SANTA PAULA HIGH SCHOOL

Focus on Learning

Visiting Committee Report

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Committee

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GENERAL SCHOOL DESCRIPTION

Santa Paula High School founded in 1889 as the Santa Paula Academy especially established as a college preparatory institution. The name was changed in 1891 to Santa Paula High School. The present school site was built in 1939, with some major renovations and new construction occurring in 1994. In 1994 a three-story structure was built to house the Social Studies, English, and Foreign Language Departments. Santa Paula High School is the single comprehensive high school in the District. SPHS has five feeder elementary districts with largest being Santa Paula Elementary District. The high school services a multicultural student population as well as a multilevel socioeconomic clientele. Approximately 48% of the student body qualify for free or reduced lunch.

Santa Paula is located approximately 65 miles north of Los Angeles, in Ventura County. The community of Santa Paula is a small rural predominately agricultural community of 24,000 people with a Hispanic population of approximately 75% The remainder is Anglo with less than 1% African-American and other ethnic groups. The chief industries in addition to agriculture are ranching, agribusiness, and some light industry including paper product companies. Santa Paula is one of California's largest producer of avocados and citrus fruit.

The student population at its origin was 51 and now has an enrollment of 1438 students according to the October 1998 CBEDS. The present enrollment consists of 687 males and 751 females. There are 402 freshman, 419 sophomores, 337 juniors, and 280 seniors. The ethnic distribution is 278-(9.3%) White, 1150-(80%) Hispanic, three (3)-(20%) African -American, five (5) (.34%) Asian, and two (2) (.13%) Native American.

The attendance pattern for the high school has been one of a positive trend over the last four years, with an approximate increase of .5% annually since the 1994-95 school year. The increased attendance may be attributed to the change from a traditional six (6) period day to the present three-(3) period block schedule. In addition to the three ninety-five minute periods, the high school also has an "A" & "B" block at the beginning and the end of the school day. The purpose of the "A" and "B" blocks is to allow students to participate in such subjects as band, ASB, and athletics. With the exception of the 1998 graduating class, each of the other grades had a minimum of .10 increase in the overall GPA average.

The certificated staff consists of thirty-one (31) males and twenty-nine (29) females. Three are in administration (two males, and one female) plus five females and one male member of the support staff. Three of the nine administration/support staff members are minority. There are 51 classroom teachers, (28 males and 23 females), of which 11 are minority.

The classified staff consists of the following: Skilled and Service personnel (groundskeepers, bus driver, custodians, cafeteria, and maintenance) - total of 23 (15 males & 8 females) of which 15 are Hispanic. The Secretarial & Clerical staff- total of 13 (1 male and 12 females) of which 12 are Hispanic. The Instructional Aides/Attendance staff total 11 (3 males & 8 females) of which 8 are Hispanic. Also, the high school has a security staff of four (4) full time and four (4) Noon supervisors so as to provide a safe learning environment.

VISION, LEADERSHIP, AND CULTURE

> *A-1 THE SCHOOL HAS A CLEARLY STATED VISION OR PURPOSE BASED ON ITS BELIEFS, STUDENT NEEDS, AND CURRENT EDUCATIONAL RESEARCH. SUPPORTED BY THE GOVERNING BOARD AND THE CENTRAL ADMINISTRATION, THE SCHOOL'S PURPOSE IS DEFINED FURTHER BY EXPECTED SCHOOLWIDE LEARNING RESULTS: WHAT ALL STUDENTS SHOULD KNOW AND BE ABLE TO DO BY GRADUATION.*

The expected schoolwide learning results are a clear blending of the affective and cognitive domains of what Santa Paula High School students should know and be able to do. As stated in the self-study, the mission statement summarily aligns with the ESLRs and was collaboratively developed by staff. Although the governing board and administration supported the revision stages, they were not included in the beginning stages. The voices of parents and students were limited in the ESLR process. These members of the learning community seem to have had only a cursory validation in the final design of the learning results. The goals tie to the school vision, and seem to represent a culture of high academic and social standards for all students.

