

Santa Clara High School



2009 WASC Midterm Review

Principal – David Grissom

Introduction

Description of the School Community

Established in 1872, Santa Clara High School was originally located in the downtown area near the Santa Clara University campus. In 1981, it moved to its present location, a 32-acre campus on Benton Street with grades 10-12. The ninth grade was added in the fall of 1987. Presently a traditional 9-12 institution, it serves students from Santa Clara, Sunnyvale, and San Jose. The service area includes the Santa Clara downtown area, retail commercial establishments, industry in the North, and residential property ranging from the area's most expensive property to the least expensive property.

Measure B bond monies were used to renovate the athletic fields and to construct the new performing arts center and science wing. The modernization of the library, D wing, and administration/student services building, construction which began in November 2005, are the last part of this project. The community passed Measure J in November 2004, providing an additional \$315 million for major renovations to the secondary schools.

Because Santa Clara High has one of the longest histories in the State of California, there is a widespread and significant sense of school pride in athletics, music, co-curricular activities and academics. As seen through our Diversity Week and monthly celebrations such as Black History month, our student body embraces a wide variety of cultural and ethnic backgrounds. Our ASB is student driven and meets regularly with their advisor and the other leadership groups. They formulate activities to empower students and provide the opportunity to take ownership in our school. Our strong curricular program contains Advanced Placement offerings, the ingenuity of an Algebra Block, and supportive interventions in both Mathematics and English. Our athletic program is very competitive and has achieved many CCS titles over the years. Our band competes and wins in multiple competitions throughout the year.

The parents, community, and alumni provide outstanding support to the school and its students. Parental involvement is one of the strong points of the Santa Clara High School community with many active parent and community organizations: Santa Clara High School Sports Boosters, PTSA, School Site Council, Site English Learner Advisory Committee, Grad Night Planning Committee, and the Music Boosters. The Santa Clara Schools Foundation is an organization that supports programs and projects not otherwise funded. We also benefit from a relationship with the local Chamber of Commerce, as well as district partnerships with corporations. These business relationships allow us to provide students with a variety of opportunities including: Junior Achievement speakers and workshops, Job Shadow programs, a Career Fair, and college and career presentations organized through the College and Career Center. Corporations offer mentors and tutors through employee volunteer programs. The community makes extensive use

of the school's facilities including the multi-purpose room, the computer labs, the gymnasiums, the recently renovated athletic fields, and the new performing arts theater. Adult education high tech courses are held in the computer labs and students are welcomed to join the evening classes.

The Administrative Team at Santa Clara High School meets weekly to assess our progress on WASC goals, adhere to our administrative goals, and deal with general operational issues at hand. Likewise, the district has a General Administrative Meeting (GAM) that is held monthly to discuss the district general operations, while the monthly Administrative Staff Development meeting focuses on building aptitude to reach our district vision. Our School Site Council, composed of the principal, parents, students, and faculty, makes decisions about our curriculum, school policies, and budget. The PTSA, Athletic Boosters, Music Boosters, and Grad Night committee meet monthly to support school activities. Our ELAC provides oversight on curriculum and the budget generated from the state for English Language Learners. Department chairs meet in a joint session prior to their department meetings. During our two hour collaboration time, our Departments meet on the first Thursday, followed by the School Planning Team groups the second Thursday, and then a faculty meeting on the third Thursday. Finally independent group collaboration occurs on the last Thursday of the month where different professional learning communities across the campus meet.

STUDENT DEMOGRAPHIC DATA AND FACULTY/STAFF DEMOGRAPHICS

Our student body population continues to grow. We have added faculty to meet our students' needs, but this has entailed classroom and teacher mobility.

Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	484
Grade 10	481
Grade 11	478
Grade 12	384
Total Enrollment	1827

Our Latino population continues to grow as the number of White students continues to decrease. Our Socioeconomically Disadvantaged subgroup has grown over the last two years from 30% to 35%. We believe our current percentage is hovering near 40%. This is an issue we need to seriously consider as a staff. Currently, we have no separate plan on how to address this population outside of our work with Equity. We are also seeing an increase in our Autistic student population, which has given rise to our Social Cognitive class taught by our new Special Education Department Chair.

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	% of Total enrollment
African American	5.58%
American Indian or Alaska Native	0.55%
Asian	16.09%
English Learners	15.00%
Filipino	10.40%
Hispanic or Latino	28.02%
Multiple or No Response	4.87%
Pacific Islander	1.31%
Socioeconomically Disadvantaged	35.00%
Students with Disabilities	9.00%
White (not Hispanic)	33.17%

Over the past 10 years, we have had a large turnover in staff. The turnover can be attributed to many things, but one of the primary issues is the high cost of living in the Silicon Valley. Our District has developed and has added more units to a teacher housing unit that enables teachers to save for the purchase of a home. Of the teachers we have been able to retain, large percentages are credentialed in their subject matter and are highly qualified under the NCLB standards. In addition to their teaching day, over 60% of our staff serve as club advisors, coaches, or participate on various ongoing committees.

