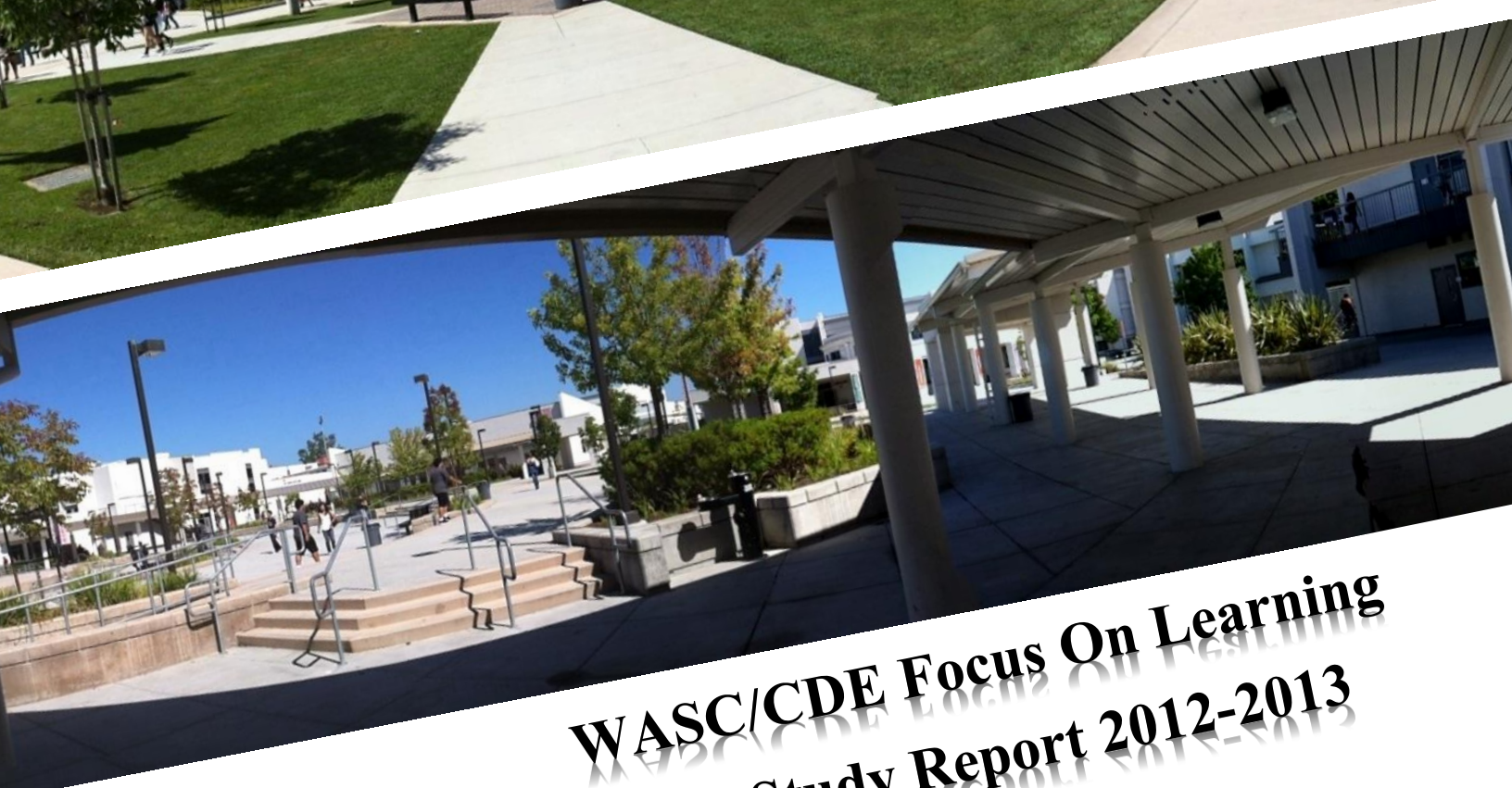
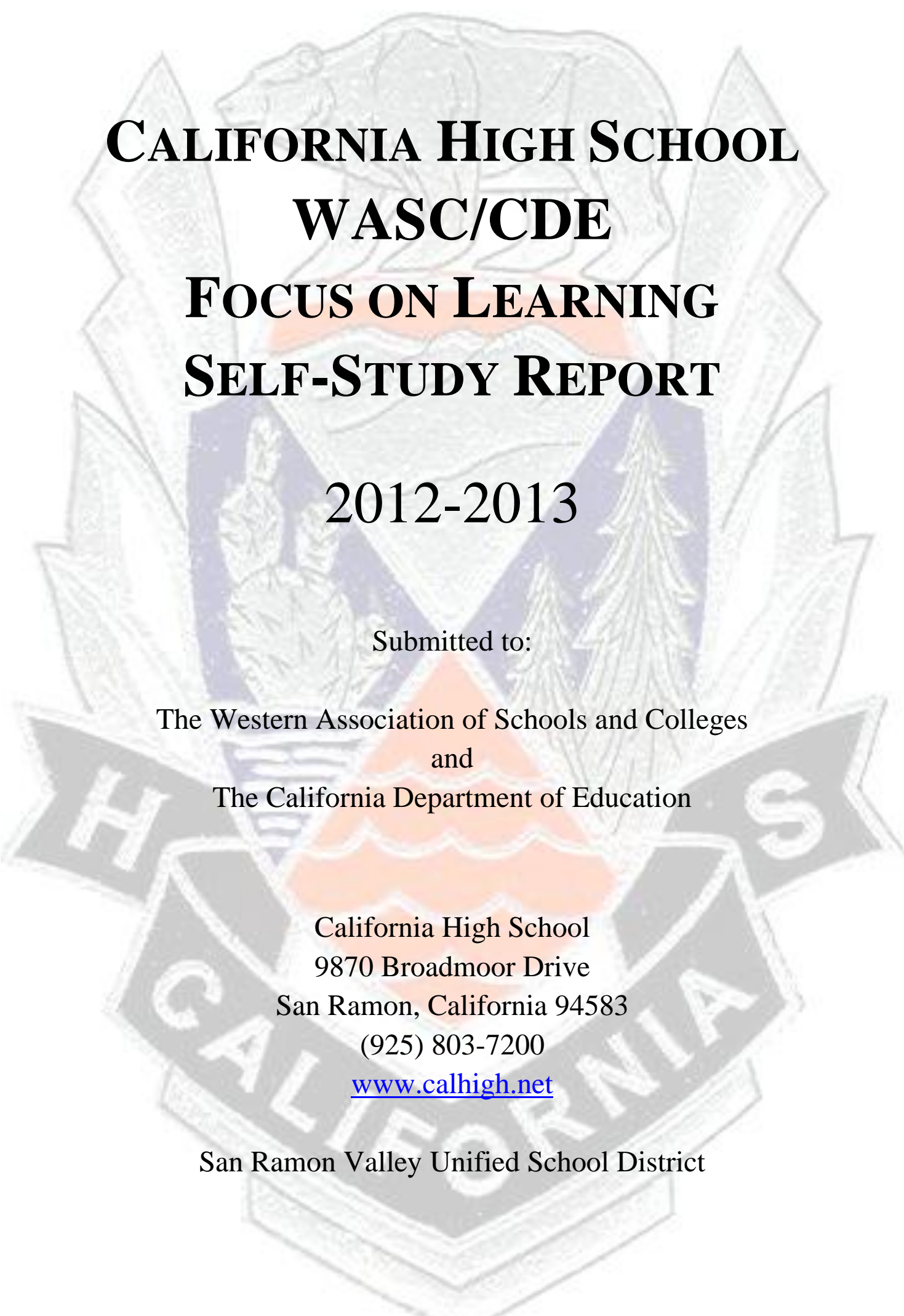




CALIFORNIA *High School*



**WASC/CDE Focus On Learning
Self-Study Report 2012-2013**



CALIFORNIA HIGH SCHOOL WASC/CDE FOCUS ON LEARNING SELF-STUDY REPORT

2012-2013

Submitted to:

The Western Association of Schools and Colleges
and
The California Department of Education

California High School
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San Ramon, California 94583
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San Ramon Valley Unified School District

San Ramon Valley Unified School District

San Ramon Valley Unified School District Administration

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Assistant Superintendent, Human Resources

Gary Black

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Assistant Principal

Sarah Wondolowski
Assistant Principal

WASC VISITING COMMITTEE

Dr. Milt Werner
WASC Visiting Committee Chair

CALIFORNIA HIGH SCHOOL SELF-STUDY COMMITTEES

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Stephanie Sawyer	Assistant Principal
Dayna Taylor	Assistant Principal
Sarah Wondolowski	Assistant Principal
Donna Montague	WASC Self-Study Coordinator
Catie Hawkins	English Curriculum Leader
Kent Johnson	Fine and Applied Arts Curriculum Leader
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Greg Fortayon	Support Services Curriculum Leader
Lisa Weiland	Support Services Curriculum Leader
Jamie Brindley	World Language Curriculum Leader
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Sheila Madrieres	Parent Representative
Scott Barlow	Student Representative
Ashton DeLano	Student Representative
Jacquelyn He	Student Representative
Richard Um	Student Representative
Jena Dillman	Teacher Representative
Jessie Heagle	Teacher Representative
Richard Hight	Teacher Representative
Robert Pitts	Teacher Representative
Leslie Vilhauer	Teacher Representative
Bev Hall	Non-Classroom Certificated Staff Representative
Patty O'Malley	Non-Classroom Certificated Staff Representative
Vinita Battu	Classified Staff Representative
Jeff Martin	Classified Staff Representative
Ann Weidinger	Bookkeeper
Mark Corti	Principal
Donna Montague	School Improvement Programs Coordinator

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Focus Group Leaders

Leslie Vilhauer, English

Focus Group A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

Kent Johnson, Fine and Applied Arts

Focus Group B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Donna Montague, English

Focus Group C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Scott Hodges, Social Studies

Focus Group D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Cindy Bonagura, Fine and Applied Arts

Focus Group E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Acknowledgement

The staff, students, and parents of California High School have worked to create a self-study document that describes the strengths of our school and sets forth areas for continued improvement. This document reflects the input of all involved parties: students, parents, staff, and the California High School community. Our self-study has come about through discussion, feedback, and reflection. The staff has responded to each task and question with great detail and specificity. Thank you to all. Particular thanks to Scott Hodges, J.P. Singh, Barbara Farmer, Richard Hight, Steve Dick, and Steve Armstrong for all their patient assistance.

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CALIFORNIA HIGH SCHOOL 2012-2013

CHAPTER I: SCHOOL PROFILE



School Profile

An overhead-view of San Ramon shows California High School nestled against the Iron Horse Trail, just south of the Bishop Ranch Professional Center along the East Bay's 580/680 corridor. California High School, with a population of over 2,500 students, serves the suburban community of San Ramon as one of four comprehensive high schools in the San Ramon Valley Unified School District. Established in 1973 to meet the needs of the growing San Ramon Village, the school's population has changed and grown to reflect the expanding community. During recent years, CHS has undergone extensive renovation and remodeling to reflect its role as an educational hub for the surrounding community.

San Ramon boasts a growing population, fueled by its location, recent housing expansion in the Dougherty Valley region, and its reputation as an outstanding community in which to raise and educate children. Most of the residents in San Ramon, a city of over 72,000, are employed in professional or service areas. Bishop Ranch, housed in San Ramon, is home to over 550 companies, from Fortune 500 companies such as Chevron, Bank of the West, Ford, and JPMorgan Chase, to smaller businesses in growing areas including social software and clean tech. Over 21,000 office workers commute daily to the regional employment center, while other city residents commute to the Silicon Valley or the greater Bay Area.

The San Ramon community is predominately middle to upper-middle class with most families living in single family dwellings with both parents employed. Based on data from the 2010 census, the city of San Ramon has an ethnic breakdown of 53.6% White, 2.8% Black, 35.6% Asian, and 8.7% Hispanic. Individuals reporting Two or More Races represent 5.3 % of the city's population. The median value of owner-occupied housing units is \$779,600, and the median household income reported from 2005-2009 is \$119,297. California High School has a small but significant number of students whose families have recently relocated to the valley to take advantage of our outstanding academics and our supportive school system. The biggest community trend in the San Ramon Unified School District has been its population growth, particularly due to recent housing expansion into the Dougherty Valley area. The city of San Ramon offers a broad range of community programs and services to support its population and enjoys an active partnership with its schools.

California High School was commended as a California Distinguished School in 1987, 1989, 1996, 2005, and 2009, and was recognized as a National Blue Ribbon School in 2006. In 2011, California High School was listed at #250 out of 500 Best High Schools in the country by Newsweek, and has been on Newsweek's list of top schools annually. In the fall of 2012, California High School was recognized as a top school by U.S. News & World Report, earning their Silver Award status, in the top 7% of schools overall with a rank of #171 in the state and #880 in the nation. California High School's Academic Performance Index (API) has demonstrated growth over time, rising to a current score of 890 in 2012. In 2006, California High School received a full six-year term of accreditation by the Western Association of Schools and Colleges (WASC), following six-year terms from previous accreditation visits.

California High School follows a block schedule. Students follow a base schedule of three 100 minute classes per day. "Odd" days (periods 1, 3, 5) alternate with "Even" days (periods 2, 4, 6). Students may also take an "A" period which meets daily for 50 minutes from 7:30 – 8:20. Four days a week, students have a tutorial period built into the daily schedule, at the end of the first

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full period of the day, from 10:05 to 10:35. During tutorial, students attend intervention programs, study, collaborate on work, or get help from teachers. There is no tutorial on Wednesday, when classes are ten minutes shorter due to a late start for students, designed to allow weekly meeting time for staff. Staff meetings, department meetings, Focus Group meetings, and collaboration are scheduled on a rotating basis Wednesday mornings from 7:30 – 8:20.



California High School 2012

California High School's significant remodeling and expansion has created an inviting and impressive environment. The school recently finished twelve years of construction and remodeling. In 2004, the World Language building opened with ten classrooms. In 2006, CHS opened the main building, a three-story edifice housing 67 classrooms, and the new library. In 2007, CHS unveiled the Career Technology facility, the quad on the footpad of the demolished old facility, and the new counseling facility. The Fine and Applied Arts building opened in 2008, and in 2010, the Event Center, which serves as a second gymnasium, opened. In 2010, the remodeled Theater made its debut and the remodeling of the old gym was completed. In 2011, California High School installed solar panels over the main parking lot, funded through a low interest Qualified School Construction Bond (QSCB), and finished its construction with a significant upgrade and expansion of the south student parking lot and the main driveway. Sports facilities include an all-weather track, a football field with newly upgraded synthetic turf, a multi-use athletic stadium, and four softball/baseball fields. The tennis courts and the Olympic Pool and Aquatic Center are operated in partnership with the City of San Ramon. California

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High School runs P.E. and athletic programs in the gym and the Event Center. The newly remodeled weight room is available for athletic conditioning for sports and weightlifting classes.

The passage of Measure D, a local bond measure, in November 2012 will fund additional improvements to our site, including remodeling the science building and upgrades and expansion of technology. Recent upgrades and additions to technology include replacement of outdated classroom computers, increased campuswide WiFi access, laptops, iPads, upgraded drop-in computer labs, additional portable computer labs, video-conferencing, and an increased number of smart boards and document cameras.

Parent support at California High School demonstrates the tremendous community connection our school enjoys. The Parent Teacher Student Association (PTSA), Academic Boosters, Athletic Boosters, Drama Boosters, Instrumental Boosters, and Choral Boosters work closely with the school community. The San Ramon Valley Education Foundation supports and promotes education in our community in partnership with the San Ramon Valley Unified School District.

Partnerships with business have allowed California High School to start and maintain innovative and far-reaching programs, including the Engineering and Design Academy, a Chevron-Project Lead The Way Partnership, and the Biomedical Sciences Pathway, in partnership with the San Ramon Regional Medical Center, California State University East Bay, and ROP/Career Technical Education. Cal High boasts a highly successful Careers in Teaching program, placing students in classrooms within our feeder school network, and in 2011 CHS began its first year of iQuest, a program guiding students into business internships.

CHS Mission Statement

The mission of California High School is to create a teaching and learning community that promotes academic and personal growth and provides all students with the knowledge, skills, and strategies for success in high school and beyond.

CHS Expected Schoolwide Learning Results (ESLRs)

ESLR #1 - Think critically, solve problems, and support ideas.

ESLR #2 - Communicate effectively.

ESLR #3 – Access, organize, and evaluate information.

ESLR #4 - Employ technology to enhance learning.

ESLR #5 - Work productively as an individual and team member.

ESLR #6 – Be healthy, responsible, contributing members of society.

ESLR #7 – Maximize potential through goal-setting and striving for excellence.

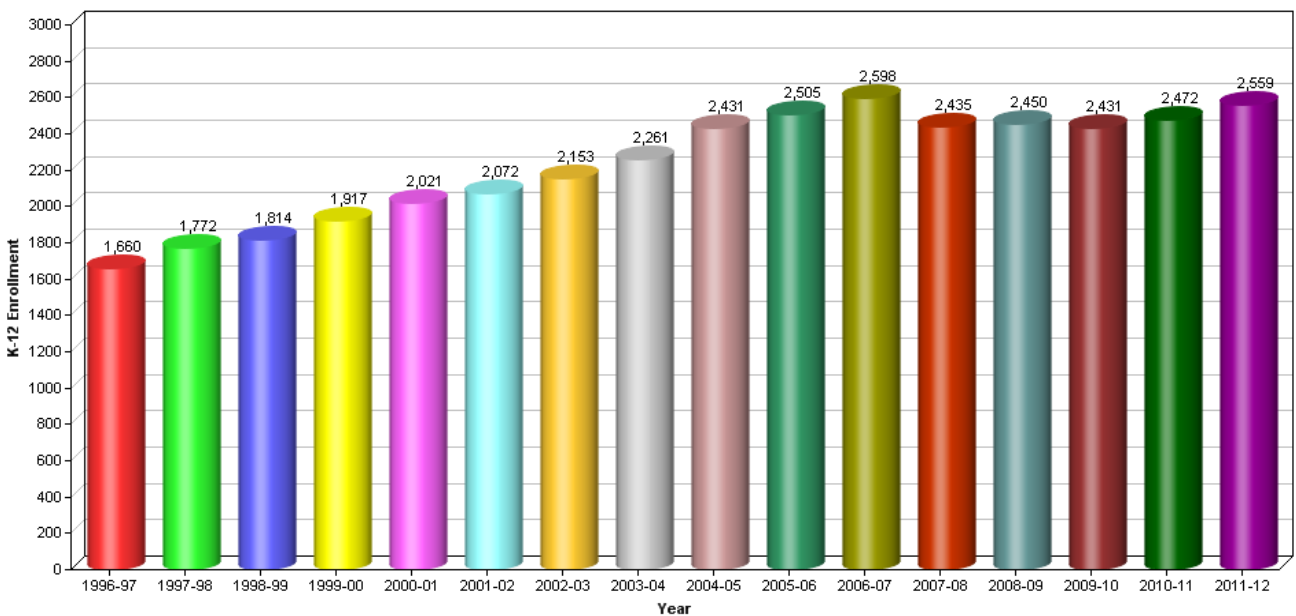
Student Demographic Data

CHS Enrollment Data

Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Enrollment	2,598	2,435	2,450	2,431	2,472	2,559	2,538
Grade 12	647	621	600	591	546	645	598
Grade 11	653	608	619	551	642	640	639
Grade 10	608	628	585	647	637	636	664
Grade 9	690	578	646	642	647	638	637

In 2012-2013, California High School's enrollment is 2,538. Of this number, 52% percent are male and 48% are female. In the fall of 2007, our district opened a new high school in San Ramon, Dougherty Valley High School. While new attendance boundaries were adjusted, most of the population for the new school came from new housing developments in the Dougherty Valley region. Two middle schools, Iron Horse Middle School and Pine Valley Middle School, feed directly into CHS. Even with the addition of a fourth high school in our district, California High School's attendance has remained high and has shown growth over the past six years, with a slight dip this year. CHS has the largest student population of the four high schools in the San Ramon Valley Unified School District.

