



SELF-STUDY VISITING COMMITTEE REPORT

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA DEPARTMENT OF EDUCATION

FOR

EVERGREEN VALLEY HIGH SCHOOL

3300 Quimby Road
San Jose, CA 95148

East Side Union High School District

February 25 – 28, 2007

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Chapter I: Student/Community Profile

Evergreen Valley High School is a relatively new high school in the East Side Union High School District; it first opened its doors in January of 2003. The East Side Union High School District contains eleven comprehensive high schools, one continuation, four alternative high schools (Small but Necessary Schools), and several charter schools. The school is a stunning structure with unique and attractive design features. The student population of some 2,411 students reflects the ethnically diverse community it serves; 44.5% of the students are Asian (including the Indian subcontinent), 23.3% are Hispanic, 14.3% are White, 12% are Filipino, 4.6% are African American, and 0.9% are Pacific Islander. Languages spoken in the homes include Spanish, Hindi dialects, Vietnamese, Tagalog, and twelve other languages.

The community surrounding Evergreen Valley is as diverse as the student population. The property value of homes in the attendance area range from the high \$300,000s to well over one million dollars. The school serves a relatively low number of students receiving Title I support while a growing number of students are enrolling under NCLB regulations. The school hosts a variety of active parent support groups including: Band Boosters, Athletic Boosters, Latino Parent Association, African American Parent Coalition, and IPACE which is an organization of parents from the East Indian subcontinent. The school Site Council is also a very influential organization on campus. The school uses "School Loop", an online application to promote communication between teachers, parents, and students.

The school opened in January 2003 with a freshman and sophomore class and staff dedicated to a small school within a school concept. The entire design of the school revolved around this concept which was abandoned in February of 2004 due to a change in district leadership and philosophy and funding issues. Changes in administration and the elimination of the schools original operating philosophy have had a deleterious impact on the school's evolution.

The staff at Evergreen Valley rewrote their Vision and Mission statements in 2005 to more accurately represent the comprehensive high school concept. In April of 2006 and in anticipation of a WASC review, the staff developed their Expected Schoolwide Learning Results (ESLRs) focused on the R.E.A.C.H. acronym (Reflection, Equity, Academics, Community, Honor). School safety is very important to the staff on this large campus and all teachers are required to serve campus supervision hours on a rotating six week schedule. Counseling services seem minimal for a school with such a large student population and with such a variety of students needs.

During the 2005- 2006 school year, a well qualified staff of 99 teachers averaged twelve years in the field of education with 87% of the certificated staff being fully credentialed. The majority of staff have significant education achievement beyond their Bachelor's with 37% of the staff holding a Masters and beyond. The instructional and classified staffs do not match the student population in terms in diversity. Staff development efforts have taken a variety of avenues as the school has changed its fundamental guiding philosophy in the past several years. All staff are required to participate in campus-hosted staff development activities and the bell schedule allows for 2.7 hours of collaboration time on a weekly basis.

Overall API growth for the school has been very strong. The school has attained a score above 800 for the past two years with a similar school ranking of 5 and 6 in both 2005 and 2006 respectively.

API Growth Information

Year	Base	Target	Growth	+/-	School Ranking	Similar School Ranking
2003			721			
2004	742	745	769	+27	8	5
2005	780	780	813	+34	9	5
2006	813	A	813	+ 5	10	6

There is an identifiable achievement gap among various student groups based on demographic characteristics. Subgroup reports on the API indicate students with disabilities and the increasing Hispanic/Latino populations are not performing as well as other identifiable groups (Asian, White, and Filipino in particular).

Current API Growth Report with Subgroups: 2006

Group	# Included in 2006 API	Numerically Significant	2006 Growth	2005 Base	2005-06 Growth Target	2005-06 Growth
African American	80	No				
American Indian	4	No				
Asian	816	Yes	881	874	A	+7
Filipino	218	Yes	818	818		0
Hispanic or Latino	380	Yes	693	692	1	+1
Pacific Islander	16	No				
White / Not Hispanic	236	Yes	842	831	A	+11
Socioeconomically Disadvantaged	218	Yes	740	756	1	-16
English Learners	558	Yes	797	809	A	-12
Students with Disabilities	133	Yes	523	510	1	+13

Examining the percent of students scoring at the Proficient/Advanced level on the California Standards test, the same achievement gap trends are discernable in both English Language Arts and Algebra I at the 9th grade level. Generally, Asian and White populations are maintaining the school's overall higher levels of achievement while Latino/Hispanic and African American populations are not indicating significant achievement or improvement.

**Percent of Students Scoring Proficient/Advanced on California Standards Tests- 2203-06:
English/Language Arts**

	Grade	2003	2004	2005	2006
African American	9	46	52	50	50
	10	33	44	65	37
	11	N/A	15	25	54
Asian	9	70	70	81	80
	10	47	65	75	77
	11	N/A	54	64	72
Filipino	9	50	63	63	63
	10	40	45	71	61
	11	N/A	38	55	56
Latino/Hispanic	9	39	43	34	45
	10	15	29	40	28
	11	N/A	27	34	37
White/Not Hispanic	9	60	72	82	75
	10	38	70	65	64
	11	N/A	44	57	64

**Percent of Students Scoring Proficient/Advanced on California Standards Tests- 2203-06:
Algebra I, Grade 9**

	2003	2004	2005	2006
African American	6	24	8	17
Asian	26	32	38	62
Filipino	16	29	19	39
Latino/Hispanic	1	12	15	20
White/Not Hispanic	6	37	35	40

California Standards Test in English/Language Arts scores often parallel the attained scores in the scores in the Social Sciences due to the focus on reading and language skills in the Social Sciences. The Hispanic/Latino student populations and African American populations are not achieving at expected levels in both World and U.S. History. Data for the past several years in these two subject areas indicates the prevalence of the achievement gap between student groups identifiable by ethnicity.

**Percent of Students Scoring Proficient/Advanced on California Standards Tests- 2203-06:
World History, Grade 10**

	2003	2004	2005	2006
African American	0	22	55	27
Asian	42	47	63	66
Filipino	36	27	51	43
Latino/Hispanic	20	16	27	24
White/Not Hispanic	36	46	60	48

Percent of Students Scoring Proficient/Advanced on California Standards Tests- 2203-06: US History, Grade 11

	2004	2005	2006
African American	8	32	58
Asian	53	63	66
Filipino	40	50	53
Latino/Hispanic	23	34	41
White/Not Hispanic	44	59	68

Evergreen Valley is one of the more desirable schools in the district and even though the school opened with only 9th and 10th graders, students in increasing numbers at all grade levels want to attend Evergreen Valley. The location and layout of the school, apart from the instructional programs and overall API performance, attracts students to the school (including NCLB transfers). See the following enrollment trends at EVHS.

