

BE A Saint



Respect Achieve Can-Do Attitude

SANTA TERESA HIGH SCHOOL
ACS WASC/CDE MID-CYCLE
SCHOOL PROGRESS REPORT

6150 Snell Ave
San Jose, CA 95123

East Side Union High School District

March 18-19 2024

Accrediting Commission for Schools
Western Association of Schools and Colleges

CONTENTS

I: Student/Community Profile Data.....	3-7
II: Significant Changes and Developments.....	8-12
III: Engagement of Stakeholders in Ongoing School Improvement.....	13-14
IV: Progress of the Implementation of the Schoolwide Action Plan/SPSA.....	15-23
V: Schoolwide Action Plan/SPSA Refinements.....	24

I: School Description School Description

- **Provide a brief background of the school, a concise description of programs offered, and a description or list of schoolwide strategies that promote diversity, equity, and inclusion. Include CA Dashboard Summary Data and other important local data.**

I: Student/Community Profile Data

Summary

Santa Teresa High School (STHS) is a suburban high school in San Jose, California. The school opened in 1974 and is one of 11 comprehensive high schools within the East Side Union High School District. ST has a population of 2,196 students. The campus is located in the Santa Teresa Foothills of Silicon Valley and provides picturesque views and a lot of greenery for the STHS community to enjoy. Families come from diverse economic levels, including home owners, apartment renters, and mobile home community dwellers. Approximately 17% of the student population is economically disadvantaged. The school serves a multitude of students with diverse backgrounds, cultures, races, socio-economic status, identities, and academic abilities. Teachers' classrooms reflect the student population in terms of racial and cultural makeup. General education and special education departments collaborate both during collaboration meetings and in select co-taught classes to ensure all students have access to content through diversified instruction as well as modified and accommodated curriculum to best meet the needs of student academic levels. In 2023, Santa Teresa began offering ELD Levels 1 and 2 in order to serve the growing population of English Learners and to meet the district initiative for every school to have an EL program.

Family and Community Trends

While most of STHS's students come from the immediate attendance area, the school has always had a significant number of students who elect to transfer in. The two major sources of these students are from other schools within our district and from the San Jose attendance area of the Morgan Hill Unified School District. The magnet program in Multimedia, the American Sign Language program, and Computer Science Pathway, in addition to the reputation of high levels of support for all students, have consistently led to steady enrollment and one of the highest number of enrolled students in the district. The English Learner population grew during the 22-23 school year to 6.1% with an influx of students from Afghanistan, China, and South America. Now that we offer both ELD1 and ELD2, we are better able to service these students and their families.

Learner Outcomes

At Santa Teresa High School, we have worked hard to develop our learner outcomes with facilitation from our MTSS team. These outcomes took several years to develop and involved staff, student, and community input.

BEaST - Be a Saint

Respect

- Be Present, open to new ideas, and patient with peers
- Value class equipment and facilities
- Clean up after yourself and use appropriate language
- Find ways to participate in the ST community and treat each other respectfully: including your friends
- Respect others on social media

Achieve

- Ask for help and learn from failures
- Set goals, put in your best effort, and look for opportunities to grow
- Positively encourage others, and make safe/healthy choices
- Represent the school by participating in contests, sports, and/or clubs.
- Volunteer to help others and celebrate achievements.

Can-Do Attitude

- Honor your commitments (do what you say you will do)
- Adapt and adjust (be patient, flexible, understanding, persevere)
- Take pride in being a Saint; be kind and compassionate
- Don't say "I can't" think "How can I?"
- Manage your time effectively

Mission Statement

It is the mission of Santa Teresa High School to provide a safe and caring learning environment where students achieve the academic, aesthetic, personal, and social development required to continue learning and pursuing post secondary education, to compete in a changing job market, and to participate in a multicultural, democratic society.

Santa Teresa High School Common Assurances from Staff

STHS Teachers and Staff members work hard to assure students and the community of the following practices:

Culture and Climate

- Teachers and staff will be transparent and equitable with classroom expectations.
- Teachers and staff will build positive relationships amongst staff and students by incorporating student voices.

Restorative practices

- Teachers and staff will privately communicate expectations and, when broken, allow for discussion, reflection, apologies, and a fresh start.
- Teachers and staff will provide mediation for students in conflict, with agreements made at the end.

Mental Health and Wellness/Social Emotional Learning

- Teachers and staff will contact students' families and ST support staff when they are concerned.
- Teachers and staff will promote positive mental health strategies: brain breaks, meditation, taking a break, information about sports, clubs, and other ways to get involved in school.

Academic

- Teachers will use an online gradebook to keep students updated on grades and to monitor student progress so that they can reach out to parents/guardians when a student is struggling.
- Teachers and staff will provide extra support for students: tutoring, individual plans/agreements, outreach to the CARE team, work provided for asynchronous learning.

Data Overview

Santa Teresa High School has seen a steady growth in students over the past few years. This year STHS started the school year with 2,196 students. That is an increase in enrollment from 2164 in the 2021-2022 school year. At the same time, the student population has continued to become more diverse with 40.21% Hispanic, 26.14% Asian, 19.35% white, 7.06% two or more races, 4.23% Filipino and 2.32% African American. In the past 3 years, the Asian population emerged as our 2nd largest subgroup while the number of white students and African American students have continued to decline.