CHS Enrollment Time Series



ChartDirector (unregistered) from www.advsofteng.com

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CHS Enrollment by Ethnicity from 2006-2012

Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Enrollment	2,598	2,435	2,450	2,431	2,472	2,559	2,538
Hispanic or Latino of any Race	172 (7%)	177 (7%)	173 (7%)	303 (12%)	319 (13%)	313 (12%)	281 (11%)
American Indian or Alaska Native	23 (1%)	18 (<1%)	14 (<1%)	4 (<1%)	3 (<1%)	5 (<1%)	13 (<1%)
Asian	493 (19%)	454 (19%)	458 (19%)	416 (17%)	411 (17%)	505 (20%)	584 (23%)
Pacific Islander	15 (<1%)	13 (<1%)	10 (<1%)	8 (<1%)	7 (<1%)	7 (<1%)	11 (<1%)
Filipino	87 (3%)	72 (3%)	73 (3%)	67 (3%)	81 (3%)	87 (3%)	104 (4%)
African American	86 (3%)	76 (3%)	73 (3%)	51 (2%)	61 (2%)	64 (3%)	73 (3%)
White	1,636 (63%)	1,516 (62%)	1,520 (62%)	1,354 (56%)	1,346 (54%)	1,380 (54%)	1466 (58%)
Two or More Races	86* (3%)	109* (4%)	129* (5%)	228 (9%)	214 (9%)	198 (8%)	195 (8%)
Not Reported	N/A*	N/A*	N/A*	0	0	0	3 (<1%)

* Prior to 2009-2010, the designation “ Multiple or No Response” was used. In 2009-2010, the categories “Two or More Races” and “Not Reported” were listed as separated categories.

The populations that have shown significant change from 2006 – 2012 are the Hispanic population (+4%), Asian (+4), White (-5%), and Two or More Races (+5%). The ethnic breakdown of our student population reflects changes in local area demographics and increased diversity. Currently, on standardized testing, CHS has increased its number of statistically significant subgroups from four in 2006-2007 (Asian, Hispanic, White, Students with Disabilities) to five in 2011-2012 (Asian, Hispanic, White, Two or More Races, Students with Disabilities). The 2012-2013 CHS school population is composed of 11% Hispanic or Latino, 23% Asian, 4% Filipino, 3% African American, 58% White, and 8% Two or More Races.

Special Education Enrollment

Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Total Enrollment	2,598	2,435	2,450	2,431	2,472	2,559	2,538
SPED Enrollment	233 (9%)	202 (8%)	209 (8%)	171 (7%)	191 (8%)	211 (8%)	194 (8%)

California High School’s Student Services department offers a range of programs to meet the needs of its population. In 2012-2013, 8% of our current population is receiving special education services. In 2012-2013, we currently have 36 students in Special Day Classes (SDC),

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with 10 SDC severe and 26 SDC non-severe, with 194 students qualifying for Special Education services. California High School has 75 students on active 504 Accommodation Plans.

In 2012-2013, 45 students, or 2% of the population, completed the CELDT test. In 2012-2013, the EL population includes: 5% Beginners, 11% Early Intermediate, 28% Intermediate 45% Early Advanced, and 11% Advanced EL students. In 2011-2013, 8 students were designated Re-designated Fluent English Proficient (RFEP) and 13 students were designated Fluent English Proficient (FEP) In 2012-2013, California High School has one section of Specially Designed Academic Instruction in English (SDAIE) English serving 10 students and one section of English Language Development (ELD) serving 13 students. Students in the EL program come from a variety of backgrounds, representing over a dozen different languages, including Korean, Spanish, Mandarin, Cantonese, Farsi, Filipino, German, Italian, Urdu, and Arabic.

English Learner Enrollment

Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Enrollment	2,598	2,435	2,450	2,431	2,472	2,559	2,538
EL Enrollment	43 (2%)	37 (2%)	39 (2%)	28 (1%)	31 (1%)	28 (1%)	36 (1%)

In 2012-2013, 3% of the population is eligible for the free and reduced lunch program at California High School. This number has seen a slight increase from 2% in 2006-2007 to 4% in 2010-2011. California High School does not currently receive Title I funding.

AP Results

Year	Number of Tests	Number of Students	% Pass Rate (3 or higher)
2006	678	363	85%
2007	634	364	83%
2008	736	425	80%
2009	681	403	83%
2010	758	453	83%
2011	760	405	86%
2012	933	491	86%

California High School offers 43 sections of 18 different AP classes. In 2011-2012, 491 students took 933 AP tests; the passing rate with scores of 3 or higher was 86%. Seven Honors classes are offered at California High School, including Honors Anatomy, Honors English 11, Honors French 4, Honors French 5, Honors Spanish 4, Honors Mandarin 4/Chinese, Honors Physics, and Honors Pre-Calculus/Trig and . Honors and AP classes receive weighted grades. Thirty-nine percent of students at California High School take at least one AP class.

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AP and Honors Classes Offered at CHS

AP English Literature (3)	AP Calculus AB (5)	Honors Anatomy (4)
AP European History (5)	AP Calculus BC (1)	Honors English 11 (5)
AP U.S. History (4)	AP Statistics (1)	Honors French 4 (1)
AP American Government (2)	AP Music (2)	Honors Chinese 4 (1)
AP Economics (2)	AP Art (2)	Honors Spanish 4 (1)
AP Calculus AB (5)	AP Biology (3)	Honors Physics (2)
AP Calculus BC (1)	AP Chemistry (2)	Honors Pre Calculus/Trig (3)
AP Statistics (1)	AP Physics (1)	
AP English Literature (3)	AP Environmental Science (3)	
AP European History (5)	AP French Language (1)	
AP U.S. History (4)	AP Spanish Language (1)	
AP American Government (2)	AP Chinese Language (1)	
AP Economics (2)	AP Psychology (4)	

Two hundred and four students, or 8% of the school population, are identified as Gifted and Talented (GATE). The Advancement Via Individual Determination (AVID) program is offered as a four-year program, with 114 students enrolled in four AVID classes.

Students demonstrate high levels of achievement on nationalized standardized tests. In 2012, 441 students took the SAT test, with average scores of 594 on the Critical Reading, 596 on the Math, and 551 on the Writing. In 2012, 178 students took the ACT, with average scores of 25.4 in English, 27.9 in Math, 26.1 in Reading, and 25.7 in Science, for an average composite score of 26.4.

A significant number of students annually achieve National Merit Scholarships and awards based on their outstanding performance on the PSAT. For the class of 2011, we had seven National Merit Semi-Finalists and 24 commended students. For the class of 2012, we had twelve National Merit Finalists and 23 commended students. The class of 2013 has eight semi-finalists.

California High School has a strong competitive athletics program, offering students a broad variety of teams and levels. Our athletic program is self-funded, relying on participation contributions from students to fund equipment, uniforms, transportation, and most coaching stipends. California High School hosts 26 sports teams, with 1,188 student athletes, or 48% of our students, filling the rosters in 2010-2011. Recent championships include:

East Bay Athletic League (EBAL) Championships

- Men's Soccer – 2011
- Softball – 2010
- Women's Track and Field – 2010, 2011
- Women's Volleyball – 2012
- Football - 2012

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North Coast Section (NHS) Championships

- Women's Tennis Doubles – 2010
- Women's Volleyball- 2012

State Championships

- Noel Frazier – High Jump – 2012

Our athletic program emphasizes academic achievement, and coaches work with our Athletic Director and staff to keep athletes in good academic standing. A 2.0 GPA is required for students to remain eligible for all extra-curricular programs including athletics. Student athletes are informed of NCAA Division I and Division II college requirements. Counselors, coaches, and the Athletic Director keep students informed of NCAA academic requirements to play competitive sports in college and to qualify for athletic scholarships. In 2010, all of our Fall Varsity athletic teams achieved NCS Distinguished Scholastic Team status with overall GPAs of: Women's Tennis – 3.60, Women's Volleyball 3.59, Women's Golf – 3.56, Cross Country – 3.49, Women's Water Polo – 3.45, Men's Water Polo – 3.15, and Football- 3.04.

Fall Sports

Cheerleading	Song, Varsity, JV, and Frosh
Cross-Country (Men's and Women's)	Varsity and Frosh/Soph
Football	Varsity, JV, and Frosh
Women's Golf	Varsity and JV
Women's Tennis	Varsity and JV
Women's Volleyball	Varsity, JV, and Frosh
Water Polo (Men's and Women's)	Varsity and JV

Winter Sports

Cheerleading	Song, Varsity, JV, and Frosh
Basketball (Men's and Women's)	Varsity, JV, and Frosh
Soccer (Men's and Women's)	Varsity, JV, and Frosh
Wrestling	

Spring Sports

Baseball	Varsity, JV, and Frosh
Men's Golf	Varsity and JV
Lacrosse (Men's and Women's)	Varsity and JV
Softball	Varsity, JV, and Frosh
Swim/Dive (Men's and Women's)	Varsity and JV
Men's Tennis	Varsity and JV
Track/Field (Men's and Women's)	Varsity and Frosh/Soph
Men's Volleyball	Varsity and JV

Students are active and involved members of the California High School community. Over 70 clubs and organizations meet at California High School. Competitive academic clubs and teams include Mock Trial, Academic Decathlon, Robotics, Drama, Mock Trial, and Model United

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Nations. Publications and performance programs include Drama, Newspaper, Yearbook, Vocal Music, and Marching Band and Color Guard, and Instrumental Music.

Clubs at California High School 2012-2013

Academic Decathlon	Musically Connected (formally E-Music)	International Performing Arts	Philea
ACS Youth Club	Fantasy Sports and Stocks	Intramural Athletics	Phileo
Anime	Fellowship of Christian Athletes	Junior State of America	Physics Club
American Red Cross	Fish	Key Club	Protagonist
Automotive Club	Foreign Exchange Club	Key of Ursa Major + White Noise	Quill
Beauty Insider Club	For the Love of Animals	Letter Club	Robotics
Cal High Chess Club	French Club	Lion's Club	Science Bowl
The Familee (formerly Cal High Dance Club)	Gamers Club	Not for Sale	Self Defense Club
Cal High Science Alliance	Garden Club	Military Strategy and History Club	Service for the Golden
Career Skills	Gay-Straight Alliance	Mock Trial	Spanish Club
CHS Computer Coding Club	Green Club	Model UN	Speech and Debate
CHS Dance Club (Class)	Grizzlies Aspiring Towards College	Mu Alpha Theta	Spirit of TriValley
CHS Habitat for Humanity	Grizzlies for Kids	Mural Art Club	STAND
CSF	The Grizzlies (Roots and Shoots)	Music Appreciation	Supply a Change
Cubik's	Help Make a Wish	Music for a Smile	Table Tennis Club
Cultural Communications Club	Honor Science Society	Muslim Student Association	Service for the Golden Club
Cupcakes for a Cause	HOSA	National Honor Society	Toms for Two
DECA	Indian Culture Club	Newspaper	Wordsmiths
Drama	Inspirational Network of Knowledge	One Million Lights	Yearbook
E-Club	Interact Club	Pass it On	

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240 credits are required for graduation from California High School.

CHS High School Graduation Requirements	
History/Social Sciences	35 Credits
World Geography, World History, US History, American Government and Economics	
English	40 Credits
Mathematics	20 Credits
Minimum requirement-must complete Algebra 1 or equivalent	
Science	20 Credits
10 credits of Life Science	
10 credits of Physical Science	
World Languages/Visual & Performing Arts/Voc/Career Tech & Applied Art	20 Credits
10 credits in TWO of the above THREE areas	
Physical Education	20 Credits
All 9th graders must participate in P.E. for 10 credits	
Remaining 10 credits can be obtained in 10-12th grades	
Health	5 Credits
Additional credits	80 Credits
TOTAL CREDITS FOR GRADUATION	240 Credits

Beyond meeting graduation requirements, the majority of our students exceed minimum graduation requirements and meet the UC and CSU “A-G” requirements. Males show a lower rate of meeting the “A-G” requirements in comparison to females. Significant sub-groups with lower rates of meeting “A-G” requirements are African-American, Filipino, and Hispanic students. Males have a lower overall rate of meeting A – G requirements in comparison to females.

Graduates Meeting UC “A-G” Requirements

Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Number of Graduates	618	613	592	574	533
Graduates Meeting A – G Requirements	372 (60.2%)	354 (57.7%)	345 (58.3%)	381(66.4%)	314 (58.9%)
Male	155 (52.9%)	182 (56.3%)	169 (54.0%)	181 (60.1%)	184 (50.4%)
Female	217 (66.8%)	172 (59.3%)	176 (63.1%)	200 (73.3%)	130 (66.9%)

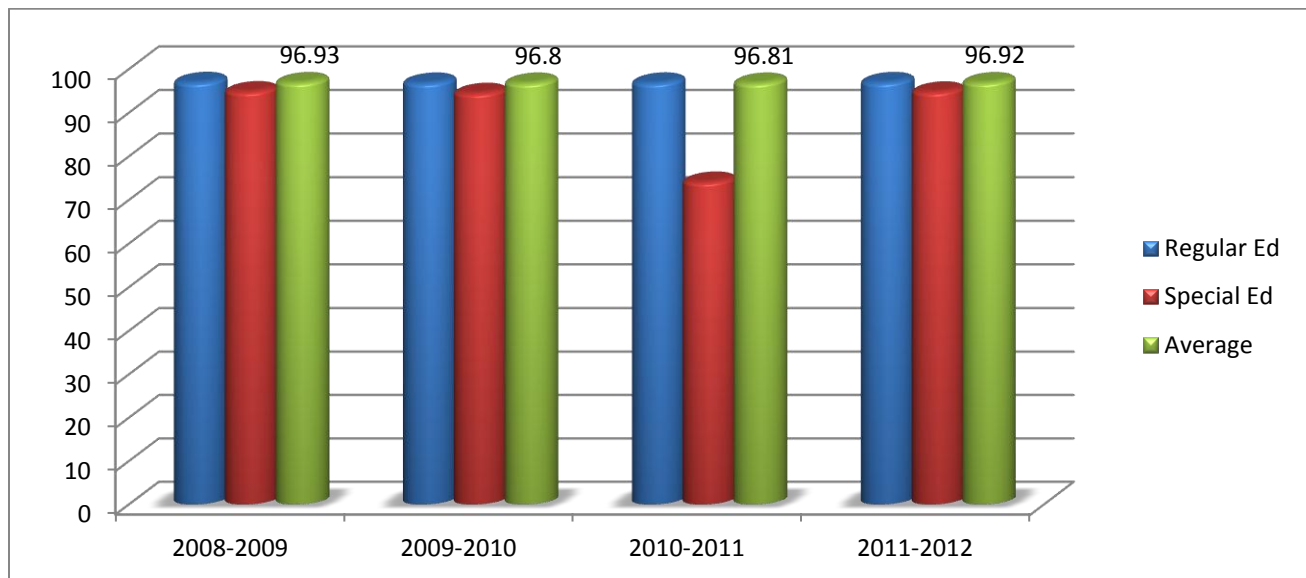
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Students Meeting “A-G” Requirements by Ethnicity

2010-2011	Number of Graduates	Number Completing “A-G” Requirements	Percent Completing “A-G” Requirements
Total	533	314	58.9%
Hispanic or Latino of any Race	71	30	42.3%
American Indian or Alaska Native	1	1	100%
Asian	96	81	84.4%
Pacific Islander	3	2	66.7%
Filipino	21	10	47.6%
African American	11	2	18.2%
White	280	154	55%
Two or More Races	50	34	68%

California High School’s Average Daily Attendance (ADA) rate consistently approaches 97%. In 2011-2012, the average daily attendance rate was 96.92%.

CHS Average Daily Attendance 2008-2012



Staff attendance falls into the same range, with an average staff attendance at 96-97% over the same time period. A TSA (Teacher on Special Assignment) has been tasked to focus on attendance. He works to identify and follow-up with students who are habitually absent. He

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initiates the SARB (School Attendance Review Board) process for students who have accrued illegal, unexcused, or excessive absences.

Truancy, Suspensions, and Expulsions

Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Enrollment	2,598	2,435	2,450	2,431	2,472
Suspensions	172	195	211	151	169
Suspension Rate	6.6%	8.0%	8.6%	6.2%	6.8%
Expulsions	2	2	3	2	5
Expulsion Rate	0.1%	0.1%	0.1%	0.1%	0.2%
Number of Truant Students*	999	678	775	646	787
Truancy Rate	38.45%	27.84%	31.63%	26.57%	31.84%

* Number of students with unexcused absence or tardy of more than 30 minutes on 3 or more days

Dropout and Graduation Rate

Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Number of students	2,598	2,435	2,450	2,431	2,472
Number of dropouts	4	7	5	2	1
Graduation Rate	99%	99%	99%	97%	100%

California High School's dropout rate remains consistently low, and most students who leave the school continue their education at Venture, the San Ramon Valley Unified High School's independent study campus, or Del Amigo, the district's alternative education program. Dropouts are not clustered exclusively in one ethnic groups (from 2006-2011, of 19 dropouts, nine were White, three were Hispanic, two were Asian, two were Filipino, and one was African-American). Males and females are also close to evenly represented in the dropout statistics. With such a small number to analyze, no statistical trends or patterns in dropouts stand out. CHS consistently maintains a strong graduation rate of close to 99%.

The percentage of students qualifying for Free and Reduced Lunch status has increased slightly from 2% in 2008-2009, to 4% in 2009-2010, and remained at 4% for two years. In 2012-2013, 3% of students at California High School qualified for Free and Reduced Lunch.

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Parent Education Level 2011- 2012

	Not a High School Graduate	High School Graduate	Some College	College Graduate	Graduate School
Percent of Parents	0%	4%	17%	44%	34%

Our parent population shows a significant number of parents are college graduates or have gone on to higher degrees. The education level of our parent population has created high expectations for their students to demonstrate equal or higher levels of academic achievement.

Safety Conditions, Cleanliness, and Adequacy of School Facilities

California High School is fortunate to have received community and district support in upgrading and maintaining facilities. The site has undergone major change and renovation over the past twelve years, resulting in an open, inviting campus that serves as a community hub. Academics, sports, performing arts, and social organizations have all benefitted from the expanded and upgraded campus. A highlight of homecoming and our annual Staff and Alumni gathering is having current staff lead campus tours to returning alumni to show off our pride in our facility. Facility improvements include:

- World Language building (2004)
- Main Building (2006)
- Library (2006)
- Career Technology Facility (2007)
- Student Quad (2007)
- Counseling Building (2007)
- Fine and Applied Arts Building (2008)
- Event Center (2010)
- Remodeling of Gym and Theater (2010)
- Solar Panels (2011)

California High School students reap the benefits of years of construction funded by Measure A, a district facilities bond, and the low interest Qualified School Construction Bond (QSCB), which has been used to install solar panels at a number of SRVUSD schools in 2011. The campus is maintained by a strong custodial staff who coordinates with a TSA (Teacher on Special Assignment) in charge of facilities to provide a safe and clean environment for our students, staff, and community. Students walk onto a well-maintained and clean environment thanks to their commitment to providing service and support to all our programs. Work orders sent forward to the district level are followed up on regularly so that facilities issues are dealt with quickly and thoroughly. Our primary issues to deal with are maintaining a clean campus,

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dealing with incidental vandalism, and the expected wear and tear of having 2,500 students use the facility on a daily basis. Our computer network and hardware is maintained on site by one FTE who is available to deal with maintenance of electronic equipment, staff and student hardware and software issues, and emergencies as they arise.

One facility issue that has recently become more significant is the availability of “wet” science classrooms. The number of science classes and student signup has increased, partially driven by student interest and enrollment in classes offered through our new Biomedical Sciences Pathway. In 2011-2012, one classroom in the Fine and Applied Arts facility was converted into a science classroom to meet this need. In 2012, Measure D, a local school bond, passed. Funds from this bond are designated to remodel and upgrade our science building.