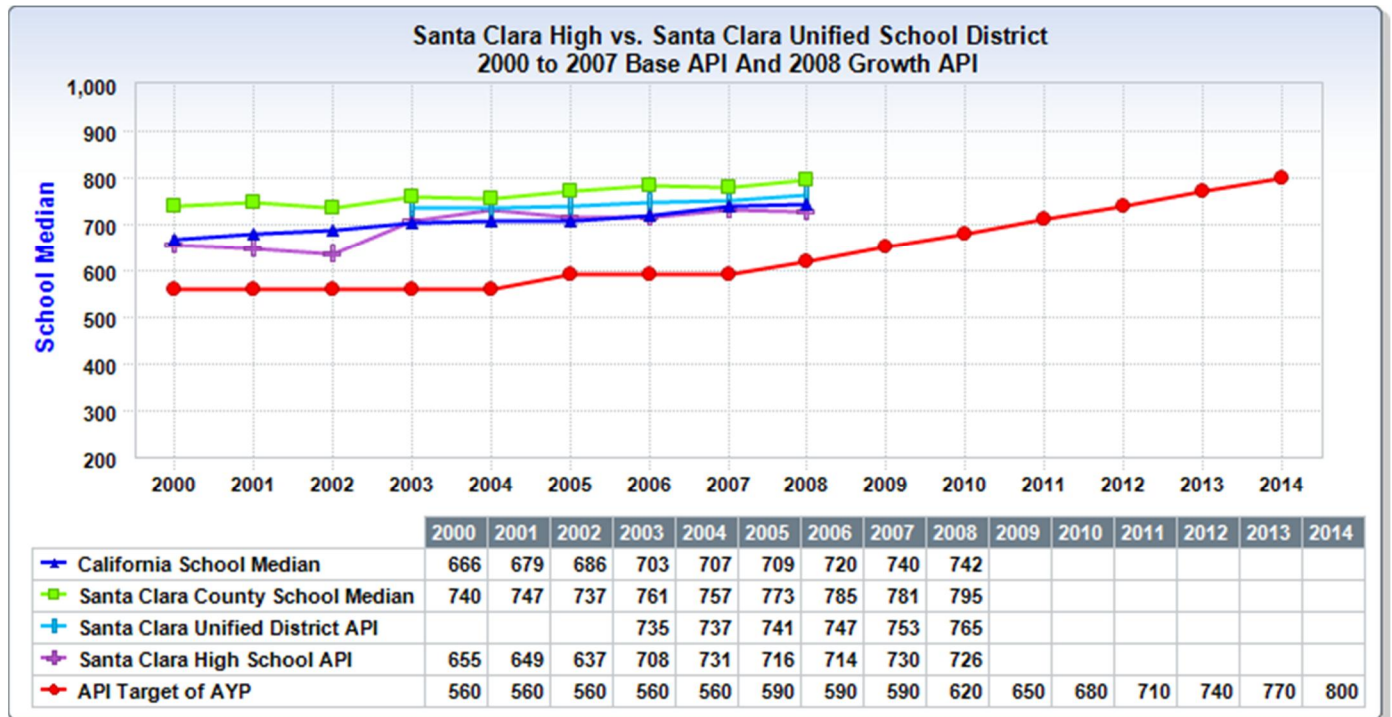
Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	70	70	73	718
Without Full Credential	4	4	8	26
Teaching Outside Subject Area of Competence	2	2	2	N/A

Analytical Summary of Disaggregated and Interpreted Student Performance Data

Student achievement is measured by the State and Federal government in a variety of ways. Some of performance indicators include Standardized Testing and Reporting (STAR) program, the California High School Exit Exam (CAHSEE) and established assessment tools such as the Scholastic Aptitude Test (SAT) and Advanced Placement (AP) exams. Our district has also developed curricular maps to guide specific disciplines through the California State Standards. Standardized and commonly assessed exams are currently administered in English, Mathematics, Science, and Social Studies to varying degrees. Teams of teachers within the district collaborate

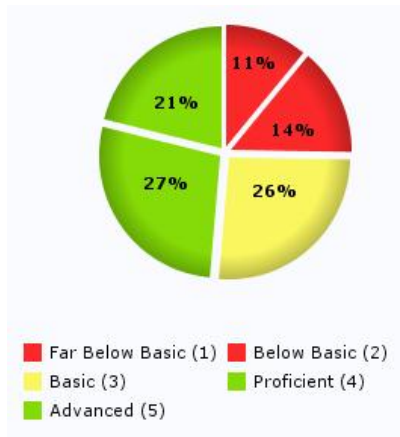
with District personnel to create these tests. This is still an emerging process for our District, but the intention is to continue to look at the data and improve teaching because of it.

Santa Clara High School's Academic Performance Index (API) has dropped, and then risen, only to drop slightly in years since the WASC visitation. In the last four years the API index scores were 726 (08), 730 (07), 714 (06), and 716 (05) and 708 (03) respectively. The regressions can be attributed in large part to our white and Asian subgroups not meeting their goals.

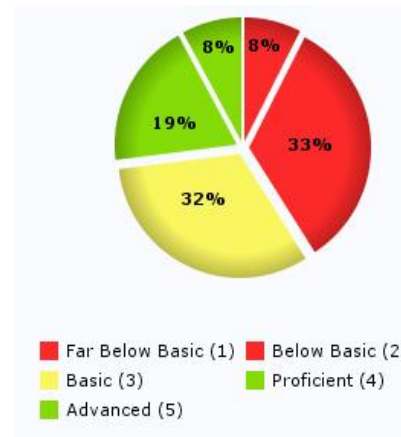


An examination of the STAR data shows an increase in the scores from grade level to grade level, large jumps in English Language Arts, and Social Studies. However, there continues to be an achievement gap and an overall decline in lower level Mathematics. In addition, Science has declined significantly, which can be attributed to the addition of Human Biology and Medical Chemistry.