At the same time, during the 2022-2023 school year, our Students with Disabilities (SWD) population increased to 258 students. Our English Learner (EL) population is up from 3 years ago and is now at 134 students but is down from where it was 5 years ago. Our total Foster Youth, Homeless population and migrant student population has gradually declined. We taught

less than 10 students total from these 3 populations in 2022, but had an increase in 2023 with 19 students. Our SocioEconomic Disadvantaged Students (SED) represents 16.8% of our population at 369 students. This is a decline since it peaked at 569 students during the 2017-2018 school year.

Santa Teresa continues to graduate students at a high rate with 94.10% of our seniors graduating. This is slightly down from the 95.22% of the class of 2019. It is noted that in the two years of school closures, the graduation rate went down, and then it rebounded upon the return of all students to the classroom. Of these students who graduated in the class of 2022, two hundred (40.5%) earned a Gold State Seal, and 85 earned a Seal of Biliteracy. The number earning the Biliteracy Seal dropped by nearly 50% from the number of students earning the Biliteracy Seal prior to the pandemic.

At the same time, those in the class of 2022 had 62.55% of students complete the required courses for CSU/UC admission. This is an all-time high at STHS, and it is an area where the school continues to see growth. It was noted that female students tend to complete the course work at a greater rate than male students (65.29% to 59.92%). Asian Americans possess the highest A-G completion rate (87.41%); African Americans and Hispanics have the lowest rates of completion (54.55% and 43.10% respectively). Of STHS graduates in 2022, 51% of SED students completed the requirements, and 46% of EL students completed the CSU/UC requirements. Each of these subgroups and ethnic groups are continuing to show gains both in the short term and the long term.

Other Dashboard Data

After the graduation rates and college readiness, there are other elements of the dashboard data. We have observed that our suspension rate is about half of what it was prior to the Covid closures. Although it is down for all subgroups, African American students (9.09% in 2022) and Students With Disabilities (20.08% in 2020) are still suspended at a much higher rate than other groups of students. The most common reasons for students being suspended are: fighting, drug use and defiance.

EL students are generally making progress in becoming fluent. Prior to the pandemic, 56% of students were making progress towards fluency by advancing in 1 or more strands. In 2022, 56% of students were still progressing in 1 or more strands and making progress towards English fluency. Overall, 6.1% of our students in 2022-2023 were EL students. At the same time, 26.8% of our overall population is reclassified as Fluent English Proficient (RFEP) students.

Although these scores are fluid from year to year based on the student population, the ELPAC scores are showing an increase in the number of our students who are considered to be proficient. We have seen an increase in that overall proficiency from 34% to 38% since 2019 (however, this is below the 48% baseline score from 2018). The area of strength for our EL students is the speaking strand in which 87% of our students are well developed. The vast majority of our students are scoring in the moderately to somewhat proficient level in most of the strands of this test. This is heavily evident on the Listening and Writing strands of the ELPAC test where in 2022, 78% of our students scored in the middle strand of the Listening portion and 82% of the students scored in the middle strand of the Writing test. This indicates that our EL students can speak English well, but still need support in their listening, writing and reading skills.

Prior to the pandemic, Santa Teresa was making progress in both ELA learning and math learning. This included math going from performing 13.5 points below standard to 3.4 points above standard from 2018 to 2019. The pandemic clearly made an impact on the learning of students, and it was demonstrated in the ELA and math tests. The ELA performance showed a decline from 58.7 points above standard to 21.9 points below standard, and the math showed a drop from 3.4 points above standard to 30.4 points below standard in 2022. At the time of this writing, the 2023 scores have not been made available, and we hope the start of a recovery will be apparent but knowing there is clear learning loss to address.

II: Significant Changes and Developments -

- **Include a description of any significant changes and/or developments that have had a major impact on the school and/or any specific program changes since the last self-study visit. (For example, we have a new classroom building for science that just opened, or we have a new district superintendent with different district goals).**
- **Describe the impact these changes and/or developments have had on the students, school, and/or staff.**

Overview

Santa Teresa has undergone a number of changes since the last WASC evaluation in 2020-2021. At that time, STHS was on a distance learning model with all students taking classes virtually. The model included direct instruction by teachers via zoom and group work facilitated in breakout rooms. Students were not required to have their cameras on but were expected to log on and participate daily. In 2021-2022, STHS returned to in-person instruction. The impact of COVID, however, was still present as students and staff attendance was impacted greatly due to illness. At that time there was a change in administration with the hiring of Dr. Jesus Marron as principal. In addition, STHS added support staff to the roster: MTSS coordinator, two Inclusion Specialists, and an additional Social Worker. There was additional staffing with a new school psychologist and head counselor roles, as well as a number of new teacher transfers from other schools in the district due to their declining enrollment and the growth in student population at STHS. The 2022-23 school year brought even more changes, Dr. Marron was on leave starting in late January and, in late March of that year, our APED, Michael Payne-Alex, was named as “acting principal” and was hired permanently in June 2023. The office staff also saw changes in the roles of principal’s secretary, registrar, counseling tech, and campus monitors. State law required a schedule change pushing back the start of the school day to 8:30 AM in 2022-2023. This has been a big adjustment for the school community. Finally, a newly adopted learning platform, Canvas, was introduced to staff and students to coincide with Infinite Campus and Google Classroom. The 2023-24 school year brought with it additional staff and hopefully, some consistency in leadership. Michael Payne-Alex has continued on as Principal. My Nguyen, former Math teacher at ST, accepted the role as APED. Cecilia Granados, also a former Math teacher at ST, returned from her position as APA at Mount Pleasant High School, to be the APA. Finally, the district has brought on a permanent social worker, an additional campus monitor, and an additional administrator: Mr. Truc Chau, our APTS (Associate Principal of Tiered Supports).