Enrollment Trends at EVHS

Year	9 th Grade		10 th Grade		11 th Grade		12 th Grade		Total Enrollment	
	#	%	#	%	#	%	#	%	#	%
2002-2003	550	64.4%	304	35.6%	0	0.0%	0	0.0%	845	100.0%
2003-2004	624	40.4%	595	38.5%	327	21.2%	0	0.0%	1546	100.0%
2004-2005	634	29.8%	585	27.5%	591	27.8%	314	14.8%	2124	100.0%
2005-2006	620	25.7%	621	25.8%	614	25.5%	556	23.1%	2411	100.0%
2006-2007										

The largest EL population at Evergreen Valley is now the Spanish speaking population, illustrating a shift in the school’s EL needs. Overall, Evergreen Valley students are surpassing statewide averages on the CAHSEE in both English Language Arts and Mathematics.

Percent of Students Who Have Passed the California High School Exit Examination in Mathematics

	Class of 2006 (combined 2004)	Class of 2007 (combined 2005)	Class of 2008 (combined 2006)
	% Passed	% Passed	% Passed
School – All Students	90	91	92
Statewide – All Students	74	74	

Percent of Students Who Have Passed the California High School Exit Examination in Language Arts

	Class of 2006 (combined 2004)	Class of 2007 (combined 2005)	Class of 2008 (combined 2006)
	% Passed	% Passed	% Passed
School – All Students	91	93	91
Statewide – All Students	75	76	

Special Education students reflect lower pass rates on this required exam. Pass rates for the Classes of 2006 and 2007 among Special Education populations, given in percent of students who passed the test, are 40 and 33 respectively. In Mathematics, for the same two years, this same group of students earned a 31 and 41 percent pass rate respectively.

In conclusion, the school's overall achievement is high and demand to attend Evergreen Valley is increasing. Parent support for the school is very strong and the campus has wide appeal. Students attending EVHS have access to a variety of Advanced Placement classes. Many students take the SAT and ACT tests and have post-secondary aspirations. Increasing numbers of students, a diverse student population, and the disparity of achievement levels identifiable by ethnicity and demographics present unique challenges to the school that will need to be addressed by exploring instructional paradigms and curricular offerings that meet the needs of all students. A drastic change of school philosophy, inconsistent administrative leadership, and a decline in financial support have detracted, to some degree, from the school's ability to marshal its resources in a common direction.

Chapter II: Progress Report

Evergreen Valley has changed significantly since the WASC team made its initial visit when the school applied for candidacy. These changes did not come about due to WASC recommendations, but rather as a result of changes in school philosophy and structure.

Evergreen Valley was founded in 2002 based on a small school concept that was four separate small schools housed on a single campus. The initial team left the school with two recommendations: 1) that the district and the school determine and communicate a long term commitment to the small school concept, and 2) that the district and school commit adequate resources to support and fund the small school concept. Due to a lack of district support and financial considerations, the small school concept was eliminated in 2003-2004 and the school has been a regular comprehensive high school since that time.

In preparation for the WASC visit and as a means of focusing staff efforts, the school has developed a Vision statement and finalized ESLRs (April 2006).

Changes in both school administration and the previously mentioned (and imposed) change in school philosophy have not been beneficial for the school in terms of unifying their efforts toward core goals and principles. The first year and a half the school was in existence there were four small-school principals (Global Economy, Humanities, Science and Technology, and Human Performance). There was then a mid-year transition team under Principal Tim McDonough. Mr. McDonough continued for an additional two years until current Principal Cari Vaeth was put in place during the 2006-2007 school year.

As a result of data analysis and focus group dialogue, the school has identified several key issues that need to be addressed in order to maximize the learning potential of all students. A significant statistic that has emerged is that 36% of English 1 students received a grade of "D" or "F" during the spring of 2006. The majority of these low performers were from the Hispanic/Latino and African American student populations. This statistic supports the broader issue the school has identified of an identifiable achievement gap based on ethnicity and demographic factors. The school has also identified a need to have a greater percentage of students perform at the proficient/advanced levels in Algebra I, which is a fundamental benchmark course at Evergreen Valley. Analysis of data from a variety of sources reported in Chapter One indicate an achievement gap most noticeable between Asian/White and Hispanic/Latino and African American student populations.

It appears that, at this time, the administration and staff are in the initial stages of examining programs, policies, professional development resources, budgetary considerations, relationships, and interventions that will best meet the needs of all students attending the school.

Chapter III: Self-Study Process

As a means of completing their self study and adhering to the Focus on Learning Process, Evergreen Valley High School formed 5 focus groups that actively involved some 90% of the staff. The focus groups examined their school in relation to: Curriculum, Instruction, Assessment and Accountability, School Culture and Support, and Organization and Vision. The designated leadership of the 5 focus groups evolved from the school's Professional Development Committee comprised of 6 teachers elected by the staff who maintain responsibility to ensure effective use of weekly staff development time. The staff displayed varied levels of enthusiasm but generally many ideas were shared, achievement trends were examined, and WASC coordinator Valerie Arbizu did a thorough job orchestrating staff efforts toward the fruitful completion of this process.

In preparation for its first WASC self study, the staff at Evergreen Valley High School formulated school-wide ESLRs in April of 2006. The ESLRs are based on the REACH acronym (Reflection, Equity, Academics, Community, Honor). The acronym is appropriate to provide direction to school-wide efforts and the self study has increased the staff's realization that equity of learning opportunities for all segments of the school population is not easily achieved nor currently in place.

There exists some confusion within the staff about school-wide standards of achievement and the learning expectations for all students. One of the school's action plans calls for the staff to revise and improve the Vision, Mission, and Academic program to meet the needs of all students. It appears that this action plan reflects the staff's increasing realization that the current focus may not adequately meet the needs of all students, in particular the Hispanic and limited English speaking populations.

The self study process at Evergreen Valley involved the analysis of various sources of data including API, enrollment trends, CAHSEE results, CST results by ethnic groupings, SAT results, and CELDT scores. The school also conducted various surveys among staff, students, and parents, and compared those various subjective scores. As a result of this data analysis the school has determined: 1) There is a need for freshmen support courses in English & Math. 2) There is a dramatic rise in the school's English Language Learner population, 3) The school needs to search for more effective instructional methods for its Latino, low socio-economic, and Special Education populations, and 4) The continued need to seek the most effective methods of supporting the success of all students.

Overall the staff is aware of the gaps in the instructional program as well as the resistance to creating support programs or deviating too far from the instructional program currently in place that meet the needs of many high performing students.

