SELF-STUDY VISITING COMMITTEE REPORT

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

SANTIAGO HIGH SCHOOL
12342 Trask Avenue
Garden Grove, CA 92843

Garden Grove Unified School District

March 13-16, 2011

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Chapter I: Student/Community Profile

School Demographic Information

Santiago High School is one of seven comprehensive high schools (grades 9-12) in the Garden Grove Unified School District serving families from the communities of Santa Ana and Garden Grove with a student enrollment of 2,315.

Santiago High School's student body is comprised of 79% Hispanic/Latino, 16% Asian, 3.5% White, and 1% other. Currently, 39% of the students are English learners, 10% are special education, and 81% of the students receive free/reduced lunch. The language proficiency data has remained fairly constant. Santiago High School provides programs for 946 (40%) English Learners and 234 (6.8%) Special Education students. In 2009, 85% of students identified a home language other than English, 43% of students were designated as English Learners (89% Hispanic and 10% Asian) and 42%were designated as Fluent English Proficient (78% Hispanic and 22% Asian).

According to the 2010 School Demographic Report from the CDE website, parent education levels at Santiago HS are as follows: 40% indicated Not a High School Graduate, 10% indicated High School Graduate, 20% indicated Some College, 30% indicated College Graduate, and zero reported Graduate School.

Analysis of Student Achievement Data

Santiago met the API indicators, high school graduation target, and test participation for AYP in 2009 and 2010, but did not meet the school-wide targets in 2010 along with the subgroup performance in 2009 and 2010, which led to Year 1 Program Improvement status.

Annual Measureable Achievement Objectives

API

Year	**2007**	**2008**	**2009**	**2010**
API Indicator Target	**590**	**620**	**650**	**680**
Actual Growth API	711	720	712	716

Graduation Rate

Graduation Rate Target	**82.9%**	**83.0%**	**83.1%**	**90.0%**
Rate for AYP year	93.7%	97.1%	92.3%	93.1%

Test Participation

Test Participation	**2007**	**2008**	**2009**	**2010**
ELA Target Participation	**95.0%**	**95.0%**	**95.0%**	**95.0%**
School-wide	97.0%	98.0%	100.0%	98.0%
Asian **	100.0%	100.0%	100.0%	100.0%
Hispanic	96.0%	99.0%	99.0%	98.0%
SED	96.0%	98.0%	100.0%	98.0%
EL	96.0%	99.0%	99.0%	98.0%
Spec Ed **	77.0%	95.0%	99.0%	97.0%
Math Target Participation	**95.0%**	**95.0%**	**95.0%**	**95.0%**
School-wide	99.0%	100.0%	99.0%	99.0%
Asian **	100.0%	100.0%	100.0%	100.0%
Hispanic	99.0%	100.0%	99.0%	98.0%
SED	99.0%	100.0%	99.0%	98.0%
EL	99.0%	99.0%	99.0%	98.0%
Spec Ed **	97.0%	100.0%	99.0%	97.0%

Adequate Yearly Progress (AYP)

ELA				
	2007	2008	2009	2010
Target	22.3%	33.4%	44.5%	55.6%
School	40.3%	48.7%	42.1%	45.6%
Hispanic	34.4%	42.8%	38.3%	39.6%
Asian	65.6%	80.0%	62.0%	76.6%
SED	39.6%	44.9%	39.9%	42.1%
EL	22.1%	32.9%	20.6%	25.4%
Spec Ed	2.4%	8.5%	6.7%	17.9%

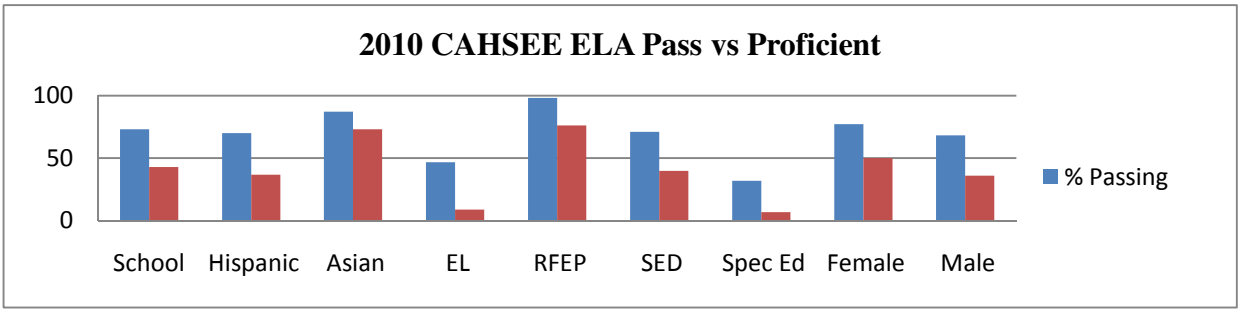
Math				
	2007	2008	2009	2010
Target	20.9%	32.2%	43.5%	54.8%
School	49.0%	51.1%	49.6%	47.0%
Hispanic	42.6%	44.8%	43.1%	40.3%
Asian	76.6%	89.9%	82.3%	83.1%
SED	47.4%	49.2%	47.5%	44.1%
EL	34.4%	39.1%	34.7%	31.6%
Spec Ed	9.4%	4.1%	22.0%	17.9%

Santiago High School demonstrated overall growth in the percent proficient in ELA from 2007 to 2010, but did not meet the AYP school-wide and subgroup targets in 2009 and 2010. The percent proficient in math declined since 2008. The percent of English learner students and students with disabilities scoring proficient is below the overall school total.

CAHSEE ELA 10th grade Passing Rates

Passing Rates	Santiago High School				GGUSD	Orange	California
ELA	2007	2008	2009	2010	2010	2010	2010
School	77	79	77	73	83	86	80
Hispanic	75	76	75	70	74	76	74
Asian	82	89	87	87	92	95	91
EL	54	58	57	47	56	48	41
RFEP	98	98	98	98	98	96	92
SED	76	76	76	71	79	75	72
Spec Ed	26	28	46	32	36	43	37
Female	82	83	76	77	85	89	84
Male	71	74	78	68	80	84	77

The percent passing the CAHSEE in ELA declined from 77% in 2009 to 73% in 2010. All groups decreased from 2009 to 2010, except for Asian and RFEP student subgroups. Passing rates have decreased since 2008, except for Special Education, which increased sharply in 2009, then decreased in 2010. Passing rates for English learners decreased significantly between 2009 and 2010.



Trends between Passing vs. Proficient/Advanced showed the smallest gap within the Asian subgroup and the largest gap is within the EL subgroup. The data indicated a significant performance gap between the RFEP and the EL subgroups.

Disaggregated 2010 CAHSEE ELA (actual English Learner performance as opposed to the combined EL/RFEP [3 years or less] that is used for AYP purposes)

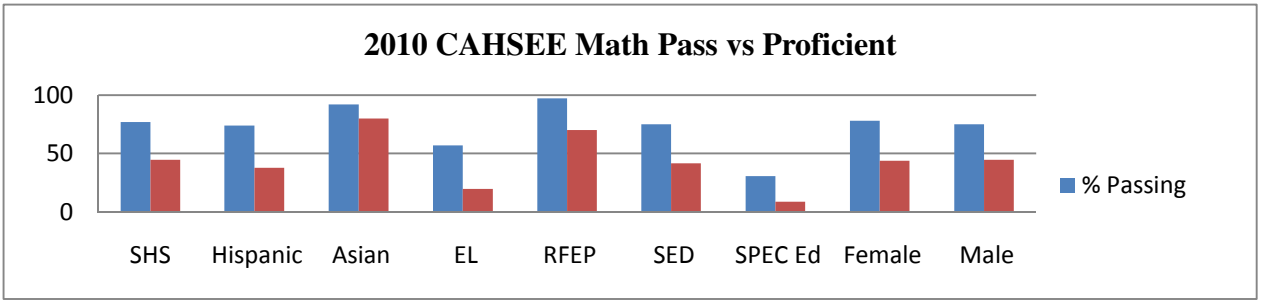
2010 CAHSEE ELA			Reading			Writing		
% correct	% Passing	% Proficient	Word Analysis	Reading Comp	Lit Response	Strategies	Convention	Essay
School	73	43	69	76	75	63	73	2.5
Hispanic	70	37	67	75	73	61	72	2.4
Asian	87	73	77	85	84	75	83	2.8
EL	47	9	57	65	62	47	62	2.1
RFEP	98	76	81	87	87	79	84	2.8
SED	71	40	68	75	74	61	73	2.4
SWD	32	7	51	56	55	41	54	1.9
Female	77	50	71	78	77	66	76	2.6
Male	68	36	68	74	73	60	71	2.4

According to the disaggregated CAHSEE ELA data, the average percent correct was lower in Writing Strategies followed by Word Analysis and Writing Conventions. The average percent correct was lower for English learners and students with disabilities.

CAHSEE Math 10th Grade Passing Rates

10th Grade % Passing in **CAHSEE Math**							
	Santiago High School				GGUSD	Orange	California
Year	2007	2008	2009	2010	2010	2010	2010
School	79	80	81	77	86	87	81
Hispanic	76	76	78	74	77	78	75
Asian	91	97	93	92	97	98	96
EL	61	63	66	57	68	59	53
RFEP	96	97	98	97	97	95	91
SED	77	78	79	75	83	78	75
Spec Ed	30	26	44	31	41	46	39
Female	81	82	78	78	87	88	82
Male	76	78	83	75	85	87	81

The percent passing the CAHSEE in Math declined from 81% in 2009 to 77% in 2010. All groups showed a decrease from 2009 to 2010. Trends for passing the CAHSEE in Math increased from 2007 to 2009, except for Special Education.



Trends between Passing vs. Proficient/Advanced in Math mirror the trends found in ELA and show the smallest gap within the Asian subgroup and the largest gap in the EL subgroup. One of the largest performance gaps between subgroups is between the RFEP and the EL subgroups.

Disaggregated 2010 CAHSEE Math (actual English Learner performance as opposed to the combined EL/RFEP [3 years or less] that is used for AYP purposes)

2010 CAHSEE Math			Average % Correct				
% correct	% Passing	% Proficient	Prob. & Stat.	Number Sense	Algebra & Functions	Measure & Geometry	Algebra 1
School	77	45	71	68	73	62	60
Hispanic	74	38	69	65	70	59	57
Asian	92	80	84	83	87	80	82
EL	57	20	60	56	61	50	49
RFEP	97	70	83	79	84	74	72
SED	75	42	70	66	72	61	59
Spec Ed	31	9	51	47	51	41	39
Female	78	44	72	67	73	62	61
Male	75	45	71	68	73	62	59

According to the disaggregated CAHSEE Math data, the school-wide avergae percent correct was lower in Algebra 1 compared to the other standards, followed by Measurement and Geometry, and Number Sense. The average percent correct was lower for English learners and students with disabilities.

Academic Performance Index (API)

	Base						Growth			
	2004	2005	2006	2007	2008	2009	Target	2010	Change	Met
API State-wide Rank	4	4	5	6	6	5				
API Similar Schools Rank	10	9	10	10	10	9				
Growth API School-wide	644	671	682	711	720	714	5	716	2	No
Asian	785	831	834	838	861	853	A	846	-7	No
Hispanic	611	639	666	684	692	687	6	689	2	No
Socioeconomically Disadvantaged (SED)	636	658	687	702	713	703	5	701	-2	No
English Learners (EL)		639	666	679	661	644	8	629	-15	No
Students with Disabilities		385	394	434	446	491	15	478	-13	No

Santiago failed to make its API growth target in both 2009 and 2010. The English Learner and Students with Disabilities subgroups declined in 2010.

California Standards Tests (CSTs)

The CST results are mixed. A significant gap exists between the progress made by all subgroups on the California Standards Tests when compared to the English learner subgroup regardless of ethnicity.

CST ELA – Disaggregated by language and grade level

% Proficient or Advanced by Grade and English Fluency										
CST	Language	9th			10th			11th		
		2007	2008	2009	2007	2008	2009	2007	2008	2009
ELA	SHS	44	42	38	30	35	34	28	27	32
ELA	FEP/EO	69	70	62	51	56	54	45	44	47
ELA	EL	14	8	7	5	7	7	4	2	4

2010 CST ELA			
% Proficient or Advanced			
	9th	10th	11th
All Students	50%	34%	34%

The percent proficient on the 2010 ELA CST increased for 9th and 11th grade students and remained the same for 10th grade students compared to 2009. The percent of English learner students scoring proficient was well below the overall school total and RFEP students from 2007-2009.

CST Math – Disaggregated by language and grade level

% Proficient/Advanced on the CST by Grade and English Fluency													
CST	Language	9th			10th			11th			All		
		2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Algebra 1	SHS	10	8	12	4	5	11	3	8	0	7	7	12
Algebra 1	FEP/EO	15	11	21	3	0	16				11	9	19
Algebra 1	EL	7	7	7	4	7	8	4	11	0	6	7	7
Geometry	SHS	27	12	14	9	3	2	2	5	4	13	7	7
Geometry	FEP/EO	32	11	17	10	5	2	2	7	0	18	8	10
Geometry	EL	6	15	4	8	2	2	1	2	5	5	5	3
Algebra 2	SHS	88	85	58	44	32	24	11	11	5	34	31	19
Algebra 2	FEP/EO	88	85	58	45	32	25	12	12	6	38	35	23
Algebra 2	EL				33	29	17	11	11	4	19	16	9
High School Sum	SHS				77	56	71	30	33	27	37	38	35
High School Sum	FEP/EO				76	56	70	30	34	28	38	39	37
High School Sum	EL							25			29		

2010 Math	
% Proficient/Advanced	
Algebra I	23%
Geometry	4%
Algebra 2	19%
Summative Math	24%

The percent proficient on the 2010 Math CST increased in Algebra I (12% in 2009 to 23% in 2010), decreased in Geometry (7% in 2009 to 4% in 2010), remained the same in Algebra 2 (23% in 2009 and 2010), and declined in Summative Math (35% in 2009 to 24% in 2010). The percent of English learner students scoring proficient or advanced is well below the overall school total and RFEP students.

CST History/Social Science - Disaggregated by language and grade level

% Proficient or Advanced by Grade and English Fluency													
CST	Language	9th			10th			11th			All		
		2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
World History	SHS	81	78	82	35	28	29	19	8	13	42	37	37
World History	FEP/EO	81	79	82	52	38	45				59	52	53
World History	EL				15	18	14	15	10		16	18	14
US History	SHS							36	49	54	36	49	54
Us History	FEP/EO							53	69	70	53	69	70
Us History	EL							13	21	27	13	21	27

2010 Social Science	
% Proficient/Advanced	
World History	39%
U.S. History	52%

The percent proficient on the 2010 History/Social Science CST increased in World History (37% in 2009 to 39% in 2010) and declined in U.S. History (54% in 2009 to 52% in 2010). The percent of English learner students scoring proficient or advanced is well below the overall school total and RFEP students

CST Science – Disaggregated by language and grade level

oficient/Advanced on the CST by Grade and English Fluency													
CST		9th			10th			11th			All		
		2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
10th Life Science	SHS				38	39	36				38	38	37
10th Life Science	FEP/EO				57	55	56				57	55	56
10th Life Science	EL				14	16	8				14	16	8
Biology	SHS	31	42	36	23	34	19	36	55	64	30	42	35
Biology	FEP/EO	49	64	55	34	55	29	68	72	79	47	64	54
Biology	EL	10	14	12	15	20	10	16	25	20	12	16	12
Chemistry	SHS				36	43	42	12	28	15	26	35	29
Chemistry	FEP/EO				39	44	46	16	35	18	30	41	34
Chemistry	EL				15		17	0	4	7	6	6	10
Earth	SHS		27		27	43	16	20	21	28	21	22	26
Earth	FEP/EO							32	38	40	33	39	37
Earth	EL						8	8	5	15	7	6	15
Physics	SHS							58	81	79	58	81	80
Physics	FEP/EO							60	85	83	60	85	83
Physics	EL												

2010 Science	
% Proficient/Advanced	
10th Life Science	37%
Biology	45%
Chemistry	36%
Earth Science	22%
Physics	61%

The percent proficient on the 2010 Science CST increased in Biology (35% in 2009 to 45% in 2010) and Chemistry (29% in 2009 to 36% in 2010), remained the same in 10th grade Life Science (37%), and declined in Earth Science (26% in 2009 to 22% in 2010) and Physics (80% in 2009 to 61% in 2010). The percent of English learner students scoring proficient or advanced is well below the overall school total and RFEP students.

