



Accrediting Commission For Schools

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Recommendation for a Term of Accreditation

Name of School Visited: WATSONVILLE HIGH SCHOOL
 Address of School: 250 EAST BEACH STREET
 WATSONVILLE, CA 95076
 Name of District: PAJARO VALLEY UNIFIED SD
 Form Used in Self-Study: FOCUS ON LEARNING-JT WASC/CDE
 Visit: EIGHTH SELF-STUDY
 Date of Visit: 5/01/00 to 5/03/00
 Accredited Grade Span: 9 - 12
 Enrollment: 2,646

The Visiting Committee's CONFIDENTIAL recommendation to the Accrediting Commission:

<input type="checkbox"/>	A Term Of Accreditation For Six Years: A term of six years with a written Progress Report to the School's governing board on the critical areas or major recommendations listed in the Visiting Committee Report. Upon review and formal acceptance by the board, the report will be filed with the WASC Office.
<input type="checkbox"/>	A Term Of Accreditation For Six Years With A Review: A term of six years with a complete Progress Report on critical areas or major recommendations and a one-day, on-site review by a two-member committee to be completed not later than the third year of the six year term.
<input checked="" type="checkbox"/>	A Term Of Accreditation For Three Years: A term of three years with a Progress Report on critical areas of improvement and action plans, and a two-day visit as a requisite to continued accreditation.
<input type="checkbox"/>	A Term Of Accreditation For One Or Two Years: A term of one or two years (circle one or two) with a complete Progress Report and revisit to serve as a warning that unless prompt attention is given to the critical areas or major recommendations, accreditation may be denied.
<input type="checkbox"/>	Denial Of Accreditation: Denial of accreditation based on conditions detailed in the Visiting Committee Report.

NOTE: The Commission reserves the right to grant terms of accreditation other than those above, including a recommendation for a full self-study at any time. Such action will follow a Commission review of the Visiting Committee Report. In the event of a formal appeal, this document will be provided to the school principal.

VISITING COMMITTEE MEMBERS

Brigitte Richards

Mike Wadd

Type or print name

Signature

Committee CHAIRPERSON

Date 5/3/00

DOCUMENTATION AND JUSTIFICATION STATEMENT

<u>Mike Welch</u> Chair Name	<u>Watsonville High School, Watsonville</u> Name and City of School Name
<u>(408) 347-5940</u> Chair's Work Phone	<u>welchm@esuhsd.org</u> Chair's E-Mail Address

1. **The involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.**

Visiting Committee Rating: Exemplary Effective Emerging Minimally Effective
Narrative Rationale:

The adults in the school were all appropriately involved in the self-study process. Students, parents and community were involved to a lesser degree.

2. **The clarification of the school's purpose and the expected schoolwide learning results.**

Visiting Committee Rating: Exemplary Effective Emerging Minimally Effective
Narrative Rationale:

There was general agreement about the school's vision and mission and about the just emerging ESLR's.

3. **The use of a professionally acceptable assessment process to collect, disaggregate, and analyze student performance data.**

Visiting Committee Rating: Exemplary Effective Emerging Minimally Effective
Narrative Rationale:

The school profile included ample data, collected and disaggregated. Analysis is a continuing process.

4. **The acceptable progress by all students toward clearly defined expected learning results, academic standards, and other institutional and/or governing authority expectations.**

Visiting Committee Rating: Exemplary Effective Emerging Minimally Effective
Narrative Rationale:

The school community has yet to truly focus instruction towards achievement of ESLR's.

**WASC Documentation and justification statement (attachment)
Watsonville High School -- Apr 30-May 3, 2000**

5. Progress in meeting the WASC/CDE criteria.

Vision, Leadership and Culture EMERGING

Schoolwide Strengths	Criterion	Evidence
◆ Staff, parents and students feel that Watsonville High School is a safe, clean and orderly place.	A-4	Surveys, Focus group discussions
◆ Teachers feel that the spirit of cooperation has increased in the last few years.	A-2	Self Study, Focus Groups
◆ The staff and students have significant pride, support and mutual respect within the Watsonville High School community.	A-4	Interviews Focus Groups, Observations
◆ Many changes have been made to implement support systems for students to improve the culture of the school.	A-4	Self-study, Focus Groups
◆ New teachers are effectively supported through the New Teacher Project.	A-4	Self Study, Focus Groups, observation
◆ Many changes have been made to the physical plant and school procedures and policies that have increased the attractiveness and safety of the school.	A-4	Self Study, Focus Groups and Observation

Critical Areas for Follow-up	Criterion	Evidence
◆ The district goals, site plan, vision and mission statements, School-to-Career, literacy initiative, Digital High School, and ESLRs should be unified and aligned to improve achievement for all students	A-1	Focus Groups and schoolwide groups and Self Study
◆ The school should have an ongoing, data based professional development plan for all staff to achieve the WHS learning plan.	A-3	Focus groups; Self Study and other school plans

<ul style="list-style-type: none"> ◆ The school should clarify and communicate its decision-making and governance processes to the students, staff, parents, and community. 	A-2	Previous recommendations Focus Groups and Self study
<ul style="list-style-type: none"> ◆ The school should develop a culture that demands success for all students. 	A-4	Student performance data, Focus groups and self study

Watsonville High School vision statement is their own in terms of reflecting the school's goals and expectations. The school has identified a need for all stakeholders to incorporate the vision statement into the school at all levels to make it more meaningful.