> *A-2 THE SCHOOL LEADERSHIP MAKES DECISIONS AND INITIATES ACTIVITIES THAT FOCUS ON ALL STUDENTS ACHIEVING THE EXPECTED SCHOOLWIDE LEARNING RESULTS. THE LEADERSHIP EMPOWERS THE SCHOOL COMMUNITY AND ENCOURAGES COMMITMENT, PARTICIPATION, COLLABORATION, AND SHARED RESPONSIBILITY FOR STUDENT LEARNING.*

School leadership and decision-making reflect active participation by staff to promote a culture of high achievement for all students. For example, the self-study explains that a thorough investigative process was utilized before the adoption of block scheduling. Partnerships with post-secondary institutions and community projects link student achievement, co-curricular activities, and personal goals to experiences that support the learning results. Parents and students contribute to the collaborative decision-making process in formal settings such as registration and new student orientations. Since all stakeholders are expected to contribute to the achievement of the ESLRs, more value should be placed in the active participation of these same stakeholders. The school does, however, seem to maintain an overall high level of commitment in ensuring the success of its students.

> **A-3 THE SUPPORT, UTILIZATION, AND MONITORING OF STAFF FACILITATE ACHIEVEMENT OF THE EXPECTED SCHOOLWIDE LEARNING RESULTS. LEADERSHIP AND STAFF ARE PART OF AN ORGANIZED STRUCTURE THAT IS COMMITTED TO PROFESSIONAL DEVELOPMENT.**

Santa Paula High School is making use of many opportunities for professional development including SB1882, mini-grants, categorical funds, and the mentor teacher program. The culture of the school supports and encourages staff from all curricular and co-curricular areas in their quest for improved skills as they move their students toward successful attainment of the learning results. Moreover, as stated in the self-study, any new grants are reviewed and aligned with the school's vision and ESLRs. All of the aforementioned activities are a positive step in the professional development of staff, but there is no overall and integrated plan focusing on whole school and all student learning. The information is shared among teachers, support staff, administration, and other stakeholders within the limited scope of departments; thus, a process for dissemination and discussion of new learnings throughout the curricular areas would enhance the development of all staff. Monitoring of staff seems to be limited to the well-established guidelines followed by all districts of formal evaluations.

> **A-4 THE SCHOOL IS A SAFE, CLEAN, AND ORDERLY PLACE THAT NURTURES LEARNING. THE CULTURE OF THE SCHOOL IS CHARACTERIZED BY TRUST, PROFESSIONALISM, HIGH EXPECTATIONS FOR ALL STUDENTS, AND A FOCUS ON CONTINUOUS SCHOOL IMPROVEMENT.**

A proactive stance by staff to ensure and promote a safe and clean campus weaves throughout the self-study. Real pride in the physical plant is evident.
Fostering high expectations through promotion of university visitations, fairs, and conversations is available for all students. Everyone seems to continually encourage the student population toward high levels of achievement. A strong connection needs to be established between a focused staff development program that reflects continuous improvement and its effect on student achievement and learning. Also, more careful examination of achievement levels and progress towards accomplishment of the learning results for lower proficient students is needed. The needs of all students should be a valued piece in the discussion for continuous improvement.

AREAS OF STRENGTH
- There is an obvious sense of pride in the overall educational programs and relationships at Santa Paula High School.
- The entire staff promotes a nurturing atmosphere for students at all levels.
- All stakeholders see the culture of the school as a learning community permeated with a sense of family.
- Administration, staff, parents, and students believe the school is safe and maintained on a consistent basis that supports the pride that they have for the facility.
- Partnerships are used to extend the learning of students, and to build positive relationships between the school and the business community.
- Students are supported in their academic progress with tutorial programs which include stakeholders from many areas.

KEY ISSUES
- A systematic and ongoing time for collaboration among all the learning partners needs to be established.
- A staff development plan for the integration and expansion of technology should be in place.
- Staff development should be focused, developed, and utilized for the benefit of whole school learning and achievement of the learning results rather than department driven.
- All stakeholders, including students and parents, must be included as part of the decision-making process.

EVIDENCE
- Self-study report
- Focus group meetings
- District Administration meeting
- Selected student and Ad-Hoc meetings
- Classroom observations
- Student and parent surveys
- SB1882 documentation
- Action Plan

CURRICULAR PATHS

> **B-1 ALL STUDENTS PARTICIPATE IN A RIGOROUS, RELEVANT, AND COHERENT CURRICULUM THAT SUPPORTS THE ACHIEVEMENT OF THE ESLR'S.**

Programs have been developed and implemented to support the school's ESLR's. All students are enrolled in College Preparatory, Honors, or Advanced Placement classes in all core subjects. The staff is to be commended for its efforts in preparing and encouraging student test involvement and performance (SAT/PSAT preparedness workshops). Expanded library opportunities provide students with access to the Internet, computer lab, and a reading improvement program (Accelerated Reader Program). Additional programs offered through the Guidance Office (i.e. Summer Institute, Bridge, PASS, SDAIE, Saturday Enrichment), Educational Services Office, as well as AVID, further enhance student support. While critical thinking is employed in some departments, all programs need to develop instructional strategies to develop this skill in all students. Computers and software are available and utilized at SPHS. However, further coordination and integration of technology into the instructional program are needed.