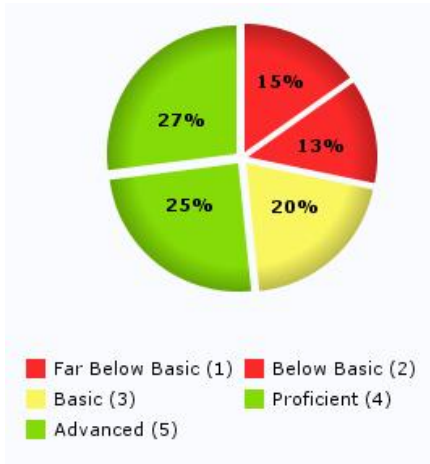
ENGLISH



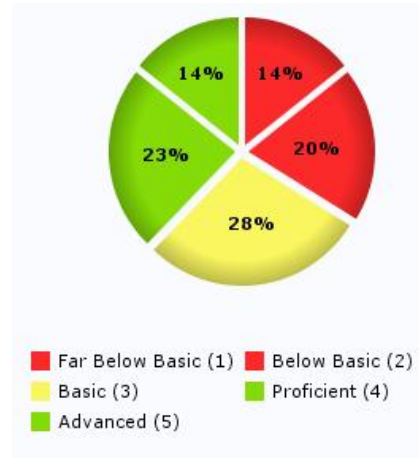
MATH



SCIENCE



SOCIAL STUDIES

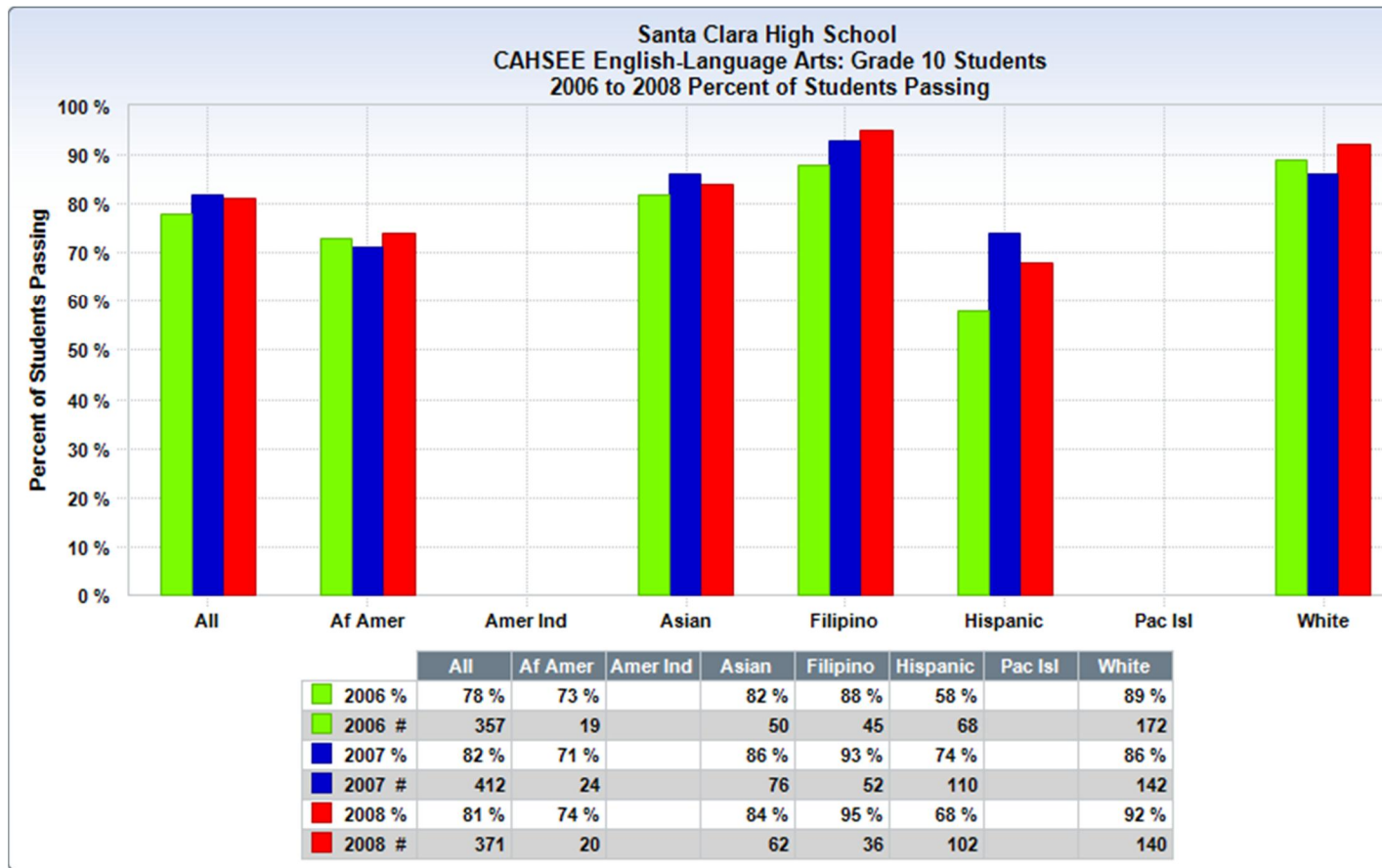


CST Results for All Students – Three-Year Comparison

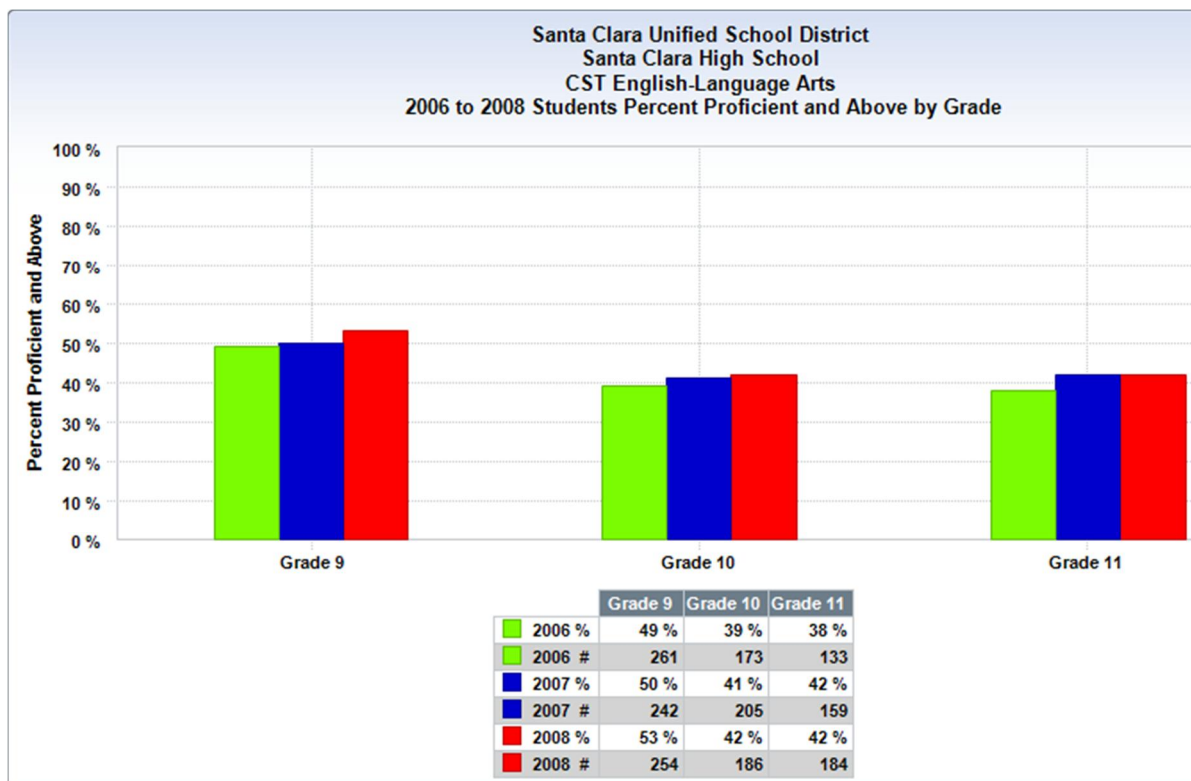
This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Mathematics	26	26	24	44	43	46	40	40	43
Science	44	41	40	41	43	50	35	38	46
History-Social Science	35	35	43	34	33	38	33	33	36
English – L.A.	43	44	46	47	48	51	42	43	46

The 2008-09 senior class showed a steady decline in their proficiency levels in English Language Arts. This is a troubling data set and needs to be investigated for overall trends.



Our CAHSEE results have been far more positive for all students. Although the achievement gap still exists, our pass rates are higher than for both the County and the District.



CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

Subject	2005-06			2006-07			2007-08		
	School	District	State	School	District	State	School	District	State
English-Language Arts	54.6	53.2	51.1	52.3	53.1	48.6	57.0	56.5	52.9
Mathematics	52.6	50.3	46.8	59.5	56.6	49.9	57.1	54.9	51.3

An area for growth as noted by the last WASC team was the need for rigorous course offerings for all students. The Advanced Placement (AP) and honors program has grown both in classes offered and in students served. Every department has opened its doors to any student that wants to take AP, with a teacher's signature required. The counseling Vice Principal created a contract to motivate students to stay in the class rather than drop it. Within the last three years the number of students taking AP courses has risen yearly. In 2006, there were 360 students taking AP compared to 421 currently. There has been a noted decline in the number of students passing the exam which may be a result the non-typical AP students now taking the course. However, there are continued improvements in AP Biology, AP Statistics, and AP English Literature. We have also added an honors Chemistry course. This year we have a record number of freshmen honors English, AP U. S. History, and AP European History class periods offered.

Significant Developments

Within the past three years since the WASC visit, our Santa Clara High School community has implemented new programs and changes campus wide. We have lost some key leaders who were instrumental in founding portions of the WASC plan and added new talent that have added innovative insights. The following includes some of the most crucial developments towards Santa Clara High School's reform.

Math Institute

In the spring of 2006, Santa Clara Unified School District embarked on a collaborative journey with San Jose State to change the way Mathematics was being taught primarily at the algebra level. The grant has allowed teachers access to high level professional development which is intended to help them reach all students using best practices.

Leadership Structure and Administration Changes