Disaggregated CST Data, 2005 and 2010

.	CST Change from 2005 to 2010 by language fluency			
	% Proficient/Advanced		Number of students tested	
	English Learners	EO/IFEP/RFEP	English Learners	EO/IFEP/RFEP
ELA 9th	13	16	78	55
ELA 10th	1	9	6	83
ELA 11th	5	7	3	89
World History	2	8	43	93
US History	6	8	13	90
10 Life Science	8	9	36	58
Biology	10	20	78	32
Chemistry	19	1	60	190
Earth	10	6	0	9
Physics		14	4	27
Algebra 1	5	22	31	31
Geometry	2	12	54	65
Algebra 2	19	17	136	204
Summative HS	9	25	25	164

The disaggregated CST data by language fluency from 2005 and 2010 indicate the changes from 2005 to 2010 (decreases indicated in red font). EL students scoring Proficient/Advanced declined in upper level math and science courses (except for Summative Math and Physics).

Disaggregated CST Data, 2005 and 2010

.	CST Change from 2005 to 2010 by subgroup			
	% Proficient/Advanced			
	Hispanic	Asian	SED	Special Ed
ELA 9th	22	12	21	20
ELA 10th	7	15	6	4
ELA 11th	12	4	11	2
World History	4	12	7	8
US History	11	2	8	5
10 Life Science	6	10	4	19
Biology	16	26	16	12
Chemistry	11	17	9	*
Earth	8	*	7	5
Physics	4	*	6	*
Algebra 1	11	30	10	1
Geometry	8	12	7	6
Algebra 2	17	1	18	*
Summative HS	13	9	29	*

The disaggregated CST data by ethnicity and program from 2005 and 2010 indicate decrease in math proficiency in Geometry, Algebra 2, and Summative Math for Asian, Hispanic, SED, and Special Education sub groups.

CST/CMA ELA

SHS	2009-2010 CST/CMA English Language Arts										
2008-2009	**5**	**4**	**-3**	**-2**	**-1**	**0**	**1**	**2**	**3**	**4**	**5**
Far Below Basic						65	43	7	4	0	0
Below Basic					54	114	44	14	6	0	
Lower Basic				17	74	88	65	31	1		
Upper Basic			4	37	70	106	87	7			
Proficient		0	6	21	76	229	79				
Advanced	0	1	1	6	61	131					
# Students	0	1	11	81	335	733	318	59	11	0	0

CST/CMA Mathematics

SHS	2009-2010 CST/CMA Mathematics										
2008-2009	**5**	**4**	**-3**	**-2**	**-1**	**0**	**1**	**2**	**3**	**4**	**5**
Far Below Basic						115	89	7	2	0	0
Below Basic					190	290	65	26	11	0	
Lower Basic				27	97	39	42	24	3		
Upper Basic			12	56	25	39	44	7			
Proficient		4	78	55	59	93	20				
Advanced	0	3	5	6	24	33					
# Students	0	7	95	144	395	609	260	64	16	0	0

According to the data, 421 students maintained proficient/advanced, or fell to proficient, while 388 students moved up a band and 740 students dropped down a band in ELA (all grades). 150 students maintained proficient/advanced, or fell to proficient, while 340 moved up a band and 970 dropped down a band in math (all courses).

Title III Accountability

2009-2010 Annual Measureable Achievement Objectives (AMAO I and AMAO II)

			AMAO 1 - Annual Growth					AMAO 2 - Attaining English Proficiency					
								Less than 5 years			5 Years or More		
Code	**Type**	**LEA/School Name**	**Number of Annual CELDT Takers**	**Percent with Prior CELDT Scores**	**Number in Cohort**	**Number Met AMAO 1**	**Percent Met AMAO 1**	**Number in Cohort**	**Number Attain Eng Prof. Level**	**Percent Attain Eng Prof. Level**	**Number in Cohort**	**Number Attain Eng Prof. Level**	**Percent Attain Eng Prof. Level**
30-66522-3036555	High	Santiago High	873	99%	864	514	59.5%	146	27	18.5%	765	423	55.3%
2009- 2010 Targets							53.1%			17.4%			18.7%
2010-2011 Targets							54.6%			41.3%			43.2%

Santiago High School exceeded the 2009-2010 AMAO I and AMAO II and the 2008-2009 AMAO I and AMAO II targets (2008-2009 AMAO I was 60.7% [51.6% target] and AMAO II was 32.1% [30.6% target]).

CELDT

Santiago	2009 - 2010 CELDT								
2008 - 2009 CELDT	**-4**	**-3**	**-2**	**-1**	**0**	**1**	**2**	**3**	**4**
Beginning					25	17	3	0	0
Early Intermediate				5	41	35	3	0	
Intermediate			0	19	142	91	7		
Early Advanced		0	1	60	190	47			
Advanced	1	0	7	58	46				
Total Students	1	0	8	142	444	190	13	0	0

Of the 798 students tested, all had been with Santiago the past two years in order to provide a year to year comparison. A total of 341 were in the Advanced/Early Advanced level, 156 moved up while 301 maintained at Intermediate or below or dropped to these levels.

SHS – Hispanic EL	2009 - 2010 CELDT								
2008 - 2009 CELDT	**-4**	**-3**	**-2**	**-1**	**0**	**1**	**2**	**3**	**4**
Beginning					19	9	1	0	0
Early Intermediate				5	38	28	2	0	
Intermediate			0	17	130	86	6		
Early Advanced		0	1	56	178	41			
Advanced	1	0	7	54	36				
Total Students	1	0	8	132	401	164	9	0	0

SHS – Asian EL	2009 - 2010 CELDT								
2008 - 2009 CELDT	**-4**	**-3**	**-2**	**-1**	**0**	**1**	**2**	**3**	**4**
Beginning					6	8	2	0	0
Early Intermediate				0	1	7	1	0	
Intermediate			0	1	11	4	1		
Early Advanced		0	0	4	12	5			
Advanced	0	0	0	4	9				
Total Students	0	0	0	9	39	24	4	0	0

A total of 715 of the students tested were Hispanic (89.5%), while 76 of the students were Asian (9.5%). Seven students were other than Hispanic or Asian and make up 1% of the students tested. A closer look at the differences between the Hispanic and Asian English Learners shows that far fewer Asians dropped a level; 9 out of 76 = 12%, compared to Hispanics who dropped one or more levels; 141 out of 715 = 20%.

UC/CSU a-g completion Rates

Graduates meeting UC/CSU a-g by subgroup						
	2006	2007	2008	2009	2010	Change from 2006
School	28.9%	35.9%	34.2%	37.6%	46.7%	17.8%
Hispanic	18.1%	21.1%	27.2%	30.4%	43.0%	24.9%
Asian	67.2%	73.5%	65.6%	71.0%	67.7%	0.5%
EL	5.7%	8.4%	26.3%	24.9%	31.1%	25.4%
SED	28.3%	33.5%	36.5%	39.1%	47.5%	19.2%

The percent of students completing UC/CSU a-g requirement increased from 28.9% in 2006 to 46.7% in 2010. Hispanic, EL, and socio-economically disadvantaged student subgroups experienced greater increases over the four year period compared to Asian students.

SAT

SAT Demographics	2005	2006	2007	2008	2009	2010
# Tested all students	102	140	138	161	145	216
# Asian	no data	65		53	47	61
% Asian	no data	46%		38%	34%	28%
# Hispanic combined	no data	64		97	92	153
% Hispanic combined	no data	46%		69%	66%	71%
# Other	no data	11		11	6	2
% Other	no data	8%		8%	4%	1%

The number of students completing the SAT increased from 102 in 2005 to 216 in 2010. The number of Hispanic students completing the SAT increased significantly from 2008 to 2010.

SAT Scores

Cumulative SAT	2005	2006	2007	2008	2009	2010
12 grade enrollment	378	398	413	450	461	460
# Tested	102	140	138	161	145	216
% enrollment	27%	35%	33%	36%	31%	47%
Critical Reading	455	456	452	440	440	435
Math	480	499	473	463	475	466
Writing	NA	462	452	456	454	448

The overall trend in the number of test takers from 2005 to 2010 doubled from 102 to 216 students. Student scores declined from 2005 to 2010 in Critical Reading (from 455 to 435), Math (from 480 to 466), and Writing (from 452 to 448).

SAT Performance comparisons						
Subgroup	Hispanic combined			Asian		
Year	2008	2009	2010	2008	2009	2010
# Tested	97	92	153	53	47	61
Critical Reading	423.4	427.4	426	461	459	458
Math	434.2	450.3	448	515	523	511
Writing	441.5	442.4	440	480	473	465

Asian students scored higher than Hispanic students from 2008 to 2010 on the SAT in all areas. Asian student scores declined and Hispanic student scores increased over the same period.

ACT

Cumulative ACT	2005	2006	2007	2008	2009	2010
12 grade enrollment	378	398	413	450	461	460
# Tested	15	3	11	17	35	20
% enrollment	4%	1%	3%	4%	8%	4%
Average Score	18.3	*	17.55	19.29	19.94	18.6

The number of students completing the ACT increased from 378 in 2005 to 460 in 2010. The number of ACT test-takers has been small due to the limited number of fee waivers allotted to Santiago High School. Average scores on the ACT increased slightly from 2005 to 2010, although scores declined between 2009 and 2010.

PSAT

Cumulative PSAT 11th						
Year	2005	2006	2007	2008	2009	2010
# Tested	83	110	381	400	473	464
Critical Reading	43.9	44.4	38.1	38.2	37.1	38.4
Math	47.5	56.4	39.5	40.6	39.5	39.9
Writing	56.1	44.2	38.1	39.4	38	36

Cumulative PSAT 10th						
Year	2005	2006	2007	2008	2009	2010
# Tested	74	70	492	553	560	591
Critical Reading	43	39.7	35.3	34.1	34.4	35.4
Math	47	42.8	36.2	36.9	35.7	37.3
Writing	45.5	39.7	35.4	35.7	34.5	34.6

The number of 10th and 11th grade students completing the PSAT has increased from 2005 to 2010. The PSAT has been administered on campus since 2007. From 2007 to 2010, student scores increased slightly in Critical Reading and Math and decreased slightly in writing for 10th and 11th grade students.

AP Results

AP Results	2005	2006	2007	2008	2009	2010	% change since 2005
# Students	147	192	251	296	357	330	183%
# Tests	264	315	49	560	622	553	289%
# Passing (3+)	107	144	186	212	244	216	109%
%Passing	41	46	41	37	38	39%	-2%

The AP program has grown significantly the past 6 years from 264 to 553 tests in 2010. Overall, the numbers of students testing and the number of administered tests have more than doubled and the passing percentage has declined by 10%.

Early Assessment Program EAP (2010 CST - 11th grade EAP results sorted by the Math CST test taken. EAP is not offered to Geometry or Algebra students)

		Numbers of Students			
		Ready College Math		Ready College English	
CST Math test	# tested	Yes	No	Yes	No
Summative	232	139	93	62	170
Algebra 2	231	21	210	11	220
Geometry	60			1	59
Algebra 1	7			0	7

		% of Students within CST Test taken			
		Ready College Math		Ready College English	
Math Test	# tested	Yes	No	Yes	No
Summative	232	59.9%	40.1%	26.7%	73.3%
Algebra 2	231	9.1%	90.9%	4.8%	95.2%
Geometry	60			1.7%	98.3%
Algebra 1	7			0.0%	100.0%

The EAP program assesses the readiness for college level math and English using questions from the CST test and the additional questions that are included for juniors. Most students with a "Yes" are only conditionally ready, and depend on their course grades for a final decision.

Most 11th grade students are enrolled in Algebra 2 or higher. Students enrolled in higher level math courses (Trig/Stat, Pre-calculus, AP Stat and AP Calculus AB/BC) are more prepared for college, based on EAP results, than students taking Algebra 2 or lower. Sixty percent of the students taking the Summative Math CST were ready for college math, and 27% of those students were ready for college English.

2008-2009 High School Graduation Rate:

SCHOOL TOTALS:	**Dropouts Gr.9 (05-06)**	**Dropouts Gr.10 (2006-07)**	**Dropouts Gr.11 (2007-08)**	**Dropouts Gr.12 (2008-09)**	**Dropouts Gr.9 (05-06) through Gr.12 (2008-09)**	**Grade 12 Graduates (2008-09)**	**Graduation rate (2008-2009)**
SANTIAGO HIGH	2	7	3	21	33	446	93.1
DISTRICT TOTAL:	15	39	35	224	313	3,226	91.2
COUNTY TOTAL:	334	729	1,076	2,616	4,755	34,522	87.9
STATE TOTAL:	10,643	18,210	19,496	56,941	105,290	383,091	78.4

2007-2008 High School Graduation Rate

SCHOOL TOTALS:	Dropouts Gr.9 (04-05)	Dropouts Gr.10 (05-06)	Dropouts Gr.11 (2006-07)	Dropouts Gr.12 (2007-08)	Dropouts Gr.9 (04-05) through Gr.12 (2007-08)	Grade 12 Graduates (2007-08)	Graduation rate (2007-2008)
SANTIAGO HIGH	1	1	6	25	33	395	92.3
DISTRICT TOTAL:	26	15	50	147	238	2,886	92.4
COUNTY TOTAL:	370	371	1,051	1,967	3,759	33,317	89.9
STATE TOTAL:	10,447	10,177	22,045	50,217	92,886	376,393	80.2

The graduation rate increased from 92.3% in 2007-2008 to 93.1% in 2008-2009.

2008-2009 Dropout Rate

Ethnic Category	Reported											Adjusted			
	Grade 9 Drop outs	Grade 10 Drop outs	Grade 11 Drop outs	Grade 12 Drop outs	Ungraded Secondary Drop outs	Grade 9-12 Drop out Total	Grade 9-12 Enrollment	Grade 9-12 4-year Derived Drop out Rate	Grade 9-12 1-year Drop out Rate	Reenrolled Grade 9-12 Drop outs	Grade 9-12 Lost Transfers	Adjusted Grade 9-12 Drop out Total	Adjusted Grade 9-12 4-year Derived Drop out Rate	Adjusted Grade 9-12 1-year Drop out Rate	Grade 9-12 Cumulative Enrollment
American Indian/ Alaska Native, Not Hispanic	0	0	0	0	0	0	2	**	0	0	0	0	**	0	3
Asian, Not Hispanic	0	0	1	4	0	5	324	**6.0%**	1.5%	0	3	8	**9.6%**	2.5%	432
Pacific Islander, Not Hispanic	0	0	0	0	0	0	9	**0.0%**	0	0	1	1	**25.0%**	11.1%	13
Filipino, Not Hispanic	0	0	0	0	0	0	11	**	0	0	1	1	**	9.1%	14
Hispanic or Latino of Any Race	3	0	1	11	0	15	1,745	**3.9%**	0.9%	1	55	69	**15.3%**	4.0%	2,261
African American, Not Hispanic	0	0	0	0	0	0	13	**0.0%**	0	0	0	0	**0.0%**	0	16
White, Not Hispanic	1	0	0	0	0	1	87	**3.8%**	1.1%	0	3	4	**15.1%**	4.6%	119
Two or More Races, Not Hispanic	0	0	0	0	0	0	1	**	0	0	0	0	**	0	0
Santiago Total	4	0	2	15	0	21	2,192	**4.3%**	1.0%	1	63	83	**14.6%**	3.8%	2,859
District-wide	13	7	22	108	0	150	15,121	**4.2%**	1.0%	5	487	632	**16.0%**	4.2%	
County-wide	526	404	876	1,886	22	3,714	168,918	**8.8%**	2.2%	877	3,428	6,265	**14.3%**	3.7%	
Statewide	12,248	13,249	16,267	48,030	192	89,986	2,017,636	**17.3%**	4.5%	20,724	45,654	114,916	**21.5%**	5.7%	

2007-2008 Dropout Rate

Santiago Total	6	5	2	24	0	37	2,079	**7.5%**	1.8%	0	6	43	**8.6%**	2.1%	2,750

The 4-year reported dropout rate declined from 7.5% in 2007-2008 to 4.3% in 2008-2009. The adjusted 4-year dropout rate increased from 8.6% in 2007-2008 to 14.6% in 2008-2009.

DISTRICT GOALS 1 & 2

District Goal 1: Increase in CST band levels from year to year (minimum 50 students)

Goal 1	English Language Arts		
	2008	2009	2010
School	49%	49%	53%
Hispanic	44%	44%	49%
Asian	76%	71%	71%
RFEP	67%	67%	69%
EL	28%	28%	32%
SED	48%	46%	51%

Goal 1	Mathematics		
	2008	2009	2010
School	26%	30%	31%
Hispanic	21%	26%	26%
Asian	50%	51%	53%
RFEP	33%	36%	36%
EL	19%	24%	27%
SED	25%	29%	30%

Students are more successful at meeting Goal 1 in English compared to math. The percent of English learners meeting the district goals is significantly lower than the other subgroups except for Hispanic students in mathematics.

District Writing Test (percent of students scoring 3 or higher)

District Writing Assessment results					
Score 3+	2007	2008	2009	2010	Change
9th	45%	49%	51%	54%	9%
10th	52%	54%	50%	57%	5%
11th	44%	59%	54%	52%	8%
12th	45%	75%	69%	77%	32%
School	47%	59%	55%	59%	12%
Ave score	2.37	2.59	2.56	2.63	0.26

Student scores on the district writing test increased from 2007 to 2010 for 9th and 10th grade students and declined for 1tth and 12th grade students.