Returning from Distance Learning

While returning to in-person learning has been a positive experience, it has brought with it some challenges that were difficult to anticipate. Students are coming back to the classroom after being isolated for 1.5 years and integration back into the classroom was more arduous than expected. Like many schools, STHS is seeing significant learning loss, especially in the areas of math and science. Students are finding it difficult to focus in their classes and are often overwhelmed with the cadence of the day. This has resulted in the need for more academic and mental health support. The staff and administration at STHS are in the process of providing this support but are consistently working on a cohesive, overarching plan for addressing these needs. In addition, while our overall enrollment is fairly steady at 2196, the daily attendance rate for both staff and students has been up and down. This shows us that the community is still struggling with COVID and, at times, find themselves missing up to 10 days to recover and return. This has been felt most heavily in the classroom. Students missing classes makes it difficult for them to learn, understand, and progress: especially in subjects like math, science, and languages other than English. Some students are missing ten days in a row due to illness and are having to come back with assignments, tests, and quizzes to make up, in addition to having to catch up on what the class is learning, and keeping up with current assignments. This has resulted in an increase in stress amongst some students with 69.2% of students who responded to a mental health survey reporting that more than 50% of the time they are feeling stressed due to school. STHS is working on addressing this through the use of the Mental Health and Wellness Center and school wide lessons. Likewise, staff has struggled with illness and the lingering effects of COVID. As a result, there have been more absences than in previous years, which has resulted in loss of instructional time and, in some cases, classes being behind where they typically are in the curriculum. Teachers have also needed to reteach information from previous years to address learning gaps. COVID continues to challenge STHS on two fronts: dealing with the lingering effects of the lockdown and grappling with the current state of the pandemic.

One positive thing that COVID did was expedite the 1:1 technology upgrade. Once the lockdown started in 2020, all students were given a chromebook to use at home and this has been a continued practice since returning to campus. Now all students have access to the technology they need to complete assignments, communicate with teachers, and monitor their progress both when on campus and at home. Students are more familiar with online platforms such as Google Classroom, Gmail, and their ARMS accounts. This 1:1 program has definitely helped to prepare our students for life beyond high school. In addition, because of the reliance on virtual meetings as a way to connect with the community, we have seen an increase in participation at our School Site Council (SSC), Parent Teacher Organization (PTO), English Language Advisory Committee (ELAC), and other community meetings. The ability to host

meetings both in person and virtually has allowed greater input, interaction, and communication with all stakeholders.

Changes in Leadership

We finished off 2023 needing an APED to fill Mr. Payne-Alex's role since he was hired as principal. We also were in need of an APA because Mike Scialabba left for a position in another district. Finally, the District got board approval for a new administrative position: APTS, and we had to conduct interviews for this position as well. The 2023-2024 school year finds us with three new administrators (APA, APED, and APTS). Two of these hires (APED and APTS) have never worked in administration before. Ms. Granados is in her second year, but new to the role at ST and Mr. Payne-Alex is new to his role as Principal.

Thus, changes in leadership have also had a significant impact on STHS. Mr. Payne-Alex is the third principal in four years. He was the Associate Principal both at STHS and at the Phoenix campus, so he is familiar with the school culture and community of the site and district. Yet, each leader comes with their own philosophies and vision, which has meant that staff has had to adjust to new priorities, modes of operating, manners of communication, and leadership styles. Mr. Payne-Alex's leadership philosophy includes focusing on coherence with respect to four specific domains: focused direction, deepening the learning, accountability, and environment. The vision emphasizes, "connected autonomy," in which each team/staff member has a degree of autonomy and is expected to work in partnership with others vertically and horizontally. There is a strong emphasis on outcomes in terms of engagement by all groups, strengthening of leadership and improvement. In addition, our new administrators have had to adjust and learn on the job as they navigate their new roles. Finally, our APA, Ms. Granados, is working on enacting her philosophy on a new campus with staff who have been through a lot of recent changes. Yet, STHS staff have committed themselves to working through these challenges by engaging in honest dialogue and maintaining professionalism.

Staffing

Changes in staffing have been both challenging and positive. Because of shortages, some staff have been asked to juggle more than one job for weeks at a time. Teachers and other support staff are also being asked to substitute teach more than ever. At times, this has caused delays in paperwork, grading, and every day operations. But overall, new additions have been hired, trained, and have positively impacted the STHS community. We added five positions over the last three years, two of which are new to our school. The additional school social worker has

allowed STHS to serve more students and diversify the offerings in the Mental Health and Wellness Center. The addition of an Inclusion Specialist has brought co-taught classes, improved strategies for supporting struggling students, and a new lens with which to view general education classes. Our MTSS TOSA has helped to improve school climate, develop Tier 1 strategies both in and out of the classroom for all students, and is working to learn new strategies which will help teachers to improve and diversify instruction. Our APTS is working on implementing our EWS (early warning system) which will provide data to alert school staff of challenges we are seeing across campus both academically and behaviorally. He is also working to streamline 504s and has reintroduced our SST (Student Support Team) program, which is used to provide short term support to struggling students. Having an additional campus monitor is allowing us to have more eyes and ears out and around campus so that we can continue to improve campus safety and connectivity. Finally, two of our new paraeducators are here specifically to help our EL students in the specific content areas of Math, Science, and Social Science. They are instrumental in ensuring our EL students understand what is being taught in the classroom.