Since our last WASC visit, we have a new Principal and 4 new Vice Principals. Although new to their positions, they are not new to Santa Clara High School. Every administrator at SCHS was at one time a teacher here. Our new Principal, David Grissom has changed up the administrative

responsibilities. A half time Vice Principal position focuses primarily on attendance. Additionally, the other two positions have divided discipline by the alphabet and share many other duties. The activities Vice Principal remains the same. This change in structure has added a huge learning curve, but a new dimension to the services offered campus wide.

LINK Crew

Our LINK crew program was in existence prior to our last WASC visit, but under new leadership, changes have been made to further accommodate success in our students. For example, the Cocoa and Cram session for freshmen studying for finals was a great support for our students.

Collaboration and Modified Block Schedule

In the spring of 2008, the certificated teaching staff voted to have a modified block schedule. This schedule has a blocked Wednesday and Thursday schedule with a 2 hour collaboration time built into Thursday morning. The classes are 84 minutes long and meet either on Wednesday or Thursday. To help teachers adjust to teaching these extended periods, staff development in this area is a priority.

School Planning Team and Professional Development

Prior to the WASC visit the School Planning Team (SPT) was in charge of staff development. The year after the WASC team visited, the team fell into disarray. The following year, the team was reshaped with new leaders, new teams, and newly created expectations. This has been an important part of meeting the WASC goals. The SPT leaders meet once a month and then one time with their teams during the second collaboration Thursday.

English and Math Interventions

During the course of the last three years, intervention classes in English and Math were put in place to support CAHSEE achievement. The class has been very helpful to students struggling to pass the test. This year we added a Geometry support class and an English 10 support class. These two classes are new and need continuing curriculum development to add further success.

Academic Improvement Process

During the last two of three years, Santa Clara has experienced a regression in its API. Administration, department leaders, the SPT, and district office personnel have begun to delve into the data to better understand our drop. District wide we have implemented curricular maps and have begun the process of standardizing common assessments. This will enable all stakeholders to have more data and feedback on which to reflect.

UCSC grant and Professional Learning Communities

The administration and the UCSC New Teacher Project have teamed together on a grant to focus on building a professional learning community among our 10th grade English teachers. With focused work on peer observation and collaborative communication, this group has made significant strides in improving instruction. The next steps include implementing these small peer groups throughout the school.