Safety is a priority concern at CHS. Students participate in campus drills for fire, earthquake, shelter in place, lock-down, and evacuation scenarios, and the staff has worked with the administration to modify plans and evacuation routes around the changing landscape during our years of construction. At the staff development meeting on Oct. 31, 2011, staff members reviewed roles and duties expected of them during an evacuation, and their feedback has led to modifications in some of our plans and routines. Our PTSA has worked closely with our site to provide materials for all teachers, placing emergency bags in each classroom. A newly updated storage bin on campus has been stocked with necessary items to deal with large scale emergencies. Emergency procedures and safety routes are posted in all rooms on campus. Our site works closely with city police and fire departments to be prepared and well-trained.

Two campus supervisors and a School Resource Officer (SRO) help keep California High School a safe and well-monitored site. Students are to be out of class only with a valid pass. Visitors are required to check in at the attendance office and are given passes to be worn while on campus.

As with all large schools, California High School is aware of on-going safety issues, particularly drug and alcohol use, theft, and bullying. Recent staff presentations and trainings have focused on bullying, sexual harassment, and our responsibilities as staff members to supervise, intervene, and report any inappropriate behavior. Students have been given presentations on bullying, cyberbullying, tolerance, substance abuse, and impaired driving. Security and supervision at dances has been increased, and staff members have shown students PowerPoint presentations on appropriate dress and behavior prior to the first dance in 2011. Parents have also been given similar presentations.

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Crime Statistics – Suspensions and Expulsions

Year	2008-2009 Expulsions	2008-2009 Suspensions	2009-2010 Expulsions	2009-2010 Suspensions	2010-2011 Expulsions	2010-2011 Suspensions
Related to physical injury to another person		71	1	38		48
Related to use of force or violence				5		
Related to firearms, knives, explosive devices, etc.				4		6
Related to possession or sale of controlled substances, alcohol, or intoxicants.	1	47		32	2	52
Caused or attempted to cause damage to school property or private property		2		3	1	12
Stole or attempted to steal school property or private property		8		5		7
Related to possession or use of tobacco products				1		1
Committed an obscene act or engaged in habitual profanity or vulgarity		8		12		3
Related to possession or sale of drug paraphernalia				5		5
Related to disruption of school activities or willful defiance		72		46		33
Knowingly received stolen school property or private property		2				1
Related to bullying and bullying through electronic means						1
Related to intimidation of a witness		1				
Related to unlawful possession of controlled substances	1					
Related to terroristic threats					1	
PDS-Unlawfully selling a controlled substance listed in Chapter 2 of the Health and Safety Code	1		1		1	
Overall Total	3	211	2	151	5	169
Violence/Drug Total	3	119	2	85	4	112
Violence/Drug Rate/Enrollment	.12%	4.86%	.08%	3.5%	.16%	4.53%

Security cameras provide adequate campus coverage and are monitored by the administration and campus security. Parking and traffic control have been identified as safety issues, and our administration, support staff, and campus supervisors have worked to provide extra supervision and direction to keep our parking lots and intersections safe during peak traffic hours. Student lockers are housed inside the main building, which has cut down on vandalism and theft as well as making the lockers easier to maintain. During lunchtime, staff members have been hired to patrol the main building to keep students from eating inside the facility and to monitor students. The open quad allows students space to move around during brunch and lunch, and the covered walkways and outdoor eating areas provide space for seating during lunch. On cold or rainy

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days, the Event Center is opened for students to provide additional covered eating space during lunch. Staff members cite increased visibility as a result of the new facility layout as a positive factor in keeping students monitored and supervised during the school day, during brunch, lunch, and after school.

Safety goes beyond physical supervision. Students find adults who are available to listen to and support them at California High School. Counseling, administration, teachers, and the support staff provide students with a safe environment and layers of safety nets to offer to students facing daily struggles or severe issues. Our students work with each other through peer support, mentoring, tutoring, and club and leadership outreach programs to help students feel connected and supported. Our parent community offers a wealth of resources and programs to provide additional support for staff, parents, and students.

Staff Demographics

California High School is staffed with an outstanding group of educators. We currently have one hundred and ten teachers. Our credentialed staff also includes six counselors, a librarian, three assistant principals, and the principal. One full-time and one part-time psychologist, a full-time speech therapist, and a part-time health educator also provide support services for the student population.

Teacher Credential Status

Year	2007-2008	2008-2009	2009-2010	2010-2011
Fully Credentialed	110	107	113	98
Without Full Credentials	6	7	1	0
Working Outside Subject	3	3	1	0

Two campus supervisors and a full-time Campus Resource Officer work on site. California High School has fourteen certificated support staff, and fifteen paraprofessionals and clerical staff. Classified positions include: clerical, food service, special education paraprofessionals, career center technician, copy center technician, computer support, and custodians. Our custodial staff keeps our campus clean and running, and our cafeteria team provides food service at our site and to our surrounding schools.

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Staff Ethnicity and Gender

Year	Certificated 2009-2010	Classified 200-2010	Certificated 2010-2011	Classified 2010-2011
Total Population	126	57	115	57
American Indian or Alaska Native	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Asian	4 (3%)	7 (12%)	3 (3%)	7 (12%)
Native Hawaiian or Pacific Islander	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Filipino	3 (2%)	0 (0%)	3 (3%)	0 (0%)
Hispanic or Latino	4 (3%)	1 (2%)	4 (3%)	1 (2%)
Black or African American	3 (2%)	1 (2%)	3 (3%)	1 (2%)
White	102 (80%)	23 (40%)	92 (80%)	23 (40%)
Two or More Races	0 (0%)	25 (44%)	0 (0%)	25 (44%)
None Reported	10(8%)	N/A	10 (9%)	N/A
Male		13 (23%)		14 (25%)
Female		44 77%)		43 (75%)

California High School has consistently hired an extremely experienced and dynamic highly qualified staff. A conscious effort has gone into balancing staff who are new to the profession with experienced hires. In 2010, the staff had an average of 16.2 years of teaching experience, with 14.4 average years in the district. Over a third of our staff holds advanced degrees. At least 95% of our teaching staff meets the highly qualified teachers requirement of No Child Left Behind (NCLB). New teachers are supported through the BTSA program for their first two years, and many informal mentorships develop among our collegial staff. Student teachers find strong classroom support from a variety of CHS teachers; many former student teachers find employment at CHS or at other schools in the district after completing their course of study.

California High School has seen an increase in the last several years of its student to staff ratio, primarily caused by changes in the ratio of freshman English and math classes from 20:1 to 26:1 and changes in the number of ROP classes inserted directly into funding through the master schedule. Currently, the school is staffed at a ratio of 30:1. Class sizes vary and many exceed this ratio. Academic Boosters annually purchases sections for class size reduction. Five periods plus a preparation period is considered a full-time schedule for staff. Students take an average class load of more than six periods and the school offers a seven-period day.

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Staff at CHS participate as members and leaders of many site and district committees and task groups. Site and district meetings include:

Site Meetings

- Staff
- Department
- Focus Group/WASC
- Collaboration
- Classified
- Counseling
- Climate
- Curriculum Leaders
- Student Success Team
- School Site Council
- Booster Clubs – PTSA, Academic Boosters, Athletic Booster, Choral Boosters, Instrumental Boosters, Drama Boosters
- Booster Presidents
- Administration
- Finance Committee
- ELAC

District Meetings

- Principals
- Assistant Principals
- Job-Alike Special Education
- Testing
- Counseling
- Feeder Schools
- SARB
- Climate Committee
- Superintendent's Cabinet
- Special Education
- GATE
- BTSA
- Site Council Coordinators
- Literacy Coaches
- DELAC
- Common Core

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- Program Improvement
- Common Assessment

Expenditures Per Pupil

CHS Total Expenditures Per Pupil	\$5,611
From Restricted Sources	\$1,156
From Unrestricted Sources	\$4,456

Based on the 2009-2010 CBEDS report, the state of California spent an estimated \$8,826 per student which was below the national average of \$11,372. The San Ramon Valley Unified School District indicates an average of \$7,901 spent to educate each student. California High School's total expenditure per pupil was \$5,611. The San Ramon Valley Unified School District, while serving a very affluent community, is designated a "low wealth" district, as defined by the state's complex funding formula for schools. Our students would not receive the level of instruction and support that they aspire to without the generosity of our parents, the support of our community, donations and grants. California High School does not receive Title I funds.

Community Support

Our school is fortunate in having strong local partnerships with the city of San Ramon and businesses to support our students and staff. The City of San Ramon is our strongest partnership, working with California High School to support facilities, provide maintenance, and offer programs. A School Resource Officer is housed on our site, and local law enforcement and emergency agencies work closely with our site to develop safety and emergency plans and provide support services. Diablo Valley College (DVC), a local community college arranges articulation with local school and sends counselors directly to our campus to assess and enroll our in-coming students, and meets individually with Special Education students as they transition into their program. California State University East Bay works closely as a partner in our Biomedical Sciences Program, along with the San Ramon Regional Medical Center, and Chevron and Project Lead the Way have carved out a partnership with California High School's Engineering and Design Academy. The San Ramon Valley Rotary sponsors the Business Education Roundtable, an annual student achievement program, providing monetary awards and certificates for student achievement in the fine and applied arts, English, and sciences. Rotary also honors students and teachers at monthly luncheons.

Parent organizations and booster groups support our academic and extra-curricular campus programs. PTSA, Academic Boosters, Athletic Boosters, Instrumental Band Boosters, Choral Boosters, and Drama Boosters support programs, students, and staff, providing valuable input,

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guidance, and volunteers, along with invaluable fund-raising. The San Ramon Valley Education Foundation provides grants to support individual teachers and programs. Parents serve on a variety of site and district committees and task forces. School Site Council combines voices of staff, students, and parents in advisory and decision-making roles. The English Language Advisory Committee(ELAC) meets to support the needs and issues of our EL population. Members of our community, including the parent of current CHS students, serve on the SRVUSD school board.

District Support

The San Ramon Valley Unified School District serves more than 28,000 students at 35 schools. The district maintains the required reserves mandated by the state of California. The San Ramon Valley Unified School District has the second lowest revenue limit for unified school districts in the State of California. To sustain a high level of educational experiences for its students, the community supports the school district in numerous ways, including approval of a \$260 million facilities bond in 2002 (Measure D), approval of a \$4 million per year parcel tax in 2004 (Measure A), low interest Qualified School Construction Bonds (QSCB) used to fund the solar panel project, and donating over \$8 million per year directly to the schools for instructional and support service programs. The district qualified for Measure A funds have been used for construction, 9th grade class-size reduction, counselors, and librarians. The SRVUSD Education Foundation targets specific projects to support each year, and allows teachers the opportunity to submit requests for funding. In November of 2012, the San Ramon Valley Unified School District received voter approval for Measure D, a local bond measure that will be used to fund projects and technology upgrades throughout the district. At California High School, funds from Measure D are committed to remodel our science building and to provide upgraded technology.

Additional funding sources available to California High School include:

- Beginning Teacher Support and Assessment (BTSA)
- Advancement Via Individual Determination (AVID)
- Carl Perkins Vocational Education Grant
- CAHSEE Intervention
- Gifted and Talented Education (GATE)
- School Improvement Program (SIP)
- State Library Grant
- School Safety
- Regional Occupational Program (ROP)
- Tobacco Use and Prevention Education (TUPE)
- Vocational Education
- Career Technology Grant

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Student Performance Data

- AYP- ELA, Mathematics
- API
- CST-ELA
- CST- Mathematics
- CST – Social Studies/History
- CST- Science
- CAHSEE- ELA
- CAHSEE - Mathematics

See Appendix A for additional student performance data

- AYP
- API
- CEDLT
- AP
- SAT
- ACT
- EAP
- A-G
- Completion Rates (graduation rate, dropout rate)

See Appendix B for Perception Data - WASC Student, Parent, and Staff Surveys

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Adequate Yearly Progress (AYP)

2010 - 2012 Language Arts

Subgroup	2012			2011			2010		
	% Prof.	Met Target	Participation Rate	% Prof.	Met Target	Participation Rate	% Prof.	Met Target	Participation Rate
All Students	86.7%	Y	99%	89.3%	Y	98%	86.5%	Y	99%
African American (not of Hispanic Origin)	62.5%		95%	58.3%		93%			94%
American Indian or Alaska Native			100%			100%			
Asian	93.7%	Y	99%	97.2%	Y	99%	90.6%	Y	100%
Filipino	87%		100%	94.7%		100%	100%		100%
Hispanic	71.1%		99%	77.5%		95%	73.2%		99%
Pacific Islanders			100%						100%
White (not of Hispanic origin)	88.5%	Y	98%	89.3%	Y	98%	88.5%	Y	98%
Two or More Races	91.1%		100%	93%		99%	82.2%		99%
Socioeconomically Disadvantaged	47.6%		100%	80%		96%	65%		100%
English Learners	64.7%		100%	58.3%		93%	58.8%		96%
Students with Disabilities	45.9%		81%	52%		84%	53.1%		89%

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Adequate Yearly Progress (AYP)

2010 - 2012 Mathematics

Subgroup	2012			2011			2010		
	% Prof.	Met Target	Participation Rate	% Prof.	Met Target	Participation Rate	% Prof.	Met Target	Participation Rate
All Students	88.3%	Y	100%	87.9%	Y	98%	84.7%	Y	100%
African American (not of Hispanic Origin)	58.8%		100%	41.7%		93%			94%
American Indian or Alaska Native			100%			100%			
Asian	92.9%	Y	100%	98.2%	Y	99%	92.7%	Y	100%
Filipino	91.3%		100%	94.7%		100%	94.7%		100%
Hispanic	72.4%		99%	75.3%		98%	67.5%		100%
Pacific Islanders			100%						100%
White (not of Hispanic origin)	91.1%	Y	100%	87.4%	Y	99%	86%	Y	100%
Two or More Races	93.3%		100%	94.7%		99%	84.8%		100%
Socioeconomically Disadvantaged	66.7%		100%	80%		96%	65%		100%
English Learners	94.1%		100%	53.8%		100%	72.2%		100%
Students with Disabilities	40.9%		98%	52.7%		92%	51.9%		99%

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Adequate Yearly Progress (AYP)

2012 AYP Report

2012 AYP Report	1. Annual Measurable Objectives						2. Participatio n Rate	3. API	4. Graduatio n Rate
Demonstrating Adequate Yearly Progress (AYP)	CAHSEE Language Arts: Met Objective			CAHSEE Mathematics: Met Objective			Met Participation Goal	Met API Goal	Met Graduation Goal
									Y
Student Groups	Number of Students Tested	ELA Valid Scores	% meeting objective	Number of Students Tested	Math Valid Scores	% meeting objective	Part. Rate	API	Grad. Rate
All Students	615	609	86.7%	622	615	88.3%		2 (+14)	
African American (not of Hispanic Origin)	17	16	62.5%	18	17	58.8%			
American Indian or Alaska Native	1	1		1	1			100 (+17)	
Asian	128	126	93.7%	129	127	92.9%		18 (+1)	
Filipino	24	23	87%	24	23	91.3%		1 (+0)	
Hispanic	77	76	71.1%	77	76	72.4%		0 (+100)	
Pacific Islander	1	1		1	1			100 (+24)	
White (not of Hispanic origin)	322	321	88.5%	327	325	91.1%		77 (+78)	
Two or More Races	45	45	91.1%	45	45	93.3%		1 (+0)	
Socioeconomically Disadvantaged	21	21	47.6%	21	21	66.7%		0 (+98)	
English Learners	18	17	64.7%	18	17	94.1%		100 (+45)	
Students with Disabilities	37	37	45.9%	45	44	40.9%	90%	45 (+21)	90%

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Adequate Yearly Progress (AYP)

2012 AMO Report

<u>Percent Proficient - Annual Measurable Objectives (AMOs)</u> AYP 2011-2012	English-Language Arts Target 77.8 % <u>Met all percent proficient rate criteria? Yes</u>				Mathematics Target 77.4 % <u>Met all percent proficient rate criteria? Yes</u>			
	<u>Valid Scores</u>	<u>Number At or Above Proficient</u>	<u>Percent At or Above Proficient</u>	<u>Met 2011 AYP Criteria</u>	<u>Valid Scores</u>	<u>Number At or Above Proficient</u>	<u>Percent At or Above Proficient</u>	<u>Met 2011 AYP Criteria</u>
<u>GROUPS</u>								
Schoolwide	609	528	86.7	Yes	615	543	88.3	Yes
Black or African American	16	10	62.5	--	17	10	58.8	--
American Indian or Alaska Native	1	--	--	--	1	--	--	--
Asian	126	118	93.7	Yes	127	118	92.9	Yes
Filipino	23	20	87.0	--	123	21	91.3	--
Hispanic or Latino	76	54	71.1	--	76	55	72.4	--
Native Hawaiian or Pacific Islander	1	--	--	--	1	--	--	--
White	321	284	88.5	Yes	325	296	91.1	Yes
Two or More Races	45	41	91.1	--	45	42	93.3	--
Socioeconomically Disadvantaged	21	10	47.6	--	21	14	66.7	--
English Learners	17	11	64.7	--	17	16	94.1	--
Students with Disabilities	37	17	45.9	--	44	18	40.9	--

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Adequate Yearly Progress (AYP)

2010 - 2012 English/Language Arts Annual Measurable Objectives (AMO)

Subgroup	2010			2011			2012		
	% Prof.	Met Target	Participation Rate	% Prof.	Met Target	Participation Rate	% Prof.	Met Target	Participation Rate
All Students	86.5%	Y	99%	89.3%	Y	98%	86.7%	Y	99%
African American (not of Hispanic Origin)			94%	58.3%		93%	62.5%		95%
American Indian or Alaska Native						100%			
Asian	90.6%	Y	100%	97.2%	Y	99%	93.7%	Y	99%
Filipino	100%		100%	94.7%		100%	87%		100%
Hispanic	73.2%		99%	77.5%		95%	71.1%		99%
Pacific Islanders			100%						100%
White (not of Hispanic origin)	88.5%	Y	98%	89.3%	Y	98%	88.5%	Y	98%
Two or More Races	82.2%		99%	93%		99%	91.1%		100%
Socioeconomically Disadvantaged	65%		100%	80%		96%	47.6%		100%
English Learners	58.8%		96%	58.3%		93%	64.7%		100%
Students with Disabilities	53.1%		89%	52%		84%	45.9%		81%

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Adequate Yearly Progress (AYP)

2010 - 2012 Mathematics Annual Measurable Objectives (AMO)

Subgroup	2010			2011			2012		
	% Prof.	Met Target	Participation Rate	% Prof.	Met Target	Participation Rate	% Prof.	Met Target	Participation Rate
All Students	84.7%	Y	100%	87.9%	Y	98%	88.3%	Y	100%
African American (not of Hispanic Origin)			94%	41.7%		93%	58.8%		100%
American Indian or Alaska Native						100%			100%
Asian	92.7%	Y	100%	98.2%	Y	99%	92.9%	Y	100%
Filipino	94.7%		100%	94.7%		100%	91.3%		100%
Hispanic	67.5%		100%	75.3%		98%	72.4%		99%
Pacific Islanders			100%						100%
White (not of Hispanic origin)	86%	Y	100%	87.4%	Y	99%	91.1%	Y	100%
Two or More Races	84.8%		100%	94.7%		99%	93.3%		100%
Socioeconomically Disadvantaged	65%		100%	80.0%		96%	66.7%		100%
English Learners	72.2%		100%	53.8%		100%	94.1%		100%
Students with Disabilities	51.9%		99%	52.7%		92%	40.9%		98%

Annual Yearly Progress (AYP) criteria have been met each year by the whole school population and by significant subgroups. Annual Measurable Objectives (AMOs) have been met each year by the whole school population and by significant subgroups each year. The subgroups that are not numerically significant at our site that have been identified as needing support to meet AMOs include: English Learners, Students with Disabilities, Hispanic, and African-American students. English Learners have received additional support to meet these goals through ELD, SDAIE English, and CAHSEE intervention. Students with Disabilities receive additional support through SDC classes, co-taught academic classes, Academic Studies, and CAHSEE intervention. Other students identified as needing support and intervention for CAHSEE are identified through previous year's STAR test scores, Mock CAHSEE results, and classroom performance. Students needing support in passing or reaching Proficient on CAHSEE are given support and review prior to taking the CAHSEE in their English and math classes and are scheduled for CAHSEE intervention during tutorial.

