

SANTA CLARA UNIFIED SCHOOL DISTRICT
SANTA CLARA HIGH SCHOOL
WASC SELF-STUDY 2005



Santa Clara High School
3000 Benton Street
Santa Clara, CA 95051

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Submitted to
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And the
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CHAPTER 1 . . . SCHOOL PROFILE

1...COMMUNITY PROFILE

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.

The student population at Santa Clara High School is quite diverse. During the 2004-2005 school year 40.4% of the student body was Caucasian; 26.9% Hispanic; 14.8% Asian; 10% Filipino; 4.9% African-American; 0.8% American Indian, and 0.7% Pacific Islander. Limited-English proficiency students were 10.6% of our student body. Almost 30% of our students qualified for a free or a reduced lunch.

For the last three years, the enrollment at Santa Clara High School has steadily increased from 1634 in 2003, to 1899 in 2005, due to new housing developments and redistricting. Growth forecasts predict over 2000 students in the next two years.

Parental involvement has improved in the last three years. PTSA membership has grown and parents and community members contribute to the school community through their involvement in the School Site Council, Athletic Boosters, Music Boosters, the English Learners Advisory Committee, and the Grad Night Planning Committee. In 2004, a Latino Parent Focus Group was established to further meet the needs of our growing Latino community.

Santa Clara High School programs benefit from the Santa Clara Unified School District Foundation, 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. Occasionally, we benefit from corporate retirees who live in our area and volunteer their services for technology support under the direction of staff.

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. Adult education has also helped with providing equipment for our labs – projectors, software and computer mice.

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 on 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.

WASC History

During the last WASC accreditation cycle in 2000, Santa Clara received a six-year recommendation with a three-year progress review. A progress report was submitted in the spring of 2003 and a one-day follow-up visit with two original committee members was held on April 10, 2003. The WASC review in 1994 resulted in a six-year recommendation.

2... STUDENT PERFORMANCE AND PROGRAMS

Santa Clara is a comprehensive high school with a variety of programs to meet the needs of our diverse student population. We have a vocational program, which includes off campus learning at the Central County Occupational Center (CCOC). On campus, there are a variety of vocational courses, some of which are satellite ROP courses. Our visual and performing arts programs have been growing steadily and have been exhibiting our student talent in various school and district venues. Our Advanced Placement program has also grown. Freshmen Foundations helps acclimate our younger students to the social and academic expectations of high school. A few courses have been blocked to allow extended time to study in depth. The Special Education and ELL programs continue to serve the needs of our student population.

Our mathematics program begins with Algebra I. In previous years, the district offered Algebra IA and IB, a two-year sequence. As a school site, we now have a pilot program where two periods of extra support are offered to students struggling with algebraic concepts.

Students Enrolled in an Algebra 1 Class 2005 - 2006

Grade	Number Enrolled	Percent
9	386	54.60%
10	221	31.26%
11	77	10.89%
12	23	3.25%

Our AP program has increased to include 13 courses in addition to seven Honors courses. We currently have open enrollment in all courses except those with prerequisites.

AP Courses	Courses	Sections	Enrollment
English	2	4	105
Foreign Language	2	2	29
Mathematics	2	3	101
Science	1	1	16
Social Science	4	4	107

Our school's average AP scores have decreased, primarily due to our open enrollment. However, individual students are still scoring at the 4 and 5 level. Students in AP Biology and AP Statistics consistently have scored at the higher levels.

Eighty-three of our courses are UC approved. Of the total number of graduates in 2004 (318) 42.4 % (136) were enrolled in courses required for CSU and/or UC admission.

All Santa Clara students are encouraged to take the SAT test. Those who took the test had higher verbal scores than the district in 2002 and 2004, but lower scores than the state. Math scores consistently fell below district and state levels.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Grade 12 Enrollment	338	331	348	936	952	1,066	365	37	35
% Taking Test	46%	44%	46%	41%	38%	37%	37%	37%	35%
Average Verbal Score	484	485	480	472	492	477	490	494	496
Average Math Score	509	512	499	515	525	513	516	518	519

The California Standards Tests (CST) show how well students perform tasks in relation to the state content standards. Student scores are reported as performance level percentages. The data in the next three charts illustrates the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) by content area. Chart A shows that in 2004, English Language Arts scores were at district level, but exceeded the state scores, while Science and History scores were below the district level, but above state scores. Math scores fell below both district and state levels, which has led to some changes in the math curriculum. Chart B shows the ethnic distribution of students who took the test and indicates that the Asian and white students continue to outperform all other ethnicities. We are concerned about the performance of the socioeconomically disadvantaged, English Learners, students with disabilities, and the migrant students, which fall consistently below other groups (Chart C). The Action Plan addresses the concerns of students that are underperforming.

CHART A

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English Language Arts	31	44	43	40	44	43	32	35	36
Mathematics	15	26	22	33	39	39	31	35	34
Science	32	40	26	36	41	29	30	27	25
History/Social Science	30	40	30	30	33	34	28	28	29

The percent of students achieving at the proficient or advanced level by racial or ethnicity subgroup:

CHART B

Category	Mathematics	Science	History / Social Science	English Language Arts
African-American	14	17	26	32
American Indian or Alaska Native	33	33	0	50
Asian	38	41	50	54
Filipino	14	22	42	38

Hispanic or Latino	14	17	22	28
White (Not Hispanic)	24	27	44	52

The data below is the percent of students achieving at the proficient or advanced level by gender, economic status, special education, and migrant education subgroups:

CHART C

Subgroups	Science	History / Social Science	English Language Arts	Mathematics
Male	28	40	39	24
Female	23	37	47	20
English Learners	8	7	8	16
Socioeconomically Disadvantaged - Yes	19	26	27	20
Socioeconomically Disadvantaged - No	28	42	49	23
Students With Disabilities - Yes	4	12	5	5
Students With Disabilities - No	27	40	46	23
Migrant Education Services	11	11	12	4

The improvement of our CELDT testing program and the re-designation of our students has been a priority. A district task force is working on a sequence for re-designation. Our Early Advanced group and Intermediate groups have demonstrated steady progress towards proficiency. The past three years of CELDT testing results follow:

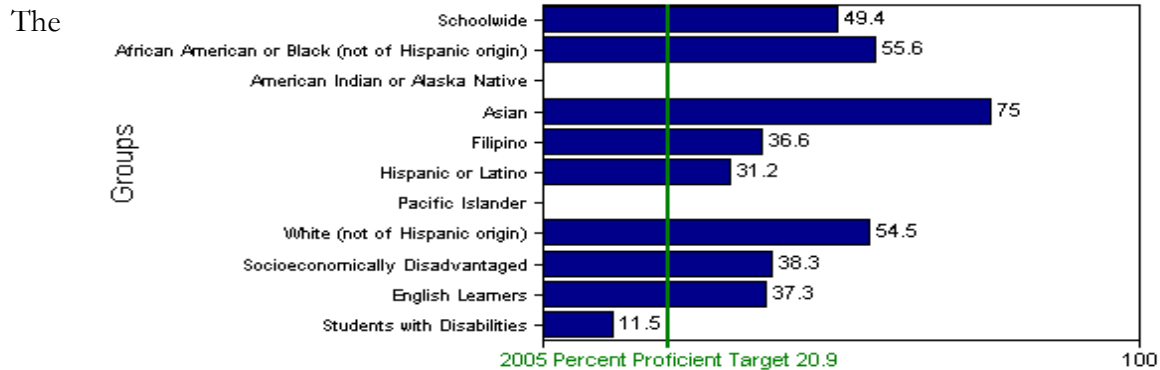
Proficiency	2002		2003		2004	
	# Tested	Percent	# Tested	Percent	# Tested	Percent
Advanced	22	17%	30	8%	12	8%
Early Advanced	47	37%	76	50%	74	50%
Intermediate	39	31%	38	31%	46	31%
Early Intermediate	9	7%	13	8%	12	8%
Beginning	9	7%	8	5%	5	3%
Total	126		165		149	

Santa Clara High School's Academic Performance Index (API) has been steadily growing over the past 3 years. We met our growth targets and dramatically improved our state ranking from a 2 in 2002, to a 9 in 2004, among schools with similar demographics.

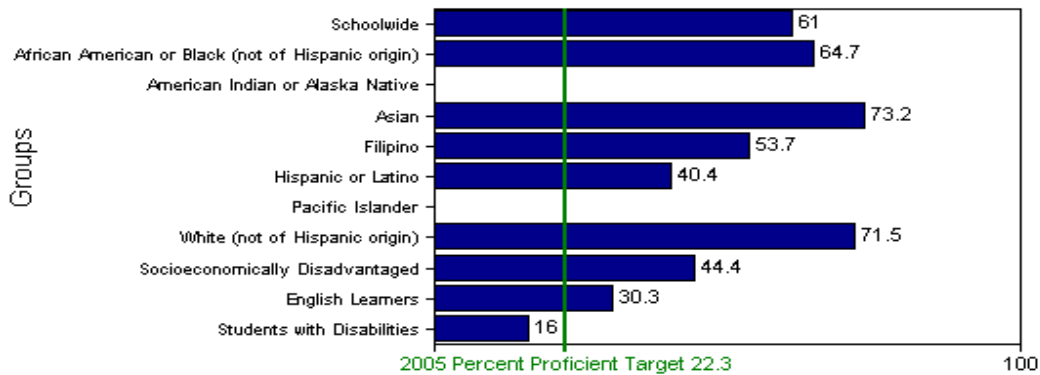
Since the 2002 school year, we have met our growth targets for Adequate Yearly Progress (AYP). Each significant subgroup has also met their targets respectively.

AYP Growth Targets by Content Area

Mathematics - Percent At or Above Proficient



English-Language Arts - Percent At or Above Proficient



California High School Exit Exam (CAHSEE) passing scores have been increasing each year in both math and English. Additionally, the mean score has steadily improved over the last three years.

Years	English	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
		2001-02	123	63	51%	60	49%
2002-03		464	357	77%	107	23%	382
2003-04		458	386	84%	72	16%	390
Years	Math	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
		2001-02	181	62	34%	119	66%
2002-03		544	342	63%	202	37%	364
2003-04		453	382	84%	71	16%	385

Santa Clara High School's completion rates have hovered in the upper 90% for the past 3 years. The graduation rate, required by the No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 - 12, in consecutive years, plus the number of graduates. This new method of calculation resulted in an increased dropout rate across the board.

	School			District			State		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
9-12	1,573	1,630	1,738	3,786	3,890	4,046	1,772,417	1,830,664	
Dropouts	2	4	16	14	34	121	48,210	58,493	59,007
Graduation rate %	98.1	98.6	95.2	96.4	95.4	89.9	87	86.7	85.3

3... Enrollment/Demographics

Enrollment has increased dramatically. The escalation in numbers is predicted for the next two years with enrollment to increase to 2000 plus students.