Construction and Site Improvement

Over the last 8 years, several construction projects have occurred on the Santa Clara High School campus. Since the WASC team last visited, we have opened the new library and surrounding hallways. This improvement has made a significant impact on school climate. This summer, the gymnasium and athletic complex will be slated for renovation.

Equity

A racially fueled incident occurred the year following the WASC visit. This involved a bus driver who racially segregated our students. The incident brought forth strong emotions from African American students who had harbored many negative feelings towards our staff, administration, and district because of the treatment they had received over the years. Several interventions were initiated, one of which included an equity consultant named Edwin Javius. The following year, we also formed two focus groups which continue to focus on equity. A three year plan for equity was developed and has been revised and implemented by both the Equity team and the Cultural Best Practices committee.

Implementation and Monitoring of the School-wide Action Plan

The SPT takes on the primary responsibility for ensuring that the WASC action plan is carried out. Each year, since the reformation of the SPT, they meet for a summer retreat and create goals that meet the expectations set forth in the plan. Together, these teams monitor and adjust the action plan as needs and situations change. The Principal and administrators have also taken a notable role in facilitating the implementation of the plan. At the beginning of each year, the administrators meet for a retreat to set goals that adhere to the WASC action plan. Within their weekly "admin meeting" the administrators reflect on the progress towards those goals. The Single Plan for Student Achievement (SPSA) is compiled each year by an administrator with the input of department chair, administration, and parents. The SPSA provides a constant connection to our WASC action plan by delineating funds for items prescribed within the plan and beyond. The SPSA is approved yearly by our Site Council and Board of Education. This third year report has been prepared by a lead administrator who solicited feedback from SPT focus groups, departments, administration, and parents. The formal writing was a joint process between SPT leaders, an administrator, and an English teacher who served as editor.

Report on School-wide Action Plan Progress

WASC Item #1:

There are currently five subgroups who are not achieving at the same rate as the majority of our students: Latinos, African Americans, English Language Learners, Special Education and Socio-economically Disadvantaged. Our goal is to close this achievement gap.

1 Improve instructional strategies and materials

We are in the process of adopting or using newly purchased textbook and supplemental materials throughout the school. This marks the second year of new social science textbooks and year one of the implementation of new science textbooks and materials. We have begun using newly adopted foreign language textbooks and the English department is currently undergoing the adoption process. All textbooks purchased are aligned with state content standards and have extensive teacher supplemental materials that allow teachers to create multi-tiered lesson plans to address diverse learners in the classroom. Many teachers use supplemental student resources and on-line textbooks to allow students to access materials. AGS textbooks purchased by the social science and science departments specifically address the needs of the English language learners and special education students. The books are specifically designed to address the language comprehension modifications these student populations require while still covering required core content standards. In addition to the textbooks, we have invested in the purchase of Vernier probeware and software for the science department. This software allows the students to collect data electronically and display it graphically. The variety and quality of laboratory investigations have been improved and expanded through the purchase of this equipment. In efforts to improve the overall writing scores, the English Department is currently piloting a CSU Expository Reading and Writing Course that will result in a required senior writing course. This course is designed to prepare students for college-level English and it is aligned with the California English-Language Arts Content Standards. The course assignments emphasize the in-depth study of expository, analytical, and argumentative reading and writing. All instructors teaching the course will be trained at workshops and pilot the program in the 2009 -2010 school year.

In addition to the purchase of new materials described above, teachers use collaboration time to focus on improving instructional strategies. Teachers in the Cultural Best Practices Focus Group are working on improving reading and writing skills through explicit language instructional strategies. Teachers meet in curricular groups and work to use common assessment and data to drive instructional strategies and curriculum improvement plans. These teachers will become instructional leaders who eventually take their process of data-driven reflection back to their individual departments to foster collaboration in an effort to focus on improving reading and writing strategies. The district has required all departments to create and/or implement interim assessments that focus on the content standards. Additionally, the 10th grade English teachers are working with UCSC New Teacher Project. They are creating a professional learning community that grows through peer observation and are focusing on strategies and practices that lead to greater student engagement.

2 Create courses that meet the needs of underrepresented students

A major concern of the last WASC committee was the need for a system of school wide interventions for students performing well below grade level and those who need assistance maintaining within a standards based course. Since the last WASC visit, there have been several new courses added to accommodate the diverse needs of our underrepresented populations. The math department continues to offer an Algebra I Block course to help students meet their district graduation requirements. A CAHSEE preparation class was added to help students who have not passed the math portion of the California High School Exit Exam. Additionally, we have purchased ALEKS software and created an ALEKS Scholarship Course. This course helps teachers identify and work with struggling math students while allowing for more advanced students to increase their analytical skills. This year we have added a geometry support class to assist students struggling in regular geometry classes. The class is designed to increase the number of students completing higher level math levels and college math requirements. Additionally, the English department has created an English 10 support class to assist students struggling in their English 10 courses. We will review the data at the end of the year to assess the viability of these support classes.

This year the science department developed a Medical Chemistry course to assist students who do not have the math prerequisites for a regular Chemistry course. A Human Biology course has been designed for upperclassmen who have not met their science graduation requirements. Both classes provide an alternative format to encourage students to continue taking science classes while allowing them to improve their analytical skills. The foreign language department has added Spanish for Native Speakers to meet the needs of our Latino students. We will be looking into expanding this course into different levels in the next school year, depending upon student enrollment numbers. The social science department had added an Ethnic Studies elective course. This course focuses on historically underrepresented ethnic groups and their experiences in American society.

The former WASC team made strong suggestions to refine the instructional program and support services for EL students and ensure that they are offered academic support to better access the curriculum. Currently, all departments offer classes that help English Language Learners. Each department has created EL courses to teach intensive content vocabulary and language development to students with LEP levels 1 & 2 and sheltered language instruction classes for students with LEP levels 3 SDAIE. The students with LEP levels 3 are in classes that offer sheltered language instruction. In accordance with the district EL Master Plan, we have added an English Listening and Speaking course. This class was designed to focus on a key area of LEP assessment and move our students at a stuck 3 LEP level into mainstream classes. All EL LEP levels 1 and 2 are in this new EL class, which focuses on intensive course vocabulary and language developments.