Student Grades (D and F Rates)

2009/10 Second Semester D and F							
Department	Total Students	D's	F's	% D's	% F's	% D's and F's	%C or better
English	2220	352	331	15.9	14.9	30.8	69.2
Social Studies	1585	172	88	10.9	5.6	16.4	83.6
Science	1700	260	200	15.3	11.8	27.1	72.9
Math	2074	382	259	18.4	12.5	30.9	69.1
ELD	135	22	13	16.3	9.6	25.9	74.1
World Language	1232	127	104	10.3	8.4	18.8	81.3
AVID	355	42	59	11.8	16.6	28.5	71.6
Visual Arts	612	43	30	7.0	4.9	11.9	88.1
Performing Arts	218	24	4	11.0	1.8	12.8	87.2
Business/CTE	225	50	35	22.2	15.6	37.8	62.2
ROP	524	46	14	8.8	2.7	11.5	88.6
PE	1291	133	208	10.3	16.1	26.4	73.6
SPED	566	71	13	12.5	2.3	14.9	85.1

The percent of students with grades of C or higher is lower in English (69.2) and Mathematics (69.1) compared to Social Science (83.6) and Science (72.9) in 2010.

Attendance, Suspensions and Expulsions

Suspension/Expulsion Report		2006/07		2007/08		2008/09		to 3/9/10	
CBEDS Enrollment		2007		2081		2193		Discipline Report	
# students and % students with unexcused absence or tardy > 30 minutes on 3 or more days		186/9.27%		309/14.85%		286/13.04%		NA	
Ed Code	Description	Exp	Susp	Exp	Susp	Exp	Susp	Exp	Susp
48900 (a1)	Physical Injury	1	46		36		48		51
48900 (a2	Use of Force		2		4		1		1
48900 (b)	Dangerous Object				2		5		1
48900©	Controlled Substance		16	1	8		26		31
48900 (f)	Vandalism		5		3		19		15
48900 (g)	Theft	1	10		7		6		5
48900 (h)	Tobacco						1		2
48900 (i)	Obscenity		3		2		16		4
48900 (j)	Paraphernalia		3		1		5		4
48900 (k)	Defiance		22		49		96		70
48900 (l)	Stolen Property		3		2		1		3
48900 (m)	Imitation Firearm		3						
48900 (t)	Aiding & Abetting								1
48900.4	Harassment		2		5		4		5
48915 (b)	Possession Controlled					1			
48915©	Brandishing weapon			2					
Total		2	115	3	119	1	228	0	193

The percent of students with an unexcused absence/truancy/tardy, based on the October CBEDS data, increased from 9.27% in 2007 to 13.04% in 2009.

Suspensions increased from 115 in 2007 to 228 in 2009. The number of suspensions in 2010 up to March 9, 2010 was at 193 – on par with the 2009 figures. The areas of increase are for Controlled Substances, Vandalism and Defiance. The possession, use and sale of the controlled substance, Ecstasy has been a rising problem in the district and at Santiago High School the last two years due in part, to its relatively inexpensive cost and issues with detection. According to the Safe and Healthy Kids Program Office, Santiago is not (and has never been) at risk as being "persistently dangerous."

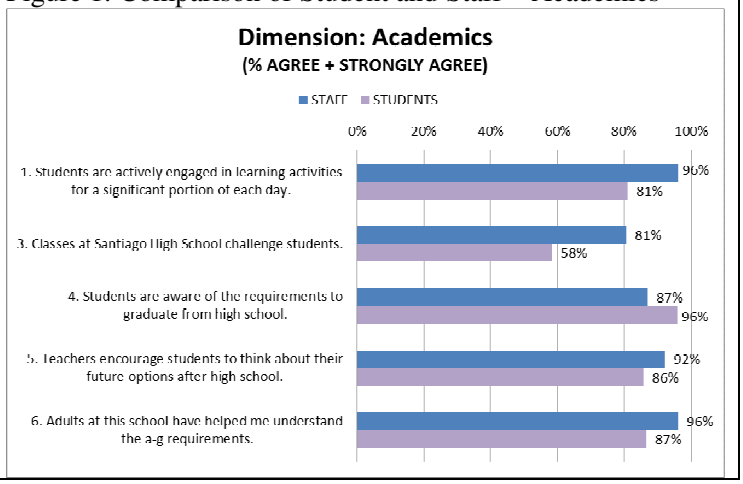
Survey Data

Three surveys were developed by the Orange County Department of Education for Santiago High School and administered to students, staff and parents. The student survey was administered to all Santiago High School students during fourth period via paper and pencil in spring 2010. A total of 2,006 students completed the survey (92% of the student population). The staff survey was administered to all Santiago High School staff via an online protocol (A total of 61 staff members completed the survey in spring 2010). The parent survey was administered to a random selection of Santiago High School parents via a telephone interview in the parent's home language (A total of 199 parents completed the phone interview survey in spring 2010).

Comparison of Student & Staff Survey Responses

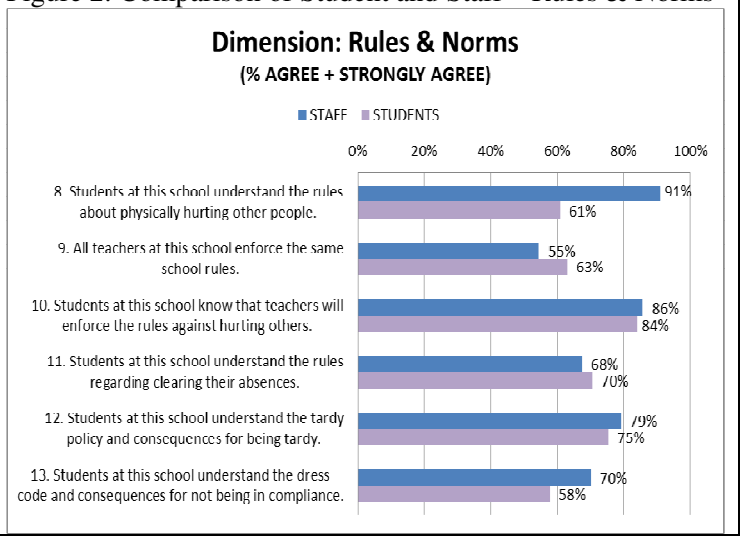
Although more than half of the student and staff responses agreed/strongly agreed with five dimensions of academics on the survey, the students' perception of challenging classes at Santiago High School was significantly lower than the staff responses (58% of the students agreed that classes at Santiago High School were challenging compared to 81% of the staff responses). The focus groups discussed the different definitions of challenging that existed between departments and the preparation of the students for classes, depending on the course.

Figure 1. Comparison of Student and Staff – Academics



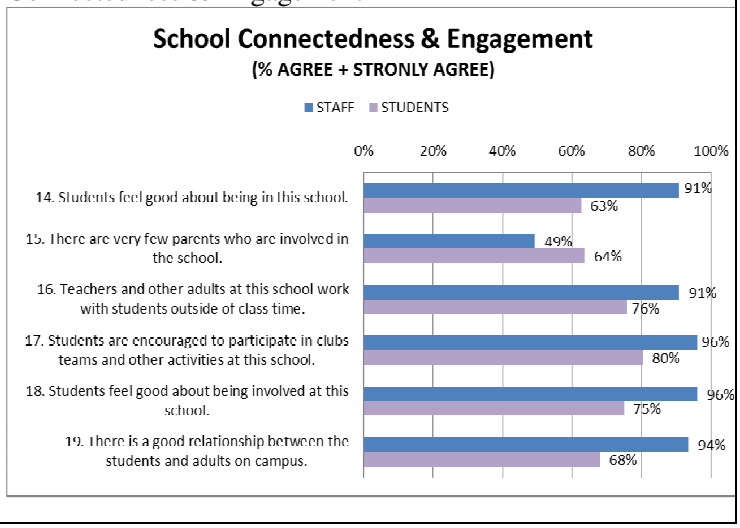
According to the data from the survey, students and staff responses differed significantly in three dimensions of school rules and norms. Students' understanding of the rules about physically hurting other people differed between students and staff (91% of staff agreed/strongly agreed versus 61% of students). Students and staff also differed in their responses on consistent teacher enforcement of school rules (63% of students agreed/strongly agreed whereas 55% of teachers agreed/strongly agreed) and student understanding of the dress code (58% of students agreed/strongly agreed whereas 70% of teachers agreed/strongly agreed). Focus groups discussed the discrepancy about enforcing the rules and which rules were the most important for everyone to enforce consistently.

Figure 2. Comparison of Student and Staff – Rules & Norms



The survey data on School Connectedness and Engagement caused the most concern in focus groups as more than a third of students responded that they did not feel good about being at Santiago. Discussions were mainly devoted to finding ways to increase student and parental involvement. The focus group perception is that involved students feel good about being at school.

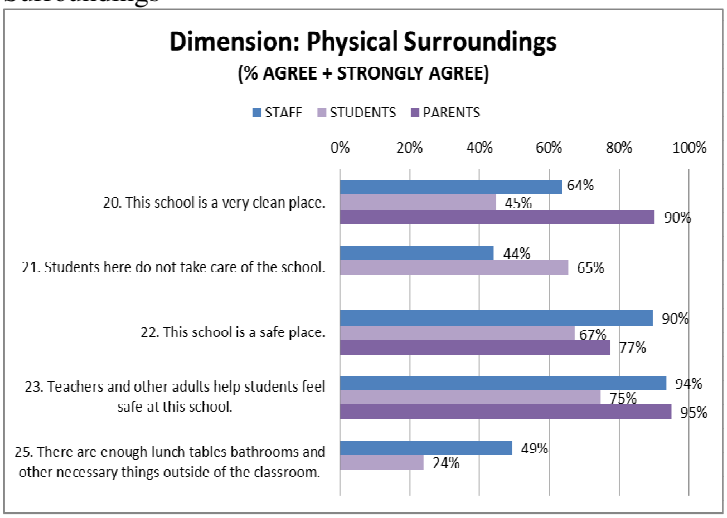
Figure 3. Comparison of Student and Staff – School Connectedness & Engagement



The responses from the survey on physical surroundings were mixed on school safety and cleanliness. According to the responses on school safety, more than two-thirds of the staff, students, and parents agreed/strongly agreed that Santiago is safe. The responses on school cleanliness and adequate facilities illustrated different perceptions between staff and students (65% of student responses agreed/strongly agreed that students do not take care of the school compared to 44% of staff responses).

Focus groups discussed the discrepancy between the student responses and the responses by staff and parents on school cleanliness, safety, and adequate lunch tables and bathrooms. This dimension was closely linked to the dimension on connectedness (about feeling good to be at Santiago).

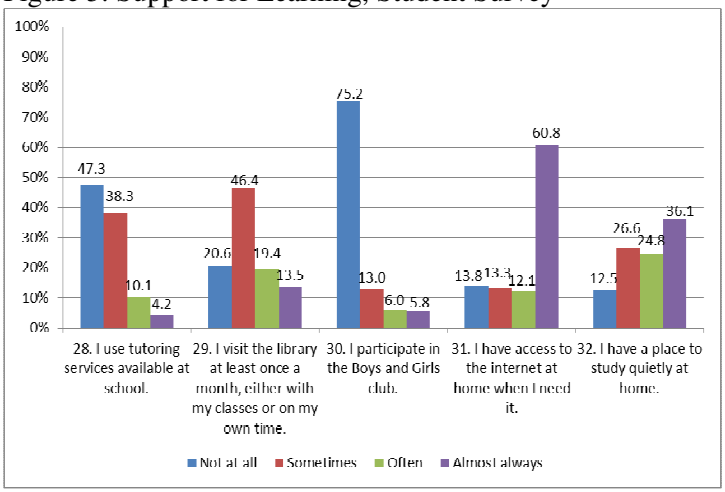
Figure 4. Comparison of Student, Staff & Parent – Physical Surroundings



According to the survey responses on support for learning, 47% of the students indicated that they did not use tutoring services, 46% indicated that they sometimes visited the library, and 75% responded that they did not participate in the Boys and Girls Clubs.

The Focus Groups discussed how to better utilize the Boys & Girls club as a resource, in addition to the other services provided by the school.

Figure 5. Support for Learning, Student Survey



Comparison of Student & Parent Responses

Responses from students and parents were compared regarding support for learning at home. Seventy-three (73%) percent of students reported that they often or always had access to the internet at home, which was slightly higher than what parents reported. Also, parents reported that their students had a quiet place to study at home (87% often or always), which was higher than what students report (61%).

Figure 6. Percent of Parent Responses to Items 12-17 (N=199)

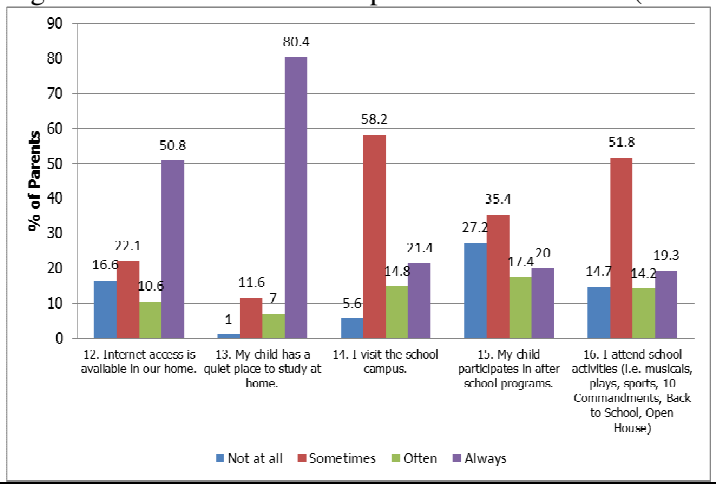


Table 1 summarizes student responses by EL and English Only students regarding preferred methods of instruction in each content area. Bolded values indicate the most preferred method.

Table 1. Preferred Method of Instruction by Content Area and Student Language Fluency

		% of Students	
		EL	EO
English	**Lecture Only (teacher talks, students take notes)**	**26.9%**	18.2%
	Lecture with some discussion (lecture with some whole class discussion)	22.0%	24.9%
	Lecture, discuss, practice (i.e. student partner practice and/or pair share...)	20.4%	21.6%
	Discussion (debate, philosophical chairs, Socratic seminar...)	16.3%	**25.4%**
	Demonstrations/Modeling	4.1%	2.1%
	Small groups (gallery walk, learning stations, rotation, lab...)	10.2%	7.8%
Social Studies	**Lecture Only (teacher talks, students take notes)**	14.9%	**20.2%**
	Lecture with Some Discussion (lecture w/some whole class discussion)	**23.5%**	19.5%
	Lecture, discuss, practice (i.e. student partner practice and/or pair share...)	18.6%	19.0%
	Discussion (debate, philosophical chairs, Socratic seminar...)	17.2%	18.6%
	Demonstrations/Modeling	9.0%	4.8%
	Small groups (gallery walk, learning stations, rotation, lab...)	16.7%	17.9%
Math	Lecture only (teacher talks, students take notes)	18.8%	16.9%
	Lecture with some discussion (lecture w/ some whole class discussion)	14.0%	12.8%
	Lecture, Discuss, Practice (i.e., student partner practice, pair share...)	**41.2%**	**46.4%**
	Discussion (debate, philosophical chairs, Socratic seminar...)	1.6%	2.2%
	Demonstrations/Modeling	12.0%	12.3%
	Small groups (gallery walk, learning stations, rotation, lab...)	12.4%	9.5%
Science	Lecture only (teacher talks, students take notes)	19.4%	17.7%
	Lecture with some discussion (lecture with some whole class discussion)	12.8%	14.3%
	Lecture, discuss, practice (i.e. student partner practice and/or pair share...)	14.5%	20.6%
	Discussion (debate, philosophical chairs, Socratic seminar...)	11.6%	5.3%
	Demonstrations/Modeling	**21.9%**	**23.0%**
	Small groups (gallery walk, learning stations, rotation, lab...)	19.8%	19.0%
World Languages	Lecture only (teacher talks, students take notes)	16.1%	13.9%
	Lecture with some discussion (lecture with some whole class discussion)	16.6%	19.7%
	Lecture, Discuss, Practice (i.e. student partner practice, pair share...)	**26.0%**	**29.8%**
	Discussion (debate, philosophical chairs, Socratic seminar...)	15.7%	11.0%
	Demonstrations/Modeling	10.3%	8.4%
	Small groups (gallery walk, learning stations, rotation, lab...)	15.2%	17.1%
Electives	Lecture only (teacher talks, students take notes)	12.8%	13.1%
	Lecture with some discussion (lecture with some whole class discussion)	12.3%	9.3%
	Lecture, discuss, practice (i.e. student partner practice and/or pair share…)	13.2%	12.5%
	Discussion (debate, philosophical chairs, Socratic seminar...)	11.5%	9.3%
	Demonstrations/Modeling	**31.1%**	**34.1%**
	Small groups (gallery walk, learning stations, rotation, lab...)	19.1%	21.8%

EL and EO student survey responses were similar in their preferences of instruction in Mathematics (lecture, discuss, practice), Science (demonstrations/modeling), World Languages (lecture, discuss, practice), and Electives (demonstrations/modeling). EL students preferred lecture only in English classes and lecture with some discussion in social science whereas EO students preferred discussion in English classes and lecture only in social science.