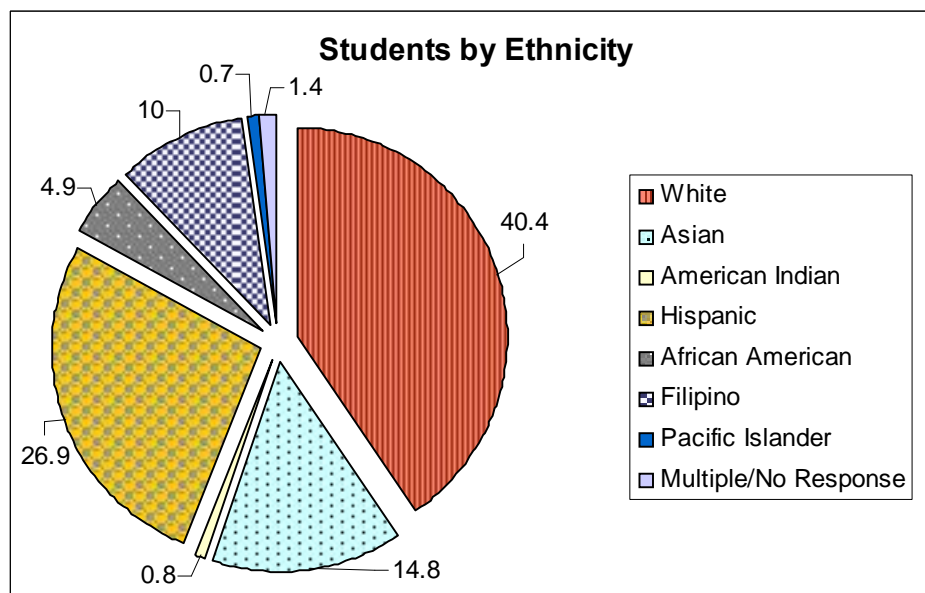
Grade	2002	2003	2004
9th	474	434	497
10th	396	471	444
11th	372	377	452
12th	331	348	345
Totals	1573	1630	1738

As of fall 2005 the gender breakdown of students by class is as follows:

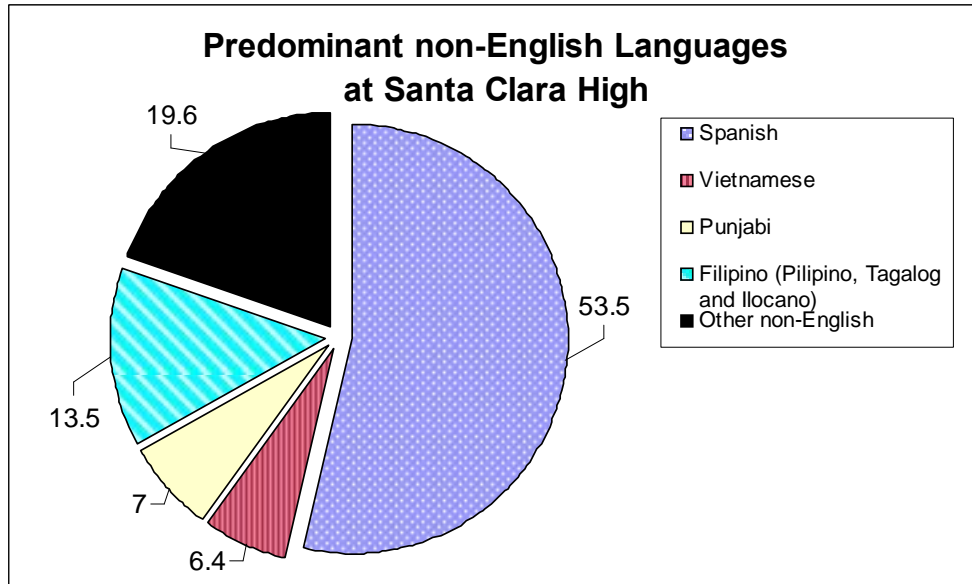
	9 th	10 th	11 th	12 th	Totals
Female	259	235	187	198	879
Male	303	271	223	223	1020
Totals	562	506	410	421	1899

One of Santa Clara's greatest strengths is our increasing ethnic and racial diversity. There are seven significant race/ethnicity groups that contribute to our student population. In addition to our racial diversity, we are culturally and linguistically diverse. Within the ELD program over 18 languages are represented.

2004 – 2005



Home Languages of those Students Served by the ELL Program (percent)



Minor non-English Languages		
2-4%	1-2%	>1%
Farsi (Persian)	Portuguese	Assyrian
Mandarin (Putonghua)	Russian	Burmese
Korean	Cantonese	Italian
	Hindi	Japanese
	Arabic	Thai

Socio-Economic Status

Our student population reflects the socio-economic levels of the surrounding community and service area. In 2005-2006, one of every four students qualifies for a free or reduced price lunch.

2002-2003	2003-2004	2004-2005	2005-2006
28.1%	26.5%	29.1%	25.8%

Of the 29.1% who qualified for free or reduced price lunch in 2004-2005, 8.5% qualified for reduced price lunch and the remaining 20.6% qualified for free lunch.

The number of parents who are high school graduates or who have some college has increased, while the number of college graduates and those with graduate degrees has decreased. However, we have also had an increase in the number of parents who have not graduated from high school.

Parent Education Level	02-03	03-04	04-05
Not a high school graduate	8%	8%	10%
High school graduate	23%	23%	27%
Some college	27%	26%	30%
College graduate	34%	31%	25%
Graduate school	9%	12%	8%

Special Education programs

We have an extensive program to meet the needs of our Special Education students. In 2005-2006 144 students are serviced by a variety of Special Education programs. Based upon the model of inclusion, 67 students participate in mainstream classrooms and curriculum with the additional support of a Resource Specialist. Forty-nine students who need additional academic support participate in the Special Day class program. Additionally, our site is home to the district's program for the Emotionally Disturbed, which provides services and support for 28 students.

4... SANTA CLARA'S SCHOOL CLIMATE AND SAFETY

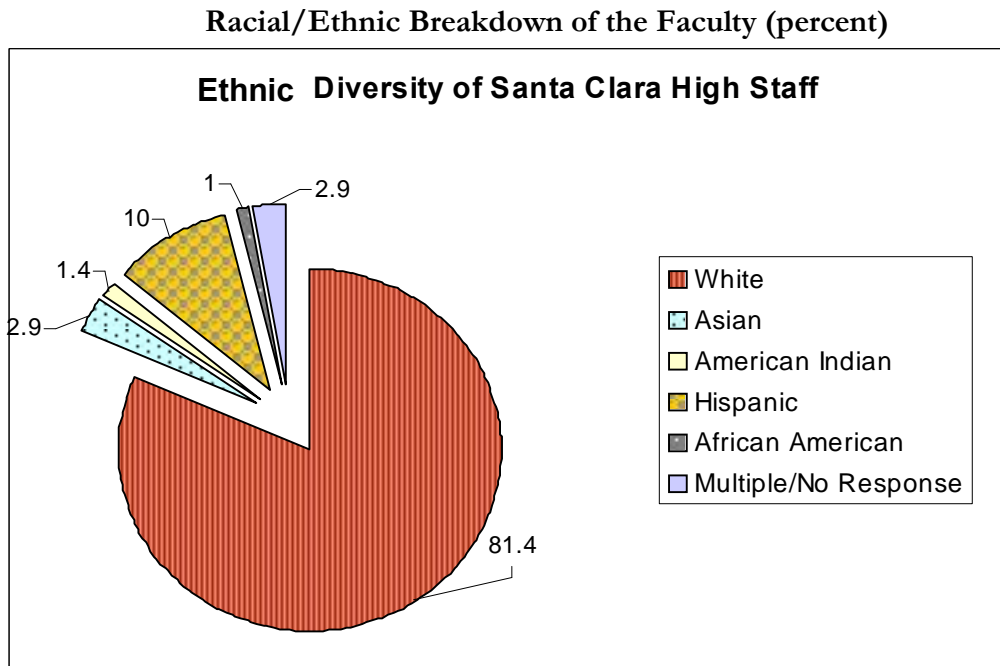
School safety and discipline is a high priority. The district maintains a zero tolerance policy for gangs, drugs, and weapons. The administration works closely with law enforcement, probation officers, counselors, and other agencies to intervene in and prevent disruptive or dangerous student actions. The number of suspensions has increased, reflecting this focus – 458 in 2002-03 to 521 in 2004-05. Our vice-principal wrote 21 letters regarding expulsion in 2002-03, 12 the next year and 20 in 2004-05. Not all of the cases resulted in expulsion. Some students were involuntarily transferred. We have developed programs to deal with safety including the Safe School Planning Committee, which works with the vice-principal of discipline on safety issues as well as evacuation and emergency plans. We have installed perimeter cameras for surveillance; motion sensor lights for the back of the school and the computer labs have alarms. We annually update and improve school safety policies and programs with our stakeholders.

We have made efforts to improve our physical school environment as well as the school culture. From trash clean up crews to teams who paint the quad, parents, students and staff have labored to beautify the campus. Programs such as *Breaking Down the Walls* (a program that builds community) and Link Crew have made an impact on students. Diversity week and club involvement have further promoted awareness, acceptance and tolerance within the school environment and serve to educate students about other cultures.

During the last eight years, all district schools have been upgraded for seismic safety and meet all current Americans With Disabilities Act requirements. Plumbing, heating, parking lots and playing fields have undergone renovation, and each classroom has been wired for Internet access. The library acquired a wireless lab with laptops through a district grant. The Performing Arts Center and science building have been major beautification improvements to the campus facilities. The district maintenance staff takes measures to ensure that the school is in good repair and working order even with a reduced operations budget. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

5... STAFF

The Santa Clara staff includes 70 certificated, 19 classified, and 15 part time employees. We have one full time psychologist and 2.5 counseling positions. Thirty-eight faculty members are female and 32 are male.



The following table represents staff qualification data for 2004 - 2005.

	STAFF
Teachers qualified for NCLB	63
Para-professionals qualified for NCLB	NA
National Board Certified teachers	2
Emergency Credentialed teachers	5
Teachers teaching outside of teaching area	0
Teachers with advanced degree	32
BTSA teachers	13
CLAD credentialed teachers	61

The School Planning Team is made up of individuals elected by the faculty and teachers from the San Jose State University Urban Leadership Program. Their primary purpose is to lead staff development around the goals and vision set forth by the staff, as well as to serve as facilitators of our WASC focus groups. The administrative team works closely with the School Planning Team and department chairs to make decisions about staff development and curriculum, instruction, school culture, assessment, organization, and school vision.

Our staff development program includes sessions led by the school planning team, departments, and school district. These trainings address concerns related to our school action plan.

Backwards planning, district-wide articulation K-12, and assessment have been the primary focus of our district collaborations. Departments provide a variety of educational opportunities such as literacy strategies, integrating technology, and practical applications within subject matter. New teachers are assigned mentors and pursue the professional teaching standards through BTSA (Beginning Teachers Support and Assessment), which provides training relevant to new teachers. Classified employees receive training in areas related to their expertise such as School Max and new cleaning products.

