Focus Group A
Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

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Focus Group Leader: Leslie Vilhauer, English

Steve Armstrong	Science
Eric Billeci	Physical Education
Shane Borchart	Physical Education
Jamie Brindley	World Language
Randy Cahn	Science
Brian Coburn	Science
Barbara Coffman	Support Services
Scott Corso	Social Studies
Mark Corti	Administration
Diane Dressler	Parent
Doug DeVries	Social Studies
Steve Dick	Fine and Applied Arts
Maria Dubose	Counseling
Barbara Farmer	Fine and Applied Arts
Greg Fortayon	Support Services
Paul Fortayon	Fine and Applied Arts
Anthony Khoo	Mathematics
Kelly King	Science
Angela Kouris	World Language
Eileen Mantz	Mathematics
Cheri Ng	Support Services
Shannon Paladini	Librarian
Michelle Sampson	Counseling
Gary Triebwasser	Mathematics
Leslie Vilhauer	**English**
Ann Weidinger	Bookkeeper
Matthew Yeung	Student

Criterion A1

To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research, and the belief that all students can achieve at high levels?

To what extent is the school's purpose supported by the governing board and the central administration and further defined by expected schoolwide learning results and the academic standards?

California High School Mission Statement

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

California High School has a clear mission statement which highlights its belief that education is a collaborative and inclusive process. The mission statement and ESLRs were reviewed and revised in 2011-2012 as a part of the WASC self-study process. CHS staff, students in Leadership classes, and School Site Council provided input and feedback to review and update the Mission Statement and ESLRs.

Mission Statement
ESLRs
District Framework for Excellence
Staff meeting agendas and minutes
Department meeting agendas and minutes
WASC Student Survey
Staff Survey

California High School includes the Mission Statement and ESLRs in our student handbook and on our website to share our vision of what students should know and perform upon exit from high school with our community. In the spring of 2012, students in Digital Photo created posters of the Mission Statement and the ESLRs that have been posted in all classrooms. Several of our teachers include the Mission Statement in their course policies and review our school's mission with students each year. While our WASC survey shows that 31% of students are not explicitly aware of the ESLRs, when seniors were asked to write a response to the Mission Statement and the ESLRs in the spring of 2012, most felt that they had met these learning goals in their classes and extra-curricular activities to a high degree. Students feel that classes and programs at CHS reflect our Mission Statement and build upon the ESLRs. California High School revisits the Mission Statement and ESLRs as part of the on-going WASC Focus on Learning process, verifying that our purpose reflects the needs of our population, community expectations and current educational research. School Site Council reviews our Mission Statement and purpose in coordination with its revision and updates of the Single Plan for Student Achievement.

SPSA
SSC meeting agendas and minutes

The San Ramon Valley Unified School District (SRVUSD) has created a Framework of Excellence and annually establishes goals to further define educational expectations. Our site Mission Statement and ESLRs are aligned with the district Framework and goals. Guiding Questions generated by the SRVUSD also help guide our purpose and direction. As a comprehensive high school, our curricular and instructional goals are guided by California State Standards and will be influenced by the upcoming Common Core State Standards. Our graduation requirements are set by the district to meet state requirements and to prepare our students to meet college entrance requirements.

District Framework for Excellence
Guiding Questions

CHS graduation requirements

High expectations from our staff, students, and parents help to produce an outstanding educational environment for the realization of the educational goals outlined in our Mission Statement and ESLRs. Our staff regularly participates in collaboration, articulation, and professional development based on current educational research and trends. Our teachers, site, and district strive to stay current with state, national, and college expectations and requirements. Curricular and instructional goals at California High School reflect the needs and expectations of our community and our school population. The broad goals and sense of purpose established by our Mission Statement and ESLRs will provide continuity and support for our students and our community as we transition from the California State Standards to the Common Core State Standards.