The long term action plans currently developed by the staff are very broad in that they attempt to address too many needs without delineating specific measures of accountability. The action plans also identify some needs that are reflected in the school's report as strengths. As an example, developing an aligned curriculum is addressed as a strength in the report and identified as a need in both action plans I and II. Additionally, neither of the plans mandates an end product nor clarifies what full implementation means. The action plans as a whole do not reflect the measures of accountability needed to provide an on-going impetus for student centered school improvement.

Chapter IV: Quality of the School's Program

Part A: What Currently Exists

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

A1: Vision and Purpose. To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels? To what extent is the school's purpose supported by the governing board and the central administration and further defined by expected school wide learning results and the academic standards?

It is a shared belief amongst all staff, students, and parents and evident that most of the staff, students, and parents were involved in the development of both the Vision and Mission statement., and it does reflect the school's commitment to student achievement. It is evident from the perception data that all students are included in the Vision with the ultimate goal "to raise the academic achievement of all students" even the most reticent student. After visiting with parents and members of the focus group, it was evident that students, parents, and teachers are aware and understand the School wide learning results (ESLRs). It is also evident that a large percentage of the staff both classified and certificated has bought into the acronym R.E.A.C.H. (Reflection, Equity, Academics, Community, Honor.), there are posted and observable R.E.A.C.H. poster in every classroom, offices, and building on campus. The commitment to the ESLR's is a definite strength and it is satisfying to know that the Leadership team has begun an ongoing process of re-visiting and possible revising on a yearly basis.

A2: Governance:

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

Becoming a comprehensive high school allowed EVHS to fall into closer alignment with the other schools within East Side Union High School District. However, it was stated in the EVHS self study that the new Superintendent and the governing board are very supportive of EVHS but the evidence is conflicting. The schools Vision and school wide learning results are not directly connected to any District policy; in fact, R.E.A.C.H. was created by the EVHS staff, parents, and community members. There is a desperate need for more Counselors at EVHS with only 2 of them servicing 2500 students. This is a need that the school cannot adequately address in isolation. The School Site Council is a definite strength of the school. Parents and community members know and understand that this is the avenue to choose if they want to be involved in the governance of the school. Nevertheless the leadership staff could do a better job communicating to parents community members the importance of their involvement in this governing body. Moreover, there was no evidence found that would suggest that the district has policies aligned with EVHS academic standards based on data driven instructional decisions. It

appears that there is a program referred to as “crunchers” that houses students standardized testing data but teachers at EVHS have yet to be trained on. The governing board is involved in the regular review of the school single school wide action plan.

A3: Leadership & Staff: To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards? To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with students needs?

The school did not have official test results on which to base their decisions, therefore they relied on data from test scores, suspension numbers, and student surveys all collected in-house. Teachers, staff members, students, and parents/community members review student achievement data through School Site Council meetings and construct year-long plans for the following subgroups: Student Achievement, Professional Development, Safety, and Parent & Community Involvement. These plans are based on achievement data, meetings with teachers, and discussions of perception and immediate need in Department Chair meetings and Leadership Team meetings.

A4: Leadership & Staff: To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?

At EVHS all first- and second-year teachers are required to participate in a full induction program which includes two major workshops: [1] COMP (Classroom Organization and Management Practices) trainings for a semester and [2] New Teacher Induction Program through the Santa Cruz and Silicon Valley New Teacher Center (based at UC Santa Cruz). COMP helps teachers with basic classroom management and organization techniques, such as desk placement, class rule creation, and basic lesson planning.

A clear area of strength is the highly qualified instructional staff that currently exists at EVHS. In addition, EVHS has a very comprehensive professional development plan that would be more useful if the professional development committee would decide to narrow the focus on one particular area of professional development per year (i.e. analyze student data), and put in place measures of accountability. Strength at EVHS is their new teacher preparation and induction system which plays an intricate part in facilitating achievement of academic standards.

A5: Leadership & Staff: To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that is focused on identified student learning needs.

EVHS staff and its leadership team is doing a very sound job with developing professional development that focuses on identified student learning needs. The Leadership team created a Professional Development Committee, a group of 6 elected Evergreen Valley High School teachers dedicated to creating training opportunities for their own teachers, ensuring a cycle of continuous improvement with professional development that is personalized to address the needs of all subject-area teachers, staff, and administrators. Not only do professional

development activities for teachers reflect a best practices approach, but they also align with the California Standards for the Teaching Profession. A Professional Development Plan is updated yearly and is based on the needs of the staff and students on the EVHS campus. In January of 2007, the leadership team added TESA training to their list of Professional Development activities in order to focus on the "Equity" portion of their ESLRs. TESA (Teacher Expectations for Student Achievement) is offered as a new cohort each semester and all core teachers on campus will go through the program, which emphasizes the inclusion of all students in class discussions and questioning sessions. It is anticipated that this will increase their expectations of students, resulting in positive trends in grades and standardized test scores.

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

It is definitely worth mentioning that EVHS is a very astounding campus. The school's curbside appeal is second to none and the facilities are immaculate, safe, functional, and well-maintained. The facilities at EVHS have been stated as one of the main reason why some students has transferred to EVHS as evident by the increased enrollment that they have been experiencing yearly. The staff at EVHS wrote a grant in 2002 called the "High Tech High School Grant" and was one of five high schools that were awarded the grant. As a result of this grant EVHS has over 1600 laptop computers, Smart carts, LCD projectors, overhead projectors, and laser printers for each room. Another added feature is wireless connectivity throughout the entire school. The parental and community support is overwhelming at EVHS, and although there are a variety of separate parent support organizations, there is no over-riding PTA or PTSA in place.

Areas of Strength:

- Clear and recently developed Vision and Mission Statements developed to provide focus on student achievement.
- Well developed ESLRs based on the importance of Reflection, Equity, Academics, Community, and Honor.
- Active parental involvement and support as reflected in a Site Council that concerns itself with substantive educational issues.
- A highly qualified staff.
- Resources in technology (including 1600 laptops) to support student acquisition of knowledge.
- Use of the School Loop system to enhance communication between teachers and the students (and parents) they serve.

Key Issues:

- There is a communication gap that extends between administration and staff (certificated and classified), and those parents who feel disenfranchised.
- The need for the school leadership to be keepers of the vision and ESLRs.
- The need for a consistent and comprehensive system of instructional supervision and instructional accountability.

- Schoolwide Action plans that are too broad and lack clear ongoing measures of accountability.
- High staff turnover.
- The school needs to develop a means of assessing the effectiveness of the various professional development programs the school has sponsored.
- Effective outreach programs (including the development of the Master schedule) to meet the needs of those students identifiable by ethnicity and demographics that are not fairing well at EVHS.