Seventy-five percent of our teachers request optional SIP funds to attend conferences and explore best practices.

6...FISCAL

Santa Clara Unified School District spends 76.76% of their general funds to serve students directly. Of the remainder of the general fund, 9.04% flows to school site administration and professional growth, 5.07% is allocated for district-wide support, and the final 9.13% provides maintenance, operation, and utilities.

Out of the total district dollars (\$104,587,077) for the fiscal year 2004-2005, the district spent \$7540 per pupil, which exceeded the county average of \$7162 and the state average of \$6919.

Santa Clara High receives the following categorical funds:

Category	Amount
ROC/P	\$9,000
School Safety and Violence Prevention	\$10,400
EIA/LEP and Support	\$14,000
IMFRP 9-12	\$125,000
School Improvement Program (SIP)	\$45,000
10th Grade Counseling	\$12,500
Lottery Money	\$26,000

In addition to the General Fund and Categorical Funds, Santa Clara High School benefits from two bond measures passed by voters in 1998 and 2004.

Fundraising for major projects have become necessary. The Santa Clara High School Athletic Boosters raise money to support athletics and cheerleading. In 2004-05 year they raised a total of \$13,000. Recently they have purchased hurdles, wrestling mats, swimming pool bleachers and have supported a part time athletic trainer. The Santa Clara High School Music Boosters fundraise to support their students in competitions from Santa Cruz to Napa as well as to purchase new uniforms and equipment. The student body's biggest fundraiser is the annual Crab Feed, held in January, which brings in approximately \$5000. The PTSA holds several activities, including a craft fair and raffles. The funds support teacher projects, staff lunches, teacher day recognitions, and classroom supplies. Santa Clara Unified teachers can also apply to the Santa Clara Schools Foundation for funds for other classroom support, such as supplies, field trips, and projects.

7... STUDENT/STAFF/PARENT INVOLVEMENT

Student Opportunities

Parent Teacher Student Association
School Site Council
Intramural Sports
WASC focus groups
Clubs
Interscholastic Athletics
Associated Student Body
Guidance Counseling Presentations
Student surveys
College preparation workshops and presentations (Career Center)
Newspaper/ Yearbook
Day of the Arts Exhibition
Mock Trial
California Youth Outreach
GAINS
Tech Challenge Teams competition
Teen Read Week
Performing Arts: drama, band, choir
Link Crew
CCOC/ROP
Tech Crew

Parent Opportunities

Parent Teacher Student Association
School Site Council
WASC focus groups
Athletic Boosters
English Learners Advisory Committee
Guidance Counseling Presentations
Parent Surveys
PTSA website
Volunteers
Grad Night Planning Committee
Music Boosters
Latino Parent Focus Group
Teen Read Week

Staff Opportunities

Parent Teacher Student Association
School Site Council
Intramural Sports
WASC focus groups
Club advisors
Staff Development
Staff Meetings
Site and District Collaboration
Staff surveys
Websites
Staff Advisory Committee
School Planning Team
Student Assistance Team
Safe School Planning Committee
Department Activities
Teen Read Week
District Department Chairs
District Technology Liaisons
BTSA: mentor teachers and inductees
Urban High School Leadership M.A. program

8... SHAREHOLDER PERCEPTIONS

To gather data from all stakeholders, several surveys were administered. On September 26, 2005 a survey of staff members was completed during a SIP staff development day. In November 2005, the two AP Statistics classes wrote and administered a survey to all students, then disaggregated the data and presented it with their recommendations to the WASC team and other interested teachers. From December 12, 2005 to December 23, 2005 a phone survey of parents and guardians was completed. The surveys and all results can be found in the Appendix.

The staff survey found that 87% believe in the school vision and ESLRS, but many feel the school vision needs to be better incorporated into classroom activities. The survey also revealed additional areas for growth including cross-curricular collaboration, involvement of all staff members in the decision-making process, and providing students with the skills necessary to resolve conflicts.

The student survey and recommendations showed that students feel supported by teachers to learn difficult material, but indicated the same concerns as the staff – weaknesses in the areas of communication and involvement in decision-making. Only 50% of students felt they had an adult on campus that they could go to with their problems. Students also indicated that more support from the counseling office and more opportunities to participate in relationship building activities such as *Breaking Down the Walls* would be welcome improvements.

Parents revealed that they believe that their students get academic support from teachers, but that timely and helpful communication was also an area for improvement. Communication again showed up as a concern and parents felt that communication with teachers, counselors, and among the parent groups could be improved. Lastly, they felt that more parent participation in school groups should be encouraged.

CHAPTER 2 . . . STUDENT/COMMUNITY PROFILE

This chapter will describe the process used to examine the data from Chapter 1, identify the key academic needs as discerned from our findings, and note other important questions.

PROCESS

The school's process for examining and addressing the data has been embedded within the leadership and collaboration structures of Santa Clara High. The School Planning Team (SPT) has taken the helm of leadership to guide the staff in this process. The SPT is made up of elected staff members, as well as Focus Group leaders. Focus Groups are cross-departmental groups organized around the five WASC focus areas. Throughout each academic year, data is compiled into annual progress reports in draft form and then submitted, analyzed, and edited within Focus Groups, Departments, PTSA, Administrators, and the School Site Council. The Single Plan for Student Achievement (SPSA) has become that working document to focus on needs and achieving corresponding goals.

The staff has diligently worked to come up with a shared vision that would set standards for all stakeholders at Santa Clara High. During the last WASC cycle, we created a vision, which provided common values and a forward-looking model for all stakeholders to embrace. The vision states:

Santa Clara High's teachers and staff believe that all students are capable of succeeding. The school is committed to meeting the needs of 9-12 grade students by providing an effective instructional program that improves students' academic, social, physical, and psychological achievements, as well as meeting the expectations of district and state guidelines.

The district has done significant work creating Lifelong Learning Standards. Each school pared the standards down to reflect their own Expected School-wide Learning Results (ESLRs). Previously, we had chosen two ESLRs to focus on as a whole school and we added a third ESLR this year, which is the *Contributing Citizen* standard. The ESLRs we are emphasizing are italicized and starred.

Lifelong Learning Standards

☆ *Students will be effective communicators who:*

- *read and comprehend a variety of materials*
- *clearly convey information and ideas in written, oral, and visual form*
- *listen to understand and to respond appropriately*

Students will be informed, productive thinkers whose products demonstrate that they can:

- use creative thinking and critical thinking skills
- use diverse strategies in solving problems, making decisions, and evaluating results
- apply problem-solving and decision-making skills to situations found both inside and outside the classroom

☆ *Students will be self-directed learners who:*

- *set priorities, plan and take action to accomplish goals*
- *manage time and resources efficiently and independently*
- *take on challenges and accept responsibility for making choices*
- *apply knowledge and skills in multiple settings*

Students will be collaborative workers who:

- perform a variety of roles within a team
- develop high quality products and services
- evaluate the effectiveness of both individual and group contributions
- apply results of evaluation to improve performance

☆ *Students will be contributing citizens who:*

- *demonstrate integrity, responsibility and perseverance as productive members of society*
- *acknowledge cultural, physical, economic, intellectual, age and gender diversity*
- *recognize and respect the rules and processes that govern society*
- *actively participate in the community*
- *act as caretakers of the environment*

Students will be information processors who:

- select and use a variety of resources, including current technology, to research and access information
- choose the most effective tools to gather, organize, analyze and evaluate information
- refine, synthesize, and apply information to achieve a purpose

Under the guidance of the School Planning Team, the staff looked at the ESLRs, recorded how we were addressing them and in which areas we needed more work. This data was compiled within the Focus Groups, who collaborated during our in-service day and on the staff development Thursdays. To showcase the ESLRs, once a month, each department sponsors a breakfast featuring student work illustrating how the ESLRs are incorporated into lessons.

The Focus Groups also analyzed our school's overall needs and strengths. Each group presented its findings to the whole staff and during the wrap up, individuals made additional suggestions. The SPT then took the recorded suggestions from the whole group meeting as well as the Focus Group meetings and developed the third need for the action plan.

IMPLICATIONS OF DATA AND THREE NEEDS

Student performance has been at the core of our SPSA. At the forefront of most of our discussions have been the issues of closing the achievement while improving the performance of all students.

In general, there is an overall improvement in student performance on standardized testing. Our API has continued to rise in the past three years and we continue to have a high graduation rate, far beyond the state average. Despite the phenomenal improvement and high marks in state assessments, there is evidence of significant needs.

Need 1

It is evident through the data that certain student groups do not achieve at the same level as the White and Asian student populations. This achievement gap has been an ongoing issue, as closing the achievement gap has been a goal in our action plan. The staff began to work on ways to close the gap, beginning with Latino Focus Groups. That was a small step for an issue that encompasses diverse groups, such as African American students, English Language Learners, Special Education, and Socio-Economically disadvantaged students, as well as Latino learners. The data has alerted us to the major gap, but further examination must occur to discover ways to address it. The ESLRs that address this need are informed, productive thinkers; self-directed learners, and information processors.

Need 2

Many of our students do not perform well in mathematics. With the district's support, the Math Department has initiated several programs. Some freshmen participate in an Algebra block, taking one year of algebra two hours a day. Although results will not be known until the end of the year, math teachers have already seen progress at the end of the first semester. This two-hour module will enable students be more successful when they take more rigorous science classes (Biology). Juniors, who have struggled with algebra at Santa Clara High, are enrolled in a special class that uses sources other than the same algebra books for curriculum to ensure student success.

Every other month, math department chairs from the two high schools collaborate all day with the middle school chairs to align standards and pacing, and to ensure that the same algebra is taught at all schools. This has been a successful articulation leading to the next step – to meet with elementary teachers to develop a continuum of curriculum.

Other efforts include the use of hand-held devices (HP grant), the Agile Mind on-line curriculum (currently used with algebra classes), and another HP grant won by five teachers bringing statistics to cross-curricular classes.

The ESLRs that address this need are informed, productive thinkers; self-directed learners; collaborative workers, and information processors.

Need 3

Student, staff and parent surveys reflect a need in the area of communication and relationships between all stakeholders from community members to the clerical staff. Our Effective Communicator ESLR has been a focus in years past, but apparently has not consistently been addressed or developed. This year's chosen ESLR, Contributing Citizen, could be an integral part in addressing this critical need.

IMPORTANT QUESTIONS

The primary questions that come about from data can help us delve into how to tackle such challenging needs. Here are some of the commonly asked questions:

- What are the causes of the achievement gap at our school?
- What does research say about the achievement gap?
- What have other schools done to address the achievement gap?
- How do you improve a specific subject matter from a school wide basis?
- Do our district standards readily meet the state standards?
- What kinds of information processing skills are being taught?
- Is the lack of effective communication systemic, interpersonal, or both?
- Have relationships among stakeholders decreased for specific reasons?

Within the next chapters, we will establish clearer goals and actions needed to address these key issues over the next six years.