The staff, students, and community are proud of their historical facility. The high school promotes a safe and clean environment. It is apparent that the community works together to support the spirit, traditions and contributions of SPHS students and staff.

> **B-2 ALL STUDENTS HAVE ACCESS TO THE SCHOOL'S CURRICULAR PATHS, ASSISTANCE WITH THE DEVELOPMENT AND ONGOING ADJUSTMENT OF A PERSONAL LEARNING PLAN, AND KNOWLEDGE OF REALISTIC POST-SECONDARY OPPORTUNITIES.**

Students are presently organized by alphabet between three counselors, a Special Programs Counselor and an Outreach Coordinator. Beginning with the incoming freshmen class, all students are enrolled into college preparatory classes. Students in need of academic or social support are provided assistance (i.e. Summer Institute, Accelerated Reader Program, Bridge, Saturday Enrichment program, ELL, Special Education, AVID). Along with continued articulation with post secondary institutions, articulation with feeder schools needs to occur. This would allow stakeholders to better address personal learning plans and curricular paths. Continued anual review, beginning in the freshmen year, of each student's personal learning plan in collaboration with the counselor is needed to insure that students take the most rigorous courses they can to meet SPHS's ESLR's and post-secondary opportunities. Empowering students to pursue their academic preparation and occupational goals is the stakeholders' collective challenge.

It is recommended that Santa Paula High School provide students and parents with additional information about course offerings, the scope and sequence of departmental offerings, and suggested four year programs. Making parents more aware of their student's curricular choices will lead to increased parental support for academic excellence.

B-3 UPON GRADUATION, ALL STUDENTS ARE PREPARED TO CONTINUE THE PURSUIT OF THEIR ACADEMIC AND OCCUPATIONAL GOALS.

Santa Paula High School is aware of the need to develop and review vocational programs and experiences leading to school to career opportunities. Further understanding of how to use the Career Center amongst all students is needed. In addition, coordination of this link between the community, college/universities and the business community will strengthen the Career Center.

Based upon SPHS's self study, written programs, observations and interviews with departments and community, there are increased interactions between the site and community. Continued involvement by all departments in such programs as the Agriculture/Science Academy, Cal State Channel Islands Pilot Program and the Ventura County Tech Prep Committee will enable students to experience a relevant and coherent curriculum leading to success in the 21st Century.

A systematic graduate follow-up on former Santa Paula High School students is recommended. This information would provide a greater understanding of how to continue to improve the success of students after high school.

AREAS OF STRENGTH
- Elimination of standard courses
- Increase in AP courses
- SAT/PSAT preparedness workshops
- Increased participation in PSAT exams
- Enforcement of Attendance and Discipline policies which promote a safe learning environment
- Bilingual staff
- Accessibility of computers to students
- Implementation of the Accelerated Reader Program, Summer Institute Program
- Library and resources availability
- Development of the Agriculture Academy
- Cal State Channel Island Pilot Program

KEY ISSUES
- Student understanding and use of the Career Center
- Annual collaborative review of student learning plan, commencing in the freshman year.
- Increase the number of students who complete a-f requirements

WASC 32170

- Increase the number of students who take the SAT
- Increase the number of students applying to a four year college/university
- Formalize interdisciplinary collaboration and implementation of curricula
- Articulation with feeder schools
- Improve SAT 9 scores
- Integration of technology into all facets of the instructional program
- Expansion of the process of integrating academic and vocational curricula
- Development and implementation of graduate survey to determine areas of weaknesses and strengths in preparing students for post secondary careers/education

EVIDENCE
- Self Study Report/Appendix
- Staff Interviews
- Student Interviews
- Parent Interviews
- Community Interviews
- Classroom Observations
- District Office Interviews
- Focus Group Interviews
- Evidence materials
- Campus observations

POWERFUL TEACHING AND LEARNING

Santa Paula High School has made a strong and insightful commitment that all students are provided with challenging learning experiences regardless of the learning level and style. This devotion and commitment are recognized and supported by the community, parents, staff, and students. There is a strong sense of community, family, school, and history that promote an atmosphere of great pride, trust, and self worth. The student population is diverse and acknowledges and respects the importance of individual differences.