The school leadership has stabilized since the last WASC process

Students and parents alike approve of the administration's efforts to address attendance and tardiness, and some students feel an increased ability to communicate with the administration..

The students' interests are somewhat considered when developing the master schedule, however electives are limited by the students' needs for meeting basic requirements.

Staff support includes coaching and mentoring. There are ongoing training programs for interested staff, and a program in place to help new teachers.

There is not a comprehensive professional development plan in place, nor is professional development based on either a needs assessment or educational research.

The Vision, Leadership and Culture focus group found that the school is a safe, clean and orderly place that nurtures learning.

Curricular Paths

EMERGING

Schoolwide Strengths

Criterion Evidence

- ◆ Rigorous, relevant, coherent curriculum exists with individual teachers and with academies, but is not systemic or schoolwide B-1

Self -study, Focus Groups, Student and Teacher Interviews

- ◆ Reinstatement of counselors may be significant in developing learning plans and knowledge of post-secondary opportunities. B-2

Self-study, Focus Groups, Support staff

- ◆ The ROP program provides extensive school to career experiences for post secondary opportunities. B-3

Self-study, Focus Groups, Student Interviews

- ◆ 9th and 10th graders receive preparation to continue academic and career goals. B-3

Self-study, Focus Groups, Student interviews

Critical Areas Of Follow-up	Criterion	Evidence
◆ In order to ensure success for all students the school should reexamine formal and informal tracking and ensure access for all students to a rigorous, relevant, coherent curriculum.	B-1	Self-study, Focus Groups, Parent and Student Interviews, Performance Data, Master Schedule
◆ In order to ensure success for all students the school administration should reexamine master scheduling practices, assignment of staff and allocation of resources and facilities to ensure access for all students to a rigorous, relevant, coherent curriculum.	B-2	Self-study, Focus Groups, Teacher, Parent and Student Interviews
◆ The school administration and guidance staff should develop, maintain and monitor four year personal learning plans for all students that lead to academic and occupational goals	B-2 B-3	Self-study, Focus Groups, Students Interviews and Existing Plans

While areas of strength and key issues for improvement exist in each section, the strengths were evident in only a minimal number of staff and programs. They were not systemic or school-wide.

Powerful Teaching and Learning

EMERGING

Schoolwide Strengths	Criterion	Evidence
◆ Many teachers provide challenging learning experiences in their classrooms.	C-1	Work samples Class visits
◆ Collaboration and cooperation exist among some staff groups, among students, between special and regular education and within the academies.	C-2	Focus groups, Special education meeting
◆ Some teachers provide learning experiences that go beyond the textbook and the classroom.	C-3	Work samples Class visits

Critical Areas Of Follow-up	Criterion	Evidence
◆ The administration and staff of WHS should continue to develop a schoolwide plan and process that involves all students in challenging learning experiences. This process must be continually nurtured and reinforced, and must be continually realigned to the ESLRs.	C- 1	Self study Focus Groups
◆ All teachers should use a variety of strategies and resources, including technology, to empower their students to achieve at higher levels.	C-2	Class visits Focus groups
◆ All students should use be engaged in learning experiences that prepare them for careers and for higher education.	C-3	Focus groups Class Visits Work Samples
◆ Staff should collaborate more actively with students, with each other, and with community members.	C-2	Focus Groups

Because of the current overcrowding at the WHS facility, concern for facilities and appropriate student placement sometimes overshadows actual teaching and learning issues. The lack of library space, new technology, and new books are cited by students, teachers and administrators as impediments to more powerful teaching and learning.

Student work is most often done on an individual basis, made up of short tasks and not particularly challenging material. Although many teachers appear to provide engaging lessons, the "teacher lecture" method predominates and students are more often seen as passive, rather than active learners.

Many academic programs exist to help students learn, but they are not united by a focus on ESLRs.

Planning and cooperation between special and regular education appears to be ongoing and productive. Special education students are offered career training through ROP and regular vocational classes, like auto and woodshop.

