



# SAN MARCOS HIGH SCHOOL

## HOME OF ROYALS

*CALIFORNIA DISTINGUISHED SCHOOL 1994 & 2005*

Ed Behrens – Principal  
Jennifer Foster – Assistant Principal  
Dan Garske – Dean of Students  
Roxanna Stern – Assistant Principal  
Abe Jahadhmy – Athletic Director  
Crystal Peterson – Head Counselor

To: Dr. Ben Drati, Assistant Superintendent  
From: Ed Behrens, Principal  
Re: SPSA Principal's Summary  
Date: 14 January 2013

### 1. What does the student achievement data tell you?

EL Student achievement on CELDT has improved dramatically. All students' achievement data on the CST is varied. SMHS' graduation rate and participation rates on CST and CAHSEE exams continue to meet targets. Our pass rate on CAHSEE remains high, yet our proficiency rates have declined. The schoolwide CAHSEE data is a reflection of the subgroup data. Our Latino, Special Education, Socio-Economically Disadvantaged, and English Learner students continue to struggle to achieve proficiency on the CAHSEE.

### 2. What are you doing in response to the data?

As indicated in the leadership plan, dated 9/1/12, I am:

- Meeting with every teacher about every student to discuss intervention strategies for their struggling students
- Sharing all testing data with all departments and implementing their suggestions for raising those scores.
- Assisting teachers and departments to implement intervention strategies
- Maintaining focus on quality instruction and learning.
- Observing instruction and learning via walkthrough observations
- Implementing EL Self-Study in partnership with Maria Larios-Horton from SBCEO
- Continuing Math Department work in partnership with Ellen Barger from SBCEO
- Continuing work on system of interventions schoolwide
- Continuing to contract with our Program Improvement Coordinator who will support teachers and PLCs in improving student learning and implementing system of interventions
- Requesting that teachers work individually with students to improve their level of performance on high stakes exams.
- Requesting that teachers utilize EDU 2.0 to better communicate with parents
- Working with our Community Liaison to communicate with parents of struggling students.

Additionally, I am:

- Reminding teachers of our "Failure is not an option" plan which asks them to focus on a few students in each of their classes who are at risk of failing the course and providing interventions.
- Adding CAHSEE intervention classes for 10<sup>th</sup> grade students at risk of not passing the CAHSEE
- Providing EL students with reading language arts support and strong linguistic role models via adjustments to the master schedule.

### 3. In what ways is your response in 2012-13 different than your response in 2011-12?

- This year I have added the teacher meetings with the principal and CAHSEE intervention classes for 10<sup>th</sup> graders.
- Math – we are doubling up students in Algebra and Implementing Let's Go Learn for struggling students
- The EL Self-Study is a shift away from the previous two years' professional development model for teachers.
- Our master schedule reflects more heterogeneous grouping of ELs into content area classes. This is a change from previous years' placement of long-term ELs into SDAIE courses.