Table 2 summarizes the frequency of instructional methods among teachers at Santiago High School.

Table 2. Teaching Methods Used by Teachers (N=64).

		Number of Teachers	Percent of Teachers
Lecture Only (teacher talks, students take notes)	Often	4	6%
	Sometimes	23	36%
	Rarely	**23**	**36%**
	Never	14	22%
Lecture with Some Discussion (lecture with some whole class discussion)	Often	24	38%
	Sometimes	**26**	**41%**
	Rarely	9	14%
	Never	5	8%
Lecture, Discuss, Practice (i.e. student partner practice and/or pair share...)	**Often**	**54**	**83%**
	Sometimes	9	14%
	Rarely	2	3%
	Never	0	0%
Discussion (debate, philosophical chairs, Socratic seminar...)	Often	11	17%
	Sometimes	**22**	**34%**
	Rarely	15	23%
	Never	16	25%
Demonstrations/Modeling	**Often**	**49**	**75%**
	Sometimes	14	22%
	Rarely	2	3%
	Never	0	0%
Small Groups (gallery walk, learning stations, rotation lab...)	**Often**	**29**	**45%**
	Sometimes	26	41%
	Rarely	8	13%
	Never	1	2%

Based on the responses in Table 2, teachers at Santiago High School report using a variety of methods for teaching. The two most common methods used include Lecture/Discuss/Practice (83% - Use Often) and Demonstrations/Modeling (75% - Use Often). Responses indicated that the teachers in the departments of Social Science, Mathematics, Science and AVID use the method Lecture/Discuss/Practice most often. The most common method for teachers in the departments of English, Mathematics, Arts (Visual & Performing) and ELD was reported as Demonstrations/Modeling.

Visiting Committee Summary of Student Performance Data

Santiago met the API indicators, high school graduation target, and test participation for AYP in 2009 and 2010, but did not meet the school-wide targets in 2010 along with the subgroup performance in 2009 and 2010, which led to Year 1 Program Improvement status. Scores for English learners and students with disabilities declined in 2010.

Santiago High School demonstrated overall growth in the percent proficient in ELA from 2007 to 2010, but did not meet the AYP school-wide and subgroup targets in 2009 and 2010. The percent proficient in math declined since 2008. The percent of English learner students and students with disabilities scoring proficient is below the overall school total.

The percent passing the CAHSEE in ELA declined from 77% in 2009 to 73% in 2010. All groups showed a decrease from 2009 to 2010 except for Asian and RFEP student subgroups. ELA passing rates have decreased since 2008, except for Special Education, which increased sharply in 2009, then decreased in 2010. The largest decrease in performance was for EL from 2009 to 2010. According to the disaggregated CAHSEE ELA data, the average percent correct was lower in Writing Strategies followed by Word Analysis and Writing Conventions. The average percent correct was lower for English learners and students with disabilities.

The percent passing the CAHSEE in Math declined from 81% in 2009 to 77% in 2010. All groups showed a decrease from 2009 to 2010. The data indicated a significant performance gap between the RFEP and the EL subgroups. According to the disaggregated CAHSEE Math data, the school-wide average percent correct was lower in Algebra 1 compared to the other standards, followed by Measurement and Geometry, and Number

Sense. The average percent correct was lower for English learners and students with disabilities.

Santiago failed to make its API growth target in both 2009 and 2010. The English Learner and Students with Disabilities subgroups declined in 2010. The CST results are mixed. A significant gap exists between the progress made by all subgroups on the California Standards Tests when compared to the English learner subgroup regardless of ethnicity. Student proficiency rates increased on the CSTs between 2009 and 2010 in 9th and 11th grade ELA, Algebra I, World History, Biology, and Chemistry. Student proficiency rates remained the same on the CSTs in 10th grade ELA, Algebra 2, and 10th grade Life Science. Student proficiency rates declined on the CSTs in Geometry, Summative Math, U.S. History, Earth Science and Physics. The percent of English learner students scoring proficient on all CSTs was well below the overall school total and RFEP students from 2007-2010.

English learner students made progress in acquiring English proficiency as measured by the CELDT. Santiago High School met/exceeded the AMAO I and AMAO II targets in 2008-2009 and 2009-2010.

The percent of students completing UC/CSU a-g requirement increased from 28.9% in 2006 to 46.7% in 2010. Hispanic, EL, and socio-economically disadvantaged student subgroups experienced greater increases over the four year period compared to Asian students.

The number of students completing the SAT increased from 2008 to 2010, however student scores did not demonstrate an overall pattern of improvement over a three to five year period on all three assessments. The number of Hispanic students completing the SAT increased significantly compared to the number of Asian student test-takers. Student scores on the SAT declined from 2005 to 2010 in Critical Reading (from 455 to 435), Math (from 480 to 466), and Writing (from 452 to 448). Asian students scored higher than Hispanic students from 2008 to 2010 on the SAT in all areas. Asian student scores declined and Hispanic student scores increased over the same period. Average scores on the ACT increased slightly from 2005 to 2010, although scores declined between 2009 and 2010. Student scores increased slightly on the PSAT in Critical Reading and Math and decreased slightly in writing for 10th and 11th grade students from 2007 to 2010.

The AP program has grown significantly the past 6 years from 264 to 553 tests in 2010. Overall, the numbers of students testing and the number of administered tests have more than doubled and the passing percentage has declined by 10%.

The graduation rate increased from 92.3% in 2007-2008 to 93.1% in 2008-2009 and the 4-year reported dropout rate declined from 7.5% in 2007-2008 to 4.3% in 2008-2009.

Student writing scores declined on the SAT, PSAT, and district writing test. The percent of students with grades of C or higher is lower in English (69.2) and Mathematics (69.1) compared to Social Science (83.6) and Science (72.9) in 2010.

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The percent of students with an unexcused absence/truancy/tardy, based on the October CBEDS data, increased from 9.27% in 2007 to 13.04% in 2009. Suspensions increased from 115 in 2007 to 228 in 2009.

Critical Academic Needs Identified by the Visiting Committee based on the Chapter I Data:

- Improve student achievement in reading (based on CAHSEE, CSTs, SAT, and grades) through research-based instructional strategies and targeted interventions for 9th and 10th grade students.
- Improve student achievement in writing (based on CAHSEE, CSTs, SAT, PSAT, and District writing test) through a focused school-wide writing approach.
- Improve student achievement in math (based on CAHSEE, CSTs, SAT, and student grades) through research-based instructional strategies and targeted interventions.
- Improve UC/CSU a-g completion rates through the continued development of the college going culture and the AVID program (based on course data, SAT, ACT, PSAT, and AP exam data).
- Close the achievement gap between English learner students and the other subgroups through differentiated instruction and targeted interventions. EL students consistently scored lower than the other subgroups and make of 43% of the population.
- Improve the achievement of students with disabilities through increased collaboration and inclusion.
- Increase student engagement in all courses through challenging learning activities that emphasize higher levels of Bloom's Taxonomy (based on student survey responses on challenging course work and preferred instructional strategies).

Chapter II: Progress Report

Santiago High School received a six year term of accreditation with a mid-term review in 2005. The 2008 WASC mid-term Visiting Committee did not identify any additional goals/critical areas for follow-up. The Progress report includes nine critical areas for follow up (6 from the WASC self-study and 3 from the Visiting Team).

Santiago High School has demonstrated progress in addressing the critical areas for follow up. To minimize redundancy, related critical areas for follow up have been grouped. The critical areas for follow up identified by the WASC self-study and the Visiting Team were integrated into the annual Single Plan for Student Achievement (SPSA). Santiago High School's SPSA has been evaluated and revised every year to meet the evolving needs of the school and the students. Specific components of the critical areas of need were included in two annual district-wide goals.

Three critical areas for follow up require continued focus and emphasis in the School-wide Action Plan of the SPSA. One critical area for follow up, initiate the major components of "Writing as a Process" intervention course as a school-wide system, was revised with an emphasis on using Constructing Meaning and integrating writing in all disciplines. Two critical areas for follow up, use data on student performance to drive instructional decision-making and focus standards-based instruction based upon the assessment of greatest student needs, and reduce the achievement gap between Hispanic and Asian students and increase proficiency for identified "At-Risk" students including Special Education and English Learners, are in progress/stages of development.

Progress on the critical needs identified by the 2005 Santiago High School WASC self-study:

Increase parent and community communication and involvement:

Santiago has made progress in increasing both parent and community communication. There are many more avenues of basic communication between the school and parents, including an updated and user-friendly website, newsletters in three languages, TeleParent, and campus aides that can call in the home language. Communication about student progress has been enhanced beyond the standard grades and progress reports that have been mailed home: TeleParent can be used for student progress, in addition to calls home by teachers and campus aides; the new Aeries system allows parents to obtain up-to-date information about their student through the parent portal; attendance and grades can be accessed online, and 83% of parents reported having internet access available. Additionally, various meetings have been scheduled to inform parents of student performance, including Starbuck's Nights to inform and interpret student performance data, and a PSAT night to help interpret 10th and 11th grade students' scores on the PSAT. Educational programs are also in place to help parents understand the K-12 program and graduation requirements, college admission policies and how to deal effectively with their teenager through "10 Commandments of Education" and "40 Developmental Assets."

Parent and Community involvement in school activities has increased. According to the 2010 parent survey, 85% of parents reported that they attended some school activity, from sports and musicals to Back to School Night. Community involvement has increased with monthly support from Starbuck's and annual support from SchoolsFirst for speakers, monetary support from local organizations that advertise around the baseball field, and awards such as the $25,000 classroom make-over from SchoolsFirst Federal Credit Union.

Reduce the achievement gap between Hispanic and Asian students and increase proficiency for identified "At-Risk" students including Special Education and English Learners.

Santiago High School made some progress in reducing the achievement gap between Hispanic and Asian performance on the CST from 2004 to 2010. The gap between Hispanic and Asian students decreased in 9th and 11th grade ELA. The Asian subgroup increased its CST scores for all subjects, except for Geometry. The scores for Hispanic students increased in ELA and social science, with the largest increase in 9th and 11th grade ELA and US History. Scores also increased in 10th grade Life Science and Algebra I. Scores declined in Geometry and Summative Math and all science courses.

Scores for students identified at-risk subgroups increased in some areas. English Learners students improved in ELA and World and US History. Scores for socioeconomically disadvantaged students increased in Algebra, 10th grade Life and Physics. Scores for students with disabilities increased overall, except for 11th

grade ELA. In 2004 CAHSEE results spiked upwards for all subgroups and declined in 2005. When looking at CAHSEE results comparing 2005 to 2010, all scores for all subgroups increased in performance, with the exception of EL students for the ELA portion of the CAHSEE. Scores for EL students decreased from 31% Prof/Adv to 25.4%.

The Special Education Inclusion program has been expanded to include Biology, English 2P, Algebra 1P, Geometry and Algebra 2. AVID strategies are implemented across the content areas, with an emphasis on the WICR strategies. Course-alike collaboration is in its fourth year and allows teachers to share successful strategies to differentiate instruction and to plan lessons and interventions that increase the performance of their at-risk students. The English Learner subgroup has shown the most progress in English and social studies, with a decline in progress in science and math. Santiago has made progress in this critical area, however, continued focus and emphasis is required in the School-wide Action Plan.

Promote a college-going atmosphere and increase the UC/CSU a-g enrollment and completion rates/2009-2010 Action Plan for A-G Requirements:

The UC/CSU a-g completion rate has increased, school-wide and for all subgroups, from 20% in 2004 to 46.7% in 2010. Student participation on the SAT has increased from 140 in 2006, with a combined verbal/math of 1420, to 216 in 2010, with a combined verbal/math of 1349 in 2010. Student participation in AP exams has increased from 127 (192 exams) in 2004 to 330 (553 exams) in 2010. The percent of students scoring a 3, 4, or 5 on the AP exams declined from 41% in 2004 to 39% in 2010.

The AVID program at Santiago High School has contributed to the college-going atmosphere. Student enrolment in AVID has increased and the number of teachers using AVID methodologies has increased. AVID students are strongly supported by their parents who have joined forces, formed a booster club, and inspired other parents to participate in the education process of their students. The new parent programs, Starbuck's Parent Night and the *10 Commandments of Education for Parents*, have also contributed toward a stronger parental awareness of the importance for students to take more challenging classes. A new parent course, "40 Developmental Assets" was initiated this year in the fall of 2010.

Initiate the major components of "Writing as a Process" intervention course as a school-wide system:

Writing as A Process was not implemented school-wide due to copyright issues. English teachers continued to collaborate once per quarter to discuss writing results (trends and patterns) and to discuss strategies to improve student writing. In the 2009/10 school year two teachers were trained in the CSU Expository Reading and Writing Course and taught several sections using these course materials for a limited number of senior English classes.

In 2009-2010, the school began training teachers on Constructing Meaning and expanded the program in 2010-2011. Science created their own rubric for their writing assignments. English and ELD teachers have developed quarterly writing tests and have administered the annual district writing assessment. The social science, science, and world languages departments have implemented writing assignments using the district created rubric. Santiago has made progress in this critical area, however, continued focus and emphasis is required in the School-wide Action Plan.

Increase the number of students scoring in the advanced band and improve the performance of the honors and Advanced Placement students:

Santiago High School increased the number of Advanced Placement courses since 2005. The AP program has grown significantly the past six years from 264 to 553 tests in 2010. Students scoring a 3, 4 or 5 on the Advanced Placement tests have decreased with the large increase in student participation. The AVID program has been most effective in demanding that struggling students seek additional help through biweekly tutorials and in after-school homework centers.

Progress on the critical needs identified by the 2005 WASC Visiting Committee:

1. **Develop a rigorous curriculum that promotes high quality student work and higher level thinking skills across all disciplines:**

   Santiago has addressed this critical area in the following action steps for Goals 1 & 2 and the A-G Requirements of the 2009/10 Single School Plan.

a. Developing a clear definition of rigor, both department-wide and school-wide.

Santiago High School has adopted the AVID concept of rigor. Each department has defined rigor and teachers are committed to expanding opportunities for challenging learning experiences. Teachers are implementing Gradual Release of Responsibility and Constructing Meaning to provide scaffolding for all students to access the curriculum and be successful. Teachers have participated in "Best Practices" in-services and are using peer observations to better align teaching strategies. Santiago has made a strategic effort to increase college prep classes meeting a-g requirements.

b. Create a plan to move students to the next level of academic rigor and increase students' accountability to their academic program.

Teachers differentiate content and design lessons with rigorous learning activities using Costa's levels of questioning and strategies obtained from Constructing Meaning workshops. Teachers have aligned instruction to state standards and implement engaging learning strategies. Teachers have worked together by department to implement district grading guidelines and pacing guides and to analyze district benchmark tests in order to plan subsequent lessons for re-teaching. Teachers have integrated regular writing assignments/projects in ELD/ELA, social science, science, and world languages.

Faculty discussions around interventions and rigor, and mutual agreement within course-alike teams are accomplished during collaboration time. The growth of department-level Professional Learning Communities has increased as most course a-like groups have common grading agreements and common lessons and assessments. Some departments are further along than others. The process of peer observations and co-plan/co-teach is occurring in the English, Science, Social Science and Math departments. Peer observations are occurring outside of individual departments, which allow Santiago to grow as a Professional Learning Community school-wide.

Santiago High School's staff strives to deliver a rigorous curriculum and implement research-based strategies, such as Gradual Release of Responsibility, Constructing Meaning, and other effective practices by integrating reading, writing, inquiry, collaboration, and technology across the content areas. Santiago will continue to address this critical area of follow-up in the 2010/11 Single Plan for Student Achievement (SPSA).

2. Create a school-wide college-going culture:

Teachers at Santiago High School have promoted a college-going culture as evidenced by a significant increase of students completing UC/CSU a-g requirements and a significant increase in AP and honors class offerings.

a. Increase the percentage of Santiago students who successfully complete the UC/CSU a-g requirements.

The UC/CSU a-g completion rates for graduating seniors have been increasing steadily since the last WASC visit. In 2010, 46.7% percent of graduating students met a-g and 43% of Hispanic, 67.7% of Asian, 31.1% of English learners, and 47.5% of socioeconomically disadvantaged students met the a-g requirements. The subgroups with the largest increases have been the Hispanic students (from 18.1% in 2006 to 43.0% in 2010) and the English learner students (from 5.7% in 2006 to 31.1% in 2010).