The number of new teachers we have added at STHS has increased from previous years. New staff have brought fresh perspectives and different outlooks for STHS to consider. Administration and teacher leaders have discovered through this influx that it is important to streamline a new staff onboarding system so that as staff arrive there is a set process for getting them acquainted with the campus and culture of the school. This is something we continue to work on.

New School Start Time

The adoption of the new state mandated start time of 8:30 AM has also been a major adjustment for staff and students. With school starting later, staff and students are not getting out of school until almost 4:00 PM three days a week and after 4:00 PM two days a week. Most importantly, students are missing additional class time to participate in after-school sports, which can make it challenging for them to catch up. The change has brought more teachers who are going part time due to childcare challenges and a decrease in staff and student participation at after school events because of other obligations and the late release time. These effects have impacted the culture at our school in that there has been a decrease in extra curricular activities with both students and staff. There have been fewer students involved in traditional events such as the Homecoming Skit and Powder Puff Football. In the past, this has drawn involvement from a higher majority of students. It is also difficult to garner staff participation and supervision. Teachers are having to leave at the end of their work day and, as a result, are not available after school to help struggling students or participate in extracurricular events. Many of our staff have commute times of over an hour a day each way

due to the high cost of housing in the immediate area. When school ended between 2:30-3:00 PM many teachers and staff stayed until 4:00 PM for all of these activities and events. With the day ending close to 4:00 PM and events not starting until 4:15 PM it is difficult to recruit staff to assist in and supervise events -- especially events starting after 5 PM. We are finding that hosting events on the weekend seems to be a better option for these reasons.

Adoption of Learning Platform: Canvas

The new learning platform, Canvas, is a great way to connect with our students and their families. However, there is a steep learning curve for this program as it is not as intuitive or user friendly as the old platform: Schoolloop. Teacher leaders and administration devoted most of the professional development in the 2022-2023 school year on Canvas training to educate and tackle challenges of this new platform. At the start of the year, it was particularly challenging to prepare for a new school year while simultaneously learning a new learning management system (LMS). This caused some delays in grades being posted and staff's ability to have a good understanding of how students are performing in all classes. It has also hindered our ability to communicate effectively with the school community as there was a need to educate both parents and students on the new LMS. Schoolloop allowed all staff members to email anyone on the schoolloop platform. Canvas only allows staff to email the students who are connected with them - meaning that they are in one of their classes, or on a caseload, for example. This makes it challenging when staff want to send a message out to a larger community (freshmen, for example) While our Parent Community Involvement Specialist and ASB director are the two staff who can email the entire community, it has been an adjustment that the staff has had to contend with and, as a result, communication has not been as robust as it has been in the past.

III: Engagement of Stakeholders in Ongoing School Improvement

- **Describe the process for developing, implementing, and monitoring the schoolwide action plan/SPSA and preparing the progress report.**

Development

At STHS we took deliberate steps to develop our goals for the schoolwide action plan (SPSA) including analyzing data from multiple sources. Those sources include The California School Dashboard, Data pulls by our site and district office (e.g., drawing student information from Infinite Campus), Panorama School Climate Data and Shape School Climate data, as well as our examination of the growth areas from our 2021 WASC action plan.

In addition to looking at the data as a school site, we brought this information to our school site council, PTO, and ELAC groups in order to get feedback from the various organizations represented in that body: teachers, parents, administrators, students, social workers, and ASB. Through our School Site Council, we looked at the data and discussed the areas of concern we were seeing. We also talked anecdotally about the challenges these stakeholders were seeing and experiencing.

From our analysis of the data and conversations we held, the community landed on the five goals represented in our [2022-2023 SPSA](#). These goals are ones that we identified during the 2021-2022 school year, which was our return from distance learning. While 22-23 required us to adjust them a bit, they are ones that we continue to work on through 2023-2024.

Implementation and preparation of the progress report

The MTSS TOSA has been the lead and primary writer of this progress report. She has been at the crux of every aspect of our school for many years and especially so during the last three years with all of the changes in administration. She, the Inclusion Specialist, and a few other key staff members have worked on this report over the last year and a half and have presented elements of the report as described below.

The implementation of our goals is happening, but is not as streamlined as it should be. With that being said, we have consistently reviewed our SPSA and WASC goals with all staff, in ITL (Instructional Team Leader) groups, in our PDC (professional development committee) and MTSS teams, and in our School Site Council meetings at the beginning of each school year.

We analyze and discuss the goals at that time, ensuring that all stakeholders know what we are working towards. Our departments are asked to review the goals and provide feedback with regards to how their department is working towards achieving them each year as well.

We elected to use surveys as one of the ways to get feedback on how we are progressing. This information comes from our school climate survey sent through [Panorama](#) and School Wide Lesson [survey on mental health and wellness](#). When looking at the results, it is clear that STHS staff do not feel confident about their growth mindset as it was our lowest category. As a result, PDC decided to implement [small rotating sessions](#), which focus on developing teaching strategies to support all students. As we move through the semester, we will continue to evaluate the effectiveness of these sessions on our teaching strategies. The mental health survey revealed that students often feel stressed and anxious - especially during finals. While almost all know where to get help, we decided to address this schoolwide through our announcements by offering tips and tricks to destress and succeed during finals. In addition, during dead week - the week before final exams, we offer calming activities such as making soothing socks and pet therapy. Our next step is to collect data regarding how effective these interventions are in helping our students deal with stress.

