



Brea Olinda High School School Site Action Plan ◆2015-2021 (Accreditation)◆ 2017-18 SCHOOL YEAR

BREA OLINDA HIGH SCHOOL MISSION:

The Brea Olinda High School community believes that education is the cornerstone of a better world. Our mission is to provide a comprehensive education for every student which fosters high academic achievement, positive self-worth, and responsible citizenship in an environment of mutual respect, trust, and cooperation among students, staff, and parents.

SCHOOL-WIDE LEARNER OUTCOMES:

Brea Olinda High School (BOHS) adopted new School-wide Learning Outcomes as part of the Western Association of Schools and Colleges (WASC) self-study process.

- C** Critical Thinkers
- A** Apply Knowledge
- T** Technologically Capable
- S** Socially Aware

Updates from the 2016-17 School Year:

Professional Learning Communities

PLC teams in the English, mathematics, and science have common, standards-aligned instructional guides in place and will continue to review them for relevance in this new school year. History/social science began developing standards-aligned instructional guides by course in 2016-17 and continues that work this year. BOHS teachers and site leadership used an updated PLC Google Form to record the teams' work throughout the school year to support students in maximizing their learning. Teams continue to refine common summative assessments, developed using Illuminate, ExamView test generator questions, Google Forms, or other tools, to measure learning at the end of each quarter. Teams are developing this school year common formative assessments using the same tools as above, along with resources from any new curriculum adoptions in English and mathematics.

English, mathematics, social studies, and science teams benefited from professional learning facilitated by the BOUSD instructional coaches. English teachers had training in the newly adopted curriculum, HMH Collections. Mathematics teachers had training in developing common formative assessments and reviewing data to determine the degree of student learning (continuing in 2017-18). Science teachers had training in the Next Generation Science Standards course model options for high school, comparing 1997

California science standards to those of NGSS, and making some decisions about the next steps best for BOHS students regarding science course offerings. History/social studies teachers had training in the updated California framework and C3 (College, Career, and Civic Life) framework.

Based on last year's PLC team meeting notes (collected via Google Form), teams are working specifically on reviewing student results, finding patterns in performance, and adjusting instruction to meet the needs of all students. PLC teams will continue to develop or refine common formative assessment to monitor student progress toward meeting the learning goals for each quarter.

State Testing (California Assessment of Student Performance and Progress—CAASPP)

Comparing Smarter Balanced Assessment Consortium testing data from spring 2015, spring 2016, and spring 2017, BOHS staff noticed the following:

- Overall percentage of students meeting or exceeding standards in English and mathematics decreased from 2016 to 2017
- Overall percentage of students earning "above" in the English and Mathematics claims decreased
- Significant differences in percentage of students meeting or exceeding standards (overall and in claim subscores) exist in English learner, special education, economically disadvantaged, Hispanic, and African-American subgroups, as compared to the school's overall scores

The state science test was in a "pilot" year. No data is available from last year's state science test.

Professional Development

State Educator Effectiveness funding provided professional development for science, mathematics, English, social studies, and world language teachers. BOHS has another allotment of professional development funds under the Educator Effectiveness funding to support teacher learning and development in the following categories:

- Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support
- Professional development for teachers and administrators that is aligned to the state content standards
- Activities to promote educator quality and effectiveness including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning

BOHS administration will oversee the use of these funds to support teachers participating in professional development related to these categories, the school-wide learner outcomes, the critical learner needs, the action plan goals, and the 2017-18 instructional goals.

Based on the review of data points such as state testing data, the BOUSD LCAP, classroom observations, and PLC team meeting notes, BOHS site leadership established the two instructional goals below for this school year.

CSTP 1: Engaging and supporting all students in learning.

1. Demonstrate proficiency in literacy skills and 21st century skills (e.g., writing skills across curriculum, communication and critical thinking activities)

CSTP 6.5: Working with colleagues to improve professional practice.

- How will I collaborate with teachers, administrators, and other colleagues to ensure that all students' diverse learning needs are met?
- How will I actively participate in my PLC, especially in reviewing data and using it to inform instruction?

Teachers are outlining their specific activities and assessments for each instructional goal in the fall. Administrators will monitor progress toward meeting instructional goals in all classrooms throughout the year.