Staff Development Agendas

Mission statement and ESLRs

The SRVUSD Governing Board reviews and supports our school's purpose and goals. California High School's ESLRs and Mission Statement are acknowledged and supported by the district and school board in their review of the Single Plan for Student Achievement (SPSA) and the WASC Self-Study Report, which are approved by the school board.

District website

SPSA

The decision-making process is determined by the specific situation and topic. The SRVUSD administration and the governing board establish policies and guidelines that apply to all schools across the district. These policies are communicated to the sites by the district administration and shared with staff by the site administration. At times, the staff at CHS has expressed frustration with top-down decision-making and wants more control and input on decisions that affect their classroom instruction. Committees of secondary instructors have been established by the district to articulate and guide instructional and curricular decisions on several key topics, including common course descriptions, AP programs, common assessment, and most recently, Common Core State Standards. The CHS site administration, Curriculum Leaders, and School Site Council evaluate data and assessment results to plan and monitor school improvement plans. Staff members are involved in planning and implementing programs for school improvement through department meetings, staff

School Board policies
School Board meeting agendas and minutes

Curriculum Leader and SSC meeting agendas and minutes

meetings, collaboration meetings, prep period meetings, and staff development days.

The school's vision and ESLRs reinforce our staff's belief that all students can learn. California High School provides opportunities for all students to participate in curriculum and instruction that is challenging, rigorous, and meaningful. Results of WASC surveys show that students and parents overwhelmingly feel that upon graduation, students have been prepared to meet academic and vocational goals. A meaningful mission statement, clearly articulated expectations for students, clear communication, and on-going processes to solicit input and involvement of all stakeholders are essential to the continuation of the cycle of improvement at California High School. Our success is largely based on the staff's willingness to evaluate what is working well, identify what our most essential needs are, and to implement programs to address those needs. Our staff is particularly known for its willingness to try new and innovative programs and strategies to provide a supportive and rigorous academic experience for all students.

Student, staff, and parent WASC survey results

Criterion A2

To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan?

The governing board of the San Ramon Valley Unified School District establishes policies and procedures that are clear and are aligned with the school's mission and purpose. The Board of Trustees is a five person policy-making body which operates within the laws of the State of California and Contra Costa County. It is responsible for approving the district's budget and adopting all policies and curriculum. School Board policies cover nine areas: Philosophy, Goals, Objectives, and Comprehensive Plans; Community Relations; Administration; Business; Personnel; Students; Instruction; Facilities; and Board Bylaws. Board decisions are framed within Education Code requirements, reflect the needs and expectations of the community, and are driven by educational research and data analysis.

School Board meeting agendas and minutes SRVUSD website

The SRVUSD School Board members for 2012-2013 are:

- Greg Marvel, President
- Ken Mintz, Vice-President
- Rachel Hurd, Clerk
- Denise Jennison, Member
- Paul Gardner, Member

Each board member has liaison schools, serving as a resource to their designated schools' administrators and booster groups. Ken Mintz is California High School's board liaison. The board and district administration establish district Goals and Guiding Questions that school sites address and report back on to the district and board. Schools, administrators, and student representatives report at board meetings, held twice a month.

Guiding Questions

School Board meeting agendas and minutes

The SRVUSD school board reviews and approves each site's Single Plan for Student Achievement (SPSA), WASC Report, and School Safety Plan. Site plans are closely aligned with the district Local Educational Agency (LEA) plan. School Site Council Coordinator meetings are held at the district level regularly for site administrators and SSC coordinators to facilitate procedures and provide guidance on policies, decisions, and fiscal decisions and restrictions.

SPSA
Safety Plan
School Board meeting agendas and minutes

California High School's standardized assessment results are presented to the board on a regular basis and are reviewed by district administration. Data Director provides a centralized source to collect, review, and disaggregate assessment data at the district, site, and individual level. Teachers are able to load individual, course-specific, and department assessments into Data Director and access standardized assessment data on their current and past students. The district has coordinated training on Data Director and provided equipment for all sites to have ease of access to this assessment tool. Updates to Data Director have frustrated some teachers as they have not received training on the newest version of the program and find the program challenging to navigate. While Data Director provides a centralized source for access to student assessment results, most teachers find limited use in the program and do not utilize the program regularly.