CHAPTER 3 . . . PROGRESS REPORT

In the spring of 2000, Santa Clara High was awarded a six-year term by the Western Association of Schools and Colleges, with a three-year visit to check on the progress of our plan. Many significant changes have occurred in our school since the last full accreditation visit. Some of the changes are noted in our three-year progress report and we continue to take an aggressive approach toward improving our school and addressing its needs. Not all of our changes were under our control, nor were they foreseen but our structure has allowed us to deal with such changes and even has seen us grow in certain areas.

The areas of change listed below fall into three categories:

- A. Demographics/Enrollment
- B. Staffing
- C. Construction

- A. **Demographics/Enrollment** - For the last four years Santa Clara High School has experienced increased enrollment and we anticipate at least two more years of growth before the cycle stabilizes. Much of this is due to a shift in attendance boundaries and the addition of one elementary school into our feeder middle school. The additional numbers of students have somewhat changed our demographic with increases in our Latino, Filipino and African American population. The percentage of White, non-Latino students has decreased. This change is a target area of concern.
- B. **Staffing** - Santa Clara High School has a large percentage of faculty and staff who were not part of our last WASC visit six years ago. Four out of five teachers have been with us less than 6 years. Retirements, the economy in Silicon Valley and administrative leadership opportunities all affected the teaching staff at our school.

The district has partnered with San Jose State University to offer an Urban Leadership class to teachers who want to earn a master's degree and an administration credential. This has been both a bane and a blessing. We benefit from the data their research generates and this has helped us to focus on needs and gaps; however, we have lost personnel to administrative positions that have opened up within our district and outside of the district. All three members of the WASC writing team, trained last year left for administrative positions at other schools, two of which are in other districts. Teachers from the SPT, the Urban Leadership program and other staff have worked diligently to fill the void, conduct the self-study and produce this document.

- C. **Construction** - In 1997 the city of Santa Clara passed Measure B to revitalize the schools in our district. The district sold \$150 million dollars in bonds, and construction has been ongoing since the fall of 1999. Construction started with a new science building, followed by the upgrading of our existing athletic facilities and then the construction of our performing arts building. This construction maxed out the capacity

for electricity to our site and required a new power source, wiring and transformers to be installed throughout the campus. Finally, this fall, renovation to our school library and the tearing down of the school's administration building began. These final measure B projects will be completed over the next 12 months. We have worked with the architects, project manager, bond committee and staff/district personnel to create the least amount of disruption for students and staff.

As if this disruption were not enough, in November of 2004 the district passed another school bond measure, Measure J, for approximately \$305 million. This will assure Santa Clara High School approximately \$65 million to renovate and upgrade all other existing buildings. We anticipate that some part of the campus will be under construction for the next 10 years.

The progress committee members addressed eight areas for school wide follow-up.

Analysis of the report

The eight recommendations touch on every aspect of our school and its programs. The results of our efforts are listed below. They are intertwined and repeated due to the whole school change approach used. These alterations allowed us to qualify for and receive a California Distinguished School award (2001). This growth as a community has benefited our students.

Recommendation 1

The school community further refines a communication/decision making process that promotes staff, student and parental involvement, and improves the communication of all stakeholders. The model identified in the action plan needs to be refined to have measurable goals. This should be established as soon as possible and supported by the board, district and site.

Response

The Santa Clara High School communication/decision making process now consists of participatory management teams that allow for input at many levels.

Santa Clara High has a Leadership Team that is lead by 10 department chairpersons, a Vice Principal of Curriculum and Instruction, and the Principal that meets monthly to discuss policies, procedures and school related matters. All departments meet the following day to disseminate information and to gather input to provide feedback to the leadership team. In addition to this team, Santa Clara High has developed a School Planning Team that meets bi-weekly to review staff input to the school plan and develop, implement, and evaluate staff development activities. The School Site Council meets monthly to advise the school's administration and oversees the Single Plan for Student Achievement. All meetings are open to staff members.

The Late Start Thursday has a different configuration for collaboration each week and allows for up to two hours per week for that activity (faculty meetings, staff development, department meetings, interdepartmental planning and other activities). This concept has become so successful that the district has aligned the secondary schools, so that district wide collaboration is now possible. Alignment of curriculum, a district course catalog, sequencing of classes and district wide culminating assessments have all become possible due to the added collaboration time.

Monthly meetings are held with clerical staff and administration to receive input and share information. Parent clubs in PTSA, Music, Athletics, Bi-lingual Advisory, and Grad Night are in place and meet monthly. We added a Latino Focus group last year for our large population of Latino parents. However, the loss of personnel has impacted the regularly scheduled meetings and we have not had any meetings this year. A student leadership class meets daily and has grown to over 40 students, representing all grade levels, most ethnicities, and cultures. Monthly Representative Assembly meetings are held to discuss upcoming events and give students who are not part of the Student Council a means to share their views. The representatives are elected from third period classes. The Vice Principal of Activities attends these meetings and shares student concerns with administration.

Our counseling department holds theme meetings for the school community throughout the year. Examples of such meetings are Freshmen Orientation, Freshmen Parent Night, Sophomore Parent Night, College Night, Financial Aid Nights and College Scholarship Night.

We use a variety of venues to disseminate information. We have contracted with a company to provide an e-site to deliver the morning announcements via email. The announcements are also posted daily on the school website by students in the leadership class. The PTSA newsletter is also posted on the website. The Career and College Center regularly updates the website with information about scholarships and has links to other sites for additional information. Bell schedules are posted on the website and the PTSA also publishes their newsletter both on paper and on the web.

Recommendation 2

There is a need for timely, efficient, and useful data collection processes and support at both the district and site levels so that decisions are made and implemented based on data analysis.

Response

In response to the recommendation, the district provides data support through the Coordinator of Assessment office. Shannon Potts, assisted by Paul Bauer provide data supporting student achievement. The Information System Group (ITG) provides demographic data. The district has begun to collect data from the departmental assessments to guide staff development and curriculum decisions. The new online iCue attendance and grading system allows student attendance to be taken and reported each period. Parent contact information and student schedules are easily accessed by teachers and have become an excellent resource for them. School City and Online SIS, district, county, and state websites allow staff to access student achievement data including test scores and grades.

In 2003 school year, an additional .5 administrator was added who had the major responsibility of coordinating the collection and interpretation use of data. After two successful years of data analysis on site, we were cut back to our original administrative staffing and that responsibility has been absorbed among the remaining administrators.

At the end of each academic year, the staff is surveyed to compile data on what programs worked well and what improvements need to be made for the following academic year. An extensive survey of the student body was completed in the fall of 2005. This survey was created, administered, and analyzed by the students in two sections of AP Statistics, to determine student satisfaction with key areas of the school. The results were shared with the staff and were included in determining the

school's goals and action plan. Annual summer retreats prior to the academic year also allow instructors and administrators to review data and prepare staff development that reflects perceived needs.

Recommendation 3

Great strides have been made with regards to school culture and climate over the last few years. The school staff and community need to continue efforts to improve school climate in order for more students to achieve academically.

Response

The last Urban High School Leadership Program cohort focused on school culture and climate in their action research. Their 2004 survey of students and staff, as well as student focus groups, revealed the importance of relationships to school climate and suggested areas for improvement. The 2004-2005 school here began with the focus of the staff around one of the themes of the National Association of Secondary School Principals (NASSP), "Personalization." This year our summer retreat focused on ways of using the first week of school to get to know the students better before jumping into curricular areas. The staff brainstormed and shared ideas to use that first week in conjunction with the review of student discipline, attendance guidelines and the course syllabus. The ideas were presented to the staff members who were unable to attend the retreat.

A program that continues to improve is the Renaissance Program, which we piloted in 2002 and found very successful. The leadership class and student volunteers create rallies in the Fall and in the Spring at which recognition is given to the top 10 students from each class; students who have accomplished the greatest improvement in academic performance; students with perfect attendance; and athletic teams with the highest GPA. At the rally, every student with a 3.0 GPA or above has his/her name inscribed on large scrolls that hang from the ceiling and receives a t-shirt and another type of reward (glow sticks, medals). This year, students received t-shirts that stated, "My Grades are Sweet" to go along with the *Charlie and the Chocolate Factory* theme.

Rallies to celebrate athletic achievement are now held during lunch instead of during special schedules that take away from classroom time. Class competitions, new clubs, and a new intra-mural sports program encourage students to participate in school activities, seeking to include students who might not become involved traditionally and to help build relationships between the students and the school.

Diversity Week is an ongoing program that dedicates a week to celebrating and honoring the diversity of students and staff. Students perform dances, skits, fashion shows, and music that highlight the traditions of a variety of ethnic and cultural groups as well as educate the general student body. Clubs sell ethnic food during lunch to extend the cultural experience.

The counseling department has also focused on relationships, especially before the California Standards-based Tests given in the spring. They meet with individual students to discuss their progress on the exam, as well as present the test data to small groups of students and entire academic classes. Students are acknowledged for their performance on the test and were celebrated when Santa Clara High School saw the greatest improvement on the API in all of Northern California in 2003. Students are also rewarded for perfect attendance during the testing cycle. These improvements have created an atmosphere that encourages students to perform to the best of their abilities.

We have instituted a College Thursday, when staff members are encouraged to wear college clothing and to talk to students about their college experience. Several of the teachers who teach vocational courses wear trade school clothing and talk about advanced training possibilities.

The school climate has been additionally enhanced by the completion of construction on the Performing Arts Theater and the improvements made to the quad area including paint and shade structures.

Recommendation 4

A variety of career programs exist on the campus with various staff involvement. Coordination and improved communication among existing and new programs is vital. There is a need to link the career programs with the core curriculum.

Response

Several School-to-Career programs have been cut due to lack of funding and the discontinuation of several grants. Other programs have not received a sufficient amount of student interest and enrollment to maintain staffing. The remaining programs are Health and Human Services; Engineering Technology; Auto; Computer Applications; Cooking and Baking; Graphic Arts and Video Production. We believe there is a growing need to create pathways and link our career programs with core curriculum that articulates with local colleges. Since several of the teachers who teach the career programs have academic backgrounds, there is a greater link to core curriculum and some of the courses have been articulated with the community colleges. However, the link between academic and vocational classes is still tenuous.

Recently, the district hired Tabitha Hurley in the position of School to Career Coordinator. Tabitha returned to our district and she brings passion, dynamism and commitment to building School to Career Programs throughout district schools. She is in constant communication with all of the School to Career teachers and looks for ways to support the students in those classes and helps teachers to actively recruit to increase student enrollment. We had a School to Career Elective Night in February to make students and parents aware of elective offerings.

Recommendation 5

There are many programs on campus and it is unclear how successful each of these programs is in meeting student needs. An assessment and program evaluation design needs to be put in place using student achievement data as one measure in order to assess the effectiveness of current programs and to decide on the need for new programs.