C-1 ARE ALL STUDENTS INVOLVED IN CHALLENGING LEARNING EXPERIENCES TO ACHIEVE ESLR'S? DO TEACHERS USE A VARIETY OF STRATEGIES AND RESOURCES, INCLUDING TECHNOLOGY, TO ENGAGE STUDENTS' ACTIVELY AND HEL THEM SUCCEED AT HIGH LEVELS

Santa Paula High School staff uses a variety of learning experiences both in and out of the classroom that help students to achieve the ESLRs. Students are encouraged to learn and achieve at higher levels instilling a challenging atmosphere for most students. All students are enrolled in college preparatory courses and are provided with adequate assistance and tutorial programs to insure success. Students receive curriculum instruction ranging from traditional teacher led lectures, to group projects, to job shadowing. Students are encouraged to participate in athletics, clubs, leadership activities, and cultural events. Students exhibit critical thinking activities in the classroom and beyond in activities such as Mock Trial. Yet, more classroom instruction should include critical thinking skills across the curriculum, consistent and continuous connections to standards and more student-based collaboration and elaboration of content curriculum. Students have new technology available for individual and class use in the library, career center, and computer laboratories. However, there is a need to encourage and assist ELL and special education students in accessing and using the computer technology. Students are encouraged to contribute to their community through several community service projects throughout the year.

Many teachers recognize the need to use innovative and new teaching strategies to facilitate learning during the longer block class periods. Though many teachers use conventional methods, the staff does identify the need to spend more effort in interdisciplinary collaboration. Many staff members use computer technology as an integral teaching tool. Teachers incorporate computer technology in assigning research assignments: Power Point presentations, data collecting, and word processing. Many teachers take advantage of the improved Career Center and library as classroom resources. Teachers use guest speakers, field trips, individual projects, group projects, term papers, newspaper writing, presentations, murals, flip-boards, posters, demonstrations, and displays to foster the learning processes. Teachers at Santa Paula High School are making a considerable effort to move

forward in developing new activities that will stimulate higher learning and challenge all students.

C-2 *DO ALL STUDENTS EXPERIENCE LEARNING OPPORTUNITIES THAT EMPHASIZE HIGHER ORDER THINKING SKILLS AND INTEGRATE HIGHER THINKING SKILLS AND INTEGRATE ACADEMIC AND APPLIED CONTENT? DOES COLLABORATION OCCUR AMONG STAFF, BETWEEN STAFF AND STUDENTS, AMONG STUDENTS, AND BETWEEN SCHOOL AND COMMUNITY?*

Santa Paula High School has implemented a block schedule and eliminated homogeneous "standard" courses in order to provide students with a learning environment that is both challenging and nurturing.. The staff is making positive moves toward integrating higher order thinking skills into academic and vocational student activities. Additional staff development will enable integration of core curriculum into School to Career learning activities.

The self study does state that all students are engaged in college preparatory courses. There are students enrolled in Special Education, Migrant Education, and English Language Learners. Most students clearly understand the link to the real world of work and higher education. Students have opportunities to participate in the Agriculture Academy, vocational training, job shadowing, and visitations to local colleges and universities. Students are also given PSAT/SAT preparation courses as well as interest inventory testing.

Though it is apparent that collaboration is used among the staff, and between staff and students, more effort is needed to ensure collaboration with the community and parents. Previous efforts have been made by the school to solicit collaboration with the community and parents. Parents are pleased and supportive of the school and staff. However, more attention needs to be given to the inclusion of students, parents, and community as active participants in the entire learning process, not just as guest speakers or validators of already established practices.

C-3 *DO STUDENTS ROUTINELY USE A VARIETY OF RESOURCES FOR LEARNING AND ENGAGE IN LEARNING EXPERIENCES BEYOND THE TEXTBOOK AND THE CLASSROOM?*

Students at Santa Paula High School have a variety of resources for learning beyond the textbooks. The school's 300+ computers provide technology to access information through the Internet and communicate with other resources. Students receive curriculum enhancement and remediation using computer technology. The Career Center and Library also provide resources in career exploration and information. The Accelerated Reading Program enables students with a means to improve their reading and comprehension skills. Vocational courses provide hands

on learning that reinforces what is taught in the classroom. Many departments are using guest speakers, field trips, competitions, projects, and service learning to extend instruction.