Goal #1: BOHS Staff will improve student proficiency in literacy and 21st century skills through the work of Professional Learning Community (PLC) teams.

Critical Learner Need (identified through 2013-14 self-study WASC process)

Students need to build proficiency in literacy skills across all content areas and 21st century skills (communication, collaboration, creativity, critical thinking).

Rationale (Critical Learner Need #1)

Actions Identified in the Brea Olinda Unified School District (BOUSD) Local Control Accountability Plan (LCAP):

- By teacher collaboration in Professional Learning Communities, annually increase percentage of targeted students who demonstrate proficiency in English Language Arts and mathematics
- Provide coordinated services at school sites to facilitate student progress towards proficiency in English and/or Math for all targeted students and/or reclassification for English Learners.
- Utilize 21st century instructional coaches to support teachers and provide professional development to plan instruction, strategies, and use technology to support student learning and address identified student needs.

Growth Needs Identified in the 2014 BOHS Focus on Learning Self-Study Process:

- Students need to strengthen inference and analysis skills by connecting new concepts and prior knowledge.
- Students need to develop proficiency in expressing ideas through verbal and written language as evidence of sound reasoning and critical thinking.
- Since CCSS require students to justify their writing, BOHS will continue developing strategies that support more "Claim, Evidence, Response (CER)" in core subject areas.

Recommendation from 2015 WASC Visiting Committee

- Increase professional development on Common Core State Standards and Next Generation Science Standards
- Continue to build writing skills across the curriculum

- Expand administrative role in instructional strategies by conducting regular and ongoing classroom visitations, PLC participation, monitoring and feedback

BOUSD Local Control Accountability Plan (LCAP) Goal #1:

- Ensure that all students achieve proficiency in essential areas of skill and knowledge leading to college and career readiness through engagement in rigorous and relevant educational experiences that develop their ability to collaborate, create, communicate and think critically, with specialized focus on closing the achievement gap for target populations (English Learner, Foster Youth, Socioeconomically Disadvantaged and/or Special Education).

Action Steps	Tools & Resources	Evidence of Progress	Timeline
PLC teams will develop and continue to refine common standards-aligned instructional guides.	<ul style="list-style-type: none"> • California State Standards • Existing instructional guides • Site administration support • Weekly PLC time 	<ul style="list-style-type: none"> • Standards-aligned instructional guides • PLC meeting notes (Google Form) 	Each of 8 grade reporting periods Ongoing
PLC Teams will implement frequent, common formative assessments to monitor student progress toward meeting learning goals in all subject areas.	<ul style="list-style-type: none"> • English: Performance Assessment Resource (HMH Adoption) • Illuminate • ExamView test generator • PLC Calendar/Pacing Guide • Standards-Aligned Instructional Guides 	<ul style="list-style-type: none"> • Common Formative and Summative assessments • Student work samples • PLC meeting notes (Google Form) 	Ongoing
PLC teams will share and review results of common formative and summative assessments, and determine re-teaching and/or enrichment instructional material based on students' results.	<ul style="list-style-type: none"> • Illuminate, Google Charts, or other data representation tools • Weekly PLC Time • PLC Calendar/Pacing Guide 	<ul style="list-style-type: none"> • PLC meeting notes (Google Form) • Illuminate and other data reports (as chosen by the PLC team) • Lesson plans 	Ongoing
Subject matter teams will determine and implement common writing and reading	<ul style="list-style-type: none"> • Adopted curriculum (e.g. HMH Performance 	<ul style="list-style-type: none"> • Calendar • PLC meeting notes (Google 	Quarterly or each of eight grade