Response

We assess our programs in several ways based on data. One way we determine the effectiveness of a class is to look at enrollment. For example, the Cisco class, the second level of the Engineering Technology class and the second and third levels of the Health and Human Services were dropped due to low enrollment. We also use the CST scores and the D/F grades to evaluate course success. An example: we had a two-year Algebra 1A/1B course for students who couldn't pass the algebra requirement. We still had a large number of students who were not successful at the end of two years, so the math curriculum was revamped. Now we have a two-hour block for algebra instruction primarily for struggling freshmen. A special class for juniors is also in place and uses a mix of materials.

Another example is in science. Students have not been successful in passing the introductory course and one reason might be that the standards for the course are difficult to align with state standards. Next year, a new course, Earth Science, will replace this introductory course and its standards are aligned with the state and district. We will know by CST scores and grades whether these steps are effective. The Thursday collaboration time, though short, has enabled us to have these discussions with both high schools.

Recommendation 6

Student achievement needs to improve; the graduation rates reflect a need to better support and provide programs for entering 9th graders so that more of them go on to graduate. SCHS achieved an API score of 631, with a similar school ranking of 2, and a statewide ranking of 6. Emphasis on the STAR tests and strategies to improve test scores will enhance student performance and the school’s reputation.

Response

Student achievement has greatly improved over the last 6 years in regards to the API score, the similar school rank and the statewide rank. The data below shows this significant improvement over the last 5 years:

Year	API Base	Statewide Rank	Similar Schools Rank
2001	649	6	4
2002	637	5	2
2003	708	8	8
2004	731	8	9
2005	716	Not Reported	Not Reported

The improvement in test scores may be attributed to numerous factors including, but not limited to: an increased awareness in the student body for the need to take the assessment more seriously, curriculum and assessment in the classroom that is aligned to the state frameworks.

During the 2002-2003 school years, the staff determined that a major obstacle to increased test scores was student apathy toward the assessments. The staff determined to take a two-pronged approach to combat this pervasive problem. First, the counseling staff would talk to students either individually or in small groups and share the data with each student. The outcome of this was eye opening in that it appeared that students were unaware of their previous test scores; they were not aware that the staff actually looked at and used the data. Second, all staff members were given performance rosters for their classes. This allowed teachers to have one-on-one conversations with their students in regards to STAR test scores, and it also allowed teachers to see individual “gaps” within each student’s learning to better educate their students. The teachers were given performance rosters of their individual students for the year prior, allowing teachers to examine their own teaching strengths and areas of need. The improvement of student scores reflects these changes in approach. Lastly, the Renaissance rallies, promoting academic excellence, have changed the culture so that students are beginning to think that it is “cool” to be smart.

We have continuing challenges if this improvement is to be maintained. Primarily, the achievement gap must diminish. The major ethnic/racial groups on campus continue to lag far below other groups on campus. In 2003-2004, a Latino Focus Group of both parents and students was created to investigate possible interventions for this group of students. Information was delivered in both

English and Spanish. Since the group no longer meets, we must investigate ways to address the needs of Latino students as well as those of other underperforming groups.

We believe that the addition of the Freshman Foundation classes has provided a solid base for freshmen to succeed in school. A survey of students indicated that the freshmen thought the class valuable and that they had gained skills to help them in other classes.

Recommendation 7

The school must continue to re-visit the previous WASC recommendations to develop creative scheduling alternatives.

Response

Creative scheduling alternatives have been and continue to be a focus at Santa Clara High School. We currently have a schedule that answers some of the needs that the staff and the WASC Committee felt were needs at our school. However, we were unsuccessful at an attempt to implement a block schedule. In 2003 a yearlong study was conducted on block scheduling and a vote was held in the spring of 2004. The teaching contract states a 75% approval rate must be reached in order to change the schedule. We received 71% agreement.

We currently have in place a 7 period day with 8th period support classes. We offer a blocked class of Algebra for students who have not previously achieved success in Algebra. We offer blocked classes that combine sophomore English and World History and junior English and U.S. History classes respectively. These classes are team-taught and the curriculum is thematic in nature.

Our creative scheduling success is not limited to blocking classes. Data has shown that our freshmen students tend to be at risk. Several years ago, we had a successful program, Right Start, which provided instruction on study skills, reading and understanding content as well as social skills to a limited number of students (60). Although lack of funding and the retirement of the coordinator caused the demise of that program, we took a proactive approach and incorporated the curriculum into a Freshman Foundation class that is now available to all freshmen. Study, organizational, social, speaking, presenting, test-taking and computer literacy skills are the center of this non-academic support class. Students are enrolled for a year, however, each quarter is graded independently, e.g. nine weeks in computer literacy, nine weeks in foundation, and then they repeat the cycle. When students successfully complete computer literacy, they have fulfilled the technology requirement to graduate.

Recommendation 8

The school needs to increase the school wide focus of ESLRs from one to two or more.

Response

We have added a third ESLR and now concentrate on the following three:

- ☆ Students will be effective communicators
- ☆ Students will be self directed learners
- ☆ Students will be contributing citizens

CHAPTER 4 . . . SELF STUDY FINDINGS

A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

A1. To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels?

To what extent is the school's purpose supported by the governing board and the central administration and further defined by expected schoolwide learning results and the academic standards?

Santa Clara High School's vision is posted in all classrooms. During the last WASC cycle, the vision was revisited and improved to be more inclusive. In addition, our mission statement and ESLRs are posted on the school's website. Communication of these expectations is evident through school posters, course and classroom standards, and incorporation into school guides. We need to continue to revisit both the mission statement and vision because of our high rate of teacher turnover.

The school's purpose and goals are based on State Standards, ESLRS, graduation requirements, and student needs. The standards and ESLRs are supported by the district administration and approved by the School Board.

- School Website
- Student Planner and Student Handbooks
- Staff Handbook
- Classrooms
- School Site Council
- SPT binders

- Board minutes
- District vision

A2. To what extent does the governing board have policies and bylaws that are aligned with the school’s purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board regularly monitor results and approve the single plan and its relationship to Local Educational Association (LEA) plan?

Originally, our ESLRs were derived from the federal SCANS (Secretary’s Commission on Achieving Skills) through a collaborative effort with the business community, teachers and the district. Each school then developed its ESLRs from that document. The district periodically reviews and revises the ESLRs and asks school staffs to do the same.

In the past few years, the district has placed emphasis on content standards by creating “District Essential Knowledge.” They have initiated *Understanding By Design* trainings. The district also has an assessment coordinator, who regularly interprets data and informs sites accordingly. The district is aware of our progress and meets regularly with site administrators and department chairs to examine achievement. Additionally, the district and the School Board approve our SPSA plan on a yearly basis.

Santa Clara High developed its own staff development due to some frustration with some of the district’s staff development. One of the major issues that surfaces in many surveys is the lack of time to collaborate and discuss. We initiated an Early Out Wednesday and a Late Start Thursday to address this issue. When one of our Vice-Principals took over the leadership of the other high school, both schools arranged their schedules to coincide so that staff development and collaboration was extended. The district administration and the School Board supported this so enthusiastically, that the district approved the Late Start Thursday schedule to include all the secondary schools.

The district and school board support efforts by school staff to improve student achievement within economic confines. This has been difficult due to the major cuts for the past few years. However, we have used both department funds and funding from SIP to promote achievement.

- District department chair meeting agendas
- District newsletter
- School Board Meeting minutes

- District department chair agendas
- District newsletter

- Thursday collaboration
- SIP minutes
- SPT binders
- Department meeting notes
- Board meeting notes

- School budget
- SIP minutes

A3. To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

Data has become the driving force for staff development. When we first started to work with data, we did not always have the availability of the district assessment coordinator, nor was much information posted on websites. We had to glean statistics almost by hand. At the time, we had the services of a corporate volunteer who helped us to gather and to understand the statistics.

Once data became available on websites it became more readily accessible. Department chairs received special training to use data on School City on the county education site. Now we have difficulty in allocating enough time to utilize the information. We hope develop a method to coordinate and to correlate that information.

The SPSA is revised and reviewed yearly by the staff before School Site Council approves it and then it is sent to the district to take to the Board for approval. We use the information from the Action Plan to guide our staff development.

- SPT binders
- SPSA plans
- UHSL documents
- Site Council minutes

- District department chair agendas
- CDE website
- SCCOE website

- School Site Council
- Funding requests

A5. To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

The School Planning Team (SPT) is responsible for most whole staff professional development. The SPT examines, compares, and deciphers data to identify student needs, then organizes staff development for inservice days and Thursday collaboration days. A good example of this is our Latino Focus for 2004-05. After looking at data, we realized that our Latino students needed additional support. We had several night meetings with parents and students, as well as day meetings with just students. Due to a loss of staff, we have not continued this effort as rigorously this year. However, this year's Urban Leadership group is collecting data on Latino student behaviors in classrooms. We hope to use their findings to refocus our efforts to improve their achievement.

Both the WASC plan and SPSA provide action items which have evolved from data examination. When forming the WASC plan, all staff examined data to help us arrive at a third goal. Departments also regularly look at student achievement data to better discern if we are meeting student needs. The English Department created what is now the district final and it is assessed collaboratively district-wide. The instrument is then reassessed in terms of validity and equity. The results are reported back to the department and assessment and curriculum is adjusted accordingly. Similar finals are given and examined in Mathematics, Social Studies, and Science. This has been a valuable asset in creating UBD units that address student needs.

- SPT minutes
- Latino focus binders

- Focus Group binders
- Latino Parent Night announcements

- Department finals
- UBD units

A6. To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?

We have had a 40% cut in district funds that has taken a toll on many student services. The loss of a full counseling position and a half-time administrative position has impacted both students and teachers. Teachers are faced with increased class sizes and less administrative support. The cuts in personnel in the office and custodial staff also have affected the climate of the school

- UTSC
- District budget

The District Office handles the organization and distribution of materials. Every seven years, a department goes through the textbook adoption cycle. In the first year of adoption, the department pilots multiple materials from different publishers. At the end of that academic year, the department recommends materials for Board approval. In general, department funds, library funds, and fundraisers provide for other necessary materials. The library has subscribed to new online databases, accessible from home, to address student needs. One area of concern is the Freshman Foundation/Computer Literacy and the Computer application classes, which are not part of the seven-year cycle and may not receive any funding for computer books, unless the teacher is part of the ROP program.

- Department rubrics, green sheets
- District Essential Knowledge
- Shannon Potts, textbook adoption coordinator

In the year 2000, SCHS received a Digital High School grant worth \$500,000. Three labs were built; laptops and other incentives were provided for teachers who took 30 hours of training; software and server hardware were purchased, two years of technology training for the staff was provided, and an on-site technician supported. Then the funds were cut. The loss of technology support has forced teachers and students to seek creative ways to maintain equipment. Today, the equipment is outdated, much of the equipment is in disrepair and parts are unavailable. We rely on the student Tech Crew and an occasional volunteer to help with maintenance. A few staff members volunteer their help outside of their teaching day depending on time and expertise. This is a hardship on both teachers and students. There is less access to necessary resources to complete course requirements. Wireless laptops, purchased for the library through a grant from the Superintendent's office, are also outdated. The district purchased a web-storage program called weblockrz. This has relieved the stress on the site server, since students can access their work from home.