CATEGORY B. STANDARD-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 schoolwide learning results? [Through standards-based learning (i.e., what is taught and how it is taught), the expected schoolwide learning results are accomplished.]

At this time, 81.2% of Evergreen Valley High School students are enrolled in college prep courses, with more than 1/3 of the students enrolled in Advanced Placement courses. However, for the remaining 19% of students there are not enough viable curricular options for them. It appears that this 19% is comprised of Special Education students, EL students, low SES students, or students who are not UC/CSU bound. The report states that 50% of the freshman class is enrolled in Physics; however, this number was not accurate. After reviewing the Master Schedule, the actual percentage is 32%. Freshman students who take Algebra I are placed in Integrated Science, and those students placed in Geometry or Algebra II are placed in Physics. Additionally, the school offers vocational training through the Santa Clara Office of Education for those students who are on a career path instead of a college path. EVHS currently has 85 students enrolled in this program. Students receive 15 credits a semester for attending, and buses shuttle students to and from the program. This is an excellent program for students who may or may not be college bound because there are so few elective courses offered; however, it has come to light that the School Board has decided to revoke funding for this program and bring vocational education back to the school sites. Furthermore, the Work Experience program is currently only serving 26 students, there is no ROP program, and clearly not enough elective courses because there are currently 274 student aides on campus, which is roughly 10% of the student population.

It appears that the staff has spent many hours of Professional Development time on aligning subject area curriculum to state standards but there is minimal tangible evidence that reflects these efforts. To further assist the students, only California standards-based textbooks have been purchased for academic course offerings. Due to the high administrative turnover and large teaching staff there is not a consistent approach to instructional supervision.

Because EVHS is a fairly new school, ESLRs were created and adopted in late 2006 using the acronym REACH, which stands for Reflection, Equity, Academics, Community, and Honor. Although the ESLRs were recently adopted and subject area standards based curriculum has not been created, it seems unlikely that that the curriculum has been aligned with the ESLRs. However, roughly 1500 of the 2500 parents are using School Loop, and the schools high level of pass rates on the CSTs and CAHSEE are fulfilling portions of the ESLRs

Evergreen Valley High School has an impressive overall API score of 818; however, identified subgroups (Hispanic, Special Education, and SES students) are not meeting the trend. Hispanic and African American students, as well as Special Education students consistently score lower on standardized tests and receive lower grades in the classroom compared to their Asian and White counterparts. These subgroups are the focus of three out of the four action plans, but the action plans lack the internal measures of accountability required to result in meaningful program change.

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?

Evergreen Valley has programs in place to aid students in their academic, personal, and school-to-career goals. Assistance starts early with an 8th to 9th grade transition program including counseling meetings, course scheduling, spring parent/student orientation, summer English Language Arts and Math institute for students below standards in those areas. While at EVHS, students have access to a Career Center, vocational training off campus, and enrichment at the local community college, as well as a Homework Center and Peer Tutoring available for students who need additional support. The Counseling Team and teachers also sponsor workshops for students and parents for the college application process, a college week to promote post-high school possibilities, and a FAFSA night to help with the financial aid process. As a result, in the past two years 946 sophomores and juniors took the PSAT and 545 juniors and seniors took the SAT.

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

Unfortunately, very little data has been collected for graduation rates; however, there is some evidence that can serve as indicators of students meeting graduation requirements. Approximately 90% of students pass the CAHSEE by the end of their junior year, and the drop out rate is very low allowing 98% of the senior class to graduate in June. Those students who are minimally behind can take night classes at an Adult School or summer school, and those missing significant amount of credits are transferred to alternative programs such as Independent Study or Small But Necessary Schools (continuation schools). In the senior class of 2005-2006, out of the 546 students 35 transferred to Small But Necessary Schools and 1 student had all requirements completed but did not pass the CAHSEE.

To assist lower classmen, the Counseling Team organizes a whole-school lesson on graduation requirements and the course selection process. The following week, the counselors visit each 9th, 10th, and 11th grade classrooms to meet with students, answer questions, and make appointments with students who require additional assistance. Unfortunately, with 2.4 counselors it is unrealistic for the counselors to create individual 4 year plans for each student at EVHS. To help alleviate this problem, counselors also hold parent nights in March for each grade level to discuss programs and opportunities available to students. These meetings are posted on the school's website, School Loop, and phone calls are made through autodial; however, little to no information is disseminated in other languages for those parents who do not speak English.

Areas of Strengths:

- EVHS has a 98% graduation rate.
- Eighty-one percent of the student population is enrolled in college prep courses with 1/3 of the students taking AP courses.
- A significant number of teachers, parents, and students use School Loop and the Evergreen Valley High School website as a means of communication.

- The 8th to 9th grade transition program is an excellent means of acclimating students to the Evergreen Valley High School campus
- The vocational training at CCOC allows students who may or may not be college bound to focus on a specific career of interest.

Key Issues:

- There are not enough viable curricular options for the underperforming subgroups.
- There is a need for an increased emphasis on a more consistent approach to instructional supervision.
- Data collection and analysis seems to be a serious concern with regard to guiding current instruction.
- The absence of instructional and motivational support programs such as AVID to reach the growing population of students at EVHS in need of such support.
- There is an absence of a comprehensive action plan addressing the need to develop standards based, teacher and student friendly curriculum guides in core classes.

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

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

Students at Evergreen Valley High School (EVHS) receive curriculum based on school, district, and state standards. In April of 2006, the school created their Expected Schoolwide Learning Results (ESLRs) and thus currently has a working set of ESLRs that according to Action Plan III will be revisited next year. ESLRs incorporated or aligned to courses of study would be beneficial and reinforce ESLR importance.

Alignment of course content to state standards has been a major focus of EVHS in the 200607 school year. Alignment of course content is not complete and is an on-going process. There is a need for all content areas to completely align their curriculum to content standards and have meaningful standards based curriculum documents within each of the academic departments along with common assessments. This will open a wide avenue of professional development.

Collaboration time during staff development days offered an opportunity to create standards based instruction within subject areas that will support student learning across curricular areas. This approach was successful for a few departments, but much more is needed. The goal of collaboration was to maintain alignment in each class through the use of standards based essential questions.

EVHS modeled their use of course alignment after the East Side Union High School District's Algebra I course. The district math teacher's collaborated to create an Algebra I course scope and sequence that aligned standards to grading periods. Students can earn 1.5 to 2 semester credits for Algebra I based on completion of mini-courses. Although this course is aligned to state standards, EVHS would prefer more flexibility in course content delivery.