In addition, PDC has asked departments and subject alike groups to agree on a specific disciplinary focused goal that will help to achieve the wider SPSA and WASC goals, the CARE team designing a process for supporting our students with the highest needs, and our Advisory office working to handle the behavioral, attendance, and relationship building aspects that go into achieving our goals. We then shared the draft of this report with ITLs in early December 2023 and asked them to review and comment before sharing it with the staff in collaboration meetings in January and February of 2024.

IV: Progress on the Implementation of the Schoolwide Action Plan/SPSA and WASC Goals

- Explain how the identified student learner needs have been addressed in the schoolwide action plan/SPSA.
- Provide a summary of progress on school goals and growth areas for continuous improvement identified in the schoolwide action plan/SPSA. Cite relevant supporting evidence and data.
- Explain how the cited supporting evidence led to your conclusions on progress and impact on student learning.

SPSA GOALS

Goals 1 and 2: College and Career Readiness, Graduation Rate

We work to provide quality instruction in all of our classes. Department chairs work with administrators to ensure we hire candidates who are eager to help students and to improve upon their own practice. All staff worked together to develop our Tier 1 is for Everyone ([T1:E1](#)) strategies for helping all students by providing input about the [strategies](#) they are currently implementing in their classes. Our goal is to get all teachers on board with offering as many accommodations on the list as make sense for their subject area so that all students have access to the same support. We also leaned on our SPED and 504 coordinators to tell us what strategies they have found are working well with the students they manage. In addition, our counseling department has worked to develop grade level presentations for all students in order to educate them about the steps in the process of earning a high school diploma, how to ensure they are A-G qualified, tips for being a successful academic student, and where to find help if they need it. Counselors also conduct grade level presentations with students and parents to further educate them about these topics and to take questions and suggestions. Finally, our School Wide Lessons help to educate students on how to be a good community member, what to do when they need support, either academically or with their mental health, and life lessons about technology use and positive relationships. We use our Early Warning System (EWS) and CARE team referral platform to identify students who are struggling so that we can help them get back on track. This is where we schedule individual meetings with students, parents, administration, social workers, case managers, student advisors, teachers, the school psychologist, and outside organizations like New Hope for Youth so that we can best support the student.

All departments now have [priority standards](#) that they are using to determine appropriate grading scales and rubrics. These standards were chosen by ITLs from the district and focus on the most important content that is important for students to learn in order to be college and career ready. Teachers update grades every two weeks for most assignments, but may take a bit longer for complex projects and essays. Departments use the priority standards to develop similar assessments but they may differ by style - an essay or test, as opposed to a project or

presentation, for example. The English department uses [Common Essay Structure and Terminology](#) handouts and lessons to ensure continuity. All departments follow the priority standards and pacing guides developed by the district, however, which helps with keeping the continuity between classes and across the district. We are finding that students have a much easier time moving between classes if the situation arises, as a result of the priority standards. While we still have more work to do to ensure all classes are equitable with regard to workload, we have made a lot of progress in ensuring that students are being taught the same standards across class sections. In addition, we continue to develop common assessments across subject areas and the district.

Tutorial has continued to be a crucial period for teachers to review concepts with students who are struggling, and a time for students who have been absent to get caught up. In addition, last year we started drop-in tutoring with teachers in our library, and this year we are implementing 1:1 tutoring sessions between students, for those who want more ongoing, targeted support. Some teachers have organized after school tutoring specifically for students whose grades fall below a D. This takes place after school or on Saturday and is only with a small group. We are hoping that other teachers will be encouraged to offer similar tutoring sessions.

For the 23-24 school year, we have also implemented Office Hours collaboration twice a month where teachers can schedule 1:1 meetings with students who really need extra support, call home to discuss challenges students may have, and/or schedule parent/student/teacher conferences. Because this is a new venture, we have not been able to analyze the impact of it yet. In addition, we are working on utilizing our EWS to identify students who are struggling academically and provide them with support. Our plan is to triage the students so that those with 1 F meet with the teacher of the class they are failing, develop a plan, and continue to meet to reassess academic needs. Those students with 2-3 Fs and/or Ds will be meeting with their academic counselor, developing a plan, and following up to ensure progress is being made. Students who have more than 3 Ds and/or Fs will meet with our APTS and/or MTSS coordinator to develop a support plan and for ongoing check-ins. Students who have multiple absences will be referred to our Advisory office for follow up. Finally, students who are struggling that have a 504 plan or IEP will be referred to their case manager. Our administrators will be responsible for ensuring fidelity through the use of google forms and check-ins with teachers, counselors, advisors, MTSS team, and case managers. Right now, we are working to organize the data and system for follow up and plan to roll out the system [in January/February 2024](#).

Our increased graduation rate from 88.5% to 94.3% over the last two years is evidence that our

efforts are working and providing students with much needed support after the pandemic. We attribute these specific support services to an increase in our graduation rate because they were either developed or perfected two years ago upon our return from distance learning. We feel our graduation rate dipped so low in 21-22 because it was our first year back to in-person instruction after Covid and students were far behind academically, socially/emotionally, and with their executive functioning skills. It was the year we began building some of these practices, but many of them were more widely implemented in 22-23 and are being refined and improved upon for 23-24. Also, as stated back in the data profile section, the number of students who are graduating from Santa Teresa completing the CSU/UC course requirements is also at an all time high at 62.55%. This is a reflection of the school wide work that we have been doing in these areas.

