

FOCUS ON LEARNING
MIDTERM VISITING COMMITTEE REPORT

Santiago High School

12342 Trask Avenue
Garden Grove, CA 92843

Garden Grove Unified School District

Midterm Visiting Committee Report

March 19, 2008

Midterm Visiting Committee

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I. Introduction

A. General Comments about the School

Santiago High School is a comprehensive high school with an enrollment of approximately 2000. It is one of seven comprehensive high schools in the Garden Grove Unified School District. Santiago High School serves a predominately Hispanic student population and a minority Asian student population from the communities of Santa Ana and Garden Grove. Santiago High School first opened in 1960. The school has 62 permanent classrooms and 17 portable classrooms in use on campus. It has a state-of-the-art library that was remodeled in 2003 and houses a full complement of internet-connected computers. The school also has four additional modern computer labs, a woodshop, an automotive classroom, a gymnasium, an athletic field, two swimming pools, and an indoor cafeteria. Recently completed projects include renovation of science classrooms, repair of roofs, resurfacing of tennis courts, and complete renovation of the varsity baseball field.

Santiago High School is approximately 75% Hispanic, 15% Asian, and 10% Caucasian, African-American, and Pacific Islander. In 2007, 1715 students (85%) spoke a home language other than English, 866 students (43%) were designated as English Learners (91% Hispanic and 8% Asian), and 849 students (42%) were designated as Fluent English Proficient (76% Hispanic and 21% Asian). Reported parent educational levels are 42% "not a high school graduate", 36% "high school graduate," 10% "some college," 10% "college graduate," and 2% "graduate school."

Santiago High School has seen continuous growth in overall and subgroup API scores since the last WASC visit, resulting in an increase in ranking from a 4 to a 5. Starting in 2005, English Learners and Students with Disabilities became significant subgroups. English Learners had an API Base of 639 and Students with Disabilities had an API Base of 385. Both groups met their 2006 and 2007 growth targets. Santiago's Asian population has achieved the State target of 800 and continues to show small gains year to year. Santiago's Hispanic population has seen the largest overall growth: 65 points over the last three years. This population has sustained the continued API growth for the school since 2005.

**Disaggregated and Interpreted Student Achievement Data
Academic Performance Index (API)**

	2004	2005	2006	2007
API Rank	4	4	5	
Similar Schools Rank	10	9	10	
Growth API for School	652	671	682	711
Subgroup Base + Growth				
Asian	780	831	833	838
Hispanic	619	639	654	684
Socioeconomically Disadvantaged (SED)	642	658	670	702
English Learners (EL)			663	679
Students with Disabilities (Spec Ed)			390	414

Santiago High School has met all AYP targets for the past three years. However, 10th-grade proficiency on the California High School Exit Exam (CAHSEE) has shown different trends for English Language Arts (ELA) and Mathematics (Math). ELA proficiency has gradually declined, while Math has gradually increased, except for the English Learner subgroup. English Learner ELA scores have been steadily declining since 2004, and that subgroup barely met the AYP target in 2007. In the time period from 2005 to 2007, the overall passing rates for both the ELA and Math portions of the CAHSEE have remained fairly flat. In 2007, Santiago High School was overall higher than the State rate, but lower than County and District rates. Significant subgroup trends for Santiago are about 10% higher than the State, with English Learners about 16% higher than the State. Hispanic subgroup scores in 2007 surpassed the District in both ELA and Math for the first time.

**Disaggregated and Interpreted Student Achievement Data
Adequate Yearly Progress (AYP)**

English Language Arts: 10th-Grade Proficiency on the CAHSEE

	2004	2005	2006	2007	Met AYP?
ELA Target	11.2%	22.3%	22.3%	22.3%	
Schoolwide	44.4%	43.5%	40.9%	40.3%	Yes
Asian	64.1%	N/A	N/A	N/A	N/A
Hispanic	40.0%	37.8%	37.8%	34.4%	Yes
SED	41.7%	40.7%	37.7%	39.6%	Yes
EL	34.9%	31.0%	30.7%	22.1%	Yes
Spec Ed	N/A	N/A	N/A	N/A	N/A