EVHS' Academic Performance Index (API) shows an overall score in of 818. However, significant subgroups including Hispanic/Latino (693), English Learners (797), Socioeconomic Disadvantaged (740), and students' with Needs (523) students are not performing as well. Additionally, a greater disparity exists among these subgroups with regards to a lower percentage that pass the California High School Exit exam (CAHSEE). A correlation exists between API and CHASEE scores of the lower performing subgroups and the percentage of those same subgroups earning a "D" or and "F" in many of their courses. This achievement gap is of significant concern. A more focused concern for these significant subgroups needs to be instituted especially in the area of instructional strategies, common assessments, and targeted assistance courses within the master schedule such as CAHSEE preparation classes.

Special Education students (SPED) are mainstreamed as much as possible into general education classes. SPED students are encouraged to participate in general education classes with minimal accommodations; Teachers are notified of SED students' IEP either through the IEP meeting or through an email sent from the SPED student's case manager. Additionally, some SPED students are in core content SPED classes. However, the curriculum in these courses needs to be aligned to state standards.

In order to increase the number of students enrolled in the rigorous courses required for entry to a University of California or California State University campus, the counseling department reviews the A-G requirement for admission to the UC/CSU system. However, due to an overwhelming caseload of some 800-1000 students per counselor (2.4 counselors for some 2500 students), individual four year plans and in most cases, individual counseling is non-existent.

A majority of the courses offered at EVHS is UC/CSU approved. An open enrollment policy for Advanced Placement (AP) courses and a larger offering of AP courses has increased enrollment from 225 in 2003-04 to 617 in 2005-06. Additionally, the number of AP exams taken by students has increased from 332 in 2003-04 to 1034 in 2005-06. AP Parent Night is specifically designed for parents and students who are interested in AP courses and who want more information.

A variety of instructional strategies and techniques are utilized by some teachers at EVHS; such strategies include cooperative learning, group dynamics, Understanding by Design, backwards mapping, focused assessment on essential questions based on standards, teacher and student reflections, as well as many others. It is clear though, that not all staff members use a variety of instructional strategies in order to meet the needs of all learners. A concerted effort needs to take place through professional development to broaden the varied use of instructional strategies by all teachers. Many students voiced a concern that most of the instructional time in class is lecture.

Some support efforts for at-risk students are in place such as homework center, SPED tutorial support classes, and SPED core classes. A variety of additional support efforts/classes for students should be in place to assist students who are struggling and in need of assistance. Courses such as Read 180, Highpoint for English Learners (ELs), SDAIE, and CAHSEE test prep courses are examples. Through collaboration of teachers and the thoughtful placement of paraprofessionals, targeted English Learner (EL) population, SPED students, SED students, and other at-risk students could be supported in the mainstream classroom.

The master schedule reflects numerous classes in core A-G subject areas as well as a wide variety of Advanced Placement (AP) classes. The master schedule does reveal a paucity of elective classes and a limited variety of elective classes. Over 10% of the student population currently is assigned as staff assistants. In some cases, three or more staff assistance are assigned to one teacher. Although EVHS offers a range of elective courses in the areas of art, foreign language, music, and science, students report the need for more traditional vocational education courses such as auto shop, wood shop, and culinary arts, and ROP class options. There is a need to develop and offer a wider variety of electives.

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?

Most classrooms are furnished with at least one computer, a television, and a LCD projector ("smart cart"). Over 1600 laptop are available for student and staff use. The school technology in interconnect through a wi-fi system. Technology is available to help students improve their skills, apply knowledge, develop hypotheses, explore topics, and work on projects. However, there are few opportunities for students to seek guidance in the use of technology. Some

teachers utilize laptops, LCD, overhead projectors, DVDs in lessons. Some progress has been made in staff proficiency with technology, the integration of technology throughout the curriculum, and the effective use of technology to increase student reading comprehension skills, writing skills, and vocabulary skills, but more profession development remains to be done to endure to effective integration of technology and lesson planning that meet the needs and learning styles of all students.

The WASC Leadership team and administration report an increase in the number of teachers who have expanded their repertoire of instructional strategies through professional development; however not all teachers have done so. Cognizant of different learning styles, some teachers use a combination of visual (i.e. power point/overhead projector) and verbal instruction to reach students. Collaborative learning, hands-on projects, cross-curricular activities, peer assistance, note-taking, and other instructional strategies were noted. However, most classroom observations noted by the visiting WASC team involved.

EVHS uses a teacher-student communication tool known as SchoolLoop. SchoolLoop allows teachers and parents to communicate through email and parents and students to access updated information on achievement and progress, assignments, and grades. Some teachers also use assignment logs, and post assignments on the Internet. The need for continued professional development to broaden and strengthen instructional strategies is also noted.

In conjunction with the City of San Jose, a teacher operated Homework Center program allows students access to their subject specific teachers in a smaller setting facilitated through each core department. Unfortunately, the Homework Center funding has been reduced. Consistent staffing problems and an overwhelming student demand seem to reduce the overall effectiveness of this program.

A variety of Academic clubs is offered at EVHS. Students may choose from National Honor Society to Key Club. Students apply for membership into academic club and community service clubs are generally open to all interested students. These clubs offer tremendous support and enrichment to students. An unnecessary barrier to student participation occurs with the membership application to academic clubs. Teacher led exchange programs and filed trip opportunities are offered and allow students to gain knowledge and experience.

Areas of Strength:

- A strong college preparatory of AP and UC/CSU approved course offerings.
- Clear evidence of teacher and student working relationships and respect.
- Professional training and development opportunities for individual teachers based upon their interests.
- Use of classroom technology, including technology to keep students and parents informed.
- A high level of students enrolling in AP courses indicating a large number of EVUHS students willing to accept this challenge.
- Student assistance programs such as the homework center and student-led tutoring programs designed to meet the needs of some students.
- A majority of staff use School Loop to keep both students and parents up to date on achievement and assignments.
- Overall API reflecting significant level of student achievement.

- Student access to technology to support learning.

Key Issues:

- Methodologies and programs that effectively meet the needs of at-risk populations identifiable by ethnicity and demographic factors.
- A broader use and utilization of instructional practices for all student learners.
- A master schedule that has limited offerings to at-risk and academically struggling students.
- A need to examine the instructional program in English where 36% of English 1 students received a “D” or “F”.
- The need for an AVID or similar schoolwide support program to encourage, monitor, and support struggling student populations at EVHS.
- An effective and comprehensive method of evaluating instructional practice.
- Student feedback indicating that 78% of students perceive that in a typical class, teachers explain or demonstrate in front of the class for half or more of the period and 72% indicate students typically work on worksheets for half or more of the period.
- Focus on English Language Learners, Special Education, Socio-Economically Disadvantages, At-Risk, and lower performing student needs.
- Alignment of courses to each other to better prepare students for the next class in a series.
- Alignment of curriculum to content standards via the creation of usable curriculum documents that can lead to the subsequent and the development of common assessments in like courses.
- Collaboration among teachers, especially within subject areas.
- Ongoing monitoring of the instructional program by the administration is needed to verify the extent to which students are involved in challenging learning experiences.