assignments to improve college and career readiness. (ELA SBAC Claim 2)	<p>Assessment Resource)</p> <ul style="list-style-type: none"> • Rubrics • Standards-Aligned Instructional Guides • PLC Calendar/Pacing Guide 	<p>Form)</p> <ul style="list-style-type: none"> • Student work samples 	<p>reporting periods</p> <p>Ongoing</p>
All teachers will incorporate assignments and assessments demonstrating items of various depth of knowledge levels to assess students' progress toward meeting state standards and "met" or "exceeded" levels, according to SBAC achievement level descriptors.	<ul style="list-style-type: none"> • Depth of Knowledge (DOK) chart • PLC Calendar/Pacing Guide • SBAC Achievement Level Descriptors • Illuminate, ExamView, Google Form, or other assessment tool 	<ul style="list-style-type: none"> • Student work samples • PLC meeting notes (Google Form) • Lesson plans 	Ongoing
BOHS Administration will come to consensus on and commit to 1) common expectations for all classroom visitations (informal and formal); 2) frequency of administration team's review of classroom visitations and observation; 3) frequency of PLC team meeting visitation and participation; and 4) a system for collecting agendas, minutes, and attendance of all PLC team meetings.	<ul style="list-style-type: none"> • Biweekly meetings • Goal-setting forms • Google Form & Sheet • Calendar 	<ul style="list-style-type: none"> • Meeting agendas • Calendar • PLC Google Form and Sheet 	Ongoing

Goal #2: BOHS staff will embed technology as an instructional and assessment tool to improve student proficiency in literacy and 21st century skills.

Critical Learner Need (identified through 2013-14 self-study WASC process)

Students need to develop proficiency with technology as an instructional and assessment tool.

Rationale (Critical Learner Need #2)

Actions Identified in the BOUSD LCAP:

- Provide continuous support/training and promote the use of interactive technology by staff in order to enhance student learning and engagement.
- Increase the use of current devices by students.

Growth Needs Identified in the 2014 BOHS Focus on Learning Self-Study Process:

- Students need to develop and hone effective technology skills, specifically the ability to determine credible and non-credible sources, to support claims made in writing assignments.
- Students need to use primary source documents and informational text to foster critical thinking, with a targeted focus on our college preparatory course offerings.
- According to student surveys, 78% of students agree that that they are encouraged to utilize technology for assignments and projects.

Recommendation from 2015 WASC Visiting Committee

- Increase the number and use of technology for teaching and learning

BOUSD LCAP Goal #2:

- Ensure access to rigorous and relevant 21st Century learning tools, resources, and skills for all staff and students to maximize collaboration, improve communication, inspire creativity, cultivate critical thinking, and expand learning beyond the classroom setting preparing them for college and career.

Action Steps	Tools & Resources	Evidence of Progress	Timeline
Administration and site technology representative will provide professional development, at times with district instructional coaches (TOSAs), on integrating available technology in instruction.	<ul style="list-style-type: none"> • Site leadership • Site technology representative • Chromebook carts • Google Apps for Education • BOUSD TOSAs • BOUSD Professional Development (August 2017) 	<ul style="list-style-type: none"> • Calendar (staff meetings, classroom visits) 	Ongoing
Administration and the site technology representative will assess technology needs school-wide. Administration and technology representative will communicate to director of information technology site needs.	<ul style="list-style-type: none"> • Chromebook carts • Apple tv • Projectors • Document cameras • Wi-fi function 	<ul style="list-style-type: none"> • Chromebook cart reservation calendar • Chromebook cart operational inventory 	Ongoing

Teachers will use Illuminate, Google Forms, and other available technology as a formative and summative assessment tool.	<ul style="list-style-type: none"> • Illuminate • Google Apps for Education • Other tools such as Quizlet and Kahoot 	<ul style="list-style-type: none"> • Data reports from Illuminate • Student work samples • Classroom observations (formal and informal) 	Ongoing
Teachers will continue to use Google Classroom, Drive, Docs, and Sheets, as appropriate for classroom instruction and assessment for learning.	<ul style="list-style-type: none"> • Google Apps for Education 	<ul style="list-style-type: none"> • Student work samples • Lesson plans 	Ongoing

Goal #3: BOHS staff will enhance curriculum, instruction, and support services to reflect the diversity of student cultural backgrounds and provide a positive, safe and respectful school.

Critical Learner Need (identified through 2013-14 self-study WASC process)

BOHS will target underrepresented student populations for advancement in Honors and AP courses that offer more challenging coursework to prepare students for post-secondary education and career.