Mathematics 10th-Grade Proficiency on the CAHSEE

	2004	2005	2006	2007	Met AYP?
ELA Target	9.6%	20.9%	20.9%	20.9%	
Schoolwide	46.9%	38.0%	43.3%	49.0%	Yes
Asian	83.3%	N/A	N/A	N/A	N/A
Hispanic	40.1%	29.5%	37.5%	42.6%	Yes
SED	46.6%	34.6%	40.9%	47.4%	Yes
EL	42.8%	28.9%	35.3%	34.4%	Yes
Spec Ed	N/A	3.8%	N/A	N/A	N/A

On California Standards Tests, Santiago High School has shown overall gains in percentages of students scoring in the Advanced and Proficient ranges in both ELA (34%) and History (40%). For Science (28%) and Math (17%), the rates have remained the same. Math rates are significantly lower than the other three areas. General trends noticed by the faculty discussion in focus groups during the fall of 2007 are that when more students take a particular CST, the lower the scores in that CST. Additional trends are found in grade level performance. When multiple grade levels are looked at, the lowest grade taking the CST tends to outperform the upper grades, regardless of ethnicity, language proficiency, or socioeconomics. There is also improvement from year to year within a grade level, or a lowering in 2006, with a rebound in 2007. The subgroups with the lowest percentages of advanced and proficient are English Learners and Special Education.

B. Significant Changes

Recent major developments at the District level have affected Santiago High School. The 2006-2007 school year was the first year that all freshman students were placed in Algebra 1P or higher, with Algebra 1A and 1B options left only for Special Education students. The 2007-2008 school year is the first year that all freshman students are enrolled in Biology. Life Science is only an option for Special Education students. Special Education students also take inclusion classes in English, math, and science. These students also have a ninth-grade study skills class and a CAHSEE prep class. Three more inclusion classes in English and Science are planned for next year. English learners have continued support with sheltered classes (with instructional aides) in English, History, Science, and Math. The Read 180 program continues to be offered for selected English Learners.

AVID (Advancement Via Individual Determination) has grown significantly from three classes when it started in 2002 to nine classes in 2007-2008 and an expectation of 12-13 classes in 2008-2009. Santiago High School has been invited to become an AVID Demonstration School by the Orange County Department of Education. Advanced Placement (AP) courses also continue to grow: 21 AP courses are offered in 2007-2008.

In 2006, Santiago High School received both a technology grant and a Microsoft Grant to help with the purchase of new hardware and software. Over the past two years, the school has purchased 18 Dell desktop computers, 30 Dell laptop computers, 19 IMacs, 29 LCD projectors, 12 SmartBoards, 9 CV tablets, and numerous DVD/VCR players, document cameras and video cameras that are being used in the classroom. Software licenses for Mac Office, Final Cut, and Quark and a site license for *United Streaming Video* have been purchased.

Twelve collaboration days, typically one per month, were built into the school calendar in 2006-2007. These are "late start" days, and collaboration time is from 7:30 to 8:55. During these times, teachers collaborate in course-alike groups and discuss common lessons and assessments, assessment results, and best teaching practices. In 2005-2006, the District provided staff development in direct instruction. In 2007-2008, the District is providing staff development in Peer Coaching, CAHSEE Training, Asset Building, and the AVID WICR (Writing, Inquiry, Collaboration, and Reading) strategies.

Two important parent programs have been established over the past two years: Starbuck's Parent/ELAC (English Language Advisory Committee) Night, and the *10 Commandments of Education for Parents* sessions. These are offered in Spanish, Vietnamese, and English. Starbuck's Parent Night was held every month last year and quarterly this year, and attendance runs from 100 to 350 parents per night. Over the last year and a half, almost 200 parents have graduated from the *10 Commandments of Education for Parents* classes.

Significant changes in the school's administration and faculty have occurred since 2004-2005. A new principal was hired in the 2006-2007 school year, and two new assistant principals have been hired since 2004-2005. There have been a large number of retirements and resignations (28) and new teachers (30) added to the staff since 2004-2005.

C. Description of Follow-Up Process

In 2007-2008, additional meetings have been held during collaboration days to include the entire faculty in the WASC On-Site Review Process. Focus Group meetings were held in October and December, with discussions facilitated by the Focus Group Chairs and Co-chairs. The October meeting was devoted to re-examining the three Critical Academic Needs. This process involved looking at achievement data, identifying trends and possible causes at the school and district level, finding commonalities across subject areas, and discussing changes to procedural and instructional practices during the past three years. The December meeting focused on intervention practices and the meaning of rigor. Discussion in the focus groups centered on in-class intervention strategies and rigor as defined by AVID and what it looks like in the classroom.