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1: 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?

Evergreen Valley High School, like all public high schools, uses a number of recognized assessment tests including the STAR, CAHSEE, AP, P/SAT, ACT etc. whose results are mailed home and posted on the school web site. The Principal reports these findings to the School Board and the Student Achievement Subcommittee and the School Site Council.

Grade reports are generated for each student every six weeks as progress reports. These are sent home to the parents as are semester grades. Individual student data is available for those parents and students that access School Loop.

D2: Do teachers employ a variety of strategies to evaluate student learning? Do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational process of every student?

Informal and formal pre- and post assessments, i.e., class observation, homework assignments, oral question, portfolios, standardized tests, publisher and teacher generated tests in both subjective and objective formats are used, but the frequency and the variety depends on the department and the individual teachers within each department.

At the teachers level teachers use assessment data to adjust their instructional methods, support, and/or timelines in order to address student needs. This year the English department gave an assessment to every student, but these have still not been corrected and the results shared with the department.

Data analysis for teacher produced assessments differs from department to department and from teacher to teacher. There is some evidence that there are pairs of teachers who do plan standards based lessons and then give common assessments to their students.

The Algebra 1 class is broken into standards that must be successfully met before receiving credit, but students are given an opportunity to go back and make up credit before the end of the semester by meeting the missed standards during after school tutorials. The department has moved on to developing the same structure for Algebra 2 this year.

D3: 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?

The student achievement goals are set by the Achievement Subcommittee of the School Site Council after reviewing the prior year's data. These goals are then communicated by the principal to the APED and the Department Chairs of each area, as well as other pertinent staff

and community members. These results are then gathered towards the end of the school year and communicated to the district as well as the school community in order to measure the progress, determine the needs for improvement, and devise a strategy and methods for implementation of new programs/class offerings.

San Jose City provides funding for our after-school tutorial centers which also requires continual improvement in student performance. Unfortunately these funds have been cut during the past year.

The parents have formed an educational foundation purported to aid in efforts to improve student achievement.

D4: Does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

Evergreen Valley High School offers many AP classes due to a high demand, but there is a segment of the population that is underachieving. There was a need for Spanish for Native Speakers classes and Vietnamese for Native Speakers that have been added to the course offerings in the last year. An AVID program is being investigated for the coming year.

Areas of Strengths:

- Parent-connect and School Loop is an helpful tool for communication and student success
- The addition of Spanish for Spanish Speakers and Vietnamese for Vietnamese Speaker as the need arose.
- The district is purchasing Data Director to assist teachers in using both standardized data and teacher created tests to inform instruction.

Areas of Growth:

- Achievement gap between White/Asian & Latino/African American students needs further thoughts towards the development and use of strategies that will ensure student success for all students at Evergreen Valley.
- Decline in socio-economic & EL performance compared to 2005 base year.
- Lack of computers dedicated for use of students with special needs to be addressed.
- Development of a standardized system to let mainstreamed teachers know the level and needs of every EL student in their classrooms at the beginning of the school year similar to an IEP at a Glance should be implemented.
- The Action plans needs to be modified so that all areas addressed are assigned a priority allowing the staff to begin work in a focused direction while clarifying measures of accountability in each plan, i.e. beginning date, indicators of success/accomplishment, monitoring process, person responsible for monitoring, and ending date.
- Focused work to develop common assessments for each subject in each department.

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?

Evergreen High uses several different levels of technology to communicate with parents and students. One of the most effective ways to communicate with the parents has been via the internet. Evergreen High has a full school website where all EHS teachers have room to post information and links, as well as a full calendar of events, and links to other important school-related information. To help students and parents keep up with homework assignments, Evergreen High uses School Loop, a web-based application that allows teachers to post assignments, grades, notes, documents, links, and other relevant information for students and parents, which is then emailed to parents and students every afternoon. Currently 1500 of the 2500 parents/students utilize School Loop, which may result in the over-reliance on this technology; however, the teachers who use School Loop strongly endorse the benefits of the program. Evergreen High also make use of ParentConnect, another online application that is tied in to their attendance and grading systems, as well as AutoDialer messages, which allows the school to call parents with information as needed. Based on information received from the administration, ParentConnect will be eliminated or replaced. Many teachers were unaware of any possible changes related to ParentConnect.

Evergreen Valley currently does not have a system to share student assessment data with teachers. A program named "Cruncher" was shared with department chairs, but it is slated to be replaced with another program "Data Director". There is not a firm timeline for implementation nor are all staff members aware of this change.

When teachers find it necessary, they are able to login to School Loop and make contact with a particular student's parents and all of their teachers to discuss a problem or concern. This enables faculty to have virtual conferences with a student, their parents, and all of their teachers, allowing staff to solve problems for the student before those issues get out of control. This has become the first step for many teachers in solving student issues, reducing the need for many parent conferences, though traditional conferences are scheduled with parents when they are necessary.

Another avenue for parents and the community to maintain contact with and involvement in the school is through the School Site Council. Evergreen High also has active booster clubs for Athletics and Band, as well as a newly formed Evergreen Valley Educational Foundation, all of whom are focused on fundraising for different segments of the student population. Parent organizations also include a Latino Coalition, an African American Coalition, and an IPACE group composed of parents of Indian students.

Annually, the Counseling Team, Department Chairs, and the Leadership Team plan a variety of events to educate and inform parents and members of the community on a wide variety of topics, from College Applications, PSAT and SAT Score Analysis, AP Parent Night, Back to School Night, and Freshman Orientation Programs (Link Crew and Open Houses).

In addition to formal means of maintaining communication, Evergreen Valley High School students have created a large number of clubs, many of which are based on academic achievement and community service, such as National Honor Society, California Scholarship Federation, Interact, Key Club, Red Cross Club, and Amnesty International. Overall the school hosts some 30 clubs and students indicate it is easy to find a teacher-advisor. A comprehensive athletic program also connects many students to school as does the band and drama programs. An active student leadership team involving approximately 80 students works hard to create engaging student activities which support a connection for all students to the school.

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 expectation for all students, and a focus on continuous school improvement?

Evergreen Valley High School is perceived as a safe campus. According to their perception data, teachers, staff, students, and parents agree that fighting, weapons, and safety are not large concerns, resulting in the perception of a safe campus. Spending time on the campus as a visitor is a very pleasant experience.