Data Director website

Based on data and assessment, educational research, and input from sites and our community, the board sets policies and makes informed decisions to sustain and increase academic achievement and to support the needs of all students. Our district holds high academic expectations. The SRVUSD website states: "Academically, SRVUSD currently ranks 6th among all unified school districts in California, and is the highest ranking unified school district in the state with enrollments of 9,000 or more (California Academic Performance Index)." Schools in the SRVUSD have been acknowledged as California Distinguished Schools more than 50 times and have been recognized by the U.S. Department of Education as National Blue Ribbon Schools.

District website

The SRVUSD School Board delegates operational decisions to the superintendent and her designees. The superintendent, assistant superintendent, and directors work closely with site administration and staff to guide and support the implementation of board policies. The district framework emphasizes "Rigor, Relevance, and Relationships," and the Guiding Questions provide specific directions to evaluate effective instruction and academic achievement. Principals meetings, vertical team meetings with administration from our K-8 feeder schools, AP meetings, and the close contact provided by our district directors of secondary education, assessment, and curriculum create a tightly connected

Principals meeting agendas and minutes
AP meeting agendas and minutes
District Job-Alike meeting agendas and minutes

relationship among the district and sites. On July 1, 2012, the district announced the hiring of a new superintendent, Mary Shelton. Toni Taylor, Director of Assessments and Categorical Programs, is currently assigned as California High School's supervisory administrator.

The district allocates authority and responsibility to sites and staff to enable effective instruction. Site-based decision making supports instruction and achievement at each school within the district. Common course descriptions have been developed for all shared classes throughout the district. New courses can be designed and implemented at any of the district high schools based on their specific needs and resources. Each site has the autonomy to make specific instructional and procedural decisions. California High School is currently the only high school in the district on the block schedule. The four comprehensive high schools have addressed tutorial/advisory periods and arranging time for collaboration on a site-specific basis. Learning academies and pathways have been established by sites based on student interest and need, staffing, and availability of resources. Programs that one or more sites have piloted (School Loop, Naviance, etc.) are often adopted district-wide.

Common Course Descriptions
Course Catalog

School Bell Schedule

Parents are highly involved in district and site governance. School Site Council (SSC) is comprised of parents, students, staff, and administration. Booster clubs meet monthly and have an assigned administrator; The six booster club presidents also meet monthly with our principal. Parents provide active and involved input at the site through booster groups, as volunteers, and on committees. Parents also serve on many district committees, including the Climate Committee, DELAC (District English Learners Advisory Committee), Special Needs, and GATE (Gifted and Talented Education).

SSC meeting agendas and minutes
ELAC meeting agendas and minutes
Booster Club meeting agendas and minutes
The Bear Facts

Complaint and conflict resolution policies and procedures are in place. Parents' rights, complaint procedures and conflict resolution policies are communicated to our community in the parent information packet and are posted on our district website. Staff members are informed of complaint procedures and legal rights and responsibilities which are sent out to all staff annually. Information required by the Williams Act and complaint procedures are posted in all classrooms.

Parent Information Packet and District Website
Classroom posters

Criterion A3

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

California High School makes decisions and initiates activities that focus on all students achieving the ESLRs and academic standards. Standardized test scores on STAR and CAHSEE are reviewed each year and are disaggregated into sub-groups and content areas for deeper analysis of student achievement. Student grade reports, behavior records, and attendance are also reviewed to identify students struggling to meet academic standards and the ESLRs. Students not achieving academic standards are provided with a broad spectrum of support programs, including remediation and support classes, intervention classes, the Academic Enrichment academies, and tutorial support. These support programs are designed to bolster academic deficiencies and provide individualized assistance as students struggle to find personal and academic success.