AREAS OF STRENGTH
- An enthusiastic, nurturing, positive, and respected staff
- Implementation of block schedule
- Increase in AP courses
- Tutorial Programs
- Implementation of heterogeneous college preparatory core courses
- Community support and involvement in athletics and academic activities
- Agriculture Academy
- Student accessibility of computer technology in classes
- Improved academic and student performance
- Programs that facilitate student improvement (Bridge, SST, SDAIE, AVID,
- PASS)
- Collaboration between students and staff in all school wide activities
- Availability of technology in Career Center and the library.
- Partnerships with community colleges, Cal State University Channel Islands, UCSB

KEY ISSUES
- Increase interdisciplinary collaboration
- Integration across the curriculum (core and applied academics)
- Increase innovative and varied instructional delivery.
- Awareness and Alignment of State Frameworks with ESLRs and district goals
- Strengthen use and importance of student career plan for all four years
- Development of Student Exit Portfolios (C-TAP)
- Expansion of School to Career
- Collaboration of students and parents in Focus on Learning Process and key issues

Important Evidence From the Self Study and Visitation that support Key Findings
- Self Study/Appendix
- Master Schedule
- Course Offerings Booklet
- Staff Interviews
- Student Interviews
- Parent Interviews
- Classified Interviews
- Focus Group Interviews
- Evidence Boxes
- Classroom Observations
- Student work and projects
- Murals

SUPPORT FOR ACADEMIC AND PERSONAL GROWTH

The school believes that each classroom is a focal point in a network of support services to ensure academic success for all students. Teachers see themselves directly responsible for providing support to students within their levels of expertise as well as directly responsible to secure needed support from other available resources and staff members. They network with other teachers and classified staff on a daily basis to ensure students' academic and personal success. Staff believes the culture of the school is one in which they can change and implement whatever will successfully work to support students.

> ### *D-1 DO ALL STUDENTS RECEIVE APPROPRIATE SUPPORT TO HELP ENSURE ACADEMIC SUCCESS?*

The school is committed to offering every student in its diverse population a rigorous curriculum of college preparatory, honors, and advanced placement classes. Many support activities, interventions, and programs are available to students. Both certificated and classified staff members provide a wide variety of support services. Students have access to these services during the school day, beyond the school day, as well as beyond the regular school year. The library with its resources, (including 16 computers) and dedicated staff is representative of the school's commitment to a rich academic environment. The library computers provide access to the card catalog, word processing, the Internet, and the Accelerated Reader Program. The Career Center offers college and career support as well as speakers on teen health topics. Teachers and classified staff members are encouraged to take advantage of professional development activities to enhance student support.

> ### *D-2 DO STUDENTS HAVE ACCESS TO A SYSTEM OF SUPPORT SERVICES, ACTIVITIES AND OPPORTUNITIES AT THE SCHOOL AND WITHIN THE COMMUNITY?*

A network of campus and community services ensures the retention, retrieval and redirection of students. The Counseling Department, the Outreach Coordinator, and Student Study Team members collaborate to determine appropriate on and/or off site interventions. The Career Center provides opportunities to meet with representatives from colleges, the military, and technical and vocational schools. In addition, the center provides topics of importance to students' mental and physical well being. Students are encouraged to participate in the off-campus Regional Occupational Programs which includes transportation.

Students and parents have the opportunity to meet with counselors at least once a year. Parents are encouraged to participate in course selection along with their students.

Blanchard Library in Santa Paula articulates with the school by offering required reading books as well as books for the school's Accelerated Reading Program. Community health agencies collaborate with the school to provide additional services to students. The local Rotary Club provides mentors to senior students.

> **D-3 DOES THE SCHOOL LEADERSHIP EMPLOY A WIDE RANGE OF STRATEGIES TO ENCOURAGE PARENTAL AND COMMUNITY INVOLVEMENT?**

Two open houses are scheduled each year. Every major event at the school is published in the local newspaper that is delivered free of charge to all homes once a week. The principal sends home the school newspaper in both English and Spanish. Counselors visit feeder schools of incoming freshmen. Many students are involved in community service projects. Parents participate in the school's site council and in various other advisory committees. There is a number of business and community partnerships with the school.