We are very excited about our AVID program, which offers traditionally under-represented students who may not have thought about going to college the opportunity to engage in the college application process. Now in its third year, this program identifies freshmen students who have the desire to go to college, yet may not have the motivation at home or school to pursue such action on their own. The students are enrolled in classes which provide relevant information

regarding the various classes, tests and requirements needed to enter a four-year college or university. The teachers provide opportunities for the students to meet with current college students, faculty members and motivational speakers who inspire them to continue to excel in their studies. In addition, field-trips to local colleges and universities enhance the experience for the students. Once they enter as freshmen, they continue in the program until they graduate; however, any student who wishes to be in the program can be recommended to enter in their sophomore or junior year.

3 Increase culturally relevant and reading level specific library resources for curriculum enrichment

Since the last visit we have purchased new textbooks for our English language learners and special education students to meet their reading level needs in both the social science and science departments. We have purchased AGS books for the World History, United States History, American Government, Economics, and Biology courses. The English department will purchase new materials next year during their adoption process.

The school librarian had made a concerted effort to purchase culturally relevant materials that reflect our diverse student populations. She has purchased a plethora of books by ethnically diverse authors and about ethnically diverse characters. In addition she made a small presentation brochure for members of the GSA, Gay-Straight Student Alliance, about relevant reading and media materials that are available at the school and public libraries. Additionally, she purchased books that specifically dealt with characters who were either gay, bi-sexual or questioning their gender identity.

#4 Use research based strategies to create diverse curriculum

With the new block schedule, we fully understand the importance of diversifying curriculum. We have purchased guides and books to aid the teachers in block schedule lesson building. Over half of the math department attended the Math Institute, which teaches multiple ways to construct a math lesson. The English 10 teachers have been focusing on student engagement and finding ways to enhance curriculum to better reach all students. The mentor from UCSC has guided the group through the process and utilized current research to enhance the training process. Additionally, the administration has begun to use the work of Michael Smoker to drive collaboration and create a vision for small learning communities campus wide.

The Cultural Best Practices focus group has used the help of an outside consultant, Dr. Edwin Javius, to begin creating a plan to improve instructional strategies while developing curriculum. The group decided to use explicit teaching strategies to improve reading and writing instruction. The group will specifically use the research of Dr. Sharroky Hollie and Gloria Ladson-Billings to drive their instructional strategies improvement model for reading and writing language skills. In

the next year they are going to seek consulting services of Dr. Hollie to create and add more culturally relevant and explicit teaching strategies to their repertoire.

#5 Recruit and retain staff who are ethnically diverse

While this continues to be an issue of concern, we have increased the ethnic diversity of the staff. Many of our veteran teachers from surrounding colleges and universities including San Jose State, Stanford University, and Santa Clara University work as mentor teachers and/or allow undergraduate students to complete observational hours at the school site. A number of our new teachers that are ethnically diverse have come from the Stanford STEP program. This year, we are fortunate to have added a native Spanish-speaker from Mexico to the foreign language department. In addition, we continue to seek qualified individuals from culturally diverse groups who will enrich our current ethnically and culturally diverse student population.

#6 Provide staff diversity training

Dr. Edwin Javius provided a school wide in-service for the district and the school on the need to focus on race as a key component of closing the achievement gap.

Edwin Javius, an equity consultant, worked specifically with the Equity and Cultural Best Practices focus group leaders to develop an equity plan of action. In addition we sent a team of four staff members to an Equity Conference in Rancho Cucamonga where they developed an Equity Plan of Action and were able to meet with other consultants.

Three members of the School Planning Team, Krista Keneman, Viola Smith, and Kristin Castillo attended the Dream Deferred Conference in Los Angeles. The conference addresses the critical educational issues directly impacting African American students and classroom educators.

From these trainings, the Cultural Best Practices focus group has been developing a peer observation model wherein feedback concerning cultural best practices will be the focus. The Equity team has also begun to focus on how to bring equity training to all of our staff members.

#7 Provide inspirational speakers for students

Throughout our campus, we have many areas where speakers with real life experience are brought in to share with our students. The foreign language department has had and will be having travel speakers in the classroom. These guest speakers have traveled extensively or are authors themselves.

Our GAINS program has had numerous off-campus field trips and has a monthly series of on-campus guest speakers. These speakers include female role models working in the fields of math and science. The Visual Performing Arts department has increased their guest speakers who

include vocationally relevant presenters such as choral directors and videographers. The English Department is sponsoring a book talk in April this year with Luis Valdez, the acclaimed author of *Zoot Suit*. AVID has had a number of parents talk about their college experience and how their education relates to their current careers. Ron Martin, one of the parents and CAPE members, was the first to speak to the 11th grade AVID class.

From a school wide stand point, we have added speakers that embrace our increased vision of equity. The California Youth Outreach program regularly brings in former gang members to talk to students about the risks of gang life.

In February 2009, the SCHS Student Body Organization hosted an acclaimed one-man performer, Carl Ray, with his play *A Killing in Choctaw*. Mr. Ray told the true story of the murder of his father in a 1962 racial hate crime and his struggle for peace and forgiveness in the years since. The event was well received and thought provoking for the many students, staff and community members in attendance. Our librarian secured the writer Art Rodriguez, author of *East Side Dreams*, who gave a book talk to approximately 250 students during lunchtime in May 2008.

#8 Review and revise course prerequisites

Every year the curricular departments review the course catalog to update any course descriptions, prerequisites, etc. In Mathematics, we have created documents (which are updated every year) with the math course sequence, which includes any prerequisites.

We revamped the science sequence in our course catalogue to make it easier for students and counselors to choose the right science courses. The Foreign Language department has worked with the administration to adhere to the prerequisites of foreign language. The Visual Performing Arts department changed the Intro courses to meet the needs of advanced students.