In order to maintain the safety of their campus, the Safety Team annually reviews the School Safety Plan. This information is communicated to parents and the community via the School Site Council, and to teachers and staff members via Faculty Meetings and schoolwide trainings. One of the Associate Principals is assigned to oversee attendance and discipline, which includes working with two Campus Advisors who are responsible for working with students when problems arise. When major problems do arise, Evergreen High has one member of the San Jose Police Department on campus during school hours and several are assigned to patrol the school when the school hosts sporting events and large school activities and community events.

Evergreen Valley is a well maintained, well kept campus. The custodial team is fully staffed, though overworked as the district has cut back on the number of custodial positions district-wide. To help matters, the Recycling Club helps keep the campus clean. Student volunteers help custodians after break and lunch, and make a final sweep of the campus at the end of the school day to make sure the facility is cared for.

Evergreen Valley High School, cites a great number of professional development opportunities, but their teaching community has been struck by a crippling combination of high administrative turnover, high teacher turnover, lack of support for academic programs at the district level, and a rapidly growing faculty. For example, in preparation for the 2005-06 school year, over 1/3 of the teaching staff was new to Evergreen Valley, and in 2006-07, over 1/4 of the teaching staff was new. As a result, teachers do not know each other well and a few departments are having difficulty pursuing curriculum alignment and common assessment development and administration.

Although suffering from high turnover in their teaching staff, there is still a high expectation for student success. Faculty share that they consider the WASC process to be valuable at this time, since it required them to reevaluate their program and meet together often to discuss the strengths and weaknesses of their school.

Staff and administration have tried to maintain a variety of staff development opportunities, including training in differentiated instruction and a new Teacher Expectation Student Achievement (TESA) cohort. One area lacking is a consistent, ongoing training program for teachers in the area of student support, CPS reporting, and other possible student emergency situations.

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

Staff state that all of the students at Evergreen Valley High School have the opportunity for placement that is commensurate with their abilities and skill levels. In the Spring of 2006, Evergreen High began creating a placement program for their incoming 9th grade English and Math students. The staff reported that the Math test worked very well for placement into the appropriate math classes, but the English test was not as successful in placing students in standard or accelerated English I for a variety of reasons, including a lack of communication between the high school and their feeder schools. As a result, there is a lack of common assessments for placement as well as for other instructional decision making in both the regular education and special education programs. Problems in this area are exemplified by the fact that 39% of English 1 students received a “D” or “F” in the Spring of 2006.

In addition to placement tests, students meet with their counselors every year to determine the best course load for the following year, which is based on the student’s achievement and course selection in years past and their goals for the future. These meetings follow the yearly school wide lesson on course selection and options and a review of each student’s graduation inventory. Counselors visit English classrooms and meet with students individually to review student progress and placement. Students interviewed shared that this meeting does not include four year planning or post-secondary options. The majority of the courses offered at Evergreen Valley High School are considered ‘college preparatory’ and are aligned with the UC a-g requirements. Although the counseling staff is lauded by the staff for their dedication and hard work, many staff members cited a concern regarding the pupil to counselor ratio maintained by the school.

Evergreen High has made a strong commitment to providing AP offerings. Students, rather than staff, initiate the interest in a new course. If a teacher is willing to teach the course, then the school offers the course in the master schedule. Students with high achievement are provided access to the AP curricula, but there does not seem to be a support system in place or access point for traditionally underrepresented groups or high potential/low performing students. Many staff members expressed a need for an AVID program to provide support for under-represented groups such as low SES, African American and Latino students.

To assist students in making decisions in the AP courses they might like to take, Evergreen High offers a two-night AP Parent Night where AP teachers discuss the topics covered in their courses, as well as a realistic idea of the amount of work expected of students at that level. Evergreen attempted a summer AP preparation course for one year to increase access to AP for Latino and African American students with some success, however the program was not continued.

Evergreen High offers a formal Homework Center for Math, Science, Social Science, and English coursework in addition to individual teacher support. The Homework Center consists of core instructors providing tutorial services distributed throughout the academic departments.

The program is advertised online and through posters but confusion does exist among staff, students, and parents about the program. Evergreen also offers space and schedules for students in the library for peer assistance programs, and they have just begun offering CAHSEE support workshops in both Language Arts and Math after school to assist juniors and seniors who need additional help in passing the tests.

The Special Education Department works as a team, but are currently in need of two additional paraeducators. The teachers in this department are responsible for maintaining IEPs and working with teachers of mainstreamed students in providing adequate support for the students, as well as ensuring that the students are placed appropriately in classes. To maintain their understanding of the law and new teaching practices, the special education teachers attend many workshops over the course of the year which are sponsored by the East Side Union High School District.

Evergreen High provides English Learners support through Spanish for Spanish Speakers and Vietnamese for Vietnamese Speakers (new this year) to ensure that these students are continuing to learn in their native languages.

The students that may not be having their needs met are the students who do not require additional assistance and are not in accelerated classes. For these students, Evergreen is considering offering an AVID program as well as increasing the rigor of their standard courses to reduce the perception that students placed in standard-level courses are not as smart as their AP counterparts.

Another group that may not have their needs met currently are those students who are having difficulties passing all of their classes. Other than summer school and night classes through the Adult Education Program, students on the EVHS campus do not have many choices in terms of remedial coursework. The stated rationale is an effort to stay away from course offerings that can sidetrack a student from college admissions as well as staying away from courses that often become a 'dumping ground' for behavioral issues at other schools in their district. Students stated that they would benefit from a greater variety of elective offerings and more information made available for enrolling and succeeding in the AP track.

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?

When a student is in need of personal support services, they may try many of the same routes as for academic help. In many cases, the student's first stop is either a discussion with a teacher, a drop in to the Counseling Center, a concerned friend discussing the issue with a teacher or counselor, or an intervention with the discipline office. A frustration voiced by many students interviewed focused on a lack of outreach and dissemination of information for all students. A concern shared by the students was that activities such as schedule changes were expedited for concerned parents of AP students, while non-AP students may have a much slower reaction time to their request for a change.

Evergreen High has two part-time school psychologists, so they usually have a psychologist on site every day during the school year. The function of these psychologists is primarily for testing purposes, but they are available to help with student emergencies. To accommodate student emergency situations, Evergreen High has a marriage and family intern two days a week.

In addition to the psychologists, the Counseling Team has two members with extensive Special Education experience, and one member who has completed drug and alcohol training. One area of concern noted by staff members is the lack of bilingual counselors to serve the Vietnamese or Spanish speaking community members.