Although there has been improvement in this area, it is one in which, teachers, support staff, and administrators, all believe they still need to improve parent involvement and are eager to do so.

> **D-4 WHAT ARE THE HUMAN, MATERIAL, AND FINANCIAL RESOURCES AS WELL AS FACILITIES AVAILABLE TO THE SCHOOL? ARE THE RESOURCES SUFFICIENT AND EFFECTIVELY USED TO SUPPORT ALL STUDENTS ACCOMPLISHING THE ESLRS?**

Human resources include very dedicated certificated and classified staff members, a student body who believes a good education is important, and supportive parents and community members. Recent acquisitions in technology have improved the school's ability to participate in the technological age. The school's budget is augmented by state and federal funds, grants, County Office of Education services, and donations of materials and services from the community.

Resources appear to be both sufficient and effectively used to support all students accomplishing the ESLRs.

AREAS OF STRENGTH
- ESLR's are posted in all classrooms.
- Ninth and tenth graders introduced to career assessment in English classes.
- AVID Program.
- Summer Institute Program.
- Bridge Program.
- Saturday enrichment.
- Volunteer Mentorship Program.
- Credentialed teachers offer after-school tutorial program (4 days a week) for

math, science, social science, and English classes.
- Paraprofessionals offer tutoring for LEP and RSP students.
- Free PSAT and SAT test taking preparation.
- Peer Counseling and Peer Tutoring Programs.
- Co and extra curricular program -- twenty-three clubs as well as twelve sports offered to female and male athletes.
- An outreach coordinator.
- Special needs support with Gate, Title I, ELL, Migrant, and Special Education Programs.
- Library, a multifaceted resource center, opens one hour before and after classes.
- A safe, well secured campus.

KEY ISSUES:
- Create a process to continue staff momentum to collaborate for school-wide improvement
- Increase School to Career Course offerings, e.g., ROP on campus
- Tutoring students in AP courses
- Reinstate work experience program.
- Need to expand elective course offerings

EVIDENCE
- Self Study
- Classroom observations
- Interview with students, staff, and parents
- Observation of facilities
- Parent and student surveys
- Focus group discussions

ASSESSMENT AND ACCOUNTABILITY

> **E-1 DO TEACHERS EMPLOY A VARIETY OF ASSESSMENT STRATEGIES TO EVALUATE STUDENTS AND TO MODIFY CURRICULUM? DO STUDENTS USE ASSESSMENT RESULTS TO MODIFY THEIR LEARNING IN ORDER TO ENHANCE THEIR EDUCATION PROGRESS?**

Although quizzes and objective tests are used most by teachers, many other tools of assessment are in place. Evidence of some of these are student/group productions, oral presentations, student notebooks, field trips, and written essays in which students are asked to express their opinion or to compare and contrast specific areas of learning taking place in the classroom. Students expressed the fact that a variety of assessment strategies are used in classes which meet the students test-taking ability (i.e., some perform better on certain types of tests as opposed to others). Teachers express that both curriculum and instructional strategies are modified based on various assessment results.

There is an effort by teachers to use various assessment strategies in class. For example, in English classes students illustrate their understanding of reading materials. Other examples include woodshop projects, fine art productions and art work, and agricultural production projects.

Curricular changes includes the adoption of block scheduling, an all CP curriculum, the use of 1882 monies for teacher training as related to ESLR'S, the new Accelerated Reader Program, and tutorial programs are available to students (Saturday Enrichment, bi-lingual tutoring, peer tutoring, and tutoring before and after school).

Peer editing and student written assessment of their own performances are examples of strategies used by teachers. Students meet with teachers and counselors to discuss and evaluate their school learning plan. Students may meet with a teacher before and/or after school to discuss progress in a particular subject area. counselors meet at least once a year with students and parents to discuss the student's progress in school. Parents receive report cards and progress reports throughout the year.

> **E-2 DO THE SCHOOL, DISTRICT, AND COMMUNITY REGULARLY REVIEW THE EXPECTED SCHOOLWIDE LEARNING RESULTS?**

Results of standardized testing need to be routinely discussed at department meetings, staff meetings and school site council meetings. The PACE committee, composed of all stakeholders, was formed prior to the 1997-98 school year to review student achievements as it relates to Expected Schoolwide Learning Results.