#9 Provide a resource/ tutoring room with materials

During the 2007 ó2008 school year, we had a centralized tutoring center in the school library after school hours that was staffed by teachers from various departments on a rotating basis; however, due to low attendance rates, we have revised the procedures. Each department makes arrangements to offer individual tutoring. The math department, where we have the greatest tutoring need, publishes a permanent tutoring schedule on the school website. Each department has tutoring services available by appointment or drop-in basis. In addition, the majority of staff open their doors during lunch and after school hours to offer individual tutoring for their students on an on-going basis.

There is a permanent study room in the school library that is available before, during and after school hours. All course books are available for students use and students are able to use library computers that are equipped with internet services and research based data banks on the library home page.

The Visual Performing Arts department, including music, graphics, art, photo, and video has opened up their doors 4 times a week after school to offer assistance to students. They would like to provide a resource/tutoring room with materials and equipment for students to complete assignments and projects

The Mathematics department runs a department wide tutoring schedule that is published and distributed by teachers and counselors alike.

In an effort to encourage study skills for midterms, the Link Crew organized a Cocoa and Cram study session in the cafeteria on the second day of the midterm finals in January of this year. There were departmental tables set up where teachers from each department tutored students. Approximately 200 students attended the session and 40 staff members attended the event. There are future plans to expand the event. We have started a culture where students are encouraged and supported in obtaining individual tutoring services or participating in group study sessions.

Transportation was one issue that we discovered was interfering with a number of students ability to stay after school hours to utilize tutoring services. For the last two years, we have arranged for an activities bus to leave the school at 4:50 to allow students the opportunity to stay on campus for a longer period of time. Additionally, we decided it would be important to take the tutoring services to an area of the district where a number of our students of color and socio-economically disadvantaged students live. Starting in October 2008, the principal and staff members held town hall style meetings in the Renaissance and Lick Mill areas to identify the wants and needs of the community. It was determined that a local tutoring facility was needed. We now have a permanent tutoring room available at Catherine Hughes Elementary School. A number of laptops were purchased and computers at the facility are available for student use. The facility is open Monday thru Thursday from 4 p.m. ó 6p.m. and staffed by a member of the faculty. This tutoring center will be assessed at the end of the year to determine the viability of the program.

WASC Item #2:

Although our test scores have been rising, we still have students who are not proficient in some subject areas. Our goal is to increase the percentage of students who are proficient in all subject areas.

1 Gather and analyze available assessment data

The department chairs in every department have been in-serviced on "School City" and how to utilize the data found there. Each core department has been using this data to look at student achievement and better determine teaching practices that enable student learning. Our new SIS system, Aeries, gives teachers immediate access to their students test scores including CAHSEE, STAR, and SAT. Teachers also have full access to student achievement in other classes through Aeries and School Loop.

One of the key issues the last WASC team shared with us was our lack of organized data. We, along with the district have begun to implement a standardized system of formative assessment that can more fully monitor student learning. Our Science, Math, and English departments utilize district common finals and have a new mechanism to process the data derived from these exams.

At this time, teachers would like more time to delve into the data to better guide student learning. In addition, the Social Science department is redeveloping common finals for both World and U.S. History.

The Cultural Best Practices focus group has utilized student data from School City to define the racial achievement gap. This then has been implemented into their peer observation forms to account for specific gaps identified through the peer-to-peer observation.

2 Develop a means to determine student needs as a basis for creating a Personal Learning Plan (PLP) for each student

One of the critical areas for improvement indicated by the WASC team 3 years ago was our lack of Personal Learning Plan for students. To respond to this, our Freshmen Foundations course has been mandated to guide all students through the development of a 4 year PLP. They updated the document and format first and then coordinated their instruction to meet the pre-learning needs of the freshmen students. These plans are now in digital form, which will allow for our next step, which is to enter them into their guidance counseling files.

There are several other avenues where the PLPs are utilized, as well as further developed. Through our GAINS program we have developed personal learning plans where adult leaders meet with the female students involved and work together to meet their scholastic needs. Using School Loop, teachers are staying in contact with resource teachers and better meeting the needs and accommodations of our 504, ELL, and Special Education students. Advisory teachers can instantly access student progress. Counselors can also better manage the students Personal Learning Plans because of the access School Loop provides.

3 Develop a cross-curricular scope and sequence curriculum map to create themes, to use common curricular language, and to build cross-curricular links

Individual departments have worked with the district office personnel and Teachers on Special Assignment (TOSA) to develop curricular maps for each core subject matter area. Each department utilizes collaboration time to meet in subject areas to align our curriculum calendars. Major units and the topics covered within them are mapped out for the year. We continue to meet in subject areas throughout the year to share and plan the use of various instructional resources and strategies for each unit.

Although each department is refining their curricular maps, we have dropped the effort to build cross curricular links. Todd Space, who was instrumental in founding this activity, has moved to teach in Berlin, Germany. No one has adopted this as their vision at this time. Nevertheless, on a small scale, English and Social Studies continue to collaborate in the World and American studies program. Many lessons school-wide embrace cross curricular emphasis even if it does not follow a strict timeline.

4 Continue to develop curriculum in Freshman Foundation to support CST skill areas

We essentially have 3 new Freshmen Foundation teachers since the last WASC visit. Two were previously teaching Tech Literacy and one is a brand new teacher. Because of this change, there

is a learning curve that is taking place. Nevertheless, they have been mentored and are slowly adopting more and more of the core subject areas content standards. There has been a large focus on supporting World History through geography.

WASC Item #3:

Create a supportive environment that provides opportunities to develop a sense of belonging to the school culture and promotes an atmosphere of participation, communication, and responsibility.