Supporting our Tier 2/3 students

We have made a lot of progress over the last three years in supporting our Tier 2 and Tier 3 students. These individuals include those with IEPs, 504s, our EL population, and other students who are struggling. The hiring of our Inclusion Specialist has helped us ensure compliance with our IEPs and that they are being followed with fidelity. In addition, she has helped to implement a push-in program so that more of our Special Education students have access to regular education classes. Our Special Education teachers are working with our regular education teachers in a co-teaching model in predominantly Math and English classes to support a higher influx of our students with IEPs. This way our SPED students can access the regular education curriculum and work towards being A-G eligible.

For the 23-24 school year, Our MTSS coordinator and APTS, have worked to organize and streamline our SST and 504 processes so that students are assessed and plans are developed and implemented within a timely manner. In addition, plans are now easy to access for all teachers, as they have been organized on to a [504 Plans list](#). Students requiring extra support have been receiving it in a much more timely manner than in the past.

Our CARE team meets weekly to discuss Tier 2/3 students and to strategize about how to help them. This process has allowed us to streamline referrals and cross reference what is happening with students across the school including their academics, mental health, and behavior. These meetings have helped us to manage student needs in an efficient and constructive manner so that they can receive the targeted support they need.

We know that kids are getting more support as evidenced through our CARE team and SST process. We have held 11 SST meetings as of December of 2023 as compared to 0 last year

when we did not have an SST process in place. Those meetings help us to determine if a student needs higher levels of support such as those that come with a 504 plan or IEP.

Goal 3: Achievement of English Language Learners.

In the 21-22 and 22-23 school years we had Sheltered English, Chemistry, and Social Science classes that were designed to support our EL students. These classes were smaller and offered specified vocabulary support for the subject matter but did not address specific language skills. The district determined that this was not sufficient and that STHS needed EL classes to support language development instead of sending the EL students in our attendance area to another school with an EL program. As a result, the 23-24 school year saw the return of EL classes to STHS and all ESUHSD schools in order to promote equity and inclusion at all sites. This has allowed us to open two new classes focusing on English Language Development: ELD 1 and ELD 2 for newcomer students. These students get specialized instruction in the English language while simultaneously attending their general education core classes. Because ST historically enrolls a significantly lower population of EL students at STHS, we have worked with the district's EL TOSA, Jose Solis, on staff development centered around SADIE strategies and support. This school year, Jose has come to ST twice to deliver PD, take questions about what is working and what isn't, and support staff who are struggling with students who speak little to no English. We plan to continue working with Mr. Solis to provide solid strategies and resources to support our EL students, monitor their progress, and evaluate what is working and where the challenges are.

In addition, one of our EL teachers elected to attend a professional development conference to learn more about how to support EL students in ELD classes and practical strategies for EL students in all classrooms. She will be putting together a presentation of her knowledge to share with the staff in a future PD session.

The district has also paid for and trained the MTSS coordinators on two chrome extensions: Snap&Read and Co-writer. Both of these programs can be used by any student, but are specifically helpful for our English Language Learners. Though the STHS staff was trained on both platforms, they have been used only by a few. It is our goal to review this training for all staff members so that they feel confident in using it with their students.

With the addition of our new EL program, we will continue to work on developing our SDAIE strategies so that we can realize greater achievement for our EL students.

The evidence of our progress in this area comes from our slight increase in graduation rate from 85.1% to 85.3% in 2022. This shows that our sheltered classes are helping but are not the only

resource we need to employ in order to help our EL students. We anticipate an even higher rate in the coming years because of our renewed focus on this population of students.

Goals 4 and 5: Decrease Suspension Rates and Absenteeism

Improving our Campus Culture and Climate has been a big focus for Santa Teresa over the last three years. Our MTSS coordinator was joined by our APTS in 23-24, which has helped to facilitate restorative and relationship-centered practices. Our CARE team, consisting of the APTS, Social Workers, Advisors, School Psychologist, MTSS coordinator, Head Counselor, Inclusion Specialist, and New Hope for Youth staff meet every week to discuss students who are struggling academically, behaviorally, with mental health, and/or with their attendance. We strategize and work up a plan to support and follow up with each student. In addition, we regularly have school wide lessons for all students on topics such as Mental Health Awareness; How to Be A Saint; where to get help when you are struggling academically, with your mental health, or need some conflict management assistance. Our support team makes it a priority to talk with struggling students, hear their concerns, and work with them to develop a plan of action. We make a point to know which kids are involved in conflicts and check in with them regularly, both formally and informally, so that we can avoid problems before they arise. We use tools such as no-contact agreements, behavior support plans, and conflict management meetings so that students can learn to manage challenging situations without having to remove anyone from campus and their learning. We have also implemented a Tobacco Use Prevention Education (TUPE) where students who are observed vaping on campus or who have expressed addiction tendencies can opt in to a program that will help them quit. The educators come to campus once per week to lead students through the program and provide them with support as needed. Finally, we organize weekly Lunch-Time Activities (LTAs) through our Associated Student Body where students can participate in challenges, trivia, sports activities, and awareness campaigns that are fun and promote a positive campus climate for everyone.