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From 2011-2012, English Learners have shown growth in the percent of students meeting AMOs in both English/Language Arts and Mathematics. From 2011-2012, overall scores showed a small decrease in English/Language Arts and an increase in Mathematics. Students with Disabilities showed decrease in both English/Language Arts and Mathematics.

In 2012, the San Ramon Valley Unified School District was identified as falling into the first year of Program Improvement (PI). Although the school district ranks as a top performing district, scores of statistically significant sub-groups districtwide have not met AYP targets and have resulted in the district's current PI status. District subgroups not making AYP are Students with Disabilities, Hispanic, and African-American students. The district has created a task force to review and analyze data results for these subgroups. Their first meetings were held in November 2012. The district committee and school sites are reviewing disaggregated data. The committee has plans to identify and implement strategies for helping students who are under-performing improve their academic achievement.

California High School has achieved consistent passing rates of 96-98% on CAHSEE annually. In 2010-2011, our district re-purposed CAHSEE intervention efforts to target students who would score Basic but not Proficient on CAHSEE. The San Ramon Valley Unified School District instated a Mock CAHSEE to help identify students needing CAHSEE support and intervention. Based on the results and student performance, the district offered a CAHSEE summer school class specifically designed to prepare students for CAHSEE and reinforced the need for site intervention for students needing strategic and intensive intervention for CAHSEE.

Our English, Math, Student Services, and ELD instructors have identified the students needing intensive CAHSEE support as Students with Disabilities and English Learners. These students are scheduled for intervention programs and are given instruction and support in their academic classes to pass CAHSEE through instruction supporting academic standards and "power" standards that are measured on standardized tests. Students needing strategic intervention are typically mainstreamed general education students who would pass CAHSEE, but their scores would reach Basic but fall below Proficient. These students receive review and support in their English and math classes. General Education students identified as being in the lower range of being able to pass CAHSEE but who may fail to reach Proficient are our target population for CAHSEE tutorial intervention programs. In 2010-2011, CHS saw a rise in the percent of students reaching Proficient last year (+2.8% in English and +3.2% in math), bringing the percent of 10th grade students reaching Proficient on CAHSEE in 2010 to 89.3% in English and 87.9% in math.

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Academic Performance Index (API)

2006 - 2012 API

Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
API	847	851	880	871	888	890
Change in API	+11	+4	+29	-9	+17	+2
Has School Met Growth Target	Yes	Yes	Yes	Yes	Yes	Yes
Have All Subgroups Met Growth Target	Yes	No*	Yes	No *	Yes	No*
School Ranking	10	10	10	10	10	N/A
Similar School Ranking	9	9	9	9	6	N/A

*Hispanic or Latino Students did not meet the Growth target in 2007-2008. Students with Disabilities did not meet the Growth target in 2009-2010 and in 2011-2012.

California High School has shown a strong API score and growth over the past six years, and has had an API of over 800 since 2001. In 2011, only 28% of California high schools had an API score of over 800. In 2012, the API for the San Ramon Valley Unified School District was 927, with an average API of 905 for the four comprehensive high schools.

California High School has increased its number of statistically significant subgroups from four in 2006-2007 (Asian, Hispanic, White, Students with Disabilities) to five in 2010-2011 (Asian, Hispanic, White, Two or More Races, and Students with Disabilities). In 2011, Students With Disabilities showed a significant 47 point gain in API, reaching a score of 675, but saw a drop of 34 points in 2012, to an API of 641. Although not a statistically significant subgroup, the English Learner population at California High School raised their API 65 points in 2012 to an API score of 818.

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Academic Performance Index (API)

2011- 2012 API

2012 API	Number of Students Included in 2012 API	Numerically Significant in Both Years	2012 Growth	2011 Base	2011-12 Growth Target	2011-12 Growth	Met Student Groups Growth Target
Schoolwide	1841		890	888	A	2	
Black or African American	42	No	802	806			
American Indian or Alaska Native	4	No					
Asian	385	Yes	947	947	A	0	Yes
Filipino	64	No	888	896			
Hispanic or Latino	216	Yes	842	828	A	14	Yes
Native Hawaiian or Pacific Islander	4	No					
White	987	Yes	883	883	A	0	Yes
Two or More Races	139	Yes	900	908	A	-8	Yes
Socioeconomically Disadvantaged	54	No	762	783			
English Learners	64	No	818	753			
Students with Disabilities	154	Yes	641	675	6	-34	No

One significant subgroup, Students with Disabilities, has not achieved an API score of over 800. All other significant subgroups have reached this state target score. As such, Students with Disabilities remains the only significant subgroup with a specific growth target. Students with Disabilities has shown significant improvement in API over time, moving from an API of 577 in 2006-2007 to an API of 675 in 2010-2011, an impressive growth of 98 points, but showed a decrease of 34 points in 2012.

English Learners, while not a significant subgroup by the numbers, is another key target group the school continues to support. Socioeconomically Disadvantaged Students are a group that we have discussed to determine the best means for support and intervention. The smaller number of these students, a higher turnover rate than the regular population (particularly in the ELD population), and the compound social issues that need to be addressed to support their academic achievement are additional challenges that our site continues to negotiate. Examining the students who are our lowest achieving and cross-checking their test scores and GPA with attendance data, truancy rates, and entry date into our district have helped us identify some of the students who have the most challenges meeting academic standards. Two programs identifying students who need support beyond just academic needs are our Peer Mentors and two gender-based academies, Academic Enrichment.

Traditional achievement gaps based on ethnicity are still apparent in student achievement, although all subgroup defined by ethnicity have reached an API of at least 800. Asian students

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continue to show the greatest achievement on STAR test results and API, followed by a new significant subgroup, students from Two or More Races, with both of these groups scoring 900 or higher. California High School is proud of the growth in the STAR test scores of our African-American and Hispanic populations. We are also aware that many students within these and other ethnic groups do not want to be singled out by ethnicity for intervention, support programs, or recognition of achievement. An on-going challenge at our site continues to be how best to address inequities in achievement while not alienating or offending subgroups by identifying them racially or by ability through singling them out for intervention. With the San Ramon Valley Unified School District falling into PI status in 2012, support for struggling students and equity for under-performing minority student populations has become a greater district focus than it has been in the past.

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California Standards Tests (CST)

2011- 2012 Literacy Data (CST Language Arts)

2012- 2012 Three Year Comparison by Percentage in Language Arts of Students in each Performance Band

Grade	Far Below Basic			Below Basic			Basic			Proficient			Advanced		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
9	2%	1%	1%	3%	2%	2%	12%	11%	11%	33%	30%	27%	50%	56%	59%
10	4%	3%	2%	5%	4%	2%	18%	15%	17%	29%	34%	33%	44%	44%	45%
11	5%	3%	3%	8%	5%	3%	18%	19%	17%	30%	30%	33%	40%	43%	44%

2012 - Language Arts California Standards Test Summary Percentage of Subgroups scoring At or Above Proficient

Group	Grade 9				Grade 10				Grade 11			
	ALL	EO FEP	EL	ED	ALL	EO FEP	EL	ED	ALL	EO FEP	EL	ED
Number Enrolled 2010	638	634	4	23	633	623	10	31	527	519	7	13
% of Enrollment	99%	98%	1%	4%	98%	97%	2%	5%	98%	96%	1%	2%
% At or Above Proficient	84%	84%	0%	83%	74%	75%	0%	52%	70%	70%	0%	54%
Number Enrolled 2011	629	621	8	24	629	626	3	22	616	605	11	22
% of Enrollment	98%	97%	1%	4%	99%	98%	1%	4%	99%	97%	2%	4%
% At or Above Proficient	86%	87%	0%	50%	78%	79%	0%	64%	73%	74%	18%	45%
Number Enrolled 2012	620	613	7	13	617	612	5	21	599	593	6	14
% of Enrollment	97%	96%	1%	2%	98%	97%	1%	3%	99%	98%	1%	2%
% At or Above Proficient	86%	86%	0%	62%	78%	79%	0%	43%	77%	77%	0%	93%

Overall, 80% of students scored At or Above Proficient in the ELA Content Standards Tests (CST) in 2012; 2.3% of students scored Below Basic, with only 2.0 % of students scoring Far Below Basic. Grade 9 showed the highest level of achievement, with 86% of students At or Above Proficient. All three grade levels showed some increase in the percent of students At or Above Proficient in 2012 in comparison to their scores in 2012, with the most significant gain of +7% made by students in grade 11.

Grade 11 shows a lower performance score overall in comparison to grades 9 and 10 and has done so on a regular basis, but has also shown the greatest gain in the past three years. We are hoping that with greater information and emphasis on the Early Assessment Program (EAP) for

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the California State University system, more juniors will demonstrate “buy-in” on the STAR test. As the EAP is now being used by many community colleges as well as the CSU system for English and mathematics placement, and with the increase on restrictions being placed on students who do not meet college placement requirements, students are becoming increasingly aware of how taking this assessment seriously can benefit them. California High School is currently offering the CSU Expository Reading and Writing Curriculum (EWRC) for seniors, primarily targeting students who scored Conditional on the ELA portion of the EAP. The greater awareness of the repercussions of not passing the EAP may be the driving force behind the growth we have seen in the CST scores of students in the eleventh grade.

Students With Disabilities, or Special Education (ED) students, are a target group to support in meeting English content standards, through Special Day Classes (SDC), Co-Taught English classes, and Academic Studies. English Learners (EL) demonstrate lower rates of meeting the content standards in English and are provided support through ELD and SDAIE English classes.

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2011- 2012 Mathematics CST

Three Year Comparison by Percentage in Mathematics of Students in each Performance Band

General Mathematics

Grade	Far Below Basic			Below Basic			Basic			Proficient			Advanced		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
9	19%	21%	12%	19%	23%	23%	31%	29%	22%	28%	23%	41%	4%	4%	3%

Algebra I

Grade	Far Below Basic			Below Basic			Basic			Proficient			Advanced		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
9	1%	1%	1%	9%	12%	9%	31%	36%	29%	51%	43%	54%	8%	8%	7%
10	11%	9%	6%	24%	25%	17%	36%	36%	39%	27%	27%	36%	3%	2%	2%
11	11%	21%	14%	27%	31%	32%	36%	40%	27%	27%	9%	22%	0%	0%	5%

Geometry

Grade	Far Below Basic			Below Basic			Basic			Proficient			Advanced		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
9	0%	0%	0%	2%	3%	2%	14%	17%	16%	44%	43%	43%	40%	38%	39%
10	1%	1%	1%	18%	20%	12%	44%	40%	44%	33%	35%	38%	4%	5%	5%
11	10%	7%	4%	20%	24%	19%	49%	43%	46%	16%	26%	31%	6%	0%	0%

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Algebra II

Grade	Far Below Basic			Below Basic			Basic			Proficient			Advanced		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
9	0%	0%	0%	3%	0%	0%	0%	0%	3%	26%	16%	14%	71%	84%	84%
10	1%	0%	1%	4%	2%	6%	24%	17%	20%	37%	45%	44%	35%	36%	29%
11	4%	7%	4%	33%	18%	22%	46%	37%	46%	17%	36%	26%	1%	2%	3%

High School (Summative) Mathematics

Grade	Far Below Basic			Below Basic			Basic			Proficient			Advanced		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
9	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
10	0%	0%	0%	0%	3%	0%	3%	5%	0%	17%	26%	26%	80%	66%	74%
11	1%	1%	1%	11%	5%	3%	23%	17%	18%	33%	43%	44%	31%	34%	33%

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2010 - 2012 Math CST Summary Percentage of Subgroups in each Performance Band

Algebra I	Grade 9				Grade 10				Grade 11			
Group	ALL	EO FEP	EL	ED	ALL	EO FEP	EL	ED	ALL	EO FEP	EL	ED
Number Enrolled 2010	183	182	1	9	112	110	2	8	45	43	2	3
% of Enrollment	28%	28%	0%	1%	17%	17%	0%	1%	8%	8%	0%	1%
% At or Above Proficient	59%	59%	0%	0%	29%	30%	0%	0%	27%	28%	0%	0%
Number Enrolled 2011	208	204	4	10	91	90	1	5	58	54	4	5
% of Enrollment	33%	32%	1%	2%	14%	14%	0%	1%	9%	9%	1%	1%
% At or Above Proficient	51%	51%	0%	0%	30%	30%	0%	0%	9%	9%	0%	0%
Number Enrolled 2012	153	151	2	5	88	85	3	6	59	58	1	0
% of Enrollment	24%	24%	0%	1%	14%	13%	1%	1%	10%	10%	0%	--
% At or Above Proficient	61%	60%	0%	0%	39%	39%	0%	0%	27%	28%	0%	--

Geometry	Grade 9				Grade 10				Grade 11			
Group	ALL	EO FEP	EL	ED	ALL	EO FEP	EL	ED	ALL	EO FEP	EL	ED
Number Enrolled 2010	332	332		10	160	155	5	8	51	51		1
% of Enrollment	52%	52%		2%	25%	24%	1%	1%	10%	10%		0%
% At or Above Proficient	84%	84%		0%	37%	37%	0%	0%	22%	22%		0%
Number Enrolled 2011	327	325	2	7	133	132	1	6	68	68		2
% of Enrollment	51%	51%	0%	1%	21%	21%	0%	1%	11%	11%		0%
% At or Above Proficient	80%	81%	0%	0%	39%	39%	0%	0%	26%	26%		0%
Number Enrolled 2012	361	358	3	4	144	143	1	1	52	51	1	2
% of Enrollment	57%	56%	1%	1%	23%	23%	0%	0%	9%	8%	0%	0%
% At or Above Proficient	82%	82%	0%	0%	42%	42%	0%	0%	31%	29%	0%	0%

Algebra II	Grade 9				Grade 10				Grade 11			
Group	ALL	EO FEP	EL	ED	ALL	EO FEP	EL	ED	ALL	EO FEP	EL	ED
Number Enrolled 2010	31	30	1		295	293	2	9	103	103		5
% of Enrollment	5%	5%	0%		46%	45%	0%	1%	19%	19%		1%
% At or Above Proficient	97%	97%	0%		72%	72%	0%	0%	17%	17%		0%
Number Enrolled 2011	45	44	1		311	310	1	5	147	144	3	4
% of Enrollment	7%	7%	0%		49%	49%	0%	1%	24%	23%	1%	1%
% At or Above Proficient	100%	100%	0%		80%	81%	0%	0%	38%	37%	0%	0%
Number Enrolled 2012	37	36	1	1	308	308	0	8	112	111	1	3
% of Enrollment	6%	6%	0%	0%	49%	49%	--	1%	19%	18%	0%	1%
% At or Above Proficient	97%	97%	0%	0%	73%	73%	--	0%	29%	28%	0%	0%

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In 2012, 42% of students taking the Algebra I test scored At or Above Proficient. In Geometry, 52% scored At or Above Proficient, and in Algebra II, 67% scored At or Above Proficient. Students entering California High School deficient in math skills or below grade level in math continue to be an issue that our mathematics department addresses. In 2011, our elementary school teachers and middle school math teachers from our feeder schools met with the CHS math teachers to address issues and concerns that are raised by students who struggle with math skills and basic arithmetic knowledge from the elementary schools forward. The CHS Math department works to ensure proper placement of students in the appropriate math course to keep students on track for meeting graduation and college requirements while not setting students who are unprepared or lacking the appropriate math skills up for frustration and failure.

A second target area for the California High School math program has been our seniors who are struggling to meet Algebra II standards to qualify for college admission. In 2011, California High School offered a “seniors only” Algebra II class during A period. An advantage of this class was that it was offered every day, which allowed student to have consistent exposure to the subject. As this course was offered for seniors only, the instructor did not have to adjust pacing to prepare students for the STAR test in April, which allowed for review and remediation that could not be offered in a regular Algebra II class. This course is not currently being offered in 2012 due to scheduling and staffing changes. The math department has also added an additional course, Advanced Math Topics, for students who have taken Algebra II but are not planning or ready to take Trigonometry/Pre-Calculus directly after taking Algebra II.

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2011- 2012 History CST

Three Year Comparison by Percentage in History of Students in each Performance Band

World History

Grade	Far Below Basic			Below Basic			Basic			Proficient			Advanced		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
10	7%	4%	4%	5%	3%	4%	17%	15%	17%	29%	29%	28%	42%	48%	47%

U.S. History

Grade	Far Below Basic			Below Basic			Basic			Proficient			Advanced		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
11	5%	6%	5%	5%	3%	3%	18%	13%	17%	34%	32%	30%	38%	45%	46%

In 2012, 75% of sophomores achieved scores of At or Above Proficient in World History, and 76% of juniors achieved scores of At or Above Proficient in US History, with both grades showing similar scores and similar improvement over the past three years.

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2011- 2012 Science CST

Three Year Comparison by Percentage in Science of Students in each Performance Band

Biology/Life Science

Grade	Far Below Basic			Below Basic			Basic			Proficient			Advanced		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
9	0%	0%	1%	0%	1%	0%	3%	3%	7%	27%	24%	20%	70%	71%	72%
10	3%	2%	3%	8%	3%	3%	23%	19%	24%	37%	36%	38%	29%	40%	32%
11	2%	4%	4%	3%	2%	1%	15%	14%	12%	39%	20%	27%	40%	60%	56%

Chemistry

Grade	Far Below Basic			Below Basic			Basic			Proficient			Advanced		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
9		0%			0%			0%			0%			0%	
10	0%	0%	1%	0%	0%	0%	20%	15%	13%	41%	43%	38%	38%	42%	48%
11	3%	0%	1%	6%	5%	3%	38%	37%	25%	33%	39%	45%	19%	20%	26%

Physics

Grade	Far Below Basic			Below Basic			Basic			Proficient			Advanced		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
10	0%	0%	0%	0%	0%	0%	7%	0%	4%	14%	13%	32%	79%	87%	64%
11	0%	0%	0%	2%	0%	1%	15%	7%	11%	27%	41%	31%	56%	51%	57%

In 2012, 82% of students taking the CST scored At or Above Proficient in Biology/Life Science, 79% scored At or Above Proficient in Chemistry, and 92% scored At or Above Proficient in Physics. Students taking Biology as 9th graders (at grade level) tend to score higher than students who elect to take the course later in their high school years. Students show the highest level of success on the CSTs in the upper level courses.

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California High School Exit Exam (CAHSEE)

CAHSEE 2010 – 2012

School	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
February 2010	# Tested	Math	616	32	10	31	25	544
	Passing	Math	600 (97%)	29 (91%)	--	28 (90%)	22 (88%)	534 (98%)
February 2010	# Tested	ELA	632	47	11	31	27	554
	Passing	ELA	617 (98%)	41 (87%)	8 (73%)	31 (100%)	24 (89%)	543 (98%)
March 2011	# Tested	Math	613	35	3	34	20	564
	Passing	Math	604 (99%)	31 (89%)	--	32 (94%)	17 (85%)	558 (99%)
March 2011	# Tested	ELA	617	41	5	33	22	564
	Passing	ELA	602 (98%)	34 (83%)	--	33 (100%)	18 (82%)	554 (98%)
March 2012	# Tested	Math	594	21	5	32	18	553
	Passing	Math	588(99%)	18 (86%)	--	31 (97%)	15 (83%)	552(100%)
March 2012	# Tested	ELA	610	30	5	32	20	566
	Passing	ELA	600 (98%)	25 (83%)	--	32 (100%)	18 (90%)	561 (99%)

CAHSEE results have consistently shown high levels of passing rates, with sophomores taking it for the first time achieving passing rates of 97-99% on a regular basis. Special Education students and English Learners have been identified as students who may struggle to pass CAHSEE on their first attempt, and support and intervention programs are in place for these students.

While the majority of our students pass CAHSEE the first time they take the test, a number of students pass CAHSEE but score below Proficient. In 2010-2011, the San Ramon Valley Unified School District administered a Mock CAHSEE to help identify students needing CAHSEE support and intervention. English teachers focused on reviewing writing standards and applications, and both math and English teachers used review questions and practice worksheets to bring students who typically score Basic up to Proficient. In 2011 and 2012, 98% passed ELA and 99% passed math. In 2012, 86.7% of students taking the March CAHSEE scored Proficient & Above on the ELA portion and 88.3% scored Proficient & Above on mathematics.