- Digital High grant
- Site Tech Liaison

SCHS has added a new Science building and Performing Arts Center. From the nature center to having room to building sets for theatrical performances, our students value these improvements. Due to construction, students and teachers are confronted with detours, relocated classrooms, and a lot of noise.

- Librarian
- District Information Technology Group (ITG)
- Bond office
- Student/Staff surveys

Special Education students receive support from their case managers as well as aides in the classroom. Since we have mainstreamed students, both Special Ed teachers and aides work in the classrooms directly with students. However, we continue to have increased numbers of students who have special needs and this has impacted our budget districtwide.

First year and intermediate ELL students are in a two-hour block for language acquisition. If they are freshman, they are enrolled in a combination ELL Freshman Foundation/Computer Lit course for a year. There are a limited number of aides to help new students and we have no aides who speak Spanish.

- Special Ed staff
- Aides

- ELL Coordinator
- Aides

B STANDARDS-BASED STUDENT LEARNING: CURRICULUM

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results?

SCHS students participate in a comprehensive, standards based curriculum that supports the achievement of the ESLRs and academic standards. Students have access to all courses since we have moved to open enrollment. The only exceptions are grade level requirements or pre-requisite coursework.

The district works with site administrators and department chairs to align curriculum with the Essential Knowledge Standards and state standards. The standards and tests are evaluated yearly based on student performance data. Articulation between middle and high school teachers has been ongoing and ensures students a sequence of standards from middle school to high school. Successful completion of district final exams in Mathematics, English, Science, and Social Studies demonstrate student achievement of the standards. English Language learners, though they attend sheltered classes, also take district finals. Special education students participate in mainstream classes and take district finals with teacher modifications and differentiation strategies.

SCHS curricular departments have focused on building rigorous and coherent coursework. In World Language, a standard of achievement has been set for all students before they can move on to the next course level. The English department has set up a summer reading program for all students to read a minimum of one novel and students are given a writing assessment based on the novel in the fall. The district writing assessment also raises the bar for both English teachers and students. All district English teachers come together to standardize expectations and then assess each other's student work. In the Physical Education department the curriculum is also based on standards and students are required to pass common curricular tests. The Computer Literacy course is based on district, state and national technology standards.

The Social Studies Department has standardized their expectations through department rubrics. Each rubric has set a high level of achievement, but allows teachers to manipulate its content for their class. Throughout most departments, a common "green" sheet or syllabus has been established. This ensures that students receive the same rigorous coursework no matter the teacher.

Most of the curricular goals of departments also incorporate the ESLRs. The American and World Studies multimedia final exam has

- Course Handbook
- Essential Knowledge Standards
- District Finals

- Graduation Requirements
- ELL coordinator
- Special Education Department
- District test data
- District in-service agendas

- World Language Department
- English Department
- PE Department
- Math Department chair
- Social Studies Department
- Computer Literacy/Freshman Foundation Department
- Vice Principal of Curriculum

- English/Social Studies Department

- Performing Arts Department

been designed to address all ESLRs. It also meets the additional technology multimedia requirement for graduation. Some samples of major assignments or projects that incorporate the ESLRs include the English Department's junior research paper, called the *I-Search*, which promotes informed productive thinking, self-directed learning, information processing, and effective communicating; the Science Department's nature center where students are contributing citizens and collaborative workers; and the drama, music and art productions of the Performing/Visual Arts program, which highlight the effective communicator, self-directed learner and contributing citizen ESLRs.

The American and World Studies program has been functioning for 10 years. In this block program, English and History teachers collaborate on curriculum and assessments to give students a more coherent approach. For example while students are learning about the Great Migration and the Harlem Renaissance from a historical standpoint, they are reading Langston Hughes poems in English. The courses also share an essential question for the year, which again creates deeper understanding for students.

Lastly, we have made great efforts to establish schoolwide connections across curricular areas. The UHSL team has created a curricular map to show departments similarities and themes. The map is still under construction and will have more implications in the future.

- Social Studies Department
- Science Department
- English Department
- Visual/Performing Arts Department

- American/World Studies teachers

- UHSL team curricular map
- Focus group binders

B2. To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?

The freshman counselor visits the Freshman Foundations classes to begin the planning of the students' direction towards high school graduation, college admission, and/or the work world. The Course Catalogue has the four-year plan and students are encouraged by their counselors to keep it up-to-date. In addition, we subscribe to **Career Cruising**, an online program that allows students to develop a personal portfolio with grades, interest assessments, career information, research schools and training institutions, develop résumés, and to check pay scales in any state. They start this assessment in the freshman Computer Literacy course.

- Freshman Foundations syllabus
- Counseling
- Course Catalogue
- CareerCruising.com

SCHS has developed several opportunities for students to explore vocational opportunities. Currently, we have a Health and Human services pathway and an Engineering Technology Pathway. These programs offer guest speakers, field trips, and a core of curriculum that delves deeply into each area. The district office offers a full time director of School-to-Career who helps coordinate the program and activities. We also have several ROP (Regional Occupation Program) courses, supported by CCOC (Central County Occupational Center). We would like to see more student involvement in each area.

- Curricular Pathways leaders
- Other teachers of electives
- District School to Work Coordinator, Tabitha K. Hurley

Vocational courses exist in computer and engineering technology, health and human services, automobile mechanics, foods, graphic arts and video production. Additionally, we participate in Santa Clara County's vocational program called the CCOC. Students travel by bus to the center where they learn everything from Cosmetology to Visual Communication. In February this year, we had a night for parents to attend a 10-minute presentation from teachers of School-to-Career electives.

A full time classified person runs the College/Career Center, providing students with counseling on college entrance requirements, the application processes, scholarship applications, and career opportunities. The Career Center offers guest speakers from colleges and universities, trade schools, and the armed forces. Additionally, several teachers bring speakers from a variety of trade schools into their classrooms.

- Career Center counselor

Our counseling staff has regular student meetings and parent nights to communicate information on PSAT tests, SAT tests, UC and CSU, Community Colleges, and financial aid. Incoming freshmen attend the spring Open House Night to learn about courses at Santa Clara.

- Counseling staff
- Teachers

B3. To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

SCHS has a high graduation rate of over 95% that hovers well above the state average. Over 85% of our students have passed the CAHSEE exam, which is a requirement for graduation this year. For the students who haven't yet passed the CAHSEE, we offer a math and English prep course.

We have found that some students struggle to meet the algebra graduation requirement. To remedy this problem, we created a two-hour Algebra block for freshmen who have struggled with math and a special class for juniors who have previously failed algebra.

The Freshman Foundation course is a non-academic course that includes study, note-taking and literacy skills, as well as interpersonal and social skills. These skills have helped our students in other classes as well. In fact, there is an exchange of strategies between the teachers of the foundation classes and other subject areas.

We offer an 8th period English skills class for students who are short English credits. Students also have opportunities to take remedial courses during the summer as well as courses at community colleges for both enrichment and remediation. Adult Ed offers night classes for students who need units. Wilson High School and New Valley High School provide an alternative education path for some of our students.

- Graduation rates CDE
- CAHSEE results CDE

- Math Department

- Freshman Foundation lesson

- Master Schedule
- Transcripts
- Adult Ed catalogue

C STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1: To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?

At Santa Clara High School, students are involved in challenging learning experiences to develop proficiency, meet the California content standards, and achieve the ESLRs. The Counseling Department works with all teachers to encourage our students to do well in school. Students meet with counselors in small groups and sometimes individually to discuss student achievement. As a result, we have a high rate for graduation, our API scores have risen dramatically in the last six years and we have met our AYP growth targets since 2002.

Course offerings include a wide range of academically rigorous courses, supplemental support classes, and enrichment in the visual/performing arts and other electives. All courses are linked to the ESLRs with many major assignments incorporating the ESLRs into the rationale and assessment.

Teachers have been involved in developing Essential Knowledge Standards based on the California State content standards. Staff development time and resources have been used to align the curriculum in each content area to these Essential Knowledge Standards and to articulate the scope and sequence of curriculum with the middle schools. Using the methods advocated in *Understanding By Design*, essential questions and backwards planning have been used to map curriculum and set curricular priorities.

New AP course offerings and an open enrollment policy have increased the number of students who have access to the most challenging curriculum at our school. To meet the needs of the student population struggling to meet standards, a new pilot program has been implemented where students are given two periods of Algebra I daily. Beginning and Intermediate ELL are also offered as an extended class period to give students more time focused on language acquisition.

Special Education students have equal access to all curricular offerings including the more rigorous academic classes. Special Education teachers or aides are placed in those classes to support mainstreamed students. For students who need additional support, sheltered courses are available to meet their needs.

- API/AYP
- Counselors
- ESLRs

- Course Catalogue

- Essential Knowledge/State Standards
- UBD
- Department Agendas/Minutes
- Department Content Maps

- Enrollment statistics

- Special Education department

C2: To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Teachers at Santa Clara employ a wide variety of teaching strategies that are supported by educational pedagogy, including Wiggins and McTighe’s work on backwards planning, Gardner’s multiple intelligences, and Marzano’s work on assessment and differentiation. Courses typically require students to complete a variety of tasks including student-centered projects and problem-solving activities that emphasize individual and group learning strategies.

Technology is used in the core curricular areas for direct instruction, development of lesson plans, and student experiences and projects. Computer Literacy is one of the graduation requirements for all students. Intel sponsors the technology training that is offered through the District’s BTSA program. This training requires the development of technology-centered lessons.

The math department is piloting an online support curriculum, *Agile Mind*. A grant from Hewlett Packard provided hand-held devices for some math classes. Another grant from Hewlett Packard supports a program to promote cross-curricular use of survey design and statistical analysis by students in science, math and technology classes.

Freshmen Foundations has partnered with the librarian to develop several assignments that integrate technology information literacy skills with the ESLRs. The librarian models the use of these literacy skills for all content area teachers through trainings on turnitin.com, support for the development and implementation of student research projects, and the development of an extensive body of online subscription resources accessible through the school website. All teachers are required to document their use of technology in the classroom on the CTAP annual online survey.

Students have access to a variety of experiences that engage them in using higher order thinking skills, incorporate the ESLRS, and supplement their learning in the classroom. Girls Achieving in Non-traditional Subjects (GAINS) holds workshops with speakers from the fields of science, math and engineering as well as field trips to colleges and universities. Students who are interested in engineering and robotics compete in the Tech Challenge held at the Tech Museum of Innovation. Teams of students spend months designing a robotic project, based on the theme of the year, and documenting their process for the competition. Our students have won awards at these competitions for their excellent designs and documentation.