The implementation of these supports has allowed us to realize a drop in suspensions from 5.4% in 2019 to 2.5% in 2022. The addition of several staff members with the specific focus of improving campus climate and culture has proven to be a successful strategy. Coming back from Covid was difficult and there was a lot of conflict in the first year we were back, but it is clear that as the team has worked together to develop programs, support systems, and positive experiences for all students, it is having an impact.

Though we saw an increase in chronic absenteeism from 20-21 to 21-22, we attribute this to returning from Distance Learning and the Covid Pandemic still having an impact on our community. We did see a significant increase in absences during 21-22 due to students

contracting covid, sometimes multiple times. In addition, we had students who were uncomfortable returning to in-person instruction and it took some time to get them all connected to alternative programs. For the 23-24 year, we are working to address chronic absenteeism through our Early Warning System data, which captures students with multiple period absences. Our strategic plan is to refer those students to our advisory office so that their advisors can reach out to the family, discover the reason for the absences, and put a plan into place to support the student. This may involve a home visit, bus pass, schedule change, SST or 504 plan, or other form of support. Thus far, our system seems to be helping in that we have increased our attendance rate from 93.56% to 94.62%.

WASC GOALS

Growth Area #1: Equity and Inclusion

Our Professional Development Committee (PDC) has worked hard to survey the staff in order to identify areas of need for growth so that we can work towards our equity and inclusion goals. For the first few years back from Covid, we held our meetings virtually in order to minimize the risk of exposure to our staff. This year we have decided that it is important for us to meet in person so that we can interact with each other and increase engagement. As a result of this change, we have seen growth in active participation, implementation, and follow up from our staff. The PDC found that the best way to grow in the areas of equity and inclusion was to offer small learning opportunities, so that staff can be educated by each other and increase their teaching toolkit. In the 22-23 school year we offered sessions on grading for equity, how to support 504 and SPED students, CANVAS training, how to develop strong relationships with and between students, and relieving stress during the school day. We held three rounds of sessions and teachers could choose the ones they wanted to attend. This year we are building upon what we did last year by offering both whole staff and small session trainings on a variety of topics. Some information is really important for every single staff member and other topics can be more personalized. Because we have many new teachers and also many veterans, we want to be sure that we offer sessions that will be beneficial to both groups and not repetitive. Our all staff sessions this year center around supporting our EL students, de escalation with both students and parents, how to support our SPED students and 504 students in regular education classrooms, and strategies for providing academic support for all students. Our small sessions will focus on how to use AI to enhance teaching and student learning, how to structure tutorial successfully, both novice and advanced Canvas training, how to use Canva to enhance engagement in student presentations, strategies for behavioral support when dealing with challenging students, and using tools such as edpuzzle and peardeck as tools for formative assessment.

In order to calibrate by course and within departments, teachers have been collaborating in both

department and subject alike areas so that they can align their sequence and pacing by organizing their priority standards in a manner that makes sense for their specific subject. This ensures that students can move easily from class to class, if the need arises, and solidifies what students will know when moving on to the next level class. Teachers are continuing to work on and refine this as they assess their students and find common learning gaps and challenges.

Our shared leadership model is still a work in progress. We have defined roles within our school by nature of our job description and we are continually working towards staying within those roles and sharing responsibilities and duties. We have some work to do in the area of getting more teachers involved in leadership roles across campus.

Growth Area #2: Implementation of Supports and Interventions

School wide, we use our school wide lessons as a way to provide some information, resources, and intervention for all students. In the 22-23 school year we implemented Care Kits for every classroom, so that students who need a mental break during class have a tactile object or coloring pages to decompress. We have weekly Lunch Time Activities organized by our ASB to support a positive campus climate and to allow some time for fun at the end of a long week. All students also have the opportunity to visit the calming space in our Mental Health and Wellness center for 10-15 minutes during class time if they feel the need.

For more targeted support, the District rolled out the CARE team at every site two years ago and, although we had been doing something very similar for several years prior, the streamlined process has really helped us to ensure students are getting the support they need. Any staff member, parent or student can refer a student and we meet weekly to discuss each case individually. We work to develop a plan for each student depending on what their needs are: academic, social emotional, or both. We have a point person to follow up in each case and we discuss updates weekly, after we analyze the new cases.

Growth Area #3: Support and intervention for Tier 2 / 3 students

We have spent the last two years streamlining our process for identifying, evaluating, and developing plans for those students who are struggling and qualify for an SST, 504, or IEP. The addition of our inclusion specialist has helped us to push-in more of our Special Education students into regular education classes with support. Our SPED teachers who have fewer than four SAI classes are all now asked to push-in to general education classes with the highest need: Math 1 and 2, English 1 and 2, World History, Biology, and Chemistry. This implementation is new, so we are still working out the specifics, training, and expectations for these co-taught classes. Our Inclusion Specialist has been doing this effectively this year and is

taking a leadership role in creating staff development for other staff. In addition, the Inclusion Specialist and school psychologist help to ensure IEPs are in compliance with the law and are being followed. Our APTS has begun to organize and track our 504 students to ensure their plans are up to date and easily accessible for teachers. The MTSS coordinator works to evaluate students who are referred for a 504 plan, assign them a case manager if they qualify, and follow up to ensure the plans are being created and sent to teachers. Finally, the APTS works to evaluate, gather data, facilitate SST meetings, and manage the SST caseload for students who are referred through the CARE team. Having one designated person to handle each department has helped us have a more organized, efficient, and cohesive system.