The increase in UC/CSU a-g completion rates is due, in part, to the work of the school counselors, who meet one-on-one with students every year to plan out the most rigorous program of study based on each student's potential, based on prior years grades and test scores. The expectation is that students will take the more challenging course, and not just satisfy graduation requirements.

b. Develop a plan to motivate and guide students toward four year colleges and universities as a post-secondary option.

The Guidance Department hosts a speakers' symposium in collaboration with physical education teachers for 9th and 10th grade students to encourage a college-going culture. Teachers wear university apparel in the fall to promote a college-going culture and to remind students to submit university applications to CSU and UC schools.

c. Continue to examine ways to better inform parents about their student's progress toward meeting standards and college readiness requirements.

The staff at Santiago High School has implemented activities to inform parents about college readiness requirements. Starbucks Parent Night monthly meetings take place in English, Spanish, and Vietnamese to empower parents to help their student access age-appropriate materials and reading strategies with a focus on preparing students for higher education (college or a skilled career). Topics include: UC/CSU a-g requirements, PSAT results night, college financial support (FAFSA, AB540, and scholarships), parent participation at school, student attendance, a safe and drug-free community, and student reclassification. A quarterly parent newsletter is published in English, Spanish, and Vietnamese to increase communication. TeleParent is used by teachers and administrators to communicate with parents in the home language. Information includes academic progress and reminders about special events, such as parent meetings

d. Further development of the AVID program to expand the use of AVID strategies in the content areas.

Since the last WASC visit, teachers at Santiago High School have embraced AVID practices such as Cornell note-taking, WICR strategies, and college awareness. AVID is supported by the District and all teachers have had opportunities for training in employing AVID strategies in their classrooms. Santiago High School was recognized as an AVID National Demonstration School in 2010.

e. Continue efforts to increase Honors and AP enrollment and to provide support for students to be successful in the courses.

The AP program has grown significantly the past six years from 264 to 553 tests in 2010. Overall, the numbers of students testing and the number of administered tests have more than doubled and the passing percentage has declined by 10%. Santiago will continue to address this critical area of follow-up in the 2010/11 SPSA.

3. Use data on student performance to drive instructional decision-making and focus standards-based instruction based upon the assessment of greatest student needs:

Santiago has made progress in this critical area, however, continued focus and emphasis is required in the School-wide Action Plan.

a. Participate in professional development activities that focus on the use and analysis of student performance data in order to inform instructional decisions.

All teachers have not been formally trained on the use and analysis of student performance data in order to inform instructional decisions. New teachers are trained on the use of Data Director after they have been hired in the district. The district provides quarterly after school workshops on Data Director. Teachers at Santiago High School have utilized the 10 late-start collaboration days to analyze student assessment data and to develop lesson plans.

b. Continue to use quarterly benchmark assessments in the four core academic areas and use collaboration time for follow-up intervention and instructional planning.

Teachers at Santiago have been administering quarterly district benchmark assessments in the four core academic areas. Departments that do not administer benchmarks use internal assessments that are analyzed on a quarterly basis. Teachers use collaboration time for follow-up intervention and instructional planning. Teachers provide individual and small group tutoring before school, during lunch, and after school for students who need additional time and support.

c. Continue to evaluate the effectiveness of intervention courses and strategies designed to improve student achievement and learning.

Students are placed in intervention programs based on multiple assessments and teacher input. Such programs include AVID tutoring, reading & writing companion classes, inclusion classes, CAHSEE tutoring, Boys & Girls Club after-school power hour and workshops, and school homework

centers. Students are placed in intervention programs based on multiple assessments and teacher input.

Santiago will continue to address this critical area of follow-up in the 2010/2011 Single Plan for Student Achievement.

SPSA Goals and Action Plan

The school utilized student achievement data and progress on their WASC action plan in order to develop the goals for the 2010-2011 SPSA action plan. The action steps in the 2008/09 and the 2009/10 Single School Plan include Attendance/Truancies, CAHSEE, Parent & Community Engagement, and UC/CSU a-g requirements. The 2010/11 Single School Plan has incorporated three more data elements; Cultural Awareness and Safety (in response to the survey), Writing Across the Content Areas (to emphasize aspects of the writing process school-wide) and Technology (the use of projectors, Smart boards, tablets and Elmo's to deliver curriculum).

The 2010/11 Single School Plan outlines the following elements to support student success:

- CAHSEE: Early and post-interventions are in place in the classroom and in after-school programs at the Boys and Girls Club (BrainX software).
- English Learner Proficiency: Directed toward ELD teachers to increase reading and writing for English Learners. Writing Across the Content Areas: ELA, Science, AVID and Social Studies teachers have been trained in Constructing Meaning. ELA and World language teachers to align instruction on essay writing.
- Student Achievement: All teachers have aligned instruction to state standards and implement engaging learning strategies; follow and utilize school-wide intervention plans and district-wide grading guidelines; work together by department to analyze data and determine next steps; participate in co-plan co-teach opportunities.
- Parent & Community Engagement: Santiago staff provides 10 Commandments of Education and 40 Developmental Assets, and other meetings. In addition, parents and community are engaged through staff use of TeleParent, newsletters and Boys and Girls Club to inform them of activities, academics, etc.
- A-G and College Going Culture: Counselors use district placement guidelines and increase the number of students with special needs in A-G courses, based on academic strength. Promote University fieldtrips.
- Writing Across the Content Areas: Writing will be integrated in all disciplines.
- Students with Special Needs: Teachers will differentiate instruction and provide additional support for students with disabilities.

Critical Academic Needs Based on the Progress Report:

- Increase the implementation of process writing in all disciplines.
- Close the achievement gap between Hispanic students and Asian students using targeted instruction/intervention.
- Increase proficiency of English learners and students with disabilities.
- Use data on student performance to drive instructional decision-making and focus standards-based instruction based on the assessment of greatest student needs.

Chapter III: Self-Study Process

Santiago High School's Vision and Expected School-wide Learning Results:

Vision Statement: It is the vision and mission of Santiago high School to provide the highest quality education for our diverse student body. Students at Santiago are held to high expectations of academic achievement and citizenship. Students are presented with opportunities to be successful through a rigorous, standards-based academic curriculum, diverse extra-curricular program and caring support structure. Santiago staff members endeavor to make this vision a constant reality.

The Expected School-wide Learning Results were examined by stakeholders in the fall of 2009 and finalized in the spring of 2010.

Effective communicators who can:

- Write an effective essay that earns a score of proficient or above as measured by the District Writing Rubric and the CAHSEE.
- Read and understand a wide variety of expository texts at or above grade level across the curriculum as measured by a District reading assessment, CAHSEE, CST, District benchmark testing and classroom assignments and activities.
- Use a variety of mediums to gather, interpret and disseminate information as measured by rubrics and assessments of classroom assignments, projects and reports.

Critical thinkers who can:

- Read and analyze - at a level of proficient or above according to District goals – graphic and textual information in order to answer questions, reach conclusions and support arguments as measured by District benchmark assessments, CAHSEE, CST, AP tests and classroom assignments across the curriculum.
- Critically discuss and write about history, literature, art, music, math and science as measured by CST, journals, essays and classroom assignments.

Self-disciplined individuals who can:

- Develop college and career goals as measured by individual guidance department post-secondary planning meetings, participation in the AVID and JROTC programs and successful completion of the A-G university requirements.
- Demonstrate a disciplined lifestyle, meet deadlines and manage stress, conflict and change, as measured by academic and extra-curricular involvement.
- Learn the elements of a positive and healthy lifestyle in the areas of Health, P.E., Adult Living, Childhood Understanding, Foods and Science.
- Demonstrate a healthy lifestyle as measured by physical fitness evaluation and sports participation.

Responsible citizens who can:

- Respect individual differences and cultural diversity as measured by widespread participation and cooperation in school events, the atmosphere, tone and behavior of students on campus, student, teacher and parent survey results and the number of disciplinary actions school-wide.
- Work together to improve the quality of life within their range of influence as measured by student participation in clubs and organizations.

Santiago High School's self-study process and expected outcomes of the self-study:

1. The involvement and collaboration of all staff and other stakeholders to support student achievement.

   Representatives from all stakeholders were involved to some degree in the self-study process. Certificated staff members were extensively involved in the self-study process. Classified staff, parents and students were listed as members of the Focus Groups, however, were not present during the Focus Group meetings with the Visiting Committee. Students and parents completed a survey which was used for the self-study. The Visiting Committee met with the classified staff and parent and student committees

during the visit.

The Focus on Learning process for the current visit started in the fall of 2009, with focus groups reviewing the Expected School-wide Learning Results. Work continued in home groups reviewing disaggregated performance data, with a focus on the performance differences based on language proficiency to determine the Critical Academic needs. Rough drafts of Chapters 1, 2 and 3 were written and disseminated by email for review and comments by the staff. Focus groups met in October to prepare a second rough draft based on survey results and Chapters 1, 2 and 3. In early December, Focus groups A and E (Vision and Support) read each other's reports and discussed commonalities. Focus groups B, C and D (Curriculum, Instruction and Assessment) also read each other's reports, followed by discussion. This allowed all groups to become familiar with Chapter 4 in its entirety. A final draft of the separate Chapter 4 sections was completed prior to winter break. The staff portion of the survey was given again in December, with updated survey results incorporated into Chapter 1 in January. A team effort to edit the spelling, grammar and format of the entire report was completed in January.

2. The clarification and measurement of what all students should know, understand, and be able to do through expected schoolwide learning results and academic standards.

   The school has undertaken an analysis of data, including a number of forms of disaggregation of CAHSEE and CST results over several years. The analysis is linked to state standards as reflected in CAHSEE and CST exams and quarterly district benchmark assessments. It does not appear that the school has formally focused on an analysis of student achievement of specific ESLRs. Standards/ESLRs were measured through the following:

   - Effective communicators using proficiency rates/scores in CAHSEE ELA, CSTs, CELDT, SAT, AP Exams, district benchmark tests and writing assessment and classroom assignments, projects and reports.
   - Critical thinkers using proficiency rates/scores in CAHSEE ELA and Math, CSTs, SAT, AP Exams, district benchmark tests and writing assessment and classroom assignments, journals, projects and reports.
   - Self-disciplined individuals using student college and career goals (as measured by individual guidance department post-secondary planning meetings), participation in the AVID and JROTC programs, successful completion of the A-G university requirements, academic and extra-curricular involvement, and physical fitness evaluation and sports participation.
   - Responsible citizens using student attendance data, student, teacher and parent survey results, and the number of school-wide disciplinary actions along with participation and cooperation in school events, the atmosphere, and the tone and behavior of students on campus.

3. The gathering and analyzing of data about students and student achievement.

   Santiago High School analyzed data every year in order to update the Single Plan for Student Achievement. The school has access to Data Director, and staff has received training on its use. The school gathered and analyzed extensive data for student achievement. The school has disaggregated the data for all of its significant subgroups. Where possible, testing data has been reviewed in order to determine the specific skills that students are missing. The data analysis has resulted in a variety of staff efforts to increase student success. Faculty members have shared teaching strategies and techniques that may help all students improve in the weaker areas. Departments have modified curriculum, where possible, to increase emphasis on weaker areas. Success is noted by a general improvement in testing results.

   Focus groups looked at the data last fall, with the most recent data at the time only up to 2009. In the spring of 2010, department-level home groups worked on creating common assessments and rubrics addressing the critical writing and/or reading academic needs. Student results were analyzed to characterize a "high", "medium" and "low" performing student. Brainstorming sessions examined existing best practices, and suggestions for future improvement. Focus groups met after the home groups had finished their analysis and a rough draft of Chapter 4 was started. The refinement of Chapter 4 was completed in January 2011, after a review of the new student performance data, as will the Single School Plan (district version – around the district goals) and the Action Plan (WASC version

in the form of SMART goals around the Critical Academic needs).

Discussions about data and academic needs were discussed in parent, student and classified staff home groups, which led to many survey items being developed for the school-wide survey administered in June. A school-wide survey was administered to students, parents, and staff members to dig into perception data that addressed six dimensions (Academics, Rules & Norms, Social-Emotional Security, School Connectedness & Engagement, and Support for Learning). This survey was prepared in partnership with the Orange County Department of Education. Survey results were not available until the summer. Survey results were disseminated and selected pages were discussed in focus group meetings in September 2010.

4. The assessment of the entire school program and its impact on student learning in relation to expected schoolwide learning results, academic standards and WASC/CDE criteria.

Santiago High School provides teachers with the structure and process for data analysis and lesson planning. The school schedule includes late start days for professional collaboration each month. The teachers engaged in a limited analysis of data through the WASC self-study process and a sharing of ideas for curricular and instructional improvement. Teachers have assessed student learning and the school program in relation to the academic standards by analyzing student scores on the CAHSEE, CSTs, CELDT, SAT, AP Exams and CMA. The teachers have examined high school graduation data, dropout rates, UC/CSU completion rates, attendance data, discipline information, and survey results from students, parents, and staff members.

5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.

The Single Plan for School Achievement was developed to include District goals and WASC recommendations from the initial visit in 2005 and the three-year revisit in 2008. Some school-wide critical academic needs identified in 2005 overlapped with the 2005 Visiting Team critical areas for follow-up. The school integrated and consolidated the school-wide goals established at the time of the previous WASC visit and the critical areas for follow-up identified by the previous visiting committee with the annual district-wide goals.

The 2010-2011 School-wide Action Plan, which is integrated in the SPSA, addresses 10 critical areas for follow up identified in the self-study. The action plan objectives and action steps describe some specific activities to meet the goals. Goals need to be based on current data and need to target student achievement outcomes. The timeline and target dates need to be revised to include specific dates to measure progress on goals, objectives, and action steps. The School-wide Action Plan needs to include long-term goals and objectives with corresponding action steps.

A focused and organized process for monitoring the action plan is needed to ensure successful implementation, school-wide participation, funding and follow-up. Moreover, for this plan to be successful, the school must work for its acceptance on an individual and collective basis from all stakeholders and clearly define stakeholders' roles in implementation.

Chapter IV: Quality of the School's Program

CATEGORY 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 at high levels? To what extent is the school's purpose supported by the governing board and the central administration and further by expected school wide learning results and the academic standards?

Santiago High School has a clearly stated vision and purpose based on its student needs, current educational research and the belief that all students can achieve at high levels. The vision statement was reexamined during the self-study process and was left unchanged (The school's vision statement is found in Chapter 3).

The Santiago vision statement supports the development of highly educated and responsible citizens. The staff is committed to all students achieving this vision. The district has a clear mission statement and specific goals. The school's vision statement aligns with the district's clearly defined goals which also directly correlate with the philosophy of the Board of Education. In order to support the teachers' implementation of the vision, research-based professional development is offered at the school and district level.

The school's purpose is supported by the governing board and central administration. The governing board has established specific goals, and the school has aligned their vision and Expected School-wide Learning Results with the board's goals. The ESLRs were reviewed and revised during the 2009-10 school year in order to ensure that they continued to reflect the board goals, the students' needs, current educational research and the adopted standards. The Santiago High School Single School Plan for Student Achievement is aligned with the Garden Grove Unified School Districts Goal 1 and Goal 2. The school and the district have provided professional development experiences to support the achievement of the ESLRs/standards.

A2. To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected school-wide learning results and academic standards based on data-driven instructional decisions for the school; b) delegate implementation of these policies to the professional staff; and c) regularly monitor results and approve the single school wide action plan and its relationship to the Local Educational Association (LEA) plan?

The governing board has policies and bylaws that are aligned with the school's purpose and support the achievement of the expected school-wide learning results/academic standards. The governing board has adopted standards that are applied at the school and throughout the district. District-wide benchmark assessments are in place in science, math, social science, English, math and world languages. The results of quarterly benchmark assessments are among the data reviewed regularly by departments to help guide instructional decisions at the school.

The professional staff has been given the responsibility of implementing policies and programs that will support the achievement of the ESLRs/standards. To support teachers in their effort, the district provides extensive professional development in the summer and throughout the school year with the support of the superintendents, director of 7-12 instruction, and teachers on special assignment (TOSAs). One district TOSA is assigned to the school for instructional support and all TOSAs are available to assist the school at on-site and district trainings and at district department chair meetings.

The district administration regularly reviews student achievement data and school plans. The governing board regularly monitors a variety of assessment results and approves the Single Plan for Student Achievement. The SPSA addresses nine goals, including the two specific goals adopted by the governing board. The school reviews results regularly and adjusts the plan annually to better meet the district and school goals.

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 school-wide learning results and academic standards?
To what extent does the school leadership and staff annually monitor and refine the single school-wide action plan based on analysis of data to ensure alignment with student needs?

Staff members are strongly committed to achieving academic success with rigorous academic standards by continually raising scores on the California Standards Test (CST). Special attention is paid to the site identified goals related to academic proficiency and progress (Goal 1) and progress on English language proficiency and development (Goal 2). The school has developed a college-going, success-oriented culture.