In November and mid-December, shorter group meetings were conducted to share discussion results and to provide opportunities for additional input on how the Single School Plan changed from 2004-2005 to present. A rough draft of the Progress Report was sent in January for Focus Group Chair review. A final faculty meeting in February reviewed the report and discussed the On-Site visit scheduled for March, 2008.

II. Follow-up Process: Progress on the Schoolwide Action Plan

In addition to the school's six goals identified in the Action Plan, the Visiting Committee identified the following three critical areas for follow-up.

1. Develop a rigorous curriculum that promotes high quality student work and higher level thinking skills across all disciplines by:
 - a. developing a clear definition of rigor, both department-wide and schoolwide;
 - b. creating a plan to move students to the next level of academic rigor and increase students' accountability to their academic program.

2. Create a "college-going culture" schoolwide by:
 - a. increasing the percentage of Santiago students who successfully complete the UC/CSU "a-g" requirements;
 - b. developing a plan to motivate and guide students toward four year colleges and universities as a post-secondary option;
 - c. continuing to examine ways to better inform parents about their student's progress toward meeting standards and college readiness requirements;
 - d. further development of the AVID program to expand the use of AVID strategies in the content areas;
 - e. continuing efforts to increase Honors and AP enrollment and to provide support for students to be successful in the courses.

3. Use data on student performance to drive instructional decision-making and focus standards-based instruction based upon the assessment of greatest student needs by:
 - a. participating in professional development activities that focus on the use and analysis of student performance data in order to inform instructional decisions;
 - b. continuing to use quarterly benchmark assessments in the four core academic areas and use collaboration time for follow-up intervention and instructional planning;
 - c. continuing to evaluate the effectiveness of intervention courses and strategies designed to improve student achievement and learning.

Santiago High School's Action Plan is a fluid document that is evaluated and revised every year to meet the evolving needs of the school and the students.

The content and format of the 2005-2006 Action Plan was the same as the 2004-2005 Action Plan addressed by the last WASC Visiting Committee. The content and format of the 2006-2007 and 2007-2008 Action Plans are also similar in content and form to each other, but they are vastly different in focus, detail and organization than in prior years due to the District goals adopted in 2006-2007. There are two basic district-wide goals.

Goal 1) *Academic Proficiency and Progress*: Students will steadily progress towards meeting grade level standards as measured by the California Standards Test, with an increase of proficiency by one level (basic divided into “lower basic” and “upper basic”) per year until reaching “Proficiency” and maintaining or progressing to “Advanced.”

Goal 2) *English Language Proficiency and Development Progress*: English Learners will steadily progress toward developing English language proficiency as measured by the California English Language Development Test (CELDT). Students reaching the “English Proficient” level will maintain this level until designated as Reclassified Fluent English Proficient.

At the time of the last WASC visit, Santiago had identified its own three critical academic needs.

Critical Academic Need #1) There is a need to improve the reading/writing and mathematical skills of low achieving/at-risk sub-groups (Hispanic, EL, Special Education) and to reduce the achievement gap between Hispanic and Asian students.

Critical Academic Need #2) There is a need to improve the number of students completing an “A-G” curriculum, as well as the number of students taking the SATs and applying for four year universities. Additionally, there is a significant achievement gap between sub-groups in these two measures.

Critical Academic Need #3) There is a need to improve the number of students scoring in the Advanced band on the California Standards Tests.

The three critical areas for follow-up identified by the WASC Visiting Committee, the two current District goals, and the three critical academic needs identified in the school’s self-study are all interrelated. Addressing one set of needs or goals will also be significantly addressing the others.

Data about how students at Santiago High School are progressing toward meeting these two goals and critical findings were used to write an overall Action Plan for each goal. The action steps in the Action Plan are specific to the Six Practices of High Achieving Schools: Standards-based Curriculum and Assessment, Research-Based Strategy Instruction, Data-Driven Decision

Making, Targeted Professional Development, Achievement-Driven Structure, and Support and Academic-Centered Family and Community Engagement.

The action plans of 2005 and 2006 contained action steps that were not addressed, or were revised with a different emphasis in the 2007 and 2008 plans. Action step #5 under the old plan, "Utilize components of 'Writing as a Process,'" never became a schoolwide program due to copyright and other legal issues. It is still used by the English Department in a modified format. Writing has become the major schoolwide action plan emphasis, using AVID strategies, for the 2008 action plan. Certain committees (East Side College Task Force and Writing/Literacy Implementation Team) never got off the ground. Most of the actual steps were carried out and expanded, guided by District Goals 1 and 2, and were put into the various categories of the Six Practices of High Achieving School.