Growth Area #4: Supports and Interventions for Social Emotional Success

Our Advisory team has done a great job of offering prep-period trainings on the UBR. But up to this point, the training has not been compulsory, so not every staff member has been trained. As a result, we cannot say that 100% of staff know, understand, and follow the UBR with 100% fidelity. This is still an area of growth for us. We are, however, moving away from punishment as a whole and towards supporting students, offering guidance, and developing relationships that proactively diffuse situations. Our Advisory team continues to guide us through professional development sessions on good practices for classroom management, restroom use, and developing relationships with students.

Growth Area #5: Equity and Inclusion among staff: Shared Leadership Model

We are still continuing to work on equity and inclusion among staff as it relates to a shared leadership model. One area that has helped with our progress on this goal is the creation of new positions: APTS, MTSS coordinator, Inclusion Specialist, and an additional Social Worker and Campus Monitor. This has helped to grow our shared leadership model and present new perspectives. Some of the tasks that were previously allocated to specific site administrators have now shifted to our specialists. In addition, we are making progress on our implementation of tracking supervision hours with our Certificated Staff Supervision Hours spreadsheet. We were successful in implementing this tool last year so that certificated staff and administrators could keep track of progress towards and completion of hours and are continuing that protocol this year. We have noticed more engagement of staff in ensuring their hours are fulfilled as a result of the spreadsheet.

At our collaboration meetings, attendance has always been through signatures by the participant. The sheets are returned to our Principal's Secretary and kept on file. They are attached to requests for expenditures and provided to district personnel upon request. The principal is in the process of reviewing past practices for monitoring participation in collaboration to address concerns over the small number of staff who seem to opt out on a

regular basis.

Our professional development team does a good job of organizing and implementing All-Staff collaboration meetings in which all staff members, classified and certificated, participate and are encouraged to engage in. We do not, however, have an organized plan or vision for department meetings or subject alike meetings. When there is something we would like to have groups discuss, we ask them to do so, but if there is not, they are left to set their own agendas without much, if any, direction from PDC.

V: Schoolwide Action Plan/SPSA Refinements

- **Based on the findings of the current mid-cycle report, further revise the schoolwide action plan/SPSA as needed and include a link to the school's revised schoolwide action plan/SPSA.**

Santa Teresa's [current SPSA is linked here](#).

Currently we have only met/exceeded one goal in our SPSA from 22-23, which is a decrease in the suspension rate. We have now gone below our 24-25 target of 5.8%, which means we will be able to focus our efforts on another area of need as it relates to behavioral support and suspensions. We are currently examining the data in order to determine what specific goal to target and are looking at the discrepancies among specific groups who are suspended at high rates. While we are making progress towards meeting our other SPSA and WASC goals, it is imperative that we collect the necessary data to ensure we are on target. In addition, the way in which we are working toward our goals is beginning to shift based upon staff and student input in the form of Google and Panorama surveys.

Schoolwide Areas for Follow-Up

Goals 1 and 2: College and Career Readiness, Graduation Rate

Everything we do is working toward this goal. However, we want to continue to expand our connections with community colleges and make sure students are aware of the many options that are available. We will keep hosting college and career fairs and making our students aware of opportunities that come up in the community. Graduation rate will be addressed under supports and interventions.

Goal 3: Achievement of English Language Learners.

While the addition of ELD 1 and 2 are helping us to achieve this goal, it is imperative that we continue to expand our toolkit with resources and strategies for helping our EL students, especially in their content areas. One of our teacher leaders recently started a new Subject Alike collaboration group whose aim is to discuss and implement support systems for our English Language Learners. In addition, we will be adding ELD 3 next year so that we can continue with the specific language support for these students.

Goals 4 and 5: Decrease Suspension Rates and Absenteeism

We will continue to work to implement interventions that support student learning from poor choices and give them opportunities to get counseling and support for social/emotional issues that are causing absenteeism and behaviors that require interventions.

Growth Area #1: Equity and Inclusion

We will continue to strive to be a community where

- ALL students are welcomed as they are
- strengths and areas of growth for all students are known and supported
- adults positively respond to the social-emotional, wellness, and academic needs of

every student

- ALL students engage with tasks that develop the strategic thinking skills for full participation in their local communities and the global society.

We will use our MTSS interventions to help reflect these goals for equity and conclusion.

Growth Area #2: Implementation of Supports and Interventions

We will continue to encourage and deepen the use of T1:E1 by all teachers so that all students have equal access to high levels of support.

Growth Area #3: Support and intervention for Tier 2 / 3 students

Now that we have solidified our EWS process, we will continue to use it to identify struggling students. We will continue to ask teachers and other support staff to intervene with these students and continue to evaluate whether or not our interventions are successful.

Growth Area #4: Supports and Interventions for Social Emotional Success

We will continue to allow all students access to the Mental Health and Wellness Center and Calming Kit materials as needed. In addition, we will continue to refer struggling students to the CARE team so that we can discuss more targeted support for them.

Growth Area #5: Equity and Inclusion among staff: Shared Leadership Model

We will continue to deepen our collaborative leadership model where staff representatives as Instructional Team Leaders, members of the Professional Development Committee, members of the School Site Council, members of the MTSS Committee, and members of the Care Team help steer the school toward realizing our goals.