Programs have been initiated with the goal of engaging the parents in the support of their achievement. Examples of these include College Information Night, 10 Commandments of Education, Starbucks Parent Night, ELAC, AVID parent, and a-g informational meetings, TeleParent, 40 Developmental Assets, and information distributed through Santiago's "redesigned" website. The website includes the "Aeries Parent Portal" (opened Fall 2010) which allows parents access to student grades. So far, about 500 parents have created accounts to check on their students' progress. This encourages staff members, parents and school leaders to take responsibility for, and share in, a vision of achieving a rigorous sequential curriculum.

Teachers have access to data regarding their students through Data Director which is accessed online by all staff. However, staff generally is not using the full scope of tools and information available to them. All staff has been trained in Data Director, but few teachers have developed the skill in higher level data analysis using all of the available features.

Analysis of student achievement data has resulted in a variety of interventions and programs to improve student performance. Among those efforts are after school tutoring programs, both on and off campus, a few CAHSEE intervention classes, writing across the curriculum, and a highly regarded AVID program, which has now achieved National Demonstration School status. Professional development has resulted in several teaching strategy initiatives, including Gradual Release of Responsibility (GRR), Thinking Maps, and Constructing Meaning.

Some financial resources are provided to departments for instructional materials. Teachers or departments may ask the administrative staff for funding to support projects that they believe deserve support. The School Site Council allocates categorical funds through School Improvement (SI) and Title I. Staff may apply for funding for projects that they believe are worthy. There does not appear to be a process in place to identifying the most pressing academic needs and prioritizing funds from all sources to meet those needs.

The principal meets with administration, and department chairs to create Santiago High School's Single Plan for Student Achievement. The faculty at Santiago High School reviews and edits the plan by department and develops goals annually in the fall. The plan is submitted to the district office for approval from both the district and from the Board of Education.

Departments with district-wide benchmark assessments discuss those results quarterly during collaboration time. Other assessment data is presented to staff from time to time or reviewed within departments. The discussion of this data contributes to the revision of the Single Plan for Student Achievement.

A4. To what extent does a qualified staff facilitate achievement of the academic standards and the expected school-wide learning results through a system of preparation, induction, and ongoing professional development?

Student achievement is supported by an enthusiastic, well-prepared professional staff. In the 2010/11 school year, Santiago High School has 84 faculty members. Of the 84 teachers, six are on waivers, teaching outside their primary credential (1 world language, 2 science and 3 P.E.) and four special education teachers are out of compliance. (They had a special education credential, but are not credentialed in every subject that they teach.)

Professional development is a focus for both the school and the district. School site professional development opportunities exist on non-student days, when small workshops are conducted by teachers to inform teachers of current best practices and teaching strategies. This in-house staff development has evolved from SDAIE strategies and Cornell Notes, to Socratic Seminars and "Strategy Showcases", where individual teachers show off their best instructional techniques. There is a "Strategy Team" consisting of teachers from

various departments who have been trained in of Peer Coaching as a part of a district-wide initiative.

In the fall of 2009, faculty members were encouraged to observe certain lessons that the team considered beneficial to both new and veteran teachers alike. In the fall of 2010, teachers were required to visit at least one classroom within their department, and in the winter of 2010/11 teachers were required to visit one classroom outside their department to gather student engagement data related to the ESLRs. More recently, the program of classroom visits has continued on a more voluntary basis. The focus of the visits has expanded beyond student engagement to instructional delivery. Staff member complete a brief observation form and forward it to the principal teacher then sends it to the teacher who was observed. There is no systematic dialog following the observation. Staff members have expressed, anecdotally, that these observations are helpful and encouraging.

The Garden Grove Unified School District provides a full and comprehensive professional development program. A monthly schedule is passed to all teachers informing them of training opportunities. In addition, a full week of development, called "Super Week" is offered, on a voluntary, paid basis, every year during the week prior to the start of the school year. "Super Week" is an intensive summer training program for teachers in a variety of topics related to teacher needs. The district and Santiago have recently implemented training programs in Gradual Release of Responsibility (GRR), Thinking Maps, and Constructing Meaning.

New teachers are supported by Beginning Teacher Support and Assessment (BTSA) and new teacher training workshops. Since the last WASC visit, all teachers have been certified in CLAD or SDAIE.

A5. To what extent are leadership and staff involved in ongoing professional development that focuses on identified student learning needs?

The school leadership updates the required SPSA annually after receiving input from teachers through department/course alike meetings. The SPSA identifies student needs and outlines the professional development plans for the school. Ongoing professional development is provided by the district. Site specific professional growth days are designed by administration and staff. In addition, teachers can petition the School Site Council to pay stipends for out of district professional growth.

The district administration has a clear vision of continuous professional development. At the school, professional development is seen more as an annual experience with links to the past and the future. It is clear to the visiting committee that professional development is connected to student learning and to improving student outcomes.

Professional development offerings are listed annually and monthly. The professional development program is intended to focus on all students achieving the state academic standards, District Goals 1 & 2, and the Santiago ESLRs. Administration and school leaders, with input of teachers, develop the site-level activities.

Professional development promotes formal and informal discussions of educational practices, instructional strategies, and the needs of the school to improve the education of the students. Staff members have provided anecdotal evidence of cases where professional development has improved student achievement.

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 school-wide learning results?

The leadership at Santiago High School utilizes unrestricted and restricted resources to purchase instructional materials, updated technology/equipment, and supplies to support student achievement of the standards. Departments are allocated funds each school year to purchase supplies and other materials needed for instruction. The fiscal allocation plan was not evident to the VC or some teachers.

The School Site Council allocates categorical funds (School Improvement and Title I) for instruction and staff development. Teacher and departmental requests are submitted to the Site Council and voted upon by the committee for approval.

Santiago High School first opened in 1961-62, and will be celebrating its 50th year in 2011. The school has 60 permanent classrooms and 20 portable classrooms in use on campus. All classrooms are utilized to capacity throughout the day. The master schedule is planned carefully and arranged so that most teachers do not have to travel more than once. Many times the schedule is set so that the traveling teacher will have a conference

period prior to the move.

Santiago has a library that was remodeled in 2003. The library houses a full complement of internet-connected computers. The school also has three additional computer labs in Room 115 (general use) and Room 104 (Keyboarding), which received new computers using ROP funds, as well as a Mac lab in Room 504 for the use of digital photography, computer graphics, video, and yearbook. The school is working to replace some of the older computers in the Library and Computer Lab. The school purchased 20 Dell Desktop Computers at the beginning of the school year and will continue to replace as funds are available.

Human resources are assigned based on student needs. Instructional assistants are assigned to ELD and Special Education classes to assist limited English speakers and Non-English speaking students. The school also employs a psychologist who divides her time between schools. The psychologist is available to any student that needs assistance during the school day. In addition, the psychologist is involved in preparing the Tri-Annual report for Special Education students, and assists with students on behavioral plans.

ASB has allocated funds for a variety of sports, clubs and school wide events. A dedicated support staff ensures that the school is clean and well-maintained. The support staff in the office is another important resource for students and teachers.

Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any) that need to be addressed to ensure quality education for all students.

- The school has a clear vision of student success and has created a climate where students are expected to achieve and where students are supported by a dedicated and caring staff.
- Teachers share a feeling of ownership and responsibility for the academic progress of the school.
- Students are challenged with a rigorous, academic curriculum.
- A strong program of professional growth, which targets improving student achievement, is in place.
- The school has established regular collaboration time which is used for analysis, planning, and curricular alignment.
- Although 50 years old, the school is clean and well-maintained.

Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any) that need to be addressed to ensure quality education for all students.

- The school should consider methods whereby departments have a clear idea of their funding for instructional materials.
- The school should strengthen the depth of discussion that takes place following peer observations.
- The school should extend training and application of Data Director in order to obtain more sophisticated analysis which will support instruction.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Classroom Observation
- Discussions with focus groups
- Discussion with district administration
- Interviews with students
- School Report
- Review of professional development offerings and attendance sheets
- Single Plan for Student Achievement (the school's action plan)
- School website
- District website

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. 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 school-wide learning results.
To what extent are the expected school-wide learning results accomplished through standards-based learning (i.e., what is taught and how it is taught)?

The curriculum is standards-based and aligned through "course-alike" planning, the use of pacing guides, and common agreements within departments. Standards, objectives, and ESLRs are posted in classrooms. There is evidence that students are using a standards based curriculum as represented by student work samples, rubrics, and posted standards and objectives.

Professional development is provided in research based strategies and methodologies across the curriculum through the district office. There is evidence that Constructing Meaning, Gradual Release of Responsibility, and WICR strategies are employed in classrooms across the disciplines and within individual courses. Teachers work together and learn from each other on the 10 late start days during the school year, through "co-plan/co-teach, and by observing their colleagues during their conference period on the 3rd Thursday of each month. The staff analyzes benchmark data to identify trends in student performance and to place students in tutoring programs.

Teachers work collaboratively to examine student work, analyze achievement data, and align their practices to ensure that students accomplish the ESLRs through standards-based learning activities. Teachers use anchor papers, rubrics, state assessments and benchmark exams which are aligned with the standards and ESLRs. A consult process is used to adopt books, provide training, standardize grading policies, and to refine the curricula. The "grading consult" is currently active and has implemented changes in grade weighting to insure continuity across the curriculum. Teachers were trained in standards-based grading by Dr. Robert Marzano in August of 2010.

Rigor is evident in classes as defined by the AVID using inquiry based, collaborative strategies of increasing complexity. This, along with AP Vertical Teams training facilitates student access to rigorous curriculum in AP, Honors, and traditional college preparatory course work across the disciplines. Students write across in all disciplines on a regular basis. Expectations are made clear through the use of grading rubrics, Gradual Release of Responsibility, and direct instruction practices. The school has expanded the advanced placement courses available and has adopted an open enrollment policy in these courses. A college-going culture is promoted school-wide particularly through the AVID program. There has been a marked increase in students completing UC/CSU a-g requirements. Vocational and Career Technical Educational courses are available to students.

Articulation with colleges and universities is maintained to determine student eligibility for enrollment. Articulation with feeder schools occurs primarily for the purpose of student placement and some vertical alignment of subject matter and skills. Incoming students and parents attend a formal orientation before the start of freshman year. There is anecdotal follow up with regard to students who have pursued CTE and vocational post-secondary paths.

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 school employs supplemental counselors to insure students have access to the entire program and support for academic and career goals particularly in the area of UC/CSU a-g requirements, college testing, and the application process. Students complete career interest inventories via tools such as the Career Zone and similar programs provide through such sources as the College Board. All freshmen complete an interest survey to aid in the creation of a four year plan with the counseling staff. Special Education students engage in vocational education all four years. In addition, students may participate in the Career Explorers club. There is an open enrollment policy for honors and AP classes, and special education students are mainstreamed when appropriate. ROP/CTE programs are available to students during the regular school day as well after school

and during summer school. Tutoring by certified teachers is also provided along with Boys & Girls Club tutors. The district provides tutor training through the AVID tutor certification process. Credit recovery courses and automatic summer school enrollment is in place for students who have fallen behind or need remediation as well as an Academy class for students who show high testing outcomes, but low classroom performance. CAHSEE intervention courses are available to all Special Education students and to those regular education students who have room in their schedules. Students and parents report that the school is responsive to the changing needs of students and change programs of study as appropriate. Further, parents see the school as a partner in the providing for the students' total well-being.

Teleparent allows teachers and administrators to send a wide variety of messages and announcements to parents over the phone. Parents and students can access student grades online through the Aries Portal. Workshops are provided to parents in FAFSA and the college application process. Parents serve on a wide variety of curricular and co-curricular committees (AVID, Site Council, WASC, etc.). Parents and teachers participate in the "10 Commandments of Education" and "40 Developmental Assets" programs. Translation is provided in Spanish and Vietnamese for publications and events.

ROP and CTE offerings are available on campus, but are impacted by the students' ability to choose electives that are not a-g courses. CTE/ROP graduates are employed within the community and are continuing their education while employed (some with support from the employer).

The intervention plan includes student/parent notification, student contracts, referral or assignment to mandatory tutoring. Current intervention plans include a list of classroom strategies that can aide students; however, in class interventions and differentiation are not addressed. Students, parents, teachers, and administrators agree that teachers and staff are available before, after school, and during lunch to help students with academic and personal needs.

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

The school has an extensive AVID program, open enrollment in AP programs, and a variety ROP and CTE courses. Mac Lab coursework, journalism, culinary arts, fine arts, CTE and ROP are examples of those courses that also provide students with real world skills and experience beyond preparation for college or university. Students report that the school provides speakers and information in this area. Special Education students are enrolled in CAHSEE preparation course, and tutoring is available for all students needing extra support. Credit recovery courses and summer school are available for students who are credit deficient. Santiago has increased the number of students meeting UC/CSU a-g requirements. Counselors meet regularly with students to address goals and needs. Parents express that the school does a thorough job in insuring students complete all requirements, and often go beyond what is traditionally expected.

Areas of strength for Standards-Based Student Learning: Curriculum (if any) that need to be addressed to ensure quality education for all students.

- UC/CSU a-g course offerings and completion rate.
- Teacher "course alike" collaboration.
- School-wide use of the district writing rubric.
- AP and honors offerings and open access to courses.
- Tutoring provided through Homework Central and the Boys' and Girls' club.
- AVID National Demonstration School recognition.
- 10 Commandments and 40 Developmental Assets training for parents.

Key issues for Standards-Based Student Learning: Curriculum (if any) that need to be addressed to ensure quality education for all students.

- Reading comprehension strategies need to be implemented across the curriculum and supported by on-going professional development.
- Continue department collaboration to calibrate assessments in order to develop lessons, future common assessments, and differentiate classroom instruction and interventions.
- Develop in class intervention and differentiation for standards mastery and CAHSEE/CST proficiency.

- Analysis of data and creation of interventions to close sub-group achievement gaps.
- Continue to develop cross-departmental collaboration.
- Increase collaboration and articulation with feeder schools.
- Increase availability of professional growth opportunities outside of the district.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:
Classroom observations
Student work samples
AVID data
Student and Community Profile
Tutoring sign-in records
School achievement data
Focus group dialog

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. To what extent are all students are involved in challenging learning experiences to achieve the academic standards and the expected school-wide learning results?

Students are exposed to a variety of strategies in an effort to achieve these goals, such as, Gradual Release of Responsibility (GRR) collaborative learning, Constructing Meaning, think pair-share with guided questions, Writing – Inquiry- Collaboration – Reading (WICR) and some SDAIE methods. Through the utilization of these strategies, students are progressing toward a proficient or higher understanding of academic standards. Staff and students agree or strongly agree that the majority of students are actively engaged in learning activities for a significant portion of each day; teacher conferencing, test corrections, Aeries portal, and rewriting assignments with teacher assistance assist in keeping students informed to their current standing in class. Teachers use various strategies to differentiate content, such as flexible grouping, Systematic ELD instruction and scaffolding activities. EL students use the Reading Counts to further address their reading needs. The school has an inclusion program that allows Special Ed students access to grade level curriculum. Teachers follow the district pacing guide. However, there is limited evidence of teachers allowing time for the re-teaching concepts and standards when students are unable to show mastery.

There is a discrepancy in student and staff perceptions regarding the classes challenging students; fewer students than staff think that classes challenge students. The staff has defined rigor by department. With rigor defined, departments are now working towards observable adult behaviors in the classroom with regards to implementation. The staff indicates that rigor is being applied at a level commensurate with ability. They currently use demographic and test data to determine the level of rigor to be applied to their instruction. Students have defined challenging as anything that requires them to think on their own. Students who are in AVID, as well as those students enrolled in AP classes profess to being challenged in all of their courses.

All students have access to courses that fulfill the UC/CSU a-g requirements. The number of students involved in the AVID program has increased and as a result the number of students participating in AP courses have increased. Over 88% of AVID students have fulfilled UC/CSU a-g requirements. The readiness for college level English and math, as measured by the Early Assessment Program in conjunction with the CST, shows that juniors that take a higher level math course are more than likely to be conditionally ready for college. About 76% of these students show math readiness and 26% show English readiness.

The students know and understand their expected performance levels. The school communicates the results of CAHSEE, benchmark, CELDT testing, and district writing assessments with individual students. Guidance counseling is done twice a year on UC/CSU a-g requirements and over all academic achievement. Parents and students also have access to Aeries portal to view test data, as well as student grades. Approximately 500 families have requested their password to access the portal. To move towards true standards based grading, the site has agreed that grades are to be determined through a uniform measure: homework = 10% or less, formative assignments =40% or less, summative assignments = 60% or more.

Students are aware of classroom academic expectations. Standards and objectives are posted for students. In some, but not all classes, the teacher requires students to verbalize the daily objective and/or write the objective in their agenda or notebook. Most students can explain and demonstrate that they have met the expectation of the learning objectives through conversation, student notebooks, tickets out the door (TOD), and/or assessments.