California High School CAHSEE results reflect specific student achievement gaps. Passing rates remain high among all subgroups. Groups who have strong passing rates with lower rates of Proficient & Above include Students Receiving Special Education Services, Economically Disadvantaged Students, Black/African American, and Hispanic/Latino students. Reclassified Fluent English Proficient students had a 100% pass rate on the ELA portion and 90% of Economically Disadvantaged Students passed CAHSEE as sophomores.

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California High School Exit Exam (CAHSEE) - ELA

CAHSEE 3-Year Summary By Program *

	2012			2011			2010		
	Number Tested	Number Passed **	Percent Passed **	Number Tested	Number Passed **	Percent Passed **	Number Tested	Number Passed **	Percent Passed **
All Students	647	630	97%	665	631	95%	669	635	95%
Special Ed. Students	36	25	69%	50	34	68%	51	41	80%
EL Students	6	0	0%	15	0	0%	28	8	29%
RFEP Students	32	32	100%	33	33	100%	31	31	100%
Socioeconomically Disadvantaged Students	21	18	86%	29	18	62%	29	24	83%
Not Socioeconomically Disadvantaged Students	601	582	97%	597	578	97%	581	559	96%

* Students who have taken multiple administrations of CAHSEE are represented multiple times in student data.
 ** Student data is not provided for subgroups including less than ten students. As a result, percentages may total less than 100%.

CAHSEE 3-Year Summary By Subgroups *

	2012			2011			2010		
	Number Tested	Number Passed **	Percent Passed **	Number Tested	Number Passed **	Percent Passed **	Number Tested	Number Passed **	Percent Passed **
All Students	647	630	97%	665	631	95%	669	635	95%
Female	310	294	95%	325	307	94%	320	307	96%
Male	337	319	95%	340	312	92%	349	320	92%
African American (not of Hispanic Origin)	20	17	85%	14	12	86%	16	14	88%
American Indian or Alaska Native	1	0	0%	1	0	0%			
Asian	130	126	97%	121	113	93%	112	104	93%
Filipino	23	22	96%	20	19	95%	23	21	91%
Hispanic or Latino	84	76	90%	88	67	76%	97	77	79%
Pacific Islander	1	0	0%				3	0	0%
White (not of Hispanic Origin)	340	325	96%	360	342	95%	366	348	95%
Other									

* Students who have taken multiple administrations of CAHSEE are represented multiple times in student data.
 ** Student data is not provided for subgroups including less than ten students. As a result, percentages may total less than 100%.

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California High School Exit Exam (CAHSEE) - Mathematics

CAHSEE 3-Year Summary By Program *

	2012			2011			2010		
	Number Tested	Number Passed **	Percent Passed **	Number Tested	Number Passed **	Percent Passed **	Number Tested	Number Passed **	Percent Passed **
All Students	630	619	98%	651	634	97%	642	615	96%
Special Ed. Students	23	18	78%	37	31	84%	34	29	85%
EL Students	5	0	0%	8	0	0%	17	0	0%
RFEP Students	35	31	89%	36	32	89%	31	28	90%
Socioeconomically Disadvantaged Students	20	15	75%	23	17	74%	27	22	81%
Not Socioeconomically Disadvantaged Students	584	578	99%	593	583	98%	565	541	96%

* Students who have taken multiple administrations of CAHSEE are represented multiple times in student data.
 ** Student data is not provided for subgroups including less than ten students. As a result, percentages may total less than 100%.

CAHSEE 3-Year Summary By Subgroups *

	2012			2011			2010		
	Number Tested	Number Passed **	Percent Passed **	Number Tested	Number Passed **	Percent Passed **	Number Tested	Number Passed **	Percent Passed **
All Students	630	619	98%	651	634	97%	642	615	96%
Female	310	299	96%	319	300	94%	311	285	92%
Male	320	298	93%	332	319	96%	331	315	95%
African American (not of Hispanic Origin)	18	16	89%	16	12	75%	16	12	75%
American Indian or Alaska Native	1	0	0%	1	0	0%			
Asian	129	126	98%	118	113	96%	107	103	96%
Filipino	24	23	96%	19	18	95%	22	21	95%
Hispanic or Latino	83	73	88%	83	68	82%	84	71	85%
Pacific Islander	1	0	0%				3	0	0%
White (not of Hispanic Origin)	327	308	94%	354	335	95%	359	341	95%
Other									

* Students who have taken multiple administrations of CAHSEE are represented multiple times in student data.
 ** Student data is not provided for subgroups including less than ten students. As a result, percentages may total less than 100%.

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CALIFORNIA HIGH SCHOOL 2012-2013

CHAPTER II: OBSERVATIONS AND ANALYSIS

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Key Findings and Summary of the Demographic Data

California High School has maintained a fairly stable population over the past six years, with a small increase in student population up to a population of 2,550 students in 2012-2013. Due to an increase in students identified as “Two or More Races” and “Hispanic” for reporting purposes on standardized testing, we have grown to have five significant subgroups (Asian, Hispanic, White, Two or More Races, and Students with Disabilities). The school has a current API of 890; four significant subgroups have an API of over 800. Students with Disabilities saw a 47 point increase in 2010-2011 to reach an API score of 675 in 2011, but dropped 34 points to an API of 641 in 2012. Even with high performance on the STAR test, an achievement gap reflects state and national trends. Reviewing the disaggregated API scores in 2011-2012 demonstrates the achievement gap: All Students (890), Asian (947), Hispanic (842) White (883) Two or More Races (900) and Students with Disabilities (641).

California High School has exceeded its AYP targets annually. In 2012, CHS met AYP and all statistically significant subgroups achieved Annual Measureable Objectives (AMOs). In 2011-2012, our schoolwide Percent At or Above Proficient on CAHSEE was 86.7% in English-Language Arts and 88.3% in Mathematics. Although we have met AMOs, an achievement gap is evidenced by looking at the disaggregated Percent At or Above Proficient for subgroups. Differences in achievement exist in English-Language Arts between the following subgroups: Asian (93.7%) and White (88.5%). In Mathematics, scores cluster closely together: Asian (92.9%) and White (91.1 %). Other subgroups at California High School are not recognized as statistically significant for calculating AYP due to the size of their population, but we have reviewed the results in site discussions and have identified that the achievement gap as evidenced by API is also reflected in the AYP results.

In 2012, the San Ramon Valley Unified School District entered its first year as a Program Improvement (PI) school district. Four statistically significant subgroups, African-American students, Hispanic or Latino students, Socioeconomically Disadvantaged students, and Students with Disabilities did not meet AYP percent proficient rates districtwide in English/Language Arts and Mathematics. The district has created a task force that will involve all schools to address equity issues and focus on strategies for improving the achievement of under-performing students. At California High School, we have in place strong support programs for our Students with Disabilities and for our English Learners. Determining the most effective support programs for students who are not meeting Proficient or Higher on either STAR or CAHSEE remains a challenge that our site and our district continue to address.

One of our district goals supported by our site data is to increase the number of students meeting A-G requirements for CSU/UC admission. California High School has seen an increase in the

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percentage of students meeting the A-G requirements. In 2009-2010, 66.4% of students met the A-G requirements. In 2010-2011, this declined to 58.9%. Females meet A-G requirements at a higher rate than males. In 2010-2011, 66.9% of females met A-G requirements compared to 50.4% of males. Programs such as AVID, new classes such as Advanced Math Topics and English 12, as well as a section of Algebra 2 designed specifically for seniors have helped support students and raise the percentage of students meeting these college requirements. The number of students meeting the EAP requirements as juniors has also been a focus at our site. The math and English departments review the data and make curriculum and course changes to better serve the needs of our students. California High School is committed to supporting students in gaining admission to college and being prepared to meet the placement requirements and rigors of college course expectations once they gain admission. While our admission rates are good, we are determined to decrease the number of our college-bound students who are required to take a remedial course as incoming college freshmen.

Meeting the challenges of our lowest-achieving students while elevating the performance of our college-bound and high-achieving students requires constant balance and review of how we allocate our time and resources as a site. One of our innovative programs, our Engineering Academy, highlights this challenge. The Engineering Academy was designed to offer a multi-year program to provide students with an interest in engineering challenging and directive courses in the sciences as well as engage at-risk students along a path that will lead them into college and career programs in science and engineering. The curriculum from Project Lead the Way is highly academic and rigorous. In 2012-2013, this program has been reworked into a Pathways model, allowing students to choose classes rather than be tracked by cohort into English and Social Studies classes. A similar model in our Health Pathways has proven to be highly successful, and has contributed to an increase in demand for science classes by our student body. The Health Pathways program also utilizes curriculum from Project Lead the Way, and offers students a series of courses linked to the health profession. Teachers and students have found this mix of students and curriculum challenging and have worked each year to redesign and redirect the program to best serve the needs of the students.

Implications of the Data with respect to student performance:

Strengths

- California High School has met AYP goals consistently. In 2011-2012, California High School raised its API score to 890, an increase of 39 points over the previous three years.
- All significant subgroups have met their API targets in 2010-2011, and only Students with Disabilities did not meet API targets for 2011-2012.

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- The Hispanic or Latino subgroup showed a 14 point gain in API in 2011-2012 and the English Learners showed an increase of 65 points.
- Four of five significant subgroups scored an API of over 800 in 2011-2012: Asian (947), Hispanic (842), White (883), and Two or More Races (900). All groups identified by race have scored above 800.
- In 2010-2011, Students with Disabilities saw an increase in 47 points to an API of 675.
- Students with Disabilities have shown a slight increase in AYP in both ELA (52%) and mathematics (52.7%) in 2010-2011.
- Two significant subgroups, Asian (947), and Two or More Races (900), currently have API scores of 900 or higher.
- CHS has consistently met AYP Annual Measureable Objectives for the past four years.
- The first time pass rate on CAHSEE has been excellent and has remained in the 97-98% passing range annually.
- Socioeconomically Disadvantaged students have increased their At or Above Proficient scores on CASEE to 80.0% in both ELA and mathematics in 2010-2011.
- Students achieving at or above Proficient on CAHSEE has remained in 85-89% range for the past three years.
- On the CST, 9th and 10th grade students in ELA and all scores on Algebra II demonstrated noteworthy increases in the percent of students At or Above Proficient from 2009-2011.
- The number of students taking AP classes and AP tests has increased dramatically while maintaining exceptional levels of success on AP test results.
- Seventy-three percent of females met the A-G requirements in 2009-2010 and 66.9% of females met the A-G requirements in 2010-2011.
- In 2012, 75% of sophomores achieved scores of At or Above Proficient in World History, and 76% of juniors achieved scores of At or Above Proficient in US History.
- CHS has improved the percentage of students meeting the EAP requirements to 47% in ELA and 41% in mathematics in 2011.
- Seventy-six percent of CHS students have met the UC Analytical Writing Placement Exam (AWPE) in 2011.
- CHS has had a consistent percent of students pass the CSU mathematics entry level placement exam (ELM) for the past four years (85%).
- CHS has had a slight increase in the percentage of students pass the CSU English placement test (EPT) from 72% in 2008 to 75% in 2010 and 2011.
- CHS shows improvement from the percentage of juniors passing the EAP to seniors who pass the ELM and the EPT for CSU.
- CHS has a low drop-out rate and a high graduation rate, with district-level support for student provided by Del Amigo, the alternative high school, and Venture, the independent school in the San Ramon Valley Unified School District.
- CHS has added innovative programs and academies geared to encourage and support students in pursuing academics at the university level and guide them toward career

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paths, including: AVID, Careers in Teaching, The Engineering Academy, Health Pathways, ACE, Catering, and I-Quest.

- CHS has tailored intensive support programs for students needing support in ELA (Reading Strategies, SDAIE English), math (Math Lab, Math tutors), Special Education (Co-taught classes, Academic Studies), gender academics (Academic Enrichment), and social support (Campus of Caring, Fun Club, Peer Tutors).
- CHS continues to score higher than county, state, and national averages on AP, SAT, ACT, and other standardized measurements.

Growth Areas

- While all statistically significant subgroups have met AYP, an achievement gap is evidenced by the scores of students when broken out by ethnicity. In 2011-2012, proficiency rates in English-Language Arts show the following: All Students (86.7%), African-American (62.5%), Asian (93.7%), Filipino (87.0%), Hispanic (71.1%), White (88.5%), and Two or More Races (91.1%). In 2011-2012, proficiency rates in Mathematics show the following: All Students (88.3%), African-American (58.8%), Asian (92.9%), Filipino (91.3%), Hispanic (72.4%), White (91.1%), and Two or More Races (93.3%).
- The achievement gap is also evidenced by Socioeconomically Disadvantaged students, English Learners, and Students with Disabilities, all scoring well below the AYP target for Percent At or Above Proficient on CAHSEE.
- A drop in scores on the CSTs in ELA occurs from the 9th to the 11th grade. In 2011-2012, 86% of 9th grade students scored At or Above Proficient compared to 78% of 10th graders and 77% of 11th grade students.
- Freshmen taking Algebra II perform better than sophomores or juniors on the CST in achieving At or Above Proficient.
- EL students and Special Education students have a lower first time pass rate on CAHSEE than the general population.
- Groups scoring below an 800 API include: Socioeconomically Disadvantaged (762) and Students with Disabilities (641).
- African –American and Hispanic students have a lower first time pass rate on CAHSEE than the general population.
- Males have a lower first time pass rate on CAHSEE than females.
- Hispanics and African-Americans have a lower rate of meeting the A-G requirements than the general population.
- In 2010-2011, the percentage of males meeting A-G requirements was 50.4% compared to 66.9% of females.
- Student performance on the EAP shows less than a 50% meeting college readiness placement for English and mathematics.

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- The greater percentage of the 20% lowest performing students by GPA are male. Additionally, the lowest overall GPA is in the sophomore class.
- Additional analysis of data showed males have much higher tardiness, truancy, rate of behavior issues, and a higher rate of suspensions and expulsions than female students.

Critical Academic Needs

All staff members reviewed the school profile and data in staff meetings and WASC Focus Group meetings. This data was also shared with students, parents, and other stakeholders through School Site Council, PTSA, Academic Boosters, Student WASC Representatives, Parent WASC Representatives, Student Leadership, and Classified Staff meetings. The following areas of need were identified:

1. Increase the achievement of lower performing students, particularly within specific student populations that show a significant achievement gap (i.e., ethnic, socio-economic, gender, special needs).
2. Better prepare students to meet the expectations of college admissions requirements, placement assessment, and with the transition from high school to post-secondary study (i.e., UC/CSU, community college, vocational school).
3. Use technology as an effective teaching tool and provide students more access to technology as a learning tool.

Increase Achievement of Lower Performing Students

In the environment of a high achieving school, CHS has kept an eye on groups who traditionally face academic challenges. We provide on-going support for our EL and Special Education populations as they have significant challenges in demonstrating their achievement on standardized assessment. California High School has created sheltered and co-taught classes and provided alternate assessments (CAPA) when appropriate. These two subgroups require intensive supportive instruction. Both groups have shown remarkable progress and performance but continue to require attention, support, and resources.

While all of our significant subgroups as determined by ethnicity are currently scoring above 800 on API, disaggregated data shows the percent of students At or Above Proficient on CAHSEE, the percent of students meeting A-G requirements, and the range of API scores are lower for Hispanic and African-American students in comparison to the schoolwide population. These subgroups are made up of diverse individuals and our site needs to continue the conversation on how to address the achievement gap that is evidenced in ethnic subgroups.

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In the past few years, our small subgroup of students who are Socioeconomically Disadvantaged has increased from 2% to 4% and is currently at 3% of our overall population. This group has also seen growth in achievement, but still demonstrates an achievement gap in comparison to the general population.

Males have been identified as a lower-performing group over the past several years, based on performance and behavior. Males constitute the highest percentage of students who have the lowest 20% GPA in each grade level. Males have a lower rate of meeting the A-G requirement than females. Males have a lower rate of meeting At or Proficient on CAHSEE and STAR than females, and have a greater number of suspensions and expulsions than females.

Overall, academic achievement remains high for all populations and we have seen significant growth in subgroups, but we have identified a need to continue our work in this area based on disaggregated data by ethnicity and subpopulations.

Post-Secondary Study

While California High School prides itself on the high number of students who plan and qualify to attend a four-year college, many students continue to struggle to meet A-G requirements and to pass placement assessments once they are accepted into college. California High School students show exceptional results on AP tests, with an increasing number of students taking AP classes and AP tests annually. Students score well on AP tests, with 86% scoring a 3 or higher on AP exams for the past several years. SAT and ACT scores also show that CHS students outperform county, state, and national averages. Two indicators of college readiness raise concern – the percent of students meeting the A-G requirements and the results of placement assessments for incoming college freshmen.

Although CHS has seen a growth in the percent of students meeting the A-G requirements (from 57.7% in 2007-2008 to 66.4% in 2009-2010), the number is still low in comparison to the number of students who intend to apply directly to a four year school after graduation. Males have a lower rate of meeting the CSU/UC A-G requirements in comparison to females. Students need to be guided to take and successfully complete a course of study that gives them options upon graduation and guides them to a successful post-secondary educational track.

In 2011, 60% of students accepted admission to a four-year college or university, while 35% chose to attend a two-year college. Once admitted to a four-year college, a significant number of students struggle to meet the incoming placement assessment. The EAP, given to juniors, shows a slight increase in the percent of students meeting the placement requirement, but with only 47% of students meeting the requirement for the English assessment for college readiness and 34% of juniors meeting the math assessment for college readiness, our site needs to be aware of

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the expectations of college assessments and more fully prepare students to meet these requirements. Both English and math have put courses into place for students who are identified as Conditional status after taking the EAP.

California High School students who have been accepted into college meet placement requirements at a higher rate than the general population at all levels of college. In 2011, 24% of incoming UC students from CHS did not meet the Analytical Reading and Writing Examination and were delegated to taking a remedial level English class. At CSU, 15% of incoming freshmen from CHS did not meet the math placement test requirements and 25% did not meet the English placement requirement. The disconnect between the performance of our higher achieving students who are meeting college admission requirements and the expectations of the college placement requirements needs to be more closely studied and addressed by our site and our staff as we support our students in their transition into post-secondary education.

Using Technology as an Effective Teaching and Learning Tool

The explosion of available technology and the importance of preparing technologically literate students to be competitive in their academic and career paths is an essential academic need. The upcoming Common Core Standards relies on students becoming more hands-on with the use of technology in the classroom. It is essential to move students beyond observing technology as an instructional tool to interacting with technology as a learning tool. Staff members need access to the tools and training to best provide their students with technological skills and experiences to move students from passive observation of technology into hands-on users.

Important Questions Raised by the Analysis of Student Data

- What support and intervention programs are in place that are effective in raising the performance of subgroups?
- What additional strategies need to be put in place in order to increase the academic performance of low-achieving students and reduce the achievement gap to bring their assessment results more in concert with our high-performing students?
- How can staff use data more effectively to identify students needing support and intervention and to evaluate the effectiveness of support and intervention programs?
- What schoolwide strategies can be implemented in order to raise the percentage of students meeting the A-G requirements?

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- What strategies can be implemented in order to raise the percentage of students who are assessed as “college ready” on the EAP and raise the passing percentage of our seniors who take college placement exams?
- What resources can be used to identify the technology skills students should demonstrate by graduation?
- How can staff use technology in a more integrated way in instruction for more effective student learning?

CALIFORNIA HIGH SCHOOL 2012-2013

CHAPTER III: PROGRESS REPORT



Summary of Progress Since Previous Self-Study

California High School conducted a full WASC self-study in 2006-2007 with a six-year accreditation. In 2009-2010, California High School completed its self-study midterm report. By the third-year progress report, we had made significant strides in meeting the tasks in our Action Plan. As we approach the next WASC accreditation cycle, we have met the tasks we set for ourselves, and have set additional targets to support our student population's needs and to reflect the changes in expectations as determined by our district administration.