Many students do not make a connection between school and the real world of work and/or college. Students engage in higher order thinking skills and inquiry on a limited basis. Typically they do not work together on long-term projects and their classes do not integrate academic with career/technical content.

Some cooperative learning, integrated and project based curriculum, and small group learning is in evidence at the school, but more is needed.

Support for Student Personal and Academic Growth EFFECTIVE

Schoolwide Strengths	Criterion	Evidence
◆ Reorganization of counseling services including rehiring of counselors has resulted in a more comprehensive guidance program.	D-1	Group Interviews, Observation Printed Materials Self Study
◆ A variety of targeted student support services have been implemented, including college bound, tutorial, migrant, and at-risk students.	D-1	Self Study, Interviews, Observations Printed Materials
◆ A strong system of personal support services is maintained.	D-2	Crisis counseling Health services TAM and SAPID Gang intervention Link Crew and FNL Conflict resolution team Alcohol Tobacco and other Drug prevention

<ul style="list-style-type: none"> ◆ Maintenance of community personal and financial support is encouraged through a myriad of community and educational partnerships. 	D-3	<ul style="list-style-type: none"> Community partnerships Enterprise Community Youth Network Migrant Parent Association Bilingual Parent Advisory committee School site council Vertical team partnerships Puente Local news papers
<ul style="list-style-type: none"> ◆ The existing technology infrastructure and plan will provide delivery of information and applications to all stakeholders is excellent. 	D-4	
<ul style="list-style-type: none"> ◆ The classified staff of Watsonville HS are cooperative, stable and committed. 	D-4	<ul style="list-style-type: none"> Observation and classified meeting
<ul style="list-style-type: none"> ◆ Some evidence is present for using school resources for accomplishing ESLRs. 	D-4	<ul style="list-style-type: none"> Observation, Student and Teacher Interviews
<ul style="list-style-type: none"> ◆ The WHS teachers are dedicated and are available for students during extended hours. 	D-4	<ul style="list-style-type: none"> Observation, Student and Teacher Interviews
<ul style="list-style-type: none"> ◆ Staff and students are responsible for an enthusiastic student activities program that celebrates the diversity of the Watsonville High School culture. 	D-2	<ul style="list-style-type: none"> Observation, Student and Teacher Interviews
<ul style="list-style-type: none"> ◆ The district, school administration, staff and students demonstrate extraordinary work, understanding and flexibility in accommodating the burgeoning student population in clearly inadequate facilities. 	D-4	<ul style="list-style-type: none"> Data, Observation, Self-Study Staff, Student, Parent Interview

◆ The School administration, staff, students and parents are open, candid and passionate in publishing and discussing the critical issues of WHS.	D-4	Self study, Focus Group meetings, Observations, Interviews
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Critical Areas Of Follow-Up	Criterion	Evidence
◆ Student academic support systems should be coordinated and delivered more effectively based on individual student performance data.	D-1, D-2	Student and parent interviews
◆ Should continue to improve guidance services in order to allow better access by students and teachers.	D-1, D-2	Self-study, Observation, Student, parent and staff Interviews
◆ Should improve library services and access to technology.	D-4	Self-study Observation Interviews
◆ Should provide primary language access for all information on campus.	D-1, D-2	Student and Teacher Interviews

WHS has made every effort, as they see it, to ensure all students receive appropriate support.

The Watsonville faculty speaks twelve different languages. 43% of the certificated staff speaks Spanish. 61% are either CLAD or SDAIE trained.

Special Education classes and services are offered to students who have learning, severe or physical disabilities.

Thirteen full-time teachers, a full-time speech pathologist, two full-time school psychologists and seventeen paraprofessionals support the special needs students.

Any student himself, parent/guardian, teacher, counselor, staff or the SARB is able to make a referral to Student Study Teams (SST) for a student in need of academic assistance, academic performance or attendance, an alternative setting or style of education, special education and/or counseling services.

At-Risk students receive a variety of academic services. Twice-weekly tutorials are available during lunch break in the library. Finally, there are five credentialed teachers available for tutoring at Saturday Schools, even though Saturday School is primarily punitive.

There is also an Independent Study program on campus as an alternative comprehensive academic program.

All students are supported by the Career Center.

Watsonville offers a variety of personal support services, activities and opportunities. Five full-time counselors are available throughout the day for scheduling classes, arranging parent/teacher/student conferences and for providing academic counseling.

Gang intervention programs in operation are Basta and Ganas. The latter also encourages school attendance.

Students are actively involved in three programs geared at supporting other students.

Communication with the community is an ongoing effort. Written communiqués include a quarterly newsletter, a monthly bi-lingual parent newsletter, and articles in the *Sentinel* and the *Register Pajaronian*, the local newspapers.

No less than 24 different financial resources provide funding that directly affects support for student personal and academic growth. These sources incorporate everything from supporting English Learners to UCSC entry and many area partnerships.