-
- UBD
- Lesson and unit plans
- Course syllabi

- Math department
- Technology Liaison
- School website

- Math department

- Freshman Foundations
- Librarian
- California State Technology Survey (CTAP)

- GAINS

- Tech Challenge

Career Day workshops and job shadowing are an opportunity for students to explore career options through field trips and workshops put on by community members and businesses. Biology students participate in an annual whale watching fieldtrip that gives them the opportunity to study the classroom concepts in a real life context. The AP Biology classes have also established a native plant garden on campus to practice concepts from the content standards. Students who participate in Mock Trial are given a case, work with a community lawyer, and compete against local schools in presenting their case. **Spread the Words** (Teen Read Week), is an annual event celebrating literacy and good books. Students, teachers and community members present their favorite books to classes who come to the library. This event helps to support the California state standard that all secondary students will read 25 texts a year. The College Expository Writing class takes a trip to the San Jose State University library to work on research projects and learn about the resources available in support of the 12th grade English Language Arts content standards.

- School-to-Career Advisor
- Science department
- Mock Trial advisor
- Library
- School-to-Career Coordinator
- College Expository Writing course

D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?

SCHS uses formal assessment tools to report to all stakeholders. Data on student achievement is gathered routinely through progress reports, quarterly, and semester grades. This information is sent directly to parents. This assessment information is available to SCUSD staff, but not to the public except in the form of graduation data. The AP exam, SAT I and II, PSAT, and ASVAB are examples of test results that are reported to parents, students, and SCUSD staff, but not to the community at large. Conversely, ELL, STAR, and CAHSEE testing results are reported to all stakeholders. These results are regularly posted by the State API website, Santa Clara County Office of Education, local newspapers, District bulletins, and the PTSA newsletters. Specific and individual student results are mailed home to parents with guides to explain how to interpret test scores. At the beginning of each school year, teachers also receive a report about their new students, enumerating previous testing results.

Utilizing state and district standards, individual teachers and departments have both coordinated and independent assessments. English, Math, Science, and Social Science departments have initiated coordinated assessments. Departments have also made strides in aligning grading procedures and setting achievement standards. For instance, the math department has eliminated Ds from their grading scale and the English department sets standards for papers and assesses student papers from another teacher. Grades are issued at the end of each quarter and progress reports are sent out in between to parents of students who are in danger of failing. Seniors in danger of failing receive additional support, to encourage success, from the senior counselor. Additionally, the Counseling Department promotes weekly progress reports for any parent, coach, or student requesting it. This one page gold paper is taken to each teacher and filled out accordingly. The Special Education Department does bi-weekly grade and progress checks on their students as well the annually scheduled IEPs, which requires parent involvement.

- Registrar
- Curriculum and Assessment Vice Principal
- CDE website
- San Jose Mercury-News
- District postings
- PTSA newsletter

- Curriculum and Assessment VP
- Green sheets
- Common finals

- Counseling Department

- Special Education Department

D2. To what extent do teachers employ a variety of assessment strategies to evaluate student learning? To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

Teachers employ a variety of assessment strategies to evaluate students and to modify their curriculum and instructional practices. While most teachers use traditional assessments of student performance such as end-of chapter, unit, or semester based tests, an increasing number of teachers utilize portfolios, performance assessments and rubrics, and individual student interviews to assess student performance. Many departments have a districtwide assessment tools used during final exams. Currently we have no formal method of tracking, recording, or evaluating assessments given within individual classrooms. However, within departments, data collection is occurring with improvement annually. At this time, outside assessments (STAR and CAHSEE) are the primary driving force behind curricular changes.

Teachers and departments have been developing a variety of assessment tools, including student self-assessment. The Social Studies Department has developed digitized rubrics that are standard at every grade level. The digital aspect allows teachers to adjust the rubric for the appropriate standards and particular assignments. The English Department has established a writing portfolio system wherein students collect writing samples each year. This then follows them to their new English teacher, which allows for a more comprehensive look at student writing as well as articulation between teachers. Both the Science and Mathematics departments have developed subject matter common finals, based on standards. The World Language Department has developed oral exams, in addition to very creative student performance assessment tools. Our elective courses all offer performance assessments from baked muffins, to photographs, to powerpoint presentations. The American Studies and World Studies programs have developed a cumulative assessment, where students choose a thesis and support it using the various units and novels they studied during the year. This final exam also includes a self-assessment and group assessment evaluation.

- Focus group binders
- Department evidence

- District assessments
- Department Chairs
- Focus Group binders

- Social Studies Department
- English department
- Math and Science departments
- World Language Department
- Electives Department Chairs

- American and World Studies teachers

D3. To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

The district office has a position dedicated to gathering data, disaggregating it, and distributing it to applicable stakeholders. This process enables the SPT, departments, and other stakeholders to better access complicated data. Additionally, the district offers data support through the ELL and Special Education programs.

- Shannon Potts

Our district has also purchased access to the School City website, which allows school and district personnel to disaggregate data in a number of ways. This enables groups like the SPT to access and examine very specific areas of data.

- School City Website

SCHS lacks a system to monitor ESLRs. Only informal and anecdotal evidence can be provided for achievement of ESLRs.

- SPT minutes

D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school’s program, its regular evaluation and improvement and usage of resources?

The Single Plan for Student Achievement focuses our attention on statistical evidence of achievement or lack of achievement. From the analysis of this data, we are directed to develop our Action Plan. The action plan goals and steps are a direct result of data interpretations fused with the ESLRs. We have also looked at site data, such as students receiving Ds and Fs as well as students receiving disciplinary action. This data, though more difficult to compile, helps in determining our SPSA goals.

This improved assessment and program evaluation is also how we have discovered what is working at SCHS. An example of this is how we discovered that SCHS students have greatly benefited from the 9th grade class size reduction. This gave us the opportunity to show the district and school board how important this program was and that it should not be one of the budgetary cuts. Additionally, our focus on literacy over the past 6 years has greatly benefited our students as evidenced in the English/Language Arts STAR test scores.

Currently, we have no specific assessment that examines ESLR achievement; however the ESLRs are fused into assessments schoolwide. For instance, the American Studies and World Studies finals evaluate “information processing,” “collaborative workers,” “self-directed learners,” and “productive thinking.” These ESLRs are included within the grading rubric. Through this process individual teachers are able to see where students are lacking in their ESLR achievement.

The Site Council will allocate money to individuals who link their request to the ESLRs and SPSA goals.

- SPSA
- SPT minutes

- Vice Principal of Discipline

- Class size

- Budget cuts hearings
- STAR testing data

- American Studies final

- Site Council binder

E 3: To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

Students receive support in a variety of ways. Freshmen take Freshmen Foundations, a class designed to help them make the transition to high school successfully by providing the necessary social and academic skills. In this class, students create a four-year plan with the support of their instructors and the 9th grade counselor. All students receive support from counselors in taking a program of classes that meet each individual's goals. The Student Assistance Team looks at students who are struggling and works with teachers, administrators, students, and parents to support students emotionally and academically.

The Special Education Department maintains Individualized Education Plans for all of the students within that program. IEP meetings with teachers and parents and their case managers, support these students. One of the methods of support includes the development of a contract that may specify behaviors and academic standards.

Our school psychologist focuses on the testing and support of our Special Education population, and Bill Wilson Center volunteer counselors provide emotional support. Students who qualify for modifications under Section 504 of the Rehabilitation Act receive services from counselors, teachers, health and the school psychologist. These provisions have benefited many of our Special Education and 504 students; however, there is still a gap between the proficiency of mainstream students and our students with special needs. Our ELL students also receive the support of an ELP plan and additional support from paraprofessionals, but they, like our Special Education population, frequently score lower on standards based exams and the CAHSEE.

- Freshmen Foundations
- Counselors

- Student Assistance Team

- IEPs

- School Psychologists
- Bill Wilson Center

- ELPs
- 504s
- Psychologist

- ELL Coordinator

E 4: To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

All students have access to personal support services including: counselors, school psychologists, Bill Wilson Center volunteers, and the Student Assistance Team. At-risk students benefit from the services of our Community Resource Police Officers and our Youth Intervention Specialist from the California Outreach program for gang prevention. Migrant Education provides additional support for our students from migrant families and the Sobrato Foundation assists our students who are homeless or in transitional housing.

Wilson and New Valley alternative high schools provide an opportunity for our students who are not succeeding in a traditional school setting to make up missing credits. Our School-to-Career programs give students opportunities to explore their interests and develop skills in vocational areas. Our students with specific vocational interests take academic classes at Santa Clara High for half of their day, and then

who need an independent learning environment can apply to the District’s Middle College program at Mission Community College and participate in college level courses while completing their high school requirements. Our students with more vocational interests apply to the CCOC program, take their academic classes on site, and then attend vocational courses on the CCOC campus. All students may make up credits or take enrichment coursework at the district’s summer school, community colleges or at Adult Education.

The Career Center assists students with career and college planning. The Center has regular presentations from universities, colleges, the military, and a variety of vocational programs. The Santa Clara Community and Teen Center provides social and creative opportunities for our students including school dances, study groups, and theater performances. A developing intramural sports program, athletics, and annual student-staff sporting events are other opportunities for student involvement. In addition to community uses, the Performing Arts Center highlights guest authors, drama and music productions, and *Day of the Arts*. School Site Council, Link Crew and the Leadership class provide student leadership opportunities. Yearbook and *The Roar* newspaper are created by and for students. The Nature Area was created and is maintained by biology students.

There are many clubs and other groups on campus for student involvement in a variety of activities and interests. The Student Body Office maintains a current list of active student groups and calendars all events.