Rationale (Critical Learner Need #3)

Actions Identified in the BOUSD LCAP:

- Provide equity in access to all courses and extra-curricular activities (Goal #2)
- Maintain current levels of student participation and achievement in AP classes. (Goal #1)
- Provide students and parents with college and career guidance counseling, including graduation requirements, UC/CSU eligibility, 4-year college eligibility, and CTE pathways

Growth Needs Identified in the 2014 BOHS Focus on Learning Self-Study Process:

- Increase subgroup enrollment in higher-level courses, particularly Hispanic/Latino students.
- According to parent and student surveys, 72% of parents and 78% of students agree that BOHS offers many course options and opportunities to choose from that meet students' individual interests and learning needs.

Recommendation from 2015 WASC Visiting Committee

- Continue to monitor and support underrepresented student populations (English learners, students with special needs, e.g.)

BOUSD Goal #3:

- Cultivate a positive, safe and respectful school environment that promotes engagement and school connectedness which includes a system of communication and support for students, parents, and staff.

Action Steps	Tools & Resources	Evidence of Progress	Timeline
<p>Implement Positive Behavior and Intervention Supports (PBIS) “WILD” program to encourage, recognize, and reward students for demonstrating positive character traits, and to support of a safe and healthy school climate.</p> <p>W: Work with purpose. I: Initiative positive change. L: Lead by example. D: Demonstrate personal responsibility.</p>	<ul style="list-style-type: none"> • Schoolwide matrix • Classroom matrices • WILD cards and drawings 	<ul style="list-style-type: none"> • “WILD” card drawings • Frequency of “WILD” card printings (4000 cards/run) • Discipline referral frequency 	Ongoing
<p>Implement Advancement Via Individual Determination (AVID) college readiness system in grades 9 and 10.</p>	<ul style="list-style-type: none"> • AVID Recruitment Process (Application, Interview) • AVID Elective Curriculum • AVID Site Team 	<ul style="list-style-type: none"> • AVID Application and Interview Process • AVID Elective Curriculum Lessons • AVID Enrollment and Retention • AVID Site Team Meeting Agendas and Minutes 	Ongoing
<p>Counseling department will continue “freshman focus” presentations in Skills for Success classes, update balance sheets for AP and Honors courses, utilize Career Cruising as a tool to guide students’ toward meeting post-secondary school to career pursuits.</p>	<ul style="list-style-type: none"> • Four-year plans • Student surveys • Career Cruising 	<ul style="list-style-type: none"> • Freshman Focus calendar • Career Cruising • Balance Sheets 	Ongoing
<p>BOHS, in partnership with Fullerton College, will offer on-campus Counseling 100, Business 100, and Music Appreciation 116 college level courses to high school junior and senior students.</p>	<ul style="list-style-type: none"> • Memorandum of Understanding with Fullerton College • Fullerton College student outreach representative 	<ul style="list-style-type: none"> • Student Enrollment • Final course grades 	<p>Fall: Counseling 100</p> <p>Spring: Business 100, Music Appreciation 116</p>
<p>Administration will continue to use Aeries parent portal, School Messenger, school</p>	<ul style="list-style-type: none"> • Aeries student information system 	<ul style="list-style-type: none"> • Active parent portal accounts • School Messenger reports 	Ongoing

<p>website, and school social media accounts to keep parents, students, and community members informed about grades and school events.</p>	<ul style="list-style-type: none"> • School Messenger • School website • BOHS Instagram, Twitter, and Facebook accounts 	<p>(messages sent and received)</p> <ul style="list-style-type: none"> • Social media posts 	
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Through the 2017-2018 site goals, BOHS staff continues its work to meet the following long-term goals.

LONG-TERM GOAL #1:

BOHS staff will bridge the achievement gap for all students in all subgroups by meeting or exceeding the Smarter Balanced Assessment Consortium (SBAC) Achievement Level Descriptor (ALD) Level 3 (indicates adequate understanding and ability) in all claims for both English Language Arts & Literacy and Mathematics.

LONG-TERM GOAL #2: BOHS staff will increase the percentage of students who demonstrate college and career readiness in English language arts and literacy, and mathematics.