To further enhance classroom academic expectations, rubrics have been developed school wide and are used consistently through out the departments for a variety of assignments. All language arts teachers give the district writing samples and are scored by teacher's school wide on a four point writing rubric. Social science teachers use a rubric for analyzing primary source materials. Students and teachers in visual and performing arts classes use a variety of rubrics to assess learning, which includes performances and finished artwork and projects. EL teachers are using the assessment tests provided by the publisher as pre/mid/post tests to assess students' placement and growth.

Teachers informally discuss data from multiple measures within course a-like groups to determine effective strategies that can be used to address areas of need identified through test data. These strategies are intended to help students connect to existing knowledge, construct meaning, elaborate beyond content, and most of all monitor their own learning. The implementation of the strategies to address the areas of need may not occur until the following year based on the standard. There is a not a specific data protocol used by the staff members albeit there is a data analysis form used to identify strengths and weaknesses. Teachers show a varying level of proficiency on how to analyze data to drive instruction. There is a need for a more explicit data protocol that teachers can use when reviewing both common summative and formative assessments.

To improve student achievement on high stakes tests there is a school wide focus on building academic vocabulary and writing. There is high fidelity to Constructed Meaning writing across all content areas. As a result writing is integrated into the lesson plans of all content areas, all levels, and all programs.

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?

All teachers are encouraged to use a variety of strategies and resources in order to take students beyond the basic curriculum. Strategies are taught during "Super Week" and throughout the year, during school hours and after school. Students are asked to synthesize basic concepts learned and extend that knowledge into more complicated tasks such as: projects, power points, lab reports, etc. Teachers collaboratively participate in planning and redesigning lessons that are challenging, satisfying rigorous and aligned with state standards.

Teachers are trained in the most current instructional strategies. (Gradual Release of Responsibility, Constructing Meaning, ELD systematic instruction, direct instruction, Thinking Maps, WICR). All ELD teachers have been trained in Systematic ELD. All teachers have a CLAD or are authorized to teach English Learners. Teachers utilize various strategies to adhere to students' different learning styles. General Ed teachers use paired learning with ELD students that have trouble in reading text assignments. Some teachers must read test material to SPED and ELD students. Visual and Performing Arts pair up students for reading assignments and give extra time to finish textbook and writing assignments. The various departments use multiple modes of instructional delivery and strategies, including technology integration, cooperative learning, and Total Physical Response (TPR).

There is a heavy emphasis on writing across the content areas. Teachers provide opportunities for students to demonstrate their learning in a comprehensive essay that highlights the knowledge they learn in their subjects as well as writing skills.

Peer review of other student work allows students to critically think and reason about their own work with the goal of enhancing it. Gallery walks, questioning strategies, peer grading, Socratic seminars, think pair share and philosophical chairs are used by teachers to get students discussing and debating their inquiries and knowledge.

Teachers have been supported with a variety of technology and have subsequently increased the use of technology during instruction and for student assignments. Teachers assign projects, essays and assignments that require students to use technology to collect evidence and present their findings through essays and multi-media presentations. Teachers use multiple resources such as computer stations for research, primary sources, guest speakers that go beyond the textbook and give students real world experiences.

Santa Ana Film studio and Channel 3 is utilized by the fine arts department and video production class. In addition students have opportunities to join community service-based clubs such as Key Club, Girls League, Boys and Girls Club (Keystone).

There has been an increased use of technology by teachers during instruction and students for assignments. Most of the technology utilized in the classroom is teacher directed. All teachers have received new desktop computers in the last two years to help with use of our Aeries attendance and grading programs. All teachers have or have access to LCD projectors, laptops, and a great number are using Smart Boards, Smart tablets and Elmo document projectors. The school has recently added Discovery Learning from KOCE TV, which is accessible to all faculty and students to incorporate in their multi-media assignments or presentations. The VAPA department utilizes an iMac lab for video productions.

Students learn from resources provided by teachers that go beyond the text, which give students additional tools and knowledge needed to improve reading and writing. As funding has been limited over the past two years, students the have still been given the chance to participate in worthwhile field trips. Students have gone to the Getty Museum, The Holocaust Museum, Universal Studios, and Disneyland back lots. Every year AVID Juniors go on a tour of several major colleges and universities throughout the state of California. Students have access to On-line courses in Civics and Economics, as well as, Health.

Areas of strength for Standards-Based Student Learning: Instruction (if any) that need to be addressed to ensure quality education for all students.

- The number of students fulfilling the UC/CSU a-g requirements has increased; the AVID program is growing in numbers and success.
- Teachers are continuously being trained in the most current instructional strategies such as Co-plan/Co-teach, GRR, Constructing Meaning, and WICR.
- Teachers post daily standards and/or objectives.
- The Grading Consult worked to develop district-grading guidelines and helped to train teachers on grading strategies that lead to a more standards-based grading system.

Key issues for Standards-Based Student Learning: Instruction (if any) that need to be addressed to ensure quality education for all students.

- Engage all students in a rigorous curriculum that provides challenging and/or real world experiences. Assign rigor to instruction based on the cognition level of the content standard not perceived ability.
- Students that have difficulty showing mastery of standard must seek additional help through afterschool tutoring. Students have the ability to opt out of tutoring. Create structures for classroom instruction that will allow for the re-teaching of concepts/ standards that students have not mastered as evidenced by formative and summative assessments.
- Develop an explicit data protocol to be utilized by staff members for the review of formative and summative assessments. Administration has been trained in the area of effective data analysis. Next step should be to train the staff on data analysis so that the teachers can make strategic and well-informed decisions regarding their instruction, especially in the school's specific goal areas.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Self study document
- Student work samples
- Classroom observations
- Focus group discussions

CATEGORY 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?

The school administers a variety of summative assessment instruments on a regular basis, including California Standards Tests (CSTs), California High School Exit Exams (CAHSEE), SAT/PSAT/ACT, and district benchmark tests. Of the various departments on staff, it is clear the existences of common formative assessments are not in place. While there are a variety of frequent informal assessments, departments have not reached a point where they are employing common formative assessments to guide their data conversations. With the use of Data Director, departments do have the ability to create and quantify their local assessments. However, at this point it is clear that the data being used to guide "best practices" is summative in nature.

Both formative and summative assessments serve vital functions as Santiago High School aligns their curricular, instruction and assessment areas. The purpose of formative assessments is to give teachers timely feedback about how well their students are doing in direct relationship to what was taught. Ergo, they assist in more effective (and immediate) checking for understanding. The Math department has worked hard creating common unit tests with publisher driven item-banks. Social Science is working towards creating aligned assessments prior to the summative district benchmarks to catch struggling learners. English is working with all departments to begin to bring writing across the curriculum utilizing a 1-4 district rubric. Science has been promoting expository writing as well, but there is a clear need to norm the writing across the curriculum across all departments.

With the proper use of formative assessments, instruction can be differentiated efficiently and effectively. In contrast, the purpose of summative assessments should demonstrate what the students have mastered. The district, along with Santiago High School, invited all of its comprehensive high schools to the table as they generated common assessments in the form of benchmarks. The critical next step for departments will be to move in the direction of utilizing common formative assessments to guide departmental questions and promote backwards planning.

Some of the disaggregated data and summary data are contained within the *School Accountability Report Card* (SARC). The Garden Grove Unified School District website (http://www.ggusd.us/) provides Santiago High School's *School Accountability Report Card* in three different languages (English, Spanish, and Vietnamese). In addition, results can be drawn from Data Director to assist in common planning to address areas of concern. The Assessment and Accountability team shared that their use of Data Director, while valuable, was limited in scope. Teachers currently do not use Data Director to generate common formative assessments with the item bank provided, nor have departments utilized the system to quantify their common assessments.

Student progress is communicated to stakeholders, most notably parents and community members, using various methods, including report cards, progress reports, grade checks, a quarterly newsletter, the Teleparent system, parent events at least once per academic quarter, Student Study Team meetings, IEP meetings, SARC (School Accountability Report Card) posted on the school website, and the Aeries Parent Portal. The recent implementation of the Aeries student information system for teachers, parents and students is providing a crucial link between teachers and parents/students. There have been multiple trainings offered to parents this year focusing on how to use the Aeries Parent Portal, and an instruction guide in how to access this resource is available in print and online.

Parents receive data specific to their individual students through the Aeries Parent Portal, for those parents who have created accounts, Back to School Night, special parent nights, and IEP meetings, and other individual conferences. Progress reports and quarterly grade reports are mailed home a total of eight times during the year.

Parents also receive important information via U.S. mail regarding specific test results. The 10th grade parents and certain parents of 11th and 12th graders receive test results pertaining to the California High School Exit Exam. Parents of 9th, 10th and 11th graders receive test results and scores pertaining to the CSTs. This information is mailed directly to the parents. If a student becomes Fluent English Proficient based on certain

criteria, including the results of the California English Language Development Test (CELDT), information is sent home to inform the parents as to the progress of their child.

D2. To what extent do teachers employ a variety of strategies to evaluate student learning? To what extent do students and teachers use assessment results to enhance the educational progress of every student?

Some departments (English, ELD, Mathematics, Social Sciences, Sciences, World Languages – French 1, 2 and Spanish 1, 2 only) use District created benchmarks once a quarter to monitor and assess student learning based on the district created pacing guides.

The majority of teachers across the curriculum utilize informal assessment strategies including white boards, tickets out the door, interactive notebooks, Socratic Seminars, journaling, and closure activities to continually monitor student learning. There is no evidence to support the creation of common formative assessments across the core areas. This, indeed, would be timelier and would allow for the differentiation of instruction as teachers are working students towards proficiency on the district benchmarks and subsequent California State Standardized exams.

All departments incorporate various rubrics to assess student performance and progress. The English Department uses several different rubrics, ranging from the 1-4 CAHSEE rubric as approved by the District to the 1-9 AP writing rubric to assess various levels of student writing. Social Sciences teachers use a self-created rubric for analyzing primary source materials. Teachers in Career/Technical Education use rubrics for research papers. Students in the Visual and Performing Arts Departments are assessed using rubrics on art projects, presentations, and performances. Many teachers create different rubrics for projects, ranging from presentations to extended learning opportunities. Consensus from the Assessment and Accountability Committee was that their needed to be a common rubric utilized across all curricular areas to norm writing across the school. The school, with their AVID National Demonstration School status, has done an excellent job at promoting Cornell note-taking across the school. In many classrooms learning logs are employed as well as WICR strategies.

Within the English Department, writing portfolios are used in each grade level to monitor and assess student progress. All ELA teachers administer the District writing assessment in February to evaluate writing progress in each individual student.

Teachers analyze district benchmark test data and use this information to modify instruction to better serve the needs of students. The Physical Education Department utilizes physical fitness testing to monitor and assess student progress in Physical Education classes. The challenge for Santiago remains clear across all departments: in the absence of common formative assessments, how can the summative data derived from the district benchmarks serve as key indicators to differentiate instruction when they are not timely and relate specifically to what students are learning in direct correlation to what is being taught?

As a result of many informal assessment strategies mentioned earlier and numerous checks for understanding, teachers can quickly determine what modifications need to be made to lessons in order to continue to support student learning. These efforts would be further complimented by an explicit system of common formative assessments (by department) that could be quantified through Data Director aligned to specific strands and item analysis to guide instruction.

Where departments have created common lessons and assessments for course-alike classes, teachers are able implement lessons, then convene to evaluate the lessons and determine what needs to be re-taught. Teachers also assign similar projects so they can assess progress across course-alikes. There is a common agreement on grading by course-alikes in the Math, Science, and World Language Departments.

Selected students who need additional assistance in preparing for the CAHSEE can be enrolled in a CAHSEE English Intervention course. The Boys and Girls Club on campus also offers a computer program to prepare students for important assessments. Within the AVID Department, teachers help students monitor their progress in all of their courses of study.

Throughout the school, teachers can use assessment results to recommend several available tutoring programs for students who may benefit. It is not clear to the visiting committee how many students who need access to tutorials actually benefit.

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 school-wide learning results?

A variety of standardized instruments from state and national sources, district-developed common assessments, and teacher-generated instruments are used throughout the school for assessment. The school provides dedicated collaboration time among departments on a monthly basis. From a summative perspective, the district has worked well with Santiago to generate assessments aligned to the CST. However, an explicit system of common formative assessments (essential to guide best practices conversations and data disaggregation) is not in place. The school is making limited progress on utilizing the Data Director monitoring system to its full potential. Teachers have yet to create common formative assessments that can be quantified in Data Director and used to guide best instructional practice. Multiple measures are used that are summative in nature and are done quarterly.

Teachers use standards-based assessments. They are able to access information about student scores on district benchmarks relatively quickly after assessments have been submitted to the district office for scoring. Data Director is available to assist teachers with their analysis of assessment data.

Students and parents can monitor progress through report cards, progress reports, grade checks, a the Teleparent system, parent events at least once per academic quarter, Student Study Team meetings, IEP meetings, and the new Aeries Parent Portal.

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

Assessment data is examined and used to guide program development, as well as appropriate placement of students, at Santiago High School. The counselors and staff members review CST and CAHSEE scores, District Benchmark scores, as well as CELDT scores, if applicable, to inform placement of students in appropriate and rigorous courses of study. The increase in the number of Advanced Placement classes over the past few years is an example of how the right amount of rigor drives our programs. Students are also placed into remedial courses, such as the CAHSEE English and/or Math classes, if they have not passed the CAHSEE by their junior year. With the increase in rigor, there appears to be a decrease in targeted interventions within the school day to help struggling students. This is especially evident in the math pathways created by the district in conjunction with Santiago. There is clear need for vertical articulation with the feeder middle schools to ensure that students are CAHSEE ready upon their first attempt as sophomores. The district and Santiago are making progress in this area with a "Algebra Readiness" course at the middle school level as well as companion courses to assist students in content writing. The effect of this intervention is not yet known.

Limited interventions have been developed during the past two years in response to assessment results, as well as grades in classes. Homework Central, an after-school tutoring/study program, is available to students five days a week, in the Library, for two hours after school. At least one credentialed teacher, a math credentialed Boys and Girls Club staff member, and one to three National Honor Society peer tutors assist at Homework Central, where students may request homework help, use computers for research or to complete assignments, or study.

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students.

- District is moving toward vertical articulation with the feeder middle school and Santiago with regards to math pathways and early interventions in English through a "Algebra Readiness" course and companion classes for struggling students in English.
- More opportunities for parents to monitor student progress through TeleParent, Aeries Parent Portal, and district/school websites
- Many teachers use informal monitoring practices to check for understanding.
- Teachers are using collaboration time to create common lessons and assessments.
- Most departments use assessment data to drive and modify instruction.

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students.

- Additional time for collaboration both departmental and cross-curricular to focus on data and curricular alignment through the development of common formative assessments.
- Utilize Data Director at full capacity to create and quantify common formative assessments to drive best practices conversations and targeted interventions.
- Offer additional and advanced training in Aeries and Data Director to teachers.
- Train parents in the use of Aeries Parent Portal and the school website.
- Department and course-alike collaboration to calibrate assessments departmentally in order to develop lessons and future assessments that factor all student learning proficiency levels.
- Create specific and targeted interventions based on students needs during the school day.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Self-study report
- Single Plan for Student Achievement (the school's action plan)
- School website
- District website
- Focus group meeting
- Department meetings
- Classroom observations

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

Santiago High School has a wide variety of programs and support processes to involve parents in school. Some of these programs, such as 10 Commandments of Education and 40 Developmental Assets, are offered in three languages: Spanish, Vietnamese and English. The Commandments program helps to inform parents about the basics of the American education system and according to the Parent Committee, the 40 Assets program has educated them about the importance of the family.

A variety of awards programs are held to recognize student achievement, as well as the participation of parents and community members in Santiago programs. Upon the completion of the 10 Commandments of Education and 40 Developmental Assets trainings, parents are presented with certificates. A culmination ceremony is usually held toward the end of the school year to celebrate the accomplishments of all of the parents who have participated in these programs.

Through discussions with the parent/community group, those in attendance had many praises for the 10 Commandments and 40 Educational Developmental Assets. Parents feel that the improved parental involvement is due to the efforts of Dr. Sanchez and her staff. Parents are extremely thankful to Santiago High School and would like the parent involvement efforts to continue. AVID BBQs, Starbuck's Parent Nights, Back to School Night, and Open House are offered to welcome parents into the school and to showcase the types of courses, activities and support programs that are available at the school. All parents of incoming 8th graders are invited to a parent information night in February. Translation is available for Spanish and Vietnamese-speaking parents.

Student Data Reports are made available to parents at Starbucks Parent Nights. These data sheets contain information on the students' CST, CAHSEE, and benchmark scores. Parents have access to their students' grades and school data via the parent portal for Aeries, as well as eight grade updates being sent through the mail throughout the year.

General information about school events is shown daily on the electronic marquee, sent via Teleparent in the home language, and can also be viewed on the school website. The website contains links to teachers'

pages that inform parents of syllabi, homework assignments, and other information as posted by individual teachers. There are e-mail links for parents to communicate directly with teachers. A school newsletter is published on the school website three times each year in three languages.