1 Explore and develop a daily advisory/tutoring period and/or a non-traditional schedule to support student achievement

A new SPT focus group called the Alternative Schedule committee worked tirelessly to arrive at a potential schedule. They surveyed staff at Wilcox High School to gain direction and then developed their own version of a modified schedule. Near the end of the 2007-08 school year, the teaching staff approved a modified block schedule. The new schedule was implemented at the beginning of the 2008-09 school year. The block gives students 2 block days out of 5 and still provides the staff with a 2 hours collaboration/ meeting time on Thursday mornings. This change has received both positive and negative reception. Very little training occurred to accommodate the change; however teachers have been industrious on their own to gain the skills necessary to improve student achievement, and sample block schedule lessons are presented at each faculty meeting. The Alternative Schedule committee is continuing to look at ways to support teachers and look into new avenues to improve the schedule.

A pilot advisory period during the SSR period occurred during the 2007-08 school year. This advisory pinpointed struggling Latino students. These students met with 3 teachers two times a week and focused on academic, social, and emotional improvement. 100% of the students improved their attendance and over 60% of them improved their academic grades. Although this pilot was successful, many teachers are reluctant to approve a program school wide because it is perceived as an added prep period.

In his first year as Principal, Mr. Grissom started a school wide tutoring program in the library. This was staffed by teachers who were paid for their extra hours. Unfortunately, the student attendance was very low and the program was cancelled. To better support our students of color and reach students where they live, Mr. Grissom has enacted a new tutoring program that takes place at Hughes Elementary. Mr. Grissom has had parent meetings to solicit involvement, as well as school assemblies to promote it.

#2 Create a peer counseling program for student well-being

This goal has not been met or even attempted to be met. Our Link Crew makes every effort to support and connect freshmen students to the school, but no formal counseling program has been adopted. At this point the need does not seem to be overwhelming.

#3 Hold a major workshop annually to focus on social issues and to build a sense of community

In the past, we utilized the "Breaking Down the Walls" program to accomplish this end. At this point, we are moving away from a major workshop model and implementing small scale improvements. One such improvement is our Diversity Council, where presidents from all of our culturally and ethnically diverse clubs meet to discuss issues and build community. Diversity week was a huge success due to the collaboration of these groups. A joint slide show was presented by the Jewish, Christian, and Muslim clubs. Additionally, our Equity focus group keeps a pulse on the impact of racial issues campus wide.

#4 Create more opportunities for extracurricular interaction among staff and between staff and students to improve relationships and school pride

A SPT focus group was created, which specifically meets this goal. It is called the Student Staff Camaraderie group. They have put together a monthly event to integrate activities among staff and students. We have had multiple sporting competitions and the most popular event thus far was a "Trivia Smack Down" game where teachers and students competed in the quad. This is a vibrant and popular focus group that aims to keep adding new activities and options to our campus.

#5 Update the school website frequently to improve communication

The Activities Vice-Principal took charge of recreating the school website. The website now has immediate access to School Loop and has a daily updated calendar of events. Colorful student pictures flash across the screen and updates are provided to get a real feel for events, achievements, and occurrences across the campus. Teachers have uploaded their own websites and can give students and parents access to their green sheets and curriculum. Clubs and the leadership class have fully utilized the site as a tool for communication. Another great example of connection is the GAINS website link on school website provides instant connection to our GAINS students. We are looking to add ways for alumni to connect through our improved website.

#6 Improve communication among stakeholders (Staff, district personnel, administration, parents, and middle schools)

We have an SPT focus group entirely devoted to communication. They have focused on discerning problem areas and finding solutions. Their leader meets regularly with the principal, as well as the SPT to discuss these issues and look for resolution. They have performed student, staff, and teacher surveys to better grasp perception, needs, and enfranchise stakeholders. The Communication focus group has also met with counselors, secretaries, and district personnel to work on communication issues.

There is a continued effort to reach out to parents and School Loop has fulfilled that desire. School Loop provides parents, students, and teachers 24 hour instant access to current grade book information. It also offers email contact, and teachers have noted the increased level of email correspondence. In 504 meetings, parents are already aware of their student's academic progress and actually ask teachers more poignant questions. Students also have the ability to track their own progress, which importantly informs the learner.

We have started to represent the Foreign Language Department in the District Update Newsletter. Foreign Language teachers are polled monthly for news updates. The Foreign

Language department would like to revisit Latino Parent Night. We had this a few years ago, but parent interest dwindled, so we would like to try again. In the Visual Performing Arts department, we continue to celebrate the "Day of the Arts" where students and parents alike are invited to view and appreciate our students' artistic efforts. Additionally, parents are always invited to participate and chaperone our field trips. Parents are invited to interact and participate in the GAINS program. AVID recently had a parent night, where parents were kept in the loop on the goals of the AVID student and in particular their own student's needs. The Science Department accepts the help of parents in the development and maintenance of their California Native Plant Garden. They also invite parents to join our yearly whale watching field trip in Biology as chaperones. Our PTSA membership has flourished within the last 3 years and their activity has increased, as well. Parents, two of who are school board members, regularly participate in events such as the Crab Feed, Battle of the Classes, and Homecoming.

One of the school wide key issues noted by the previous WASC team was our need to increase communication strategies for our parents of color. We have tackled this goal by increasing the number of documents we offer in Spanish, utilizing interpreters at meetings, and promoting our new District EL specialist to communicate with Latino parents. Our African American parent organization, (CAPE) became very involved again in part due to the racial incident. This group has been instrumental in promoting academic opportunities for our African American students and supporting the improvements made at the site level. They have now focused on building a K-12 parent group to help support the education of all African American students.

IMPACT OF PLAN ON QUALITY AND LEVEL OF STUDENT LEARNING

As noted in this document, our stakeholders have taken specific actions to improve student learning. There is a consistent drive to improve all facets of the school program. As evidenced through this report, new avenues have been explored to meet our goals and further address the key issues the prior WASC team brought forth. Students have increased in their performance on specific subjects within the CST exam as well as improved pass rates on the CAHSEE. We have more students challenging themselves with academic courses than ever before. As a staff, we have tried to address the issues with ingenuity, thoughtfulness, and willingness. Our students at Santa Clara High School have an improved learning environment because of these efforts.