References:

English Language Arts/Literacy

- Achievement Level Descriptors: <http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/11/Smarter-Balanced-ELA-Literacy-ALDs.pdf>
- Claim 1 (Reading): Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
- Claim 2 (Writing): Students can produce effective and well-grounded writing for a range of purposes and audiences.
- Claim 3 (Listening/Speaking): Students can employ effective speaking and listening skills for a range of purposes and audiences.
- Claim 4 (Research/Inquiry): Students can engage in research and inquiry to investigate topics and to analyze, integrate, and present information.

Mathematics

- Achievement Level Descriptors: <http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/11/Smarter-Balanced-Math-ALDs.pdf>
- Claim 1 (Concepts and Procedures): Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
- Claim 2 (Problem-Solving): Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.
- Claim 3 (Reasoning): Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

- Claim 4 (Modeling and Data Analysis): Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

Measures:

SBAC Overall Claim Scores, Advanced Placement (AP Enrollment, AP Test Passage Rates, Career Pathway Cords Earned, SAT scores, ACT scores)

BOHS ACT Summary

	2010	2011	2012	2013	2014	2015	2016	2017
# TESTED	120	90	108	164	142	130	141	152
ENGLISH								
BOHS	24.0	23.9	23.6	23.1	24.1	23.8	24.2	24.2
State	21.7	21.6	21.6	21.6	21.8	22.1	22.1	22.5
National	20.5	20.6	20.5	20.2	20.3	20.4	20.1	20.3
MATHEMATICS								
BOHS	26.7	25.5	25.0	24.4	25.3	24.9	24.7	24.6
State	22.9	22.7	22.8	22.8	22.8	22.7	22.7	22.7
National	21.0	21.1	21.1	20.9	20.9	20.8	20.6	20.7
READING								
BOHS	24.1	24.0	24.4	23.5	24.9	24.4	24.5	24.6
State	22.3	22.0	22.1	24.9	22.3	22.6	22.9	23.1
National	21.3	21.3	21.3	21.1	21.3	21.4	21.3	21.4
SCIENCE								
BOHS	24.0	23.7	22.8	23.0	21.5	24.3	23.7	24.1
State	21.5	21.4	21.5	24.4	21.7	22.0	22.1	22.2
National	20.9	20.9	20.9	20.7	20.8	20.9	20.8	21.0
COMPOSITE								
BOHS	24.8	24.4	24.1	23.6	22.2	24.5	24.4	24.5
State	22.2	22.1	22.1	24.8	22.3	22.5	22.6	22.8
National	21.0	21.1	21.1	20.9	21.0	21.0	20.8	21.0