The following is a summary of the current Action Plan and progress toward addressing the Critical Academic Needs identified in the Self-Study and the Critical Areas for follow-up identified by the Visiting Committee.

2007-2008 Action Plan for Goal 1

All teachers will teach writing across the curriculum while integrating inquiry, collaboration, and reading strategies (WICR) with an emphasis on preparing students to succeed in A-G classes in order to gain access to higher education through college or a skilled career.

Fifty-two percent of all students met Goal 1 in 2007: 62% of Fluent English speakers met the goal, while only 21% of English Learners met the goal.

2007-2008 Action Plan for Goal 2

English and ELD teachers will teach reclassification requirements in September to prepare and encourage students to do well on the CELDT. All teachers will place an emphasis on paragraph and/or essay writing throughout the year.

Sixty percent of English Learners met Goal 2 in 2007.

Critical Academic Need #1

There is a need to improve the reading/writing and mathematical skills of low achieving/at-risk subgroups (Hispanic, EL, and Special Education) and to reduce the achievement gap between Hispanic and Asian Students.

Santiago High School has tried to find ways to make stronger progress for at-risk students. The Special Education Inclusion program was expanded to include Biology, English 2P, Algebra 1P, and Geometry. AVID strategies are

implemented across the content areas, with an emphasis on the WICR strategies. Course-alike collaboration is in its second year and allows teachers to share successful strategies and lessons that increase the performance of their at-risk students.

Critical Academic Need #2

There is a need to improve the number of students completing an “A-G” curriculum, as well as the number of students taking the SATs and applying for four year universities. Additionally, there is a significant achievement gap between sub-groups in these two measures.

Santiago High School has had the most success in making progress along this critical need. Schoolwide, the A-G completion rate for graduates has increased from 20% in 2004 to 35.9% in 2007, with all subgroups showing an increase. Total numbers of test takers for the SAT has increased from 78 in 2004, with a combined verbal/math of 964, to 140 test takers, with a combined verbal/math of 925 in 2007. Participation in AP exams has also increased from 127 test takers (192 exams) in 2004 to 260 test takers (459 exams) in 2007. Looking at all exams in all subjects, there was a 40.7 pass rate (a score of 3, 4, or 5) in 2004 and a pass rate of 41.6% in 2007. There is still a gap in participation and performance between the Hispanic (14.5% participation) and Asian (54.3% participation) subgroups.

The single most significant factor that has allowed significant progress toward this critical need is the continued growth of the AVID program at Santiago. Not only have the number of students in the AVID program increased, but also the methods and strategies of the AVID philosophy are being implemented schoolwide. 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 awareness of the importance for students to take more challenging classes.

The challenge for Santiago is to continue to support students to become even more successful. The increase in the numbers of students graduating with the completion of A-G requirements and the increase in participation of the SAT tests and AP programs are a good start. Discussions on interventions and rigor by the faculty need to occur on an ongoing basis, until everyone, both teachers and students, know what is expected on a rigorous course.

Critical Academic Need # 3

There is a need to improve the number of students scoring in the Advanced band on the California Standards Tests. The honors and AP students are not showing the level of student achievement expected of them.

The data shows some progress toward this goal. Overall Advanced Placement pass rates have remained constant, even 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. Continued faculty discussions around interventions and rigor and mutual agreement within course-alike teams can be accomplished during collaboration time. The growth of department-level Professional Learning Communities has begun and needs to continue schoolwide.

Santiago High School's staff strives to deliver a rigorous curriculum, and they implement Direct Instruction and other encouraging practices by integrating reading, writing, inquiry, collaboration, and technology across the content areas. The school's goal is to ensure that upon leaving Santiago High School, all students have the opportunity to choose from a wide variety of options, including four-year universities, technical educations, and skilled careers. Overall, students are demonstrating progress as measured by State and local assessments.

Critical Area for Follow-up #1

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

Santiago High School has adopted the AVID concept of rigor, and it is focusing on schoolwide writing across the curriculum using WICR strategies toward defining a Santiago definition of rigor. All teachers are committed to expanding opportunities for challenging learning experiences across all disciplines. Santiago has made a strategic effort to increase college prep classes meeting a-g requirements.

