

Sacramento Charter High School
2011 Focus on Learning
Self-Study Abstract

The vision of Sacramento Charter High School (Sac High) is to create one of the finest urban high schools in America. In working towards this vision, the school is guided by the Expected Schoolwide Learning Results (ESLRs) and 5 Pillars.

ESLRs:

1. Students will be industrious, critical thinkers demonstrated by their academic success in all content areas.
2. Students will be lifelong learners who are prepared to attend and be successful at a 4 year college.
3. Students will be knowledgeable and effective citizens who demonstrate leadership and interpersonal skills in diverse settings and are committed to serving others.

5 Pillars:

1. High Expectations
2. Choice and Commitment
3. More Time
4. Focus on Results
5. Power to Lead

Since Sac High's last WASC accreditation full visit in 2005, the school has made numerous changes in the classroom and to its structures. Some of these changes were implemented based on the school's ongoing analysis of curriculum and practices in the classroom and schoolwide, others came as a direct result of the 2005 Full Visit Recommendations and/or the Three-year Review Recommendations (see Chapter 3 of full report for more information), while other changes evolved out of the transformation of the school from a regular public high school to a public charter school under new management and administration.

These changes have directly and indirectly contributed to increasing test scores (CST, CAHSEE and others), API, and the percent of students accepted into a 4-year college/university (see Chapter 1 for detailed information regarding key indicators and other schoolwide data). Despite these successes, Sac High recognizes that it still has work to do to affect student achievement at a higher level. As a part of the WASC self-study process, Sac High identified numerous challenges the school still faces (see Chapter 2 for more information) and identified 2 critical academic needs to address quickly to continue to move students towards achieving the ESLRs:

1. There is a need to create and implement schoolwide intervention programs (particularly in math).
2. While student performance on state standardized testing is showing steady improvement, there is a need to focus on preparing students to do well on college entrance exams (SAT and ACT) and college preparedness evaluations (i.e., AP and EAP) by teaching the necessary skills and knowledges captured in these exams (including vocabulary expansion and writing skills).

To address the critical academic needs as well as the other challenges and gaps that the school has identified programmatically through its self-evaluation (see Chapter 4 for self-study findings), Sac High leadership created a Schoolwide Action Plan with 5 goals. Over the course of the next 2-4 years, the

school will systematically implement programs and resources schoolwide to achieve these goals (see Chapter 5 for more information on the goals).

Goal #1:

Create systems to track and report college preparedness and college success through appropriate indicators to affect school programs and student outcomes.

Goal #2:

The school will identify and implement system-wide study skills in order for students to demonstrate independent learning in high school and college.

Goal #3:

All students will improve content standards mastery as measured by improved scale scores on all core content CSTs. Far Below and Below Basic Students will improve by at least 15% annually and all other students will improve by at least 10% annually.

Goal #4:

All students will have an educational plan (ed plan) in which students, teachers and parents target academic growth indicators as well as learning processes over the course of four years.

Goal #5:

Evaluate current school discipline procedures and policies for potential revision.

To access the entire Sacramento Charter High School 2011 Focus on Learning self-study, go to www.sachigh.org.

WASC – The Western Association of Schools and Colleges; one of six regional associations that accredit public and private schools, colleges, and universities in the United States. “WASC values accreditation as a process designed to strengthen schools in the delivery of quality educational programs. Accreditation is important to schools as it impacts students' access to colleges and universities and career opportunities in a variety of ways. An effective WASC self-study review is a powerful tool for schools to improve the quality of education and more effectively serve staff and students.” www.acswasc.org/

CST – California Standards Test; for more information on the CSTs go to www.cde.ca.gov/ta/tg/sr/

CAHSEE – California High School Exit Exam; for more information on the CAHSEE go to <http://www.cde.ca.gov/ta/tg/hs/>

API – Academic Performance History; for more information go to www.cde.ca.gov/ta/ac/ar/