Assessment and Accountability

EMERGING

Schoolwide Strengths	Criterion	Evidence
♦ Many teachers embed assessment into instruction in order to enhance learning.	E-2	Self study departmental evidence, teacher interview, focus group
♦ The school has established ESLRs and has made an effort to educate students about them.	E-3	Self study departmental evidence, teacher interview, focus group

Critical Areas Of Follow-up	Criterion	Evidence
◆ The administration should develop and implement a schoolwide plan to evaluate, assess, and modify the ESLRs. (Expected Schoolwide Learning Results).	E-2	Self Study departmental evidence, focus groups, Teacher, Student and Parent interview
◆ The school should develop a plan to regularly report assessment results to staff, students, parents, and the community.	E-2	Focus Groups, Observations
◆ The staff should analyze data regularly to enhance student performance	E-2	Focus Groups, Observations
◆ The school should develop a plan to use the results of integrated, schoolwide ESLR driven assessment to modify curriculum for all students.	E-3	Focus Groups, Observations

It would appear that there are a variety of assessment tools used across the curriculum: both standardized and teacher developed. However, the focus of the school is departmental and there appears to be no schoolwide, systematic process that uses assessment to drive and modify curriculum and school programs.

There is some evidence that student assessment is used to modify and enhance programs.

The school has established a system of assessment based on traditional forms of assessment: teaching guides and standardized tests.

The school is just beginning the process of systematically collecting data and analyzing data with an eye toward improving student learning.

6. **The alignment of a long-range schoolwide action plan to the school's areas of need based upon student achievement.**

Visiting Committee Rating: Exemplary Effective Emerging Minimally Effective

Narrative Rationale:

The school did a good job in choosing a focused range of action—related to areas of need and improvement at the school.

7. **The capacity to achieve schoolwide consensus on the action plan, monitor implementation and accomplishment of the plan.**

Visiting Committee Rating: Exemplary Effective Emerging Minimally Effective

Narrative Rationale:

While the action plan is appropriate, it is less clear that the school is organized to monitor implementation and accomplishment.

8. **The use of prior accreditation findings and other pertinent data to drive school improvement.**

Visiting Committee Rating: Exemplary Effective Emerging Minimally Effective

Narrative Rationale:

This was not an area of strength in the school's self-study.

Provide a brief narrative which summarizes the Visiting Committee's rationale for the recommended term:

- **term options seriously considered**
- **reasons for the *term recommended***

The committee almost immediately dealt with the issue of Watsonville High School's low SAT/9 test scores and low API ranking. While we agreed not to forget these issues, we also agreed that our primary responsibility was to validate the self-study and assess the school's performance against the criteria in the five focus areas. If we found the school met the criteria we would recommend accreditation based on those findings.

We spent three grueling days in serious examination of school programs, following up on evidence, observing classrooms, and talking to parents, staff, students, and District office personnel. Nightly discussions were the longest and most demanding any of us has experienced.

The challenge and demands are extremely tough at Watsonville High School. One third of the student population are migrant education students. More than half are LEP students. The school has had some 5 principals in the past 6 years. There exists a mature and entrenched core of staff members along side 40 hired within the past two years. As the only, and overcrowded high school in town, they are under constant scrutiny from the community.

At the same time, the visiting committee could not escape many clear issues. In four of the five focus areas the school did not demonstrate strength against the criteria. The school community appears only at the beginnings of serious discussions about many core issues. Teaching and learning is generally traditional in nature and we observed few student centered classrooms. Curricular paths are not easily available to all students and are not well defined for all students. Assessment is generally traditional in nature with only individual pockets of wide variety and rich and authentic dimensions. While the school leadership is sincerely working hard for improvement, focus and involvement of all stakeholders in a meaningful process appears still in the future.

Support is an area of clear strength for Watsonville High School. Many programs are in place to support many students. Some significant data is available to demonstrate their positive impact. It is admirable to observe the on-going areas and sincere, hard work by so many adults in the community.

Finally, the visiting committee was disappointed in the work Watsonville High School has done in addressing the recommendations of the 1994 accreditation process. We asked the school leadership to reexamine their work in this chapter and they could find little evidence to show a sincere effort in many of the areas.

In short, we have recommended the term of accreditation based on 1) measuring the school programs against the criteria, 2) judging where the school community currently appears in its readiness and capacity to improve, 3) the inadequate work in sincerely addressing the recommendations of the previous Visiting committee, and 4) the generally low performance of the students.

While one member of our committee left early due to a family illness, the committee was in absolute agreement about Watsonville's place as *exemplary*, *effective*, *emerging*, or minimally *effective* in the focus areas. The committee was in absolute agreement also about its recommendation for term of accreditation.