E-3 TO WHAT EXTENT DOES THE ASSESSMENT OF THE ESLR'S DRIVE THE SCHOOL'S PROGRAM DEVELOPMENT AND RESOURCE ALLOCATION?

By analyzing standardized test scores, attendance data, student performance in class, and college matriculation data, program changes were necessary. The first program change was the adoption of a 95-minute block schedule, followed by the adoption of a schoolwide college prep curriculum. Advanced Placement courses are offered and an increased number of students are taking AP exams. New audio-visual equipment, increased student access to technology, and increased staff development experiences have been funded to support the success of these programs.

Additional programs instituted to help students meet the school's ESLR's are :
AVID, the Accelerated Reader Program. The Summer Institute Program, Bridge, and various tutorial programs.

Teachers are encouraged to submit mini-grant applications which support and align to the Expected Schoolwide Learning Results.

AREAS OF STRENGTH
- Block scheduling
- Offering of a college prep curriculum to all students.
- Results of PSAT, SAT, ACT, AP, GSE, ASVAB and SAT 9 are distributed to parents, students, teacher, and the community at large.
- Accelerated Reader Program introduced as a response to low reading achievement.
- Summer Institute Program initiated to raise skill level of in-coming freshmen.
- Awareness by teachers to continue the use of inter-disciplinary assessment methods, and to increase student ability to use assessment results to modify their own learning plan.

KEY ISSUES
- Schoolwide utilization of the Accelerated Reader Program.
- Develop subject matter content and performance standards.
- Examine criteria for student portfolios as it relates to the assessment of student programs.
- On-going evaluation of tutorial programs and their effectiveness on meeting student needs.
- Staff Development on analyzing and interpreting assessment data to modify curricular and instructional delivery.
- Ongoing review by the PACE committee of student achievement as related to ESLR's.

IMPORTANT EVIDENCE
- Meeting with Focus Groups.
- Discussion with parent, student groups
- Classroom observations
- Review of self-study
- Visiting committee meetings/discussions
- Review of student work

GENERAL COMMENTS:

Santa Paula High School is to be commended for its endeavor to undertake the Focus on Learning WASC process that has involved the risk of revealing the school's imperfections with respect to its current level of student achievement and what the school is doing to support high academic achievement.

SCHOOLWIDE AREAS OF STRENGTH:

1. The community/parent appreciation for the safety, and education of their students.
2. According to our meetings with the students, the students' expressed mutual respect between themselves and the entire SPHS staff. The staff's sense of going above and beyond the call of duty to meet the needs of the students.
3. The pride demonstrated by the Classified Staff in the care and maintenance of the physical plant, and the overall atmosphere in support of a safe academic and nurturing school culture.
4. The pride expressed by the students toward the school and staff.
5. The recognition of Distsrict's and administrations effort to provide a safe learning environment. The campus security staff is well respected by the students and community.
6. The recent institution of the Three-Period block schedule, and the inclusion of "A" & "B" periods. These two periods allow students to take elective classes such as Band, Yearbook, ASB Leadership, and some AP classes.
7. The elimination of the "standard" or "regular" level classes and requiring that all students are scheduled into "College Prep" or above level classes – Honors and/or Advanced Placement.
8. The collegiality of the staff and its efforts in the development of the ESLR's and the Focus on Learning Self-Study, including the Spanish summary version.
9. The sense of the parents that everyone from the District Administration to the Classified Staff is easily accessible.
10. The development of a variety of support counseling programs for all students.
11. Business/community and post secondary partnerships.
12. The implementation of the Accelerated Reader Program, and Agricultural Academy
13. The efforts of the bilingual staff to communicate with the Spanish speaking stakeholders
14. Hospitality and positive attitude towards focus on learning

SCHOOLWIDE KEY ISSUES FOR FOLLOW-UP:

WASC 32182

1. The administration and staff continues to making a concerted effort to communicate with the parents, and involve them more in the educational process of the high school.
2. Clarify for the entire staff the use of categorical funds.
3. The administration and staff take positive steps to improve the assessment and accountability processes.
4. Align all core curriculum areas to the designated state frameworks, and develop content and performance standards.
5. Cross training of classified employees
6. Establish a systematic process for ongoing staff collaboration for schoolwide improvement.
7. A staff development plan that is focused and utilized for all student learning.
8. The integration of cross-curricular collaboration and increased use of innovative and varied instructional delivery that align with the ESLR's.

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