Significant Developments at the School Having a Major Impact on the School or Specific Curricular Programs Since the Last Visit

In 2007, The Western Association of Schools and Colleges visiting team visited California High School and found a school filled with excitement over the move into a new facility funded through Measure A, a community bond measure. The committed staff, enthusiastic student body, and supportive community were energized by the physical changes at a school long overdue for its make-over. Student achievement had risen, we had recently received the California Distinguished Schools Award (2005) and the National Blue Ribbon Schools Award (2006), and plans were in place to expand services and programs. In the years following the visit, California High School has continued to demonstrate its commitment to providing its students with an outstanding educational experience, earning the California Distinguished Schools Award (2009), being listed as one of the top 5% of high schools nationally by recognition in *Newsweek's* Best High Schools in America, and raising its API to 890, with significant gains shown by all of our significant subgroups. California High School continues to produce outstanding students and to be recognized on the state and national levels as an outstanding educational institution.

In 2011, CHS finally came to the end of several long-term construction projects following the installation of solar panels in our parking lot. Expansion, modernization, and changes in our physical plant have been mirrored by program expansion featuring career academies, new programs, and classes. Our Career Technology programs have grown through grants and partnerships. Access to computers and technology has improved and expanded across the campus through technology funds and grants, increasing student exposure to innovative classroom instruction and allowing more technological tools to be placed into the hands of our students. Our site and district have worked to upgrade our computers, software, and wireless capabilities and to offer greater technological access for staff and students. Our district continues to support and guide our site in moving toward offering students a 21st century education while dealing with the realities of available financial resources. As with all schools, California High School is anticipating the national change to Common Core Standards and the changes it will bring to expectations for curriculum and assessment. As a site and as a district, we have begun to

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project the impact and changes that will accompany the upcoming shift to the Common Core Standards and how that will affect curriculum, instruction, and assessment.

Significant Developments Following the 2006 – 2007 WASC Visitation

Facilities

California High School has been dramatically remade with the opening of new facilities and the renovation of existing facilities. Our entire school landscape has been altered and improved, and these upgrades and changes have had a deep impact on our community. For the first time in twelve years, we have no construction projects in place, no construction equipment and teams on campus, full use of all our sports fields, and clear evacuation paths.

California High School

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925-803-3200

- | | |
|---------------------|-----------------|
| A Administration | J Science |
| B Gymnasium | K Commons |
| C Technology | L Fine Arts |
| D Gym | M Music/Theater |
| E Main Building | P Counseling |
| F Library | |
| G World Languages | |
| H Career Technology | |



California High School is fortunate to be supported by a community that passed Measure A to bring improvement to all the schools in our district. Our staff, students, and community take vast pride in the new and improved home of the Grizzlies. In 2012, our community passed Measure

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D, which will be used to continue school improvements at California High School, including remodeling our Science

New Facilities funded through Measure A

- Quad (Spring 2007)
- Counseling (Spring 2008)
- T-4 Computer Lab (Spring 2008)
- Career Technology (Spring 2008)
- Fine and Applied Arts Building (Fall 2008)
- Event Center (Spring 2010)

Renovations funded through Measure A

- Mac Lab (Fall 2008)
- Painting exterior of existing buildings (Summer 2009)
- Labeling facilities (Summer 2009)
- Theater (Spring 2010)
- Existing gym (Fall 2010)

Facilities Improvement funded through Qualified School Construction Bond

- Solar Panels
- Parking Lot upgrade

Other Improvements

- All-weather track
- Newly installed synthetic turf in the stadium
- New scoreboards for the stadium
- New fencing
- New path to the Iron Horse Trail

Technology

California High School is committed to making technology an integrated component of instruction and communication. We continue to commit time and resources into making our site a technology-rich environment for staff and students. Since the last WASC visit, our site has adopted and expanded several new programs. One universally significant change has been the introduction of School Loop.

School Loop is a web-based integrated content management system, linking personal portals, digital lockers, calendars, gradebooks, and email. We have embedded School Loop into the

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fabric of our daily life at California High School. Teachers, parents, and students have open access to information and communication. Parents receive daily emails listing student grades; students and parents can log on to School Loop to see grades and to access assignments, handouts, and to communicate with teachers and staff. Teachers are expected to use School Loop to post grades and the expectation is that teachers will update grades on School Loop at least every two weeks. The use of School Loop has increased transparency and expanded avenues of communication among all invested parties. In 2009-2010, we integrated our site webpage with School Loop. School Loop has created a profound change in communication and access to information at California High School.

In 2010-2011, the district and our site converted to the use of Infinite Campus, our new student data management program, to replace SASI. Teachers use the program primarily for attendance and student information; counselors, administration, and support staff use the program for discipline, scheduling, attendance, assessments, transcripts, etc.

Data Director use has expanded over the past several years. The district has invested time and funding into training all staff on Data Director. Student assessment data (CHASEE, STAR, CELDT, etc.) is posted and available for sites and teacher access through this Data Director. Individual classroom assessments, course or subject assessments, and district wide assessments can be loaded into Data Director so that data analysis can be facilitated. Sites have been given multiple scanning stations so that common assessments can be loaded into Data Director and made available for data analysis. Departments have Data Director available to enter their common assessments so that they are able to review student achievement by course, teacher, or subject.

In 2011-2012, the counseling department at CHS rolled out Naviance, a web-based program for students to use for academic and career planning. All students have received instruction on using the program and parents have access to the program through Family Connection. Teachers received training on Naviance in the spring of 2012.

Many of the other daily interactions of students and staff have integrated new technology. In the summer of 2009, our textbooks were all barcoded and tracked through Destiny, a library and textbook manager. Our cafeteria shifted to a cashless scanning system, Meal Time, in the fall of 2009. Student registration, campus activities, events, donations, AP tests, and most other purchases are run through our on-line Cal High Web Store. Homecoming and student body leadership elections are held online, and campaign speeches are shown online in Social Studies classes. *The Californian*, our student newspaper, posts an online edition; commentary on sports and other events is often available via real time streaming or Twitter updates. Student Leadership produces videos to present information to students, accessible on the school website, on Youtube, and hosts a Facebook page. In 2012, Student Leadership launched the Grizzly News Network (GNN), a video news feature that is shown in classrooms and is posted on the school website.

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Creating the technology-rich environment that our staff wants and our students need has been addressed on many fronts. California High School has installed classroom technology (Closed-circuit Camera System, LCD projectors, COWs, Docucams, Wireless Tablets, Smart Boards, Netbooks, and iPads) based on department and program requests and needs, using technology funds, SIP funds, external grants, and grants from our booster groups. Staff members have integrated new programs into their curriculum, including Quizdom, Accelerated Math, Googledocs, and a number of iPad apps, and have used increased access to the internet and web-based programs to increase the scope of their academic instruction (EdStop, Kahn Academy, etc.). Dedicated computers with scanners allows staff members to enter individual and department-based assessment data directly into Data Director, our districtwide online data management program, for analysis of individual and common assessments. Our site has hired a full-time support technician to help maintain and run our ever-increasing technology needs.

Technology

- School Loop
- LCD projectors (World Language)
- Portable Language Lab (World Language)
- Computers on Wheels (COWs) (Career Technology, Science)
- Wireless Tablets (Mathematics)
- Closed-Circuit Camera System (Culinary Arts)
- WiFi
- Polyvision and Promethean Smartboards
- Thin Client computers (Library computer lab)
- Docucams
- Quizdom
- EdStop
- Netbooks
- Destiny
- Meal Time
- Cal High Web Store
- Infinite Campus
- Copy Machine Scanner
- Data Director Scanner
- iPads
- Naviance
- Updated website
- Lyris
- Television in the front office
- Teleconferencing station in library
- Message Manager
- Updated lighting and sound systems in the theater and dance rooms
- Media, projector, sound and lights in the Event Center

Intervention and Academic Support

California High School is a high-achieving school by all measurements. Within this environment, students still fall through the gaps and struggle to meet academic and performance standards. We have made several significant program changes in the six years following the WASC 2006-2007 visitation to meet the needs of our struggling students and to allow all students greater access to intervention programs and academic support. Most significantly, our intervention and support programs have been embedded within our school day. Other intervention and support programs that have been in place for several years have been modified for increased effectiveness.

In 2006-2007, 25 minutes, four days a week, were dedicated to Sustained Silent Reading (SSR) built into the California High School daily schedule. Based on student feedback, the success of pilot programs, and analysis of assessment data, in 2007-2008, CHS shifted from a 25 minute SSR to a 25 minute tutorial period, embedded in our regular daily schedule four days a week. Tutorial has allowed us to build intervention into the daily schedule to best meet the needs of all students.

During Tutorial, students are scheduled into intervention sessions for CAHSEE, meet with teachers individually or in groups for remediation, review, make-up work due to absences, seek academic assistance, access the computer lab, or work on homework. All students have access to tutorial support. Teachers can assign students to tutorial sessions, students can request to meet with a teacher during tutorial for remediation, make-up work, or other needs, and students may be assigned to tutorial for an intervention program such as CAHSEE intervention. Students are given a pass to attend tutorial in a classroom or location other than the class they are in prior to tutorial. Students who do not move to another class for tutorial might work with their classroom teacher, work on homework, or work with a small group or students during the tutorial period.

One of the most innovative uses of tutorial for intervention has been the use of student math tutors to pair up with students needing review and support for CAHSEE. From AP review sessions to CAHSEE tutorial for English Learners, all levels of students have found tutorial to be rewarding and enriching. Embedding tutorial into the school day has increased student participation in intervention. Remediation and academic support has become more mainstreamed for all students. Student, parent, and staff feedback has been extremely supportive of this change.

Cal High has continued to provide intensive intervention for our most struggling students. California High School offers many different support programs and interventions for struggling students. Math Lab was offered for three years to support students struggling to pass CAHSEE and to meet high school graduation requirements in Algebra. Similar to our Reading Strategies

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program, students were scheduled into Math Lab concurrently with their regular math class. While successful, Math Lab was not offered in 2012 due to funding and staffing changes.

Other intervention and support programs have been modified since our 2006-2007 WASC visit. In 2006-2007, CAHSEE intervention was offered to students during A period or after school. With the incorporation of Tutorial into the regular school day, we have also scheduled CAHSEE intervention during Tutorial. Juniors and seniors needing to take or pass Math and English/Language Arts CAHSEE are scheduled into Tutorial in the early fall, and at-risk sophomores, juniors, and seniors are scheduled in the late fall through spring based on need and prior test results. English Learners and Special Education students are given high priority for CAHSEE intervention based on analysis of assessment data and student performance. Holding CAHSEE intervention during the school day during Tutorial has improved overall attendance and the effectiveness of the intervention remains high.

In 2007-2008, our district made significant changes to its model for Special Education and scheduling special education students into core academic classes. Starting in 2008-2009, Special Education students have been placed into an increased number of co-taught and mainstreamed classes and resource academic classes have been reduced. Academic Studies classes have been created as additional support for Special Education students. These changes have been accompanied by staff inservice sponsored by our Special Education department and a focus on increased collaboration between Special Education and general education teachers.

Based on achievement data, CHS identified a number of male students as underperforming and at-risk. In 2010-2011, plans began to offer a gender-based academy program to support at-risk male students and help them build connections to a staff member as a resource outside of their regular academic schedule. By the time this program began in 2011-2012, it had expanded into support programs for both at-risk male and at-risk female students. These two sections of Academic Enrichment are targeted for small groups of underclassmen and the classes meet every other A period. The instruction is tailored to the specific needs of the individual groups and students – organization, academics, social connections, communication, and navigating their way through high school and life. The two lead teachers act as mentors for these groups, working closely with the students and building close supportive relationships. Administrators, the school psychologist, and counselors have met with the groups, and they have hosted guest speakers and have taken field trips. The classes have helped students build a connection, and have initiated Student Study Team meetings for students that have identified and tested them to qualify for additional support.

Peer Mentoring is another new program that has been successful in building relationships, this time between students. Volunteer students undergo training from our counselors, then each student mentor is matched with a student who has been identified by counseling or by another staff member as needing additional contact and support. This partnership also focuses on the

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peer mentor becoming a guide for the struggling student rather than focusing purely on academics.

In 2010-2011, The Bridge Program identified incoming 8th grade students who also needed additional support to help foster a sense of success as they transition into high school. This program meets in the week prior to school starting in August, and offers students a sort of academic boot camp prior to the formal start of their high school experience.

The FUN Club has been a Focus Group for several years, and works to bring together special education and general education students in a social environment through lunchtime activities once a week. In 2012, Student Leadership has started a program to pair new CHS students with a current CHS student as a partner and buddy. Students will be able to pick partners based on an assessment of their interests.

Intervention and Support Programs

- Tutorial
- CASHEE Intervention
- Math Lab
- Reading Strategies
- Co-Taught Classes
- Academic Studies
- Peer Tutors
- Bridge Program
- Character Counts
- It Happens
- Academic Enrichment
- Academic Clubs
- Math Tutoring Club
- Peer Mentoring
- Attendance TSA
- Mock CAHSEE
- FUN Club
- Welcome in New Grizzlies (WING)

Career Pathways

Over the past six years, California High School has taken several giant steps to increase its focus on guiding students toward career paths. Our Career Center has been moved into our library, offering a more central access to students. Our Career Center Coordinator has been given more hours to focus on career and college and no longer splits her time coordinating testing in the spring. Our career lecture series holds weekly Brown Bag Lunch lectures offered in our library or career center, featuring a broad range of topics and professional experiences for our students

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to investigate. Our Career Center Coordinator draws classroom guest speakers into lunchtime presentations to provide these presentations to a wider range of students. She also highlights career paths at parent information nights. At the 11th grade parent information night, she promotes the ASVAB as a career exploration tool.

Counselors have refocused to reflect the emphasis on career paths. Naviance includes career and interest inventories. Counselors meet with students to guide them into course selections to support their short and long term academic and professional goals. Students have many paths toward high school graduation and career exploration.

In 2009-2010, California High School launched its Engineering Academy. Grants and partnerships with Chevron and Project Lead the Way have set the stage for the academy to flourish and expand, offering classes at 10th, 11th, and 12th grades. The academy model existed to engage at-risk students, to channel students with an interest in engineering into higher level engineering classes, and to encourage students to pursue careers in Science and Engineering. In 2012, the Engineering Academy was revised into a Pathways model, offering students more choices and no longer requiring that students commit to take English and Social Studies classes with their cohort as part of the Academy. In 2009-2010, a partnership with the San Ramon Regional Medical Center was established to create the Health Pathways program. Starting in 2010-2011, students are able to partake from a three-course menu of classes, including Medical Interventions and Human Body Systems, designed for students interested in pursuing college and career paths involving the medical field. The program also uses curriculum from Project Lead the Way.

Other exciting programs at CHS guide students toward career pathways, including a broad range of ROP classes, Career Tech classes such as Forensics, Culinary Arts 3: Catering, and Careers in Teaching. In 2011-2012, California High School introduced the iQuest program, a course for seniors focused on their finding and developing their professional interests through an off-site internship. The ACE Program (Architecture, Construction, and Engineering) is an after school program which brings mentors in these career fields together with students who have an interest in pursuing these fields academically or professionally. As California High School moves deeper into the Common Core State Standards, College and Career Readiness Standards will become even more essential and embedded in all subject areas.

Career Programs

- Career Center
- Brown Bag Lunch Series
- Engineering Academy
- Health Pathways
- iQuest
- ROP and Career Tech classes

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- ACE
- Workability
- 21st Century Learning Skills
- Girls Do (Engineering)

California High School is a high-performing school which has demonstrated academic success and has consistently met AYP and API goals. Attention to overall scores and achievement gaps will continue to drive intervention programs. Students who are struggling to meet standards and fail to score proficient or higher on standardized assessment have in-class instruction tailored to their areas of deficiency and/or intervention programs designed to promote their academic needs. The use of tutorial has provided many students with direct access to specifically designed intervention programs (CAHSEE in particular). Special Education Students and English Learners have intensive support built into their classes and programs (Co-taught classes, Academic Studies, ELD, SDAIE). The gap between male and female performance on standardized assessment becomes more critical as we look at the data regarding students meeting A-G requirements and leaving high school with college and career readiness skills. The staff needs to continue to strive to connect curriculum, assessment, and student success in high school with the expectations of college placement assessments and first year college programs. College and career readiness will continue to be a focus as we delve into the Common Core State Standards.

District Changes

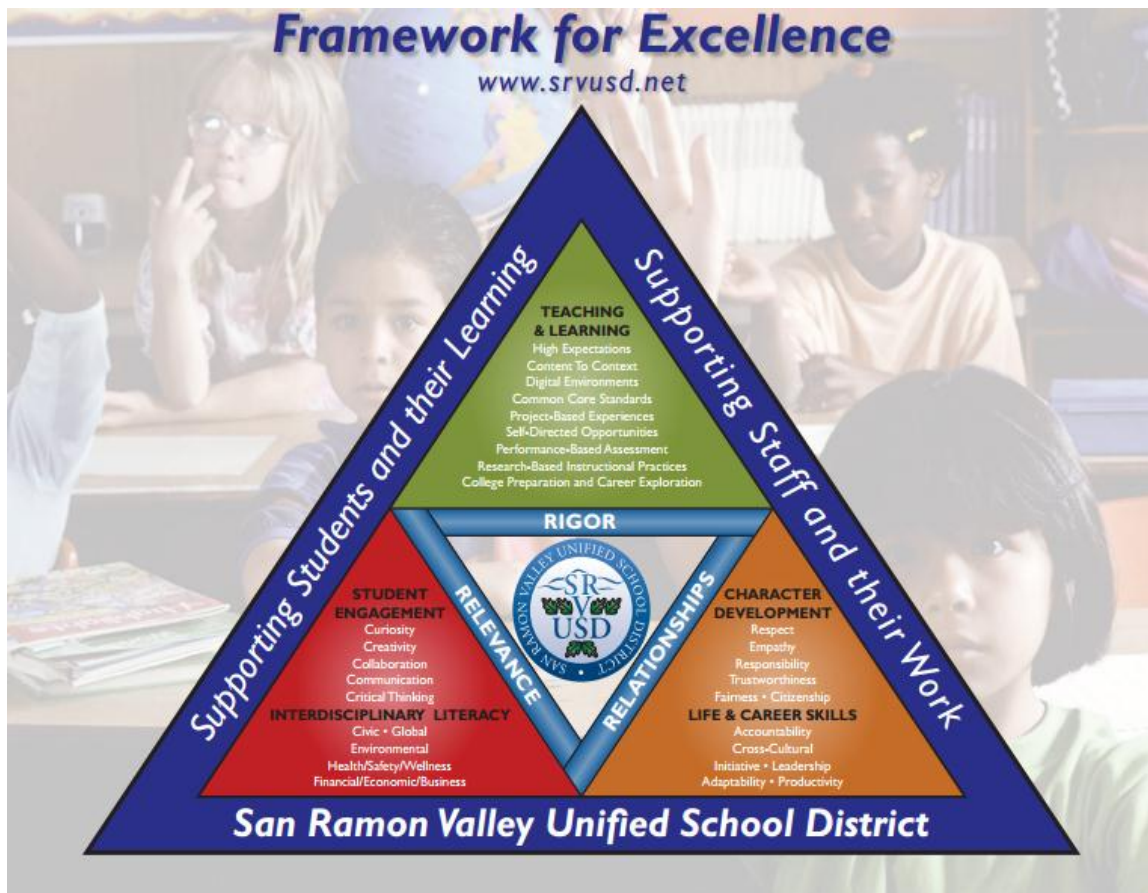
Since the last WASC accreditation cycle, the San Ramon Valley Unified School District has undergone several significant changes. Our previous superintendent, who joined our district in the summer of 2008, established several key goals, centered around preparing students for a 21st Century Education and targeted increasing the use of technology as a cornerstone of our students' educational experiences. The district has focused sites more heavily on formative assessment, so that schools and teachers can more clearly articulate what students have learned and what needs to address as instruction progresses throughout the year. The district has also raised its expectations about accountability. For the last two years, the district has given all school sites a set of Guiding Questions (see Appendix D) that they have asked schools to address. School sites have been asked to provide and analyze data showing progress on the issues highlighted in these guiding questions, such as:

- What percentage of last year's graduating class successfully completed Algebra II with a C or higher? How does that compare with 2010? What action plans have been initiated to increase this rate by 15% for the class of 2012 from the base year of 2010?
- What percentage of last year's graduating class successfully (3.0 GPA+) met the A-G requirements? What action plans have been initiated to increase this rate by 15% for the class of 2013 from the base year 2010?