Within the community, there are a number of locations for student support, including the churches, a peer support hotline, and Safe Places located at the local fire departments, buses, and grocery stores. When the counselors find that they are not able to assist students onsite, the Counseling Team make referrals to a variety of community service locations, including the Alum Rock Counseling Center and Gardener Health Services, which are equipped to handle emergency and continuous psychological events, as well as the Ming Quong Center for emotionally disturbed students. In suspected cases of child endangerment, counselors contact CPS and the police office onsite for assistance

Areas of Strength:

- Highly trained and dedicated Counseling Team
- Innovative use of technology, in the form of School Loop to increase student, parent, and teacher contact
- A comprehensive Advanced Placement program designed to challenge students that includes a wealth of offerings in all of the core areas.
- A positive learning environment characterized by a unique structural school design, a clean campus, and a very focused and approachable student population
- A strong School Site Council engaged in substantive educational issues facing the school and the community
- A variety of extra-curricular opportunities including 30 campus-based clubs supported by staff and reflecting a wide range of student interests

Key Issues:

- Opportunities for “average” students to achieve at a higher level including recruitment for underrepresented populations in the AP program
- Additional formal student academic support systems such as AVID
- Additional trainings for teachers in a variety of support topics, including additional information on CPS reporting and counseling services available to students
- The need for the staff to supplement existing counseling services to provide guidance and support for all students within the current financial and personnel constraints
- A system to disseminate student state and local assessment results for all teachers.
- The need to develop a school-wide commitment by staff, faculty, and administration to develop a culture of support and identity focused on continued high achievement for all students

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

General Comments

This section of the Visiting Committee report represents a synthesis of the school's report, focus group meetings, and observations of nearly all, if not all, of the teachers at Evergreen Valley High School. The data distilled from this process has been condensed into two sections: *schoolwide areas of strength* and *schoolwide areas of follow-up*. The Visiting Committee is hopeful that this distillation of a 28 page report is helpful to the school in its efforts at continued growth and improvement focused on maximizing the learning potential of each student attending Evergreen Valley HS. The schoolwide strengths are clear; Evergreen Valley is a successful and positive place to learn, mature, and grow. The critical areas of follow-up are more subtle and certainly more complex. Addressing the critical areas of follow-up in a unified cohesive, and professional fashion should allow Evergreen Valley to take the significant and needed next step of maximizing the potential of all learners.

Schoolwide Areas of Strengths:

1. The student body at Evergreen Valley High school represents a large heterogeneous population reflecting a variety of positive traits; They are a warm, personable, goal oriented, positive, and energetic group of students.
2. An extremely positive learning environment characterized by a unique school structural design, a clean campus, and a very focused and approachable student population.
3. Commendable schoolwide achievement as evidenced by an overall API above 800 for the past two years, eighty-one percent of the student population being enrolled in college prep courses and one third of the students taking Advanced Placement courses.
4. A highly trained and dedicated counseling staff who creatively strive to meet the needs of EVHS students with minimal resources.
5. Well-developed ESLRs based on the importance of Reflection, Equity, Academics, Community, and Honor (REACH) and used as leverage points to promote these traits throughout the student body.
6. The wide variety of extra-curricular opportunities available to students at EVHS including a staff willing to support 30 campus-based clubs that respond to the wide variety of student needs and interests found on campus.
7. An active, involved and supportive parent community as reflected in a variety of parent-based student support organizations including a Site Council that concerns itself with substantive educational issues.
8. A wide variety of technological resources, including 1600 laptop computers to support student acquisition of knowledge.

Schoolwide Critical Areas for Follow-up:

1. There is a need to modify action plans so that the many areas addressed are assigned a priority allowing the staff to begin working in a focused direction while clarifying measures of accountability in each plan (i.e., beginning date, clear and specific indicators of success/accomplishment, monitoring process, person responsible for monitoring, benchmarks of accomplishments, and an ending date).
2. There is a need to enhance the various communication systems in place and address the gap that exists between administration and staff (certificated and classified), as well as that population of parents who feel disenfranchised from the school (often parents of at-risk populations).
3. There is a need for the staff to begin the development of standards based, teacher and student friendly curriculum guides (courses of study) in core classes (i.e., English 1,2,3,4, Spanish 1,2,3,4, Geometry, Algebra II, World History, U.S. History, Government, etc.). These documents would be integral to the school's continued collaborative efforts in developing common finals, pacing guides, benchmark projects, and the sharing of effective instructional methodologies among teachers in like subject areas.
4. The need for the staff to supplement and expand existing counseling services (i.e., advisement or advocacy) to provide needed guidance. Such a program could support long range educational planning, decision making, vocational awareness or any number of topics the staff determines could best serve their student population. This program would need to be developed within existing financial and personnel resources.
5. There is a need to ensure a broader use and utilization of varied instructional practices for all student learners.
6. There is a need for a consistent approach to instructional observation and supervision to support effective instructional practices and ensure that all students are receiving a challenging learning experience.
7. There is a need to examine the master schedule that appears to have limited offerings for at-risk and academically struggling students.
8. There is a need for reflective data collection and analysis in order to guide instructional practice and to address the needs of ELL, special education, socio-economically disadvantaged, at-risk, and lower performing student populations.
9. The need to cultivate a school-wide commitment by staff, faculty, and administration to develop a culture of inclusiveness, mutual support, clear communication, and identity that is focused on continued high achievement for every student attending Evergreen Valley High School.

Chapter V: Ongoing School Improvement

There are four action plans contained in Evergreen Valley's report. Although action plans 1 and 2 are somewhat repetitive, the plans call for the completion of over 54 separate tasks; some tasks are quite specific, others are too broad to clearly glean their intent.

Although the actions are correlated to student needs, professional development activities, the improvement of test scores and revisiting the school's philosophy, they are not written in a fashion that will sustain ongoing, reflective, and professional work.

The action plans correlate to most of the critical areas of follow-up identified by the visiting committee, but they lack needed measures of accountability in order to move the school into a sustained self-improvement mode. What is unclear, is the priority of the various (54) tasks contained in the four plans. It is also unclear what will be addressed first, and who will decide upon the initial focus. The plans do not delineate specific timelines for accomplishment and most importantly they do not contain accountability measures that ensure completion.

The plans, as currently written, may or may not enhance student learning. Most certainly if all the areas addressed in the plans became a reality at Evergreen Valley High School, student learning would be greatly enhanced. However, as a visiting team, we question the school's ability, based on past experience conveyed to the team, the school report, and observations during the visit to use the plans as currently written as viable vehicles to sustain on-going school improvement. The "*schoolwide critical areas of follow up*" section of this report identifies important elements of action plan formulation left unclear in the school's report.

The plans are easy to read and although their intent is discernable, they are not user friendly for the aforementioned reasons.