Santiago has addressed this critical area in the following action steps for Goals 1 and 2 of the 2007-2008 Action Plan.

All teachers will teach writing across the curriculum while integrating inquiry, collaboration, and reading (WICR) strategies with an emphasis on preparing students to succeed in a-g classes to gain access to higher education through college or a skilled career.

All teachers will instruct using a district-approved and/or standards-based curriculum.

All teachers will administer standards-based assessments.

All teachers will faithfully implement research-based reading strategies (4 key strategies: questioning, clarifying, summarizing, predicting).

All teachers will participate in “Best Practices” in-services.

All teachers will participate in ongoing collaboration days with course alike groups to review data and identify strategies that will help modify instruction.

Students will be placed in intervention programs based on multiple assessments and teacher input. Such programs include AVID tutoring, Read 180, reading & writing companion classes, inclusion classes, CAHSEE tutoring, Boys & Girls Club after-school power hour and workshops, and school homework centers.

Critical Area for Follow-Up #2

Create a “college-going culture” schoolwide.

Since the last WASC visit, Santiago High School has embraced AVID practices for college awareness and has significantly expanded its AVID program. AVID is supported by the District, and all teachers have had opportunities for training in employing AVID strategies in their classrooms. There is a team (all stakeholders) approach at Santiago High School for promoting a college-going culture as evidenced by a significant increase of students completing a-g requirements and a significant increase in AP and honors class offerings.

Santiago has addressed this critical area in the following action steps for Goals 1 and 2 of the 2007-2008 Action Plan.

The Guidance Department will host a speakers’ symposium in collaboration with physical education teachers for 9th and 10th grade students to encourage a college-going culture.

Teachers will 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.

Starbucks Parent Night quarterly meetings will take place in English, Spanish, and Vietnamese to empower parents to help their students access age-appropriate materials and reading strategies with a focus on preparing students for higher education (college or a skilled career). Topics will include: A-G Requirements, PSAT, 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 will be published in English, Spanish, and Vietnamese to increase communication.

10 Commandments of Education for Parents sessions will be provided in English, Spanish, and Vietnamese.

Teleparent will be used by teachers and administrators to communicate with parents in the home language. Information will include academic progress and reminders about special events, such as parent meetings.

Critical Area for Follow-up #3

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

Teachers at Santiago High School are participating in professional development activities that focus on the use and analysis of student performance data in order to inform instructional decisions. Santiago is continuing to use quarterly benchmark assessments in the four core academic areas. Teachers use collaboration time for follow-up intervention and instructional planning. Santiago has been successful in implementing a systematic approach to sharing data with parents. Santiago has ongoing evaluation of the effectiveness of intervention courses and strategies to improve student achievement and learning.

Santiago has addressed this critical area in the following action steps for Goals 1 and 2 of the 2007-2008 Action Plan.

All teachers will instruct using a district-approved and/or standards-based curriculum.

All teachers will administer standards-based assessments.

All teachers will modify instruction based on data analysis (grades, assessment results, CELDT).

All teachers will participate in ongoing collaboration days with course alike groups to review data and identify strategies that will help modify instruction.

Students will be placed in intervention programs based on multiple assessments and teacher input. Such programs include AVID tutoring,

Read 180, reading & writing companion classes, inclusion classes, CAHSEE tutoring, Boys & Girls Club after-school power hour and workshops, and school homework centers.

Teachers in core academic department will be trained in the data analysis protocol tool 2006-2007.

Summary of Significant Progress

The best summary of significant progress made by Santiago High School is API and AYP data for the past three years (see Disaggregated and Interpreted Student Achievement Data in Section I). Santiago High School has shown a steady increase in API scores for all subgroups for the past three years and has met all AYP goals in each of those years. There is also a noticeable difference in the attitude of the entire school community toward establishing a schoolwide culture of school improvement and student-centered learning.

III. Recommendations

The review committee makes no additional recommendations. With continued attention to the school's action plan, Santiago High School will build on its significant success over the past few years and ensure that students are prepared for life after high school. With the inclusion of the entire school community in its school improvement efforts, support from the new administration, and continued efforts from a dedicated and professional staff, Santiago High School is paving a path for continued student success. With annual evaluation and revisions to its Action Plan, Santiago has a process in place that will ensure growth over time.