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- What evidence is there that the school is increasing college preparation and career exploration?
- Who are the students that represent the highest 20% of discipline referrals? (Names, sub-groups, gender, academic status, grades levels, etc.) Based on the data what intervention strategies and professional development are being implemented to change both student and staff behavior? What evidence do you have that it is working?

In 2010-2011, the district published its “Framework for Excellence” to illustrate its vision for its educational programs. The district has provided all staff with training on the use of Data Director as a tool for analyzing common assessments. The district has continued its focus on creating commonality among its four high schools. The course catalog and course descriptions are now standardized among the four comprehensive high schools. Common course syllabi are in the process of being written by a committee with representative members from each high school. In 2011, the district formed a committee to look at schedule decisions for all four high schools.



In 2012, our district hired a new superintendent. As the 2012-2013 school year started, several previous initiatives have continued, including the district’s commitment to technology and the use of specific guiding questions for accountability. She continues to emphasize the three R’s:

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Rigor, Relevance, and Relationships, as key to sustaining and increasing the academic achievement in the San Ramon Valley.

This fall, the district held a staff development morning meeting for the entire district on October 5, 2012 for a formal rollout of the new Common Core State Standards. District Task Force committees for English/Language Arts and Mathematics held their first meetings in November 2012 and other subject areas have followed.

In 2012, the San Ramon Valley Unified School District became a year one Program Improvement (PI) district. Committee work has begun to review data and disaggregated assessment results of students in subgroups who have not met AYP targets. Plans will be made in coordination with the schools to address issues of equity and academic performance highlighted by the achievement gap evidenced through district AYP results.

The School's Procedures for the Implementation and the Monitoring of the Schoolwide Action plan

Implementing the WASC Action Plan has been an on-going process, involving coordination between the Focus Groups, the School Site Council, Curriculum Leaders, the School Site Council Coordinator, school leadership, and the staff. The Single Plan and the WASC Action Plan are closely aligned with each other, and more work can still be done to unify these two documents into a true single plan. The WASC Action Plan identifies as its first goal to “sustain and increase the academic growth of all students and increase the achievement of lower-performing students.” The Single Plan for Student Achievement (SPSA) focuses attention on student performance in English Language Arts and math, particularly for two subgroups: Special Education and EL students. In November and December of 2012, the School Site Council reviewed the WASC Action Plan and agreed to use the same goals to drive the Single Plan for Student Achievement, so that the two plans will be unified.

2006-2007 WASC Action Plan Goals:

1. Sustain and increase the academic growth of all students and increase the achievement of lower-performing students.
2. Use technology to facilitate instruction and to improve student learning.
3. Improve the campus culture.
4. Develop a comprehensive school to career program.

As the school enters the sixth year of its current WASC accreditation term, we have met the goals set forth by the WASC Action Plan. Based on current needs and evaluation of the effectiveness of programs, some of the steps implemented in the beginning of the term have been revised or have been discontinued. These changes are detailed under each goal section.

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Each year, the Single Plan and the WASC Action Plan are reviewed and updated by the School Site Council, the administration, and the Curriculum Leaders. Updates on what has been accomplished during the year to advance the Action Plan is incorporated into the Action Plan. In the spring, the School Site Council Coordinator sends the updated report out to the staff. Progress on the accomplishment of these plans is noted, areas still needing support are identified, and further action planned and taken. Each year, the plan follows the cycle of review, implement, and evaluate.

Our Focus Groups have tackled many of the responsibilities for supporting the WASC Action Plan and moving its ideas into concrete action. Originally established after a WASC accreditation self-study to provide a vehicle for staff collaboration and progress toward meeting our goals, our Focus Groups have become a part of our collaboration at California High School. We expanded from the five WASC Focus Groups into a larger number of topics determined by the staff and our site's needs. Each Focus Group takes on one smaller, targeted topic or goal. Our Focus Groups for the 2012-2013 school year include:

- Co-Teaching
- Health Pathways
- Assessment
- School to Careers
- School Safety
- Student Recognition
- Performing Arts
- Staff Recognition
- Technology
- AVID
- Positive Discipline
- FUN Club
- Teachers New To Cal High

Most of the Focus Groups have been in place for several years and new groups have been added as issues or topics have been identified that needed staff input, collaboration, and action. In 2011-2012, CHS reinstated the five WASC Focus Groups with monthly meetings back into our collaboration schedule, and minimized the number of meetings for the other Focus Groups. We kept both the WASC Focus Groups and the staff created Focus Groups in place because staff felt both were a valuable part of meeting our student needs.

At the staff development day in August of the 2011-2012 school year, staff reviewed the progress we have made in meeting the 2006-2007 WASC Action Plan, and selected their choice of which 2012-2013 WASC Focus Groups to join for the journey through the 2012-2013 WASC Self-Study. At the first WASC Focus Group meeting, each team reviewed the site's progress on one of the goals of the Action Plan and provided additional feedback for the self-study report.

The Accomplishment of Each Schoolwide Action Plan:

WASC Action Plan Goal #1:

Sustain and increase the academic growth of all students and increase the achievement of lower-performing students.

The first step in implementing and monitoring WASC Action Plan Goal #1 has been to review disaggregated achievement data on an annual basis. Each year, California High School reviews key pieces of standardized assessment data, with a main emphasis on CAHSEE and STAR data. These are not the sole sources of data that are reviewed to monitor our progress toward meeting the goals laid out in the Action Plan. The school reviews additional sources of data as well. In the past, the school has reviewed D, F, and I lists, lists of the lowest performing 20% of the student population, and overall GPA lists at the quarter and the semester. Additional sources of achievement data include but have not been limited to percentages of students meeting the A-G requirements, AP, CAPA, CELDT, EAP, CSU placement results, and UC placement results.

The WASC Action Plan and the Single Plan for Student Achievement (SPSA) are used to drive program and funding decisions as determined by School Site Council, departments, and the administration. A critical aspect of monitoring and implementing the Action Plan has been the inclusion of the School Site Council. The specific goals in the WASC Action Plan and the Single Plan are aligned together and are used to identify needs for intervention and support programs by the School Site Council. The School Site Council uses these two plans to guide their allocation of School Improvement Program (SIP) funds. Programs such as CAHSEE Intervention and the Math Lab are funded by the SSC using School Improvement Programs (SIP) funds to support the school's needs as identified in the WASC Action Plan and the Single Plan. All programs and requests funded through SSC are reviewed and approved by the district to ensure that they fall within SIP restrictions and the budget of the SPSA.

California High School reviews standardized testing data in administration meetings, staff meetings, Curriculum Leader meetings, department meetings, and School Site Council meetings. Data from standardized assessments is distributed to staff at the beginning of the year for STAR and throughout the year as it is generated for CAHSEE. Disaggregated data for CAHSEE and STAR are reviewed annually by our administration and by departments, to identify intervention needs, examine achievement by subgroups, and to design adjustments in curriculum and instruction. Data Director allows individual teachers to review standardized test records for their previous classes and to access data on their current students. Both the WASC Action Plan and the Single Plan for Student Achievement focus on sustaining and improving academic achievement, particularly as measured by students achieving at or above Proficient on STAR and CAHSEE. We have seen increases in the performance of Special Education and EL, two groups who are specifically supported by both of our Action Plans.

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Data from other sources is also distributed and reviewed by staff. Over the past two years, prompted by the district Guiding Questions, the California High School administration has focused on students who are scoring in the lowest 20%, disaggregating the data to look for trends and to identify needs. A disproportionate percent of these students are male or from two ethnic subgroups, African-American or Hispanic. Disaggregated data from CAHSEE and STAR confirms the achievement gaps for these groups. While all subgroups are meeting API and AYP targets, CHS still evidences a lower level of performance of males, Hispanics, and African-Americans. In 2011-2012, Academic Enrichment, a gender-based support class, was offered twice a week for at-risk students. This program will be evaluated for success and possible expansion in 2012-2013.

The results of the Mock CAHSEE have been used to help identify students in need of CAHSEE intervention. The staff reviews data from other standardized assessments, including STAR and CAHSEE to evaluate the effectiveness of programs and interventions and to guide decisions on how to make more progress toward achieving the goals as laid out in the WASC Action Plan and the Single Plan. Successful CAHSEE Intervention programs, the Mock CAHSEE, CAHSEE tutorial, one-on-one tutoring, Math Lab, and Math Tutors, have contributed to our high pass rate and the increase in the percent of our students scoring Proficient or Above as first-time takers.

In the past six years, California High School has increased its use of common assessments within departments to allow staff members to track student achievement of standards. All departments have common first and third quarter benchmark assessments and common semester finals by subject and grade. Some departments have used data analysis through Scantron to review common student assessments. Other departments have relied more heavily on the use of Data Director to review student achievement across a grade or subject. Mock CAHSEE results have been entered in Data Director to allow math and English departments to review and analyze the assessment results. Departments use collaboration time to discuss and analyze common assessment results and plan for changes in assessment and instruction based on the common assessment.

In 2010-2011, all staff members were given training in Data Director and instructed to use the program for the analysis of common benchmark assessments. Multiple computers and data scanners were installed at each high school site to provide staff members with the access to Data Director scanners. Data Director was upgraded in the fall of 2011, and teachers became frustrated over the lack of continuity from the earlier version of the program and their training. In the spring of 2012, sites were informed that the district would be replacing Data Director as an assessment and data analysis tool. With support from the administration, several departments elected not to enter their spring benchmark data into Data Director as the errors in the data analysis, the constant frustration teachers had in accessing the data, and the knowledge that the program was not going to be continued and supported by the district much longer diminished its value as a data-analysis tool. As of this fall, the district does not plan to replace Data Director.

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As evidenced by student achievement as measured on STAR and CAHSEE, California High School has raised its overall API by 49 points to an API score of 890 for 2011-2012. All subgroups have shown growth in API. All significant subgroups as measured by ethnicity have an API above 800. In the past six years, we have had three instances where API was not met by subgroups: in 2007-2008 Hispanic or Latino students did not meet the growth target and in 2009-2010 and 2011-2012 Students with Disabilities did not meet the growth target. However each of these groups showed significant growth and achievement over time. Each significant subgroup has shown clear growth as measured by API over the past six years.

CHANGE IN API FROM 2006-2012

	Schoolwide	Asian	Hispanic	White	Two or More Races	Students with Disabilities
2006-2007 API	849	902	805	847	884 (2009-2010 API)	597
2011-2012 API	890	947	842	883	900	641
Change	+41	+45	+37	+36	+16	+44

Students have also met and have shown increases in Adequate Yearly Progress. On CAHSEE, California High School has seen consistently high passing rates, and has seen growth in the percent of students achieving Proficient or Above for all significant subgroups. The following subgroups demonstrate lower levels of achievement or an achievement gap on standardized assessment: EL students, Students with Disabilities, Hispanic, African-American, and males.

CHANGE IN AYP FROM 2006-2012

% Proficient or Above ELA/Math	Schoolwide ELA	Schoolwide Math	Asian ELA	Asian Math	White ELA	White Math
2006-2007 AYP	85.1%	85.4%	88.7%	92.2%	86.9%	86.6%
2011-2012 AYP	86.7%	88.5%	93.7%	92.9%	88.5%	91.1%
Change	+1.6%	+3.1%	+5.3%	+0.7%	+1.6%	+4.5%

California High School has put several programs into place to increase the number of students who successfully meet the A-G requirements. We have analyzed STAR testing data, EAP results, and have identified several programs to concentrate on. Algebra 2 is a course that some students struggle with as they work to complete their A-G requirements. In 2011-2012, CHS piloted a period of Algebra 2 for seniors only, so that the instructor could tailor the course to their needs and not have to focus on preparing students in the class for STAR testing. Some students

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enrolled in the course for the first time, while others were taking the course because they had not earned a C or better in Algebra 2 and still needed to pass it successfully to meet CSU and UC eligibility requirements. This course is not being offered in 2012-2013 due to scheduling and staffing issues. California has also added a new mathematics course, Advanced Math Topics, so that students who have completed Algebra 2 but are not ready to move directly into Trigonometry/Pre-Calculus have an additional upper division math class that meets CSU and UC A-G requirements.

Our Math and English departments have examined the data from the EAP assessments and have attended workshops and training at CSU to help prepare students to transition into college-ready course work. In English, we have added English 12 to offer a greater exposure to non-fiction literature and entry-level writing expectations for college classes. Several English teachers have attended the CSU Expository Reading and Writing Curriculum (ERWC) training and the department has made a commitment to increasing student preparation in reading and writing in response to non-fiction to help prepare students to perform well on the EAP and other college assessments and to be college-ready. In 2012, California High School placed three sections of the CSU Expository Reading and Writing Curriculum (EWRC) class into the schedule to help meet the needs of seniors who scored “Conditional” on the English/Language Arts portion of the EAP. Every other year, Diablo Valley College (DVC) holds an English articulation day, and several CHS English teachers attend this conference and bring back information to disseminate to the department.

The AVID program at CHS is another strong support system to help guide students toward meeting the A-G requirements. We have a four-year AVID program, and each year, the goal is to help guide and support every student in the program to be ready to leave CHS prepared to meet the academic requirements and expectations of a four-year university. The program is extremely effective, and as in years past, in 2011-2012, all seniors in AVID received acceptances into four-year universities. From 2006-2007 to 2009-2010, CHS has increased the percentage of students meeting the A-G requirements by over 6%, with 66.4% of students meeting the A-G requirements in 2009-2010. The AVID program, our academic programs, counselors, and instructional staff continue to work on increasing the number of students who successfully meet A-G requirements.

California High School identifies and provides support for students who are underperforming in meeting academic standards and on meeting the requirements of standardized assessment. Through standardized assessments and other metrics such as common subject tests and GPAs, we have closely monitored student academic achievement. While we have made great progress in achieving the goal of sustaining and increasing the academic growth of all students and increasing the achievement of lower-performing students, we also recognize that a comprehensive high school will always have a need to identify and support lower-achieving

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students. We have increased the level of our students' academic performance, and we will continue to seek out programs and instructional strategies to sustain our successes and to close our achievement gaps.

WASC Action Plan Goal #2:

Use technology to facilitate instruction and to improve student learning.

To prepare students to meet the demands of a 21st Century education requires preparing them to be technologically literate. In 2009-2010, our district held a series of forums asking the schools and the community what they felt constituted a 21st Century education. Information, media, and technology skills to navigate both the academic and professional worlds beyond the scope of high school were identified as essential for all students. It has been an on-going task to meet Goal #2 and as technology changes, we will continue to work to bring current technology into our classrooms to improve student learning. It is essential that our site continues to offer students instruction in technology and embeds the use of technology in classroom teaching and learning experiences. It is also essential that staff members become trained in the use of technology and focus on how to use it to best deliver instruction.

California High School has a Technology Focus group that has helped determine staff needs for training, software, and hardware. Over the past several years, staff has had many opportunities for technology training, including Data Director, iPads, GoogleDocs and Naviance.

Even within the climate of cutbacks and diminishing school budgets, our site has made noteworthy progress in acquiring technology. We have replaced obsolete classroom computers and monitors, upgraded programs and provided all classrooms with LCD projectors. Physical Education teachers have been given iPads, Special Education teachers have laptops, and Culinary Arts classes have closed-circuit camera systems. The Career Tech classroom has acquired many state-of-the-art programs and machines through the Engineering Academy grant, and the Health Pathways program has funded the purchase of technology and computers through its grant. Departments, programs, and individual teachers have written grants for portable labs (COWs), wireless tablets, docucams, netbooks, smartboards, and iPads. Our site has upgraded WiFi access and bandwidth. In the spring of 2012, our district, site, and Academic Boosters made a commitment to purchase 42-45 iPads for teacher use. The district has made iPads available to teachers along and has set up a series of training sessions during the 2012-2013 school year.

Daily life at California High School has changed with greater access to technology and the increase in sources of information and communication. Students, staff, and parents use Outlook, School Loop, Naviance, Messenger, the CHS website, and many other school sources for information and communication. With the increased societal use of electronic devices, tablets, and laptops, our school has also looked at our Phone and Electronics use policies with a broader perspective, recognizing that electronic devices such as smart phones, ebooks, tablets, and iPads

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may be appropriately used in specific classroom settings. The school needs to revise its Phone and Electronic use policies to allow greater flexibility in the use of technology for appropriate instruction and learning.

Most teachers incorporate some type of technology into their instruction and many have embedded technology into student assignments and learning. In every department, students are assigned individual or group projects requiring them to use Googledocs, PowerPoint presentations, internet research, Excel documents, film or visual media, blogs, or other digital media. Student instruction, assignments, and projects may include the use of highly technical specialized computer programs in engineering or science, or require digital design programs, film, art, or producing and publishing multi-media presentations. Students download handouts and submit assignments using School Loop and its dropbox, provide peer response to written assignments and presentations through Googledocs, upload their films and presentations to YouTube or other digital sites so they can show them in class or work on them outside of school. Most of our students navigate through their electronic environment very effectively. Teachers at CHS continue to push themselves and their students to use electronic media for learning and instruction, and many find that putting the power and resources into the hands of their students provides a powerful avenue for instruction and learning.

Students do not have access to all types of technology in all classrooms. At CHS, we have provided a baseline of technology in every classroom: a computer, printer, and an LCD projector are standard equipment in all classrooms. All classes have access to our drop-in computer labs. Some classrooms have Smartboards, while others house iPads or COWs, and some classrooms have docucams. For example, Academic Enrichment, P.E., Careers in Teaching, and Co-Taught English 12 classes have used iPads very successfully, while our ELD, SDAIE, and many math classes have made effective use of docucams. Some teachers have applied for technology grants through Academic Boosters or DonorsChoose.org while other departments have received technology through the district, academy grants, business partnerships, or other sources. Some staff members and departments are enthusiastic early adopters of technology. California High School continues to try to balance our technology resources and teacher training to serve the needs of a diverse staff and the instructional needs of a broad range of students.

While most of our students have access to technology at home, a portion of our population has limited or no access to computers, printers, or the internet outside of school. All students have access to our computer labs, and in particular, our library computer lab, for research, school work, or printing. Funding through School Improvement Program (SIP) funds provides for a library assistant, which allows the library and computer lab to remain open before school, at lunch, and after school. Students also approach their classroom instructors or counselors to communicate these issues and our site works to provide support and limited resources.

The explosion of available technology and the need to prepare students to be technologically literate is an on-going area of focus. The requirement of providing students with a 21st Century

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education and meeting the Common Core State Standards relies on students using technology as an integrated learning tool. We have met the goals as laid out in our Action Plan from the 2006-2007 WASC Self-Study Report. We will continue to strive to provide staff members with the tools and training to develop students with technological skills and experiences. Students need information, media, and technology skills, and our site has continued to be responsive through training, acquisition of technology, and the integration of technology into instruction and learning.

WASC Action Plan Goal #3: Improve the campus culture

California High School has a large student and staff population. We have a strong student body which reflects many diverse backgrounds and priorities. We offer many programs, clubs, teams, and classes designed to provide students with a connection to academics and to the social and support structures of our community. Providing inclusion and building connections across campus are important facets of building a strong campus climate.

Safety is a primary concern at California High School. Our school Safety Plan has seen numerous revisions as we have progressed through the stages of campus construction projects. Our remodeling and revisioning of our facility has created a very safe campus environment. Students have space to move about campus, and do not feel stressed from being boxed into an overcrowded environment. The central quad, benches, and covered walkways provide an open feeling to the campus while providing students with seating and areas to gather. Teachers, administrators, and campus supervisors credit the open design with allowing them to supervise students more effectively and provide greater security.