- Counselors
- Psychologists
- Community resources

- Wilson/New Valley
- School-to-Career Program
- Middle College Program

- CCOC
- Summer School

- Career Center
- Community and Teen Center
- Intramural Sports
- Athletics

- Visual and Performing Arts Center
-
- The Nature Area

- Student Body Office

CHAPTER 5 . . . SCHOOLWIDE ACTION PLAN

ACTION PLAN . . . AREA 1

AREA FOR IMPROVEMENT		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 Socioeconomically Disadvantaged. Our goal is to close this achievement gap.						
RATIONALE		We need our students to meet content standard and demonstrate content area proficiency regardless of race, ethnicity, disability, or socioeconomic status.						
ESLRS EMPHASIZED		Contributing Citizens Collaborative Workers Effective Communicators						
#	ACTIVITIES	PERSON(S) RESPONSIBLE	RESOURCES	ASSESSMENT	YEAR			REPORTING
					1-2	3-4	5-6	
1	Improve instructional strategies and materials	<ul style="list-style-type: none"> ▪ District Office Curriculum & Instruction ▪ Administrators ▪ School Planning Team (SPT) ▪ Teachers 	<ul style="list-style-type: none"> ▪ Staff development ▪ Collaboration time ▪ Research based best practices ▪ District Data Co-coordinator 	<ul style="list-style-type: none"> ▪ CST Scores ▪ Academic GPA ▪ UC/CSU Eligibility ▪ Lesson plans ▪ Assignment sheets 	E D	I	O	<ul style="list-style-type: none"> ▪ PTSA newsletter ▪ SPSA
2	Create courses that meet the needs of underrepresented students	<ul style="list-style-type: none"> ▪ Administration ▪ Teachers 	<ul style="list-style-type: none"> ▪ Counselors ▪ Staff development ▪ AVID training ▪ Career and College Resource Center 	<ul style="list-style-type: none"> ▪ Student course requests ▪ UC/CSU eligibility 	E D I	O	O	<ul style="list-style-type: none"> ▪ Course catalog ▪ Course requests

#	ACTIVITIES	PERSON(S) RESPONSIBLE	RESOURCES	ASSESSMENT	YEAR			REPORTING
					1-2	3-4	5-6	
3	Increase culturally relevant and reading level specific library resources for curriculum enrichment	<ul style="list-style-type: none"> ▪ Librarian ▪ Staff 	<ul style="list-style-type: none"> ▪ Library funds ▪ SIP 	<ul style="list-style-type: none"> ▪ Library checkouts ▪ Lesson plans 	E D I	O	O	<ul style="list-style-type: none"> ▪ PTSA Newsletter ▪ Website ▪ Library checkout records
4	Use research based strategies to create diverse curriculum	<ul style="list-style-type: none"> ▪ SPT ▪ SIP ▪ Teachers ▪ Departments 	<ul style="list-style-type: none"> ▪ SIP ▪ Collaboration time ▪ Speakers 	<ul style="list-style-type: none"> ▪ Classroom snapshots ▪ Student surveys 	E D I	O	O	<ul style="list-style-type: none"> ▪ SPSA ▪ PTSA
5	Recruit and retain staff who are ethnically diverse	<ul style="list-style-type: none"> ▪ Human Resources ▪ Administration ▪ Teacher Mentors ▪ Department Chairs ▪ Staff 	<ul style="list-style-type: none"> ▪ Human Resources ▪ Job fairs ▪ District website ▪ BTSA teachers 	<ul style="list-style-type: none"> ▪ CBEDs (staff ethnicity and longevity) 	E D O	O	O	<ul style="list-style-type: none"> ▪ SPSA ▪ PTSA Newsletter
6	Provide staff diversity training	<ul style="list-style-type: none"> ▪ SPT ▪ Administration 	<ul style="list-style-type: none"> ▪ SIP ▪ District Office ▪ Speakers ▪ Staff development 	<ul style="list-style-type: none"> ▪ Classroom snapshots ▪ Needs Assessment surveys 	E D I	O	O	<ul style="list-style-type: none"> ▪ SPSA ▪ Staff meeting agendas ▪ PTSA Newsletter ▪ Website
7	Provide inspirational speakers for students	<ul style="list-style-type: none"> ▪ Administration ▪ Staff 	<ul style="list-style-type: none"> ▪ ASB funds ▪ SIP ▪ PTSA ▪ Speakers 	<ul style="list-style-type: none"> ▪ Student surveys ▪ Student interviews 	E D I	O	O	<ul style="list-style-type: none"> ▪ SPSA ▪ PTSA Newsletter ▪ Website ▪ Student newspaper
8	Review and revise course prerequisites	<ul style="list-style-type: none"> ▪ VP of Curriculum and Instruction ▪ Department Chairs 	<ul style="list-style-type: none"> ▪ Staff 	<ul style="list-style-type: none"> ▪ Grades ▪ Increased course requests for UC/CSU courses 	I O	O	O	<ul style="list-style-type: none"> ▪ Course Catalog ▪ Counselors ▪ Student/Parent Handbook ▪ PTSA Newsletter
9	Provide a resource/tutoring room with materials and equipment for students to complete assignments and projects	<ul style="list-style-type: none"> ▪ Principal ▪ District Office ▪ Staff ▪ Architect ▪ Counselors 	<ul style="list-style-type: none"> ▪ Supplies/equipment for students ▪ Qualified personnel to supervise and tutor ▪ Late bus 	<ul style="list-style-type: none"> ▪ Check-in log ▪ Student surveys ▪ Grades 	E D I	O	O	<ul style="list-style-type: none"> ▪ PTSA Newsletter ▪ District newsletter ▪ Website ▪ Student/Parent Handbook ▪ SPSA

ACTION PLAN ... AREA 2

AREA FOR IMPROVEMENT		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.						
RATIONALE		We need to support all students in meeting content standards and demonstrating subject area proficiency.						
ESLRS EMPHASIZED		Information Processors Collaborative Workers Informed Productive Thinkers						
#	ACTIVITIES	PERSON(S) RESPONSIBLE	RESOURCES	ASSESSMENT	YEAR			REPORTING
					1-2	3-4	5-6	
1	Gather and analyze available assessment data	<ul style="list-style-type: none"> ▪ SPT ▪ VP of Curriculum and Instruction ▪ Departments ▪ District Assessment Coordinator 	<ul style="list-style-type: none"> ▪ Test scores ▪ Grade reports ▪ District Assessment Coordinator 	<ul style="list-style-type: none"> ▪ Data documents ▪ Analysis of results 	O	O	O	<ul style="list-style-type: none"> ▪ School Site Council ▪ Staff meetings ▪ Department meetings ▪ Counselors ▪ Report on analysis results
2	Develop a means to determine student needs as a basis for creating a Personal Learning Plan (PLP) for each student	<ul style="list-style-type: none"> ▪ Counseling ▪ Administration ▪ Departments ▪ Students ▪ Teachers 	<ul style="list-style-type: none"> ▪ Department time ▪ Staff development ▪ Technology support ▪ District Assessment Coordinator 	<ul style="list-style-type: none"> ▪ Student Needs Assessment ▪ PLP in place for each student 	E D	I O	O	<ul style="list-style-type: none"> ▪ Department meetings ▪ Staff meetings ▪ School Site Council
3	Develop a cross-curricular scope and sequence curriculum map to create themes, to use common curricular language, and to build cross-curricular links	<ul style="list-style-type: none"> ▪ Departments ▪ SPT ▪ VP of Curriculum and Instruction 	<ul style="list-style-type: none"> ▪ Collaboration time ▪ Training in curriculum mapping ▪ Lesson plans 	<ul style="list-style-type: none"> ▪ Curricular map ▪ Department progress reports ▪ Increased student proficiency ▪ Increase in cross-curricular projects 	D I	O	O	<ul style="list-style-type: none"> ▪ Department meetings ▪ Staff Development agendas ▪ Department Chair agendas ▪ Website ▪ District Department Chair agendas ▪ Curricular map

#	ACTIVITIES	PERSON(S) RESPONSIBLE	RESOURCES	ASSESSMENT	YEAR			REPORTING
					1-2	3-4	5-6	
4	Continue to develop curriculum in Freshman Foundation to support CST skill areas	<ul style="list-style-type: none"> ▪ Administration ▪ Freshman Foundation teachers 	<ul style="list-style-type: none"> ▪ Collaboration time ▪ Planning release time 	<ul style="list-style-type: none"> ▪ Green sheets ▪ Assessment tools ▪ CST data 	D I	O	O	<ul style="list-style-type: none"> ▪ Course outlines ▪ Green sheets ▪ Department meetings

ACTION PLAN ... AREA 3

AREA FOR IMPROVEMENT		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.						
RATIONALE		We need students to perform better academically in an environment in which they feel a sense of responsibility, belonging and ownership.						
ESLRS EMPHASIZED		Contributing Citizens Collaborative Workers Effective Communicators						
#	ACTIVITIES	PERSON(S) RESPONSIBLE	RESOURCES	ASSESSMENT	YEAR			REPORTING
					1-2	3-4	5-6	
1	Explore and develop a daily advisory/tutoring period and/or a non-traditional schedule to support student achievement	<ul style="list-style-type: none"> ▪ Administration ▪ SPT ▪ Staff ▪ Counselors 	<ul style="list-style-type: none"> ▪ United Teachers of Santa Clara ▪ Staff development ▪ Collaboration time ▪ SIP 	<ul style="list-style-type: none"> ▪ Staff survey ▪ Student survey ▪ Frequency of teacher referrals 	E D	I O	O	<ul style="list-style-type: none"> ▪ School website ▪ PTSA newsletter ▪ Staff meetings
2	Create a peer counseling program for student well-being	<ul style="list-style-type: none"> ▪ SPT ▪ Administration ▪ Link Crew ▪ Counselors 	<ul style="list-style-type: none"> ▪ SIP ▪ District support ▪ Peer Counseling trainer ▪ Peer Counseling training (Santa Clara University) 	<ul style="list-style-type: none"> ▪ Surveys ▪ Peer Counseling logs 	E D I	O	O	<ul style="list-style-type: none"> ▪ School website ▪ PTSA ▪ Newsletter ▪ Staff meetings ▪ SPSA
3	Hold a major workshop annually to focus on social issues and to build a sense of community	<ul style="list-style-type: none"> ▪ Activities Director ▪ SPT ▪ Staff ▪ Community resources 	<ul style="list-style-type: none"> ▪ Collaboration time ▪ SIP ▪ Parents 	<ul style="list-style-type: none"> ▪ Student / Staff evaluation ▪ Parents 	E D I	I O	O	<ul style="list-style-type: none"> ▪ School website ▪ PTSA ▪ Newsletter ▪ Staff meetings ▪ School calendar
4	Create more opportunities for extracurricular interaction among staff and between staff and students to improve relationships and school pride	<ul style="list-style-type: none"> ▪ Activities Director ▪ Staff ▪ SAC ▪ SPT 	<ul style="list-style-type: none"> ▪ Time ▪ SIP ▪ Bus schedule ▪ Leadership 	<ul style="list-style-type: none"> ▪ Student / Staff surveys ▪ Student / Staff interviews 	E D I	O	O	<ul style="list-style-type: none"> ▪ School website ▪ PTSA newsletter ▪ Staff meetings

#	ACTIVITIES	PERSON(S) RESPONSIBLE	RESOURCES	ASSESSMENT	YEAR			▪ REPORTING
					1-2	3-4	5-6	
5	Update the school website frequently to improve communication	<ul style="list-style-type: none"> ▪ Staff ▪ Administration ▪ PTSA ▪ Technology students ▪ Parents 	<ul style="list-style-type: none"> ▪ Time ▪ Training ▪ Technology Support ▪ SIP 	<ul style="list-style-type: none"> ▪ Website ▪ PTSA survey 	E D I	O	O	<ul style="list-style-type: none"> ▪ School website ▪ PTSA newsletter ▪ SPSA ▪ Staff meetings
6	Improve communication among stakeholders (Staff, district personnel, administration, parents, and middle schools)	<ul style="list-style-type: none"> ▪ SPT ▪ Staff 	<ul style="list-style-type: none"> ▪ Newsletters ▪ Forums ▪ Website ▪ Time ▪ Weblockrz ▪ SIP 	<ul style="list-style-type: none"> ▪ Surveys ▪ Translated Newsletters ▪ Agendas 	O	O	O	<ul style="list-style-type: none"> ▪ Community meeting ▪ PTSA meetings ▪ New Newsletter ▪ Staff meetings ▪ School Site Council meetings ▪ SPSA