BOHS AP Test Results		2011		2012		2013		2014		2015		2016		2017	
# of Students Taking AP Tests		443		444		429		467		466		571		560	
# of AP Tests Taken		906		929		877		926		916		1110		1093	
% of Total AP Students with Passing Scores		75.2%		76.1%		72.7%		70%		67%		61%		65%	
AP Equity & Excellence ¹		39.5%		39.3%		36.7%		39.2%		38.0%		41.3%		43.1%	
Newsweek Challenge Index ²		906/463 = 1.96		929/485 = 1.92		877/476 = 1.84		926/467 = 1.98		916/466 = 1.97		1110/571 = 1.94		1093/867 = 1.26	
# Tests Taken & % of Tests Scoring:		# Tests	%	# Tests	%	# Tests	%	# Tests	%	# Tests	%	# Tests	%	# Tests	%
Passing Scores	5	124	14%	147	16%	85	10%	87	9%	118	13%	126	11%	153	14%
	4	206	23%	221	24%	239	27%	249	27%	185	20%	248	22%	251	23%
	3	284	31%	299	32%	299	34%	309	33%	300	33%	303	27%	336	31%
Not Passing Scores	2	185	20%	165	18%	180	21%	187	20%	215	23%	325	29%	265	24%
	1	107	12%	97	10%	74	8%	91	10%	98	11%	108	10%	88	8%
Students Scoring 3 or Higher		# Tests Taken	% Pass	# Tests Taken	% Pass	# Tests Taken	% Pass	# Tests Taken	% Pass	# Tests Taken	% Pass	# Tests Taken	% Pass	# Tests Taken	% Pass
Biology		65	85%	62	82%	84	85%	91	84.6%	46	83%	62	73%	51	78%
Calculus AB		86	64%	63	73%	74	74%	66	81.8%	70	77%	73	78%	80	88%
Calculus BC		25	92%	30	87%	25	80%	26	92%	25	76%	26	65%	35	97%
Chemistry		27	48%	19	47%	12	100%	10	50%	14	71%	14	71%	30	53%
Chinese Language & Culture		10	90%	6	100%	5	80%	11	91%	9	100%	8	100%	9	100%
Comparative Government & Politics		9	89%	16	69%	16	31%	10	30%	15	33%	52	50%	18	78%
Computer Science A		11	73%	13	92%	17	88%	12	67%	11	64%	21	52%	10	70%
Economics – Macro		34	32%	28	54%	21	43%	21	33%	17	47%	14	57%	43	63%
Economics – Micro		36	53%	33	61%	28	68%	24	67%	29	43%	24	50%	53	64%
English Language & Composition		156	75%	142	69%	143	66%	167	60%	160	65%	201	54%	179	64%
English Literature & Composition		97	74%	73	75%	72	82%	89	78.7%	81	79%	91	81%	73	77%
Environmental Science		14	29%	52	87%	49	82%	86	80%	34	79%	116	65%	65	77%
European History		87	70%	87	82%	80	62%	88	57%	104	78%	139	47%	160	59%
French Language		3	67%	2	0%	6	17%	0	--	4	100%	3	0%	2	50%
Japanese Language		11	64%	2	0%	2	100%	5	20%	6	33%	0	--	2	50%
Physics B		22	77%	38	82%	23	78%	18	56%	n/a	n/a	n/a	n/a	n/a	n/a
Physics 1		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	98	27%	42	54%	41	44%
Physics 2												5	0%	9	78%
Physics C – Electricity & Magnetism		13	54%	12	83%	9	89%	8	63%	5	60%	6	50%	3	100%
Physics C – Mechanics		13	62%	12	100%	9	100%	8	100%	5	100%	9	78%	4	100%
Psychology (not offered at BOHS)		1	100%	9	44%	4	100%	5	80%	4	50%	7	57%	6	50%
Spanish Language		19	53%	24	71%	27	59%	27	96%	30	100%	28	86%	31	90%
Statistics		55	38%	63	44%	46	43%	41	49%	42	52%	46	50%	57	37%
United States History		76	84%	70	81%	69	78%	63	76%	60	80%	36	61%	75	57%
United States Government & Politics		12	75%	23	52%	33	55%	20	50%	17	35%	42	57%	19	79%
World History (not offered at BOHS)		21	52%	48	63%	22	86%	28	75%	26	92%	43	72%	35	80%
A. # AP Scholars		69		54		68		73		62		78		86	
B. # AP Scholars with Honors		26		31		26		23		22		33		24	
C. # AP Scholars with Distinction		36		53		51		48		40		45		56	
Total # of AP Scholars (A+B+C)		131		138		145		144		124		156		166	
# AP National Scholars		3		10		8		7		7		8		13	

BOHS SAT Summary

	2011	2012	2013	2014	2015	2016*	2017**
# Students Taking SAT I	265	282	269	252	251	219	347
# of Seniors Taking SAT I	158	190	161	165	171	147	191
CRITICAL READING							
BOHS	530	529	522	542	520	532	592
State	499	495	492	498	495	491	535
National	497	496	496	497	495	494	538
MATHEMATICS							
BOHS	569	555	563	569	545	558	596
State	515	512	508	510	506	500	530
National	514	514	514	513	511	508	533
WRITING							
BOHS	538	535	521	539	521	533	N/A
State	499	496	489	496	491	485	
National	489	488	488	487	484	482	
TOTAL SCORE							
BOHS	1637	1619	1606	1650	1586	1623	1188
State	1513	1503	1489	1504	1492	1476	1065
National	1500	1498	1498	1497	1490	1484	1070

*This is the last year for the “old” SAT which reported overall scores ranging from 600 to 2400. Data includes seniors who took the SAT through January 2016. The new SAT, effective in March 2016, has an overall scoring scale ranging from 400 to 1600. The essay component is now optional for students to take.

**Data includes seniors who took the SAT through June 2017. This is the first year that Writing is not a required section for SAT.

Class of 2017: 376 Career Pathway Cords earned; 58 graduates earned State Seal of Biliteracy