The school safety plan has been revised and updated annually. The SRVUSD has moved to an online School Safety Plan with data and programs entered at each site but available for review through the district website. California High School's Safety Focus Group gives input and direction on the School Safety Plan, and communicates campus concerns. Their feedback has led to numerous changes in evacuation routes and procedures. The Focus Group provided CPR/AED training to staff in 2008-2009, and on the staff development day in August 2012, all staff participated in CPR/AED training, fire suppression training, and a session on the psychology of disasters. An assistant principal has led safety updates and training at staff meetings and on staff development days. California High School participates in fire, lockdown, earthquake, shelter in place, and evacuation drills regularly, and all classrooms are outfitted with emergency bags and have posters with evacuation routes clearly labeled. School Site Council reviews and approves the School Safety Plan prior to its submission to the school district. School Site Council also reviews data from The California Healthy Kids Survey.

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The block schedule, which minimizes the number of passing periods, allows students to change classes at brunch and lunch, with only those students who have an A period needing to move quickly to get from one side of campus to the other in five minutes. Available parking was increased with the additional of the solar panels and redesign of the south parking lot. Students and parents often comment on how they feel they are on a college campus when they visit the school.

In May 2012, our campus changed its primary parent communication system to School Messenger, which allows phone calls, emails, and texts to be sent to parents for attendance, schoolwide messages, and emergency blasts. The system also allows the school to send out attendance information earlier in the school day to share information with parents more quickly for safety and supervision. The school has set up an on-campus emergency system for teachers to contact the front office.

Student support programs are in place to provide at risk students support, academically and emotionally. Academic support programs include tutorial programs (i.e., schoolwide tutorial, NHS, Math tutors, intervention programs (i.e. CAHSEE tutoring, Academic Enrichment, Bridge Program) and support classes for students needing specific and intensive academic support (i.e., Math Lab, Reading Strategies, SDAIE English, Academic Studies, etc.) The schoolwide tutorial is offered to all students and is embedded in the daily schedule. Students can request meetings with specific teachers, the teacher can initiate the tutorial session, or the student may be assigned to CAHSEE intervention during tutorial. The SST program was revised in 2011-2012 to make it more efficient.

Counselors, teachers, and the support staff identify students for emotional or social support. Students volunteer to be trained as peer mentors by our counseling department, and teachers or counselors recommend students who could benefit from being matched with a peer tutor. Support groups for a variety of student needs are run by counseling and by our school psychologists. Teachers may initiate an SST when they identify a student who needs additional support for academic or emotional issues. Student clubs and organizations have programs and outreach to support and reach out to fellow students (Campus of Caring, WING, FUN club, etc.).

Leadership students coordinate schoolwide assemblies on a variety of social topics each year. At the start of the school year, freshmen attend a kickoff assembly with a guest speaker and guidance to how to navigate high school. Other assemblies have included Rachel's Challenge, Multi-Cultural assemblies, Prescription Drug Awareness, Tolerance, and Driving Awareness. Character Counts is a year-long program recognizing students who have demonstrated the six identified positive character qualities. The Grizzly Awards are given by teachers twice a year to students who have shown themselves to demonstrate positive qualities. Our Leadership students have worked to show their appreciation of staff as well, providing a staff luncheon in the spring for Teacher Appreciation Week, assigning teacher "pals" who write notes to teachers throughout

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the school year, recognizing inspirational staff members at the Senior Breakfast, and selecting staff members to speak at The Senior Inspirational Ceremony and at Graduation. Leadership has also started a campaign to get teachers more involved in school spirit by holding a weekly “Staffle Raffle” with a prize drawing for teachers spotted wearing school colors each Friday and involving staff more actively in rallies. Leadership has assigned a student contact for each staff member to connect to staff more actively. Staff members typically attend school activities beyond their assigned supervision, and students feel that staff members are engaged in campus life well beyond the classroom.

Students demonstrating high levels of academic achievement are recognized annually through Academic Letter Awards – beginning in 2010-2011, we have held the assembly during the day to recognize these students in front of their peers rather than in the evening. Annual Schoolwide Awards and Senior Awards highlight academic achievement and scholarships. Bulletin announcements, highlighted features on our website and in our school newspaper allow our students to be recognized and awarded for their academic, sports, and extra-curricular achievements and accomplishments throughout the school year.

At California High School, social and emotional support includes a variety of programs through our counseling department. Students can make individual appointments with our counselors or school psychologist. Student support groups have been set in place and run by counselors and by our school psychologist for students needing a more formal support structure (i.e., students who have lost a parent or other family member) Peer Mentors, a program sponsored by one of our counselors, partners students who have been identified by staff or counselors as needing additional support with trained students to build connections and provide a positive role model.

The A Period Academic Enrichment Academies for boys and girls has been another successful program designed to help at risk students connect to each other and to a staff member outside of their academic class environment. Staff members have sponsored clubs that allow students to reach out to support each other. For example, the FUN Club brings together mainstreamed students and students with special needs at lunch for fun social activities. Student Leadership hosts WING (Welcome In New Grizzlies) for freshmen every fall, meeting with all incoming freshmen, providing campus tours, an assembly with an inspirational speaker to kick off their high school experience, giving freshmen their schedule, and sponsoring a dance for the freshmen to give them a smooth transition into high school life. During the school year, Leadership hosts many activities to connect students, including Campus of Caring, where Leadership students have committed to have lunch with different students, eventually having lunch with all students by the end of the school year. Leadership has a new program in 2012 for new students to be paired with a partner based on areas of interest to help them build connections and feel welcome at Cal High.

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Teachers are the primary source of support for students, both academically and for personal support. California High School teachers are active and involved partners in their students' lives at school, contacting students, parents, counselors, and administrators when students issues or needs occur. Students turn to their teachers for advice and support, from letters of recommendation for college applications and scholarships, to finding a willing ear when they are facing issues and crises. Students feel very that they have adults on campus who support them and have their best interests at heart. Student and parent WASC surveys show that our community feels very accepted and supported at California High School.

Many programs have come and gone to help create a cleaner campus and to deal with trash and recycling. In 2008-2009, classes were assigned on a rotating basis to pick up trash in the commons and on the quad after brunch and lunch. Since 2010, students assigned lunch detention have been assigned to pick up trash during the latter part of lunch. In the main building, teachers have been hired to patrol the halls at lunch which has dramatically reduced the garbage left behind in the facility. The custodians have installed plugs to lock empty lockers, cutting down on students stashing trash in empty lockers on campus. Our custodial staff has worked to support recycling efforts hosted by Leadership and student clubs. In 2011-2012, Leadership created a campaign to encourage students to use trash cans, with a video to be shown in all classes and posters for all classrooms. GNN includes reminders for students to keep the campus clean using a humorous approach. These efforts have had some effectiveness in keeping the campus garbage and recycling under control.

Several groups have also set their sights on campus beautification. The Fine and Applied Arts building hosts an Art Gallery and several display cases that feature student work line the hallways. A garden has been installed between the Fine and Applied Arts building and the theater, featuring a student-painted mural. Inside the administration and counseling offices, artwork featuring Grizzly spirit and school logos give the walls orange and black splashes of color. In the main building, the English department has an on-going project with students painting quotations from literature onto the walls. Each floor of the main building also features display cases featuring student assignments or highlighting student achievements. The library has several display cases for student work and often displays student 3-D artwork on the book shelves. As a Fine Arts fund-raiser, engraved bricks with a student or teachers' name can be ordered and placed in our walkway.

Student, parent, and staff input on creating a strong campus culture is generated through surveys, committees, and interaction with each other on campus and in the community. Our school district hosts a Climate Committee, and our site has a student Climate Committee to provide their insights and feedback on issues and concerns that come up at California High School. These students offer a different perspective from our Leadership class. Both groups of students meet and report their perspective on campus needs and issues to our administration on a regular basis.

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Programs such as a Multicultural assembly, Men of Character evening presentation, and our Leadership classes inclusion of music and dance groups, the STEP team, and Drumline in school rallies and assemblies show that our students are looking to provide support and recognition for a broad range of students and experiences at California High School. The broad range of clubs and organizations that exist at California High School reflects the cultural diversity that finds outlets and support on our campus.

Our staff has a distinct culture that has faced challenges. The design of the campus, with separate staff lounges in different buildings and on different floors, breaks the staff more naturally into departments, and we often voice concerns over a loss of whole staff connections. Staff meetings, staff development days, luncheons, and other events are very conscious decisions to try to foster a sense of campus-wide unity among staff members. Breakfasts, lunches, holiday treat tables, and staff gatherings organized by PTSA, Student Leadership, the Sunshine Committee, and our Administration give us opportunities to gather as a whole staff. New teachers are supported and build connections through BTSA and our New Teachers Focus Group. Curriculum Leaders represent their departments at monthly meetings, channeling information from the administration to their departments and providing input and direction to the administration.

The bleak economic news, a series of reductions in staffing and programs, and pressure to improve test scores with reduced resources has contributed to a sense of lowered staff morale at times. The school district has worked to preserve jobs and keep teachers, but the newest hired have often received layoff notices or have been transferred to another site to maintain a fulltime job. While our student population has grown in number over the past few years, our teaching staff has seen a small reduction, resulting in larger class sizes and fewer staff members to meet the needs of our student population. Staff members, both in the classroom and in support staff positions, have often felt that they are being asked to do more with less.

Over the past six years, our administrative team has had numerous changes in assistant principals. Each new assistant principal has brought his or her individual strengths to the position, but each new hire has also undergone a steep learning curve and growth in the position. Many of our former assistant principals have gone on to become principals at their own schools within our district, out of the district, or have been hired at the county office of education. California High School's level of administrative turnover is not uncommon for a healthy high school. It does mean that the staff, and in particular the front office support staff, steps up to bridge the gap when new leadership comes on board.

Communication and understanding between teachers and administration has at times hit rough patches as outside pressures, ideology, and practices have come into conflict. Showing respect for each other's viewpoints and working toward consensus and support of new directives has not

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always run smoothly. At times, the decision-making process is not always clear and teachers have voiced concerns over top-down decision making at our site and from the district. Our union and staff have worked together to address concerns and direct them to the appropriate administrators at both the site and the district levels. When significant concerns have been raised, the district has been responsive in soliciting teacher input and creating advisory committees. Clearer communication on site, more coordination through the district, and increased collaboration among the multiple high schools would be beneficial in making our high school staff feel involved in making decisions.

Students work to define themselves in high school and our school community works to make students not feel like they are outliers. Students feel accepted and welcome on campus as evidenced in WASC student and parent survey results. Teachers have had training in the past few years on Bullying and GLBT Challenges faced by students, led by a recently graduated San Ramon Valley High School student. In 2010, staff viewed the video “Bullied” and in the spring of 2012, the district hosted a showing of “On These Shoulders We Stand,” a video highlighting the accomplishments and leadership of the gay community. Diversity posters in each classroom remind staff and students that all individuals have rights and deserve respect. Our GSA has been a strong campus presence and GLBT students find support from counselors, staff, and administration. The San Ramon Valley Education Association recently scheduled a District wide Gay Straight Alliance Forum in October, 2012.

Students from diverse ethnic backgrounds find support and acceptance in the campus culture. The diversity of clubs reflects cultural, ethnic, and religious diversity, including the Afghan Student Association, the Black Student Union, the Cultural Communications Club, the FISH club, the French Club, the Foreign Exchange Club, the International Dance Club, the Muslim Student Association, and the STEP club. Advanced and AP classes show a diverse population and students from all ethnic and cultural backgrounds find paths to success at California High School.

Cal High is sometimes referred to as a “gateway” school, as parents who hope to move their children into the high-achieving San Ramon Valley Unified School District often enter our school’s attendance area as our surrounding area has lower housing costs than the schools at the northern end of our district. Newly transferred students coming into the highly competitive academic environment may find themselves adrift at times, and teachers and counselors are available to help support the students as they learn to step up to the academic expectations of our site. Students who come to California High School from lower socio-economic backgrounds may also initially struggle to find their place at California High School, but typically discover that not every student comes from wealth and privilege. Many of our families face economic challenges and hardships, and every year, our teachers and counselors work with students who need some financial support behind the scenes. Many of our students work, have parents who work multiple

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jobs, or have parents who have dealt with unemployment and layoffs. Our staff works to support these families and to be understanding when asking for donations or putting in programs which require a financial commitment.

Our campus culture is unique to our site, and we are proud of ourselves as California High School Grizzlies. Students typically find themselves connected to the school through one or more of our many programs, clubs, or teams. Staff members are here because they want to work at this specific school. We have a sense of connection to the school and the community that runs deep. We have made remarkable strides in creating an open welcoming campus, and this action plan item is one that will continue to be a focus for our site. When we fail to live up to the ideal campus culture we set for ourselves, we have stepped back to reflect on our choices, attitudes, and behaviors. We will never stop striving to offer programs and pathways that help all students and all members of our school community feel welcome and connected.

WASC Action Plan Goal #4:

Develop a comprehensive school to career program.

California High School's counseling department has worked to refine and define the expectations of our counseling department and to emphasize the importance of school to career programs for all students. The California High School Counseling department has weathered many changes since the 2006-2007 WASC visitation. The district has faced funding changes which have impacted counselors. The elimination of AB 1802 funding reduced the number of high school counseling positions at each high school. In May 2009, the San Ramon Valley Unified School District saw the passage of Measure C, a district parcel tax, which helped secure counseling positions. In 2007-2008, our site and district used the California Association of School Counselors (CASC) guidelines and standards to create a common job description for all secondary counselors. Based on the job description, the district developed an evaluation form specifically for counselors, which is aligned with CASC guidelines. As the ratio of counselor to student has increased, our counselors have worked to continue to provide the services students need. Technology has provided opportunities for our counselors to provide services to students.

In 2011-2012, our site provided all students, teachers, and families access to Naviance, a web-based college and career readiness program. Counselors met with students and staff to provide training on how to access the program. The site includes a Learning Styles Inventory, career inventories, goal setting, journal entries, and multi-year course plan management. The site provides links to colleges and scholarships. Seniors in 2011-2012 were guided to enter their college acceptances, college decisions, and scholarship awards into Naviance. Our counseling department will continue to use this program to help students in their college and career searches, and use this site to track graduates, their plans, and their success beyond high school.

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Our site has worked to emphasize the importance of career and vocational education and to provide career pathways and career access for all students. Our School to Career Focus Group and our Career Center Coordinator have highlighted professional careers by expanding our Brown Bag lunch series. Every Wednesday, our Brown Bag lunch series features guest speakers from careers as varied as nursing to aviation to engineering to acting. Our Career Center Coordinator advertises the speakers' series through the bulletin, through classroom posters highlighting the speakers' schedule, and through School Loop, so parents, students, and staff are all kept informed of these opportunities. In the 2011-2012 school year, she networked with former CHS students and many of our Career Speakers were former CHS students.

Additionally, the Career Center is committed to including more representatives from vocational schools, career certificate programs, and art and technology schools, along with the full rotation of college representatives from traditional college programs. Reflecting student interests, a greater number of out of state colleges have sent their representatives to our site. In 2011-2012, our district hosted a follow-up mini-college fair, hosting representatives from out of state colleges in response to student interest. Representatives from career and vocational schools have been included at our District College Fair in increasing numbers annually. In 2012, the Career Center Coordinator position was changed so that she no longer becomes primarily responsible for overseeing testing in the spring, which will allow her to remain focused on students year-round. Her office has also been relocated to the library, placing her in a more central location with greater student access and visibility. The Career Center Coordinator often works with individual teachers and classes to schedule presentations in the Career Center and in the computer labs to help support curriculum and classes investigating specific careers or completing career and educational research.

Our Student Services program offers students support and services to successfully transition from high school into employment through the Workability program. Students receive support, training, and access to services, including work readiness skills, and career/vocational assessment to help prepare them for their transition from high school into the world of work.

ROP classes have designated career requirements built into their curriculum. Many classes, including ROP classes, incorporate guest speakers, field trips, internships, and career-based assignments and projects. Some of the many courses offered at CHS with strong career components include:

- Careers in Teaching
- Sports Medicine
- Computer Aided Architectural Design
- Culinary Arts
- Robotics
- Principles of Engineering (Engineering Design and Development)
- Fashion Design

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- Marketing
- Forensic Science
- Bio Technology

In 2011-2012, CHS was the first school in our district to pilot iQuest, a new course for seniors. iQuest provides students an opportunity to learn and explore an area of interest or passion and connect classroom learning to the world of work, through an internship or self-study that connects to their individual needs and interests. Our Work Experience classes also allow students to step into career internships for school credit. Many of our career tech programs offer access to internships and real world applications of curriculum.

To increase student access to career technology programs and provide additional career pathways, California High School launched two career pathways: The Engineering and Design Academy and the Biomedical Science Pathway. In 2009-2010, California High School piloted its Engineering Academy. The academy structure clustered students in core academic classes and engineering-based electives and science classes. The three foundation courses of the program are:

- Principles of Engineering
- Computer Integrated Manufacturing,
- Engineering Design and Development

In 2009-2010, California High School entered into a partnership with Chevron and Project Lead the Way, and has adopted the national engineering and design curriculum offered by Project Lead the Way. For the 2012-2013 school year, CHS is moving from the academy model for engineering to a pathways model, allowing greater flexibility and access to the program for a broader range of students.

Based on the success of this first career academy, California High School forged a partnership with the San Ramon Regional Medical Center to establish a Project Lead The Way Biomedical Science Pathway for the 2010-2011 school year, supported by the California Health Science Capacity Building Grant and community partners. Students follow a sequence of courses providing curriculum designed to lead into a broad range of college and career goals in the medical and health professions. Course curriculum includes internships and volunteer hours outside of the classroom, guest speakers, and field trips. The three courses offered in this pathway are:

- Principles of Biomedical Sciences
- Humans Body Systems
- Medical Interventions

California High School offers students the opportunity to join the ACE program. ACE (Architecture, Construction and Engineering) is an after-school program that partners local

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architecture, construction and engineering experts as mentors for students interested in careers in those fields. Students interact with professionals in these fields, tour construction projects, and work in teams to solve problems and create presentations in architecture, construction, and engineering. Girls Do! is an extra-curricular program designed specifically to interest women into the fields of engineering and science. It was offered for the first time at California High School in the spring of 2012.

California High School offers programs and pathways that offer students broad-based support and several specific programs to provide guidance and support as our students make college and career decisions. We continue to offer new programs and courses to meet the needs of all students.

Critical Areas for Follow-Up

During the 2006-2007 WASC accreditation, the visiting committee's Critical Areas for Follow-Up focused on three very specific topics: 1) expanding career development to assure access to all students; 2) developing benchmark assessments and entering common assessment data into a data base (Data Director) for analysis and disaggregation; and 3) developing a school wide plan for staff development. These Critical Areas for Follow-Up have been folded into the Action Plan. California High School has expanded career development to assure access to all students through the introduction of Naviance and has expanded its focus on career pathways through new courses, academies, and pathways.

Staff development planning has been narrowed and focused on three core areas: Safety, Technology, and Instruction. With the decreased number of staff development days available for site planning, we have relied on our collaboration meetings, prep period meetings, and limited training offerings through the district to support staff development and respond to needs the departments and the site has expressed. Our Curriculum Leaders have provided their input on the best use of staff development training for their departments, and we have worked to build in time for their requests on each staff development day. School Site Council, AP, GATE, Academic Boosters, grants, the district, and other sources have funded department requests and individual teacher requests for specialized staff development. Staff development meets the needs identified in the Single Plan for Student Achievement, the WASC Action Plan, and the School Safety Plan, and these documents guide our planning for schoolwide staff development. The 2012-2013 WASC Action Plan will integrate the Single Plan for Student Achievement and the WASC Action Plan. Over the next several years, the most essential topic that will need to be a central tenant of staff development will be Common Core State Standards and their assessment.

All departments have developed common benchmark assessments. In 2011-2012, all staff received training on Data Director and were prepared to enter their Benchmark data into the program but due to upgrades in the program, a disconnect between the training and the new version of the program, and the possibility of the district replacing Data Director with a new data

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analysis program, we do not currently have consistently use of this program to track student results on common assessment. As we look at the move to Common Core State Standards and the changes in the assessment we will be held accountable to, our site will need to have a reliable and supported data base into which to enter our common assessment data. Data Director is currently being used, but it still can be utilized more systematically and effectively to track and analyze student achievement.