degree of enthusiasm, support, and professional commitment by the leadership and the majority of the staff.

The school's action plan incorporates important Schoolwide issues and relates them to the concepts of the *Focus on Learning* criteria. A possible impediment to the process might be the construction that will continue until 2006. Continuing modernization of the school could contribute to some minor delays. The Leadership Team must develop methods to increase parent and student participation and ownership of the plan.

The school has implemented an effective process to use for monitoring the accomplishment of the Schoolwide action plan. The Leadership Team will be the central facilitating body, but the school has reconfigured their focus groups into action groups designed to implement, monitor and adjust a specific component of the action plan. This ensures total staff, student and parent involvement. The school has also demonstrated that they are committed to and involved in ongoing in service and professional growth.

In summary, the school is looking forward to an ongoing celebration of progress. The increased student learning with respect to the expected Schoolwide learning results will show the improvement of the educational program and culture of Saugus High School.