Many sports teams and programs conduct pre-season parent meetings to inform parents of grade expectations, practice schedules and other important information. Parents are members of the School Site Council (SSC) and assist the school in making important decisions regarding the distribution of school monies.

Santiago is in close partnership with the local Boys and Girls Club, which provides after school enrichment activities in addition to academic support, through the Power Hour (after school tutoring). There are currently 2109 students registered with the B/G Club with 150 students regularly attending. They provide counseling services for students through their GOALS program. A mental health specialist is available Thursdays and Fridays from 1:30 p.m. to 5:30 p.m.

Other community partnerships exist that enhance the learning process. The physical education department is able to offer a course called "PE4ME" that is in partnership with CHOC Hospital. Santiago High School also has a strong community partnership with Schools First Teachers Federal Credit Union and the Garden Grove Police Department. Each year Schools First sponsors guest speakers at the senior symposium during PSAT testing in October. Speakers share their personal stories and promote college and higher education. GGPD Officer Fulton often mentors young teens and is invited to guest speak in classrooms. Every year Officer Backouris speaks at an annual senior symposium. She helps promote a drug-free life and a college going culture through her messages. As someone who grew up in Santiago's attendance boundary, her presentation is very powerful. Deck N Shoes sponsors a monthly "Student of the Month" program and provides free shoes to the selected student. Various guest speakers are invited to speak during special assemblies. A very active Alumni Association provides support to school programs and raises thousands of dollars each year for scholarships and other school needs. The staff is very appreciative of the efforts put forth by the Alumni.

E2. To what extent is the school a safe, clean, and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

The Self-Study report states that Santiago has many avenues to ensure a safe, clean and orderly environment beyond the duties of the custodial and maintenance staff. The validity of this claim was in question due to the student and staff perception (survey) data. Both reveal the perception that the school is not very clean and that students do not take care of the campus. Once onsite, the VC validated the Self-Study findings and questioned the accuracy of the perception (survey) data. The campus is clean and orderly. When speaking with both the student committee and the Category E focus group, the cleanliness issue is more about the condition of the student restrooms, which both staff and students agree upon is in poor condition due to the lack of responsibility of the students to pick up after themselves.

The VC was also questioned the perception (survey) data that indicated that only 24% of students and 49% of staff agreed that there were enough lunch tables, bathrooms and other necessary things outside of the classroom. After meeting with students and staff, it appears that the number of bathrooms is the real issue. The school has many portable classrooms around campus, and there are not restroom facilities near those portables.

Security cameras are in place throughout the school that monitor the campus day and night and act as a deterrent. There is a policeman assigned to Santiago from the Garden Grove Police Department, and there are CSA's (Campus Safety Assistants) who are employed throughout the day to promote a safe environment and encourage students to arrive on time to class. The school administrators and counselors also provide supervision during break, passing periods, lunch, before and after school.

Administrators provide supervision along with the campus supervisors and other staff to support a safe environment. But according to the student perception data, 33% of the students reported that they did not feel safe, or did not feel good about being at this school. The staff was especially concerned with this survey data. The staff opened a discussion with the students in a Student Senate format to further discuss this issue and better understand where these feelings originated from. It was discovered that the students feel safe at school, but felt their safety was in question upon leaving campus.

There are many ways in which the staff models high expectations, care and concern for students. For example, the administration, counselors and the school psychologist maintain an open door policy allowing

students to drop-in with questions and concerns. Teachers are available to help students outside of the classroom periods.

There are tardy and dress code policies that are discussed and monitored, with changes made to better serve the school. These policies were created by a committee of students, parents and staff members. In spite of adopting a tardy policy, it was observed that tardiness is still an issue first period with many students waiting for tardy slips to enter class. The VC observed students waiting for approximately forty minutes during first period to clear the tardy line.

Disaster Plans are comprehensive and renewed annually with specific duties assigned to all staff.

Teachers set high expectations for their students in all courses and employ a variety of teaching techniques. The curriculum has changed so that all academic classes are college preparatory. AVID has been an integral part of supporting students on their path to four-year colleges. The UC/CSU a-g completion rate has improved from 21% in 2005 to 47% in 2010.

E3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

The counselors advise students regarding academic and personal concerns and meet individually with all students once or twice each year. These meetings focus on completing the student's four-year plan, goal setting, academic and career requirements, and class selections. During the first semester, counselors meet first with seniors, then freshman, juniors and sophomores, in that order. There was not time to hold individual meetings with the sophomores, but the counselors were able to use some class time to speak to the sophomores as a group and inform them of what they needed to be aware of to keep on a successful path toward graduation. The second semester contact is used for registration purposes.

At District English Language Advisory Committee (DELAC) meetings, parents bring in support information for opportunities that exist in the community for assistance with a variety of issues. A Parent Drug Prevention Awareness Night was co-sponsored by the school and GGPD. High school and junior high students also attended and met in small groups with counselors, teachers and Boys and Girls Club staff members. An Internet Safety Awareness Night was also conducted this year.

The Boys and Girls Club provides resources for career counseling. The VC was uncertain about student awareness about the offerings of the Boys and Girls Club. According to the perception (survey) data, 75% of students that were surveyed claimed to not participate at all in the Boys and Girls club. The Boys and Girls club also provides tutoring services with 150 students regularly attending out of 2109 students registered with the club. Only 7% of those registered are using the service regularly. After discussing these statistics with Focus Group E, it was discovered that all students were encouraged to register for the Boys and Girls club so that they would be able to utilize the services offered when a need arose. Staff also said that many students are involved in sports and do not use the services. Further, some students work with teachers in their classrooms after school as opposed to working at Homework Central or the B/G club. It was observed by the VC and also stated by the staff that the students like to stay on campus after school, not only for tutoring services, but also to sit outside and socialize. This is more evidence that the students feel safe at the school.

UC/CSU a-g completion rates for graduating seniors have been increasing steadily since the last WASC visit, and are now 46.7% school-wide. The groups that have made the largest increase have been the Hispanic subgroup from 18.1% in 2006 to 43.0% in 2010, and the English Learner subgroup from 5.7% in 2006 to 31.1% in 2010. Part of the increase in UC/CSU a-g completion is a result of counselors who work one-on-one with students every year to plan out the most rigorous program of study based on each student's potential, prior year's grades, and test scores. The expectation is that students will take the more challenging course, and not just satisfy graduation requirements. The other part of the increase is due to AVID, which has grown since 2002/03 from one teacher with 3 sections, to three teachers and a total of 12 sections. Methods and strategies of the AVID philosophy are being implemented school-wide resulting in the promotion of a college-going atmosphere.

Santiago HS promotes programs that support students with different needs. This is evident in the increased number of honors and AP classes and the increased number of students taking AP exams. More special education students are taking inclusion courses or courses within the regular curriculum.

The school provides a variety of course offerings which are available to all students. All students are

encouraged to take rigorous courses including 12 AP and 9 honors classes. The master schedule is constructed based on the students' course requests each year to allow students access to their desired courses. School staff use Aeries to assign students to classes while balancing for gender. A few classes are offered online for students who have scheduling problems. Exams are taken in the classroom; the student must have a 2.0 GPA in order to enroll in on-line courses. If the student is failing, they are placed back into the regular classroom. Civics and Economics are two such online classes that are offered during the school year and are administered by SHS teachers. Biology and Health classes were online for the first time last summer and were offered as credit recovery.

E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

A college outreach representative is on campus two days each week. A Senior Symposium, college fair and an information night for all high schools are offered in the district (and will be hosted on the Santiago HS campus in the spring of 2011). Former students who are currently in college speak to Santiago students, especially through the AVID program. The AVID program conducts an annual trip for juniors to visit college campuses in Central and Northern California. Academy, AVID and Boys and Girls Club students visit college campuses one to two times per year.

Co-curricular programs emphasize building responsible citizens and self-disciplined individuals. Many clubs focus on community service and the students of SHS have provided hundreds of hours of service to the community. The primary goal of the co-curricular program is to develop responsible citizens who respect individual differences and cultural diversity. There are currently 42 clubs on campus with active charters. Participation levels in these clubs run from as high as 400 members in one club to as low as six members in another. The dedication of the staff to monitor these clubs is commendable. A majority of students participate in one or more clubs and/or are a member of an athletic team. The Self-Study document states that school spirit is at an all-time high, but students who met with the VC reported the need for greater student involvement in school activities.

Santiago HS offers fifteen different athletic team opportunities with varsity and junior varsity levels for all sports and sophomore/freshman levels for several sports. The primary goal of the competitive athletic program is to build self-disciplined individuals and responsible citizens through hard work and determination toward achievement of common team goals.

There is evidence of a wide variety of available services, class offerings, activities, and clubs to meet the needs of a diverse student population. The current practice of creating individualized learning plans and providing services and referrals that support students personally as well as academically will inherently help Santiago students meet their current academic and future career goals.

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students.

- The care and concern of the staff toward the students.
- Faculty commitment to sponsoring clubs and coaching athletic teams.
- A dedicated counseling team who meet with all students to plan an individualized academic program.
- A strong activities program which includes a diverse offering of clubs and athletic teams.
- Strong support personnel and partnership with Boys and Girls Club.
- A diverse offering of courses and the creative scheduling of classes.
- Increase in parent involvement and community support.

Key issues for School Culture and Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students.

- Provide more opportunities to involve parents and the community beyond the programs already offered.
- Increase the awareness of parents and students on all the services that are available, such as the Boys and Girls Club tutoring assistance, and encourage more participation.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

Supporting evidence from the self-study:

- Success of the CST tests and increased participation on passing rate for AP tests
- Increased number of AP Classes
- Student/Staff survey results
- Counseling records
- Attendance records for Homework Central and Boys/Girls Club
- Master Schedule

Supporting evidence from the visit:

- District placement charts
- List of clubs and participation rate
- Meetings with Focus Groups, Parent Committee, and Student Committees

Part B: Synthesis of Schoolwide Areas of Strength and Schoolwide Critical Areas for Follow-up

General Comments:

Areas of strength and school-wide critical areas for follow up were identified by examining evidence appropriate to each focus group to develop the school-wide strengths and critical areas for follow up. The following evidence was examined: school documents and records, student/community profile data, survey results from students, parents, and teachers, classroom observations, and student work.

School-wide Areas of Strength

1. All stakeholders share a feeling of ownership and responsibility for the academic progress of the school.
2. Increased UC/CSU a-g course offerings and student completion rates.
3. School-wide focus on writing and the use of writing rubrics.
4. Santiago High School's recognition as an AVID National Demonstration School.
5. The Grading Consult worked to develop district grading guidelines and helped to train teachers on grading strategies that led to a more standards-based grading system.
6. The district is moving toward vertical articulation with the feeder middle school and Santiago with regards to math pathways and early interventions in English through the middle school Algebra Readiness course and companion classes for struggling students in English.
7. Teachers are using collaboration time to create common lessons and assessments and to analyze student assessment data.
8. The care and concern of the staff toward the students.

Critical Areas for Follow-Up

1. Implement reading comprehension strategies across the curriculum supported by targeted and on-going professional development.
2. Engage all students in rigorous standards-based curriculum, instruction, and assessment that provide challenging and/or real world experiences. Assign rigor to instruction based on the cognition level of the standards and daily objectives.
3. Develop an explicit data protocol to be utilized by staff members for the review of formative and summative assessment data.
4. Offer additional and advanced training in Aeries and Data Director to teachers in order to obtain more sophisticated data analysis (i.e., disaggregate data for English learners and students with disabilities), which will support instruction.
5. Provide additional time for collaboration, both departmental and cross-curricular, to focus on data and curricular alignment through the development of common formative assessments.
6. Create specific and targeted interventions during the school day based on student needs to support student proficiency on CAHSEE and the CSTs in all core areas.
7. Improve student achievement in math through research-based instructional strategies and targeted interventions.
8. Increase the proficiency of English learners and students with disabilities through alignment of curriculum, instruction, and assessment, including differentiated instruction and targeted interventions.

Chapter V: Ongoing School Improvement

Summary of the School-wide Action Plan

The school-wide action plan addresses the 10 critical areas for follow-up from the self-study and is integrated into the Single Plan for Student Achievement (SPSA). The School-wide Action Plan includes the required components (data elements, goals/ideals, desired outcomes to meet goals, objectives to meet goals, action steps, evidence of completion, timelines/target dates, monitoring responsibility, funding sources, and monitoring comments). The data in Sections 1, 2, and 6 need to be updated for accuracy.

The School-wide Action Plan addresses ten goals that are based on quantitative and qualitative data. The Visiting Committee Critical Areas for Follow up will need to be integrated into the School-wide Action Plan.

The School-wide Action Plan includes the following data-based goals from the self-study:

1) Increase the student attendance by 5% and reduce truancies.
2) Increase the 10th grade student passing rate in ELA on the CAHSEE from 76.6% to 86.6% and the 10th grade student passing rate in math on the CAHSEE from 80.1% to 90.1%. Increase the percent proficient in ELA from 41% to 46% and in math from 48.9% to 58.9%.
3) Increase the percent of English learners meeting Goal 2 (EL proficiency) from 64% to 74%.
4) Increase the percent of students meeting Goal 1 (achievement in ELA and math) from 49% to 59%.
5) Increase parent and community engagement/involvement in school events.
6) Increase student enrollment in UC/CSU a-g courses and further develop a college-going culture.
7) Increase student awareness of cultural diversity and promote a safe and effective learning environment as evidenced, in part, through a 50% decrease in the number of suspension days from 214 to 107 from September to December).
8) Increase student proficiency scores in writing by at least one-point, including students with special needs.
9) Provide supplemental materials, including technology, to deliver instruction.
10) Students with special needs will be placed in the least restrictive environment based on learning needs and abilities.

Adequacy of the School-wide Action Plan in Addressing the Identified Critical Areas for Follow-up

The Visiting Committee finds that the School-wide Action Plan proposed by Santiago High School is appropriately directed towards improvement of the school's performance with respect to the concepts contained in the criteria categories. However, the school will need to revise the action plan and integrate the Visiting Team's Critical Areas for Follow up.

The School-wide Action Plan, which is integrated in the SPSA, addresses 10 critical areas for follow up identified in the self-study. The action plan objectives and action steps describe some specific activities to meet the goals. Goals need to be based on current data and need to target student achievement outcomes. The timeline and target dates need to be revised to include specific dates to measure progress on goals, objectives, and action steps. The School-wide Action Plan needs to include long-term goals and objectives with corresponding action steps.

The Action Plan and the Visiting Team's Critical Areas for Follow up will enhance student learning in reading, writing, and mathematics.

The Action Plan is feasible within existing resources. The leadership team will need to allocate unrestricted and restricted funds in order to pay for staff development, instructional materials, intervention programs, and new technology equipment.

The administrators, teachers, and support staff are implicitly committed to implementing the School-wide Action Plan. However, an explicit organizational framework to support the implementation and monitoring of the School-wide Action Plan will lend itself to the WASC process for ongoing improvement in the Focus on Learning Areas (Curriculum, Instruction, Assessment, Vision and Organization, and Culture).

The district office provides support for the staff at Santiago High School to accomplish their District Goals

and the goals of the School-wide Action Plan in the SPSA. Certain components of the action plan are already in progress and other action steps will begin as listed. The progress on each action step will need to be reviewed on an ongoing basis. The WASC self-study process needs to be integrated into the ongoing work of school improvement.

Existing Factors that will Support School Improvement

The school and district administrators and the certificated and classified staff demonstrate a commitment to working collaboratively to accomplish the goals of the School-wide Action Plan. Staff members embrace professional responsibilities, take the initiative to build and improve the quality of the school program, and pursue professional growth opportunities to regularly update existing instructional practices.

Impediments to School Improvement that the School Will Need to Overcome

A focused and organized process for monitoring the action plan is needed to ensure successful implementation, school-wide participation, funding and follow-up. Moreover, for this plan to be successful, the school must work for its acceptance on an individual and collective basis from all stakeholders and clearly define stakeholders' roles in implementation.

Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the school-wide action plan.

Department leadership, WASC committee chairs, and administrators jointly developed the WASC School-wide Action Plan, which is embedded within the Single Plan for School Achievement (SPSA). The district office administrators provide support to the school administrators and staff and are committed to the process of ongoing improvement in the academic achievement of all students.

The School-wide Action Plan will be revised to ensure that recommendations resulting from the accrediting visit are included in the plan.

The follow-up process requires a high degree of commitment and responsibility from all stakeholders. The leadership of the school will continue to be the central facilitating body. A focused and organized process for monitoring the action plan is needed to ensure successful implementation, school-wide participation, funding, and follow-up. The staff needs to continue to build consensus and commitments as needed to ensure ongoing success of their action plan. The formal report on the progress of implementation needs to be very specific in respect to all stakeholders to ensure accountability. Reports will need to be ongoing to all stakeholders to encourage involvement among parents, staff, community, and district staff.