STAR and CASHEE assessment results
Staff meeting agendas
Department meeting agendas and minutes
SSC meeting agendas and minutes
Course catalog

The Single Plan for Student Achievement (SPSA) and the WASC Action Plan are focused on supporting all students in achieving the academic standards. Underperforming sub-groups are tracked over time through performance on standardized assessment, and School Improvement Program (SIP) funds are allocated toward programs designed to support under-achieving students. School Site Council annually monitors and refines the SPSA based on the analysis of data aligned with a careful and thoughtful analysis of student needs.

SPSA
SSC meeting agendas and minutes

Early intervention and a broad spectrum of intervention programs are key components of California High School's commitment to supporting all students in meeting academic standards. In-coming freshmen identified as at-risk are enrolled in the Bridge program, a summer program designed to give students a jump-start on academic success and smooth their transition into high school. Freshmen or sophomores who are identified as needing additional support may be enrolled in Academic Enrichment, California High School's gender-based support academies. Students needing support meeting academic standards may be enrolled in Reading Strategies, Standards Algebra, and Life Science. Special Education students may be

SSC meeting agendas and minutes
Enrollment and attendance data in intervention programs

Master Schedule

enrolled in Academic Studies, co-taught academic classes, or Special Education and SDC classes based on their level of need. English Learners may be enrolled in ELD or SDAIE English. CAHSEE intervention is offered to sophomores, juniors, and seniors during tutorial and before school. Freshmen are given a Mock CAHSEE to raise their awareness and improve their performance on the CAHSEE which they will take as sophomores. Academic support by student peers is offered through National Honor Society (NHS) students and Math Club during lunch and tutorial. Students also have access to peer mentors or gender-specific academies for support beyond academics.

Mock CAHSEE
NHS and Math Club flyers

Beyond traditional academic measurements of standards, achievement of the ESLRs is aligned with the engagement of students in campus programs. Student achievement of the ESLRs is evaluated through observation, student, parent, and staff WASC surveys, California Healthy Kids Survey (CHKS), and student participation in extra-curricular programs and activities. Over the past several years, "Character Counts!" has highlighted and recognized students who display the six traits of character: trustworthiness, respect, responsibility, fairness, caring, and citizenship. The Grizzly Awards allow teachers to recognize students who display strong qualities and character in our classes or through their interactions with others on campus.

CHKS
WASC Student surveys
WASC Parent surveys
Student award programs

California High School recognizes that all students, not only struggling students, deserve support as they work to meet and improve their achievement of academic standards. Academies, course and career pathways, AVID, co-curricular and extra-curricular programs are some of the channels to encourage successful students to maintain or raise their level of achievement. California High School offers a wide range of advanced, Honors, and Advanced Placement (AP) classes and our staff continually seeks new and innovative programs to challenge all students. Tutorial is available for all students, and many of our highest-achieving students take advantage of this embedded access to their teachers beyond regular class sessions. As a high-performing school, we hold high expectations for our students and strive to improve academic achievement at all levels.

Counseling Department Documents

Advanced, Honors, and AP course offerings

The administration, School Site Council, Curriculum Leaders, and staff are tasked with evaluating assessment results, identifying student and school needs, and determining programs to meet these needs. School Site Council, with parent, student, staff, and administrative input, guides key decisions relating to curriculum and student achievement of academic standards. Curriculum Leaders meet monthly with the principal to share information, give department feedback, and formulate decisions to meet student needs. Departments meet monthly to discuss student achievement, pacing, curriculum, and assessment. At times, the flow of the decision-

SSC, Curriculum Leader, and department meeting agendas and minutes

making processes that affects the entire school is unclear. The staff is not always kept clearly informed about which decisions are determined by the district, which decisions are determined by site administration, and which decisions are to be made by the staff. Some decisions are reached after lengthy input and consensus-building, some decisions are brought to staff for a vote, and some decisions are made by site administration. Clarification of who is involved in specific decisions needs to be communicated to the staff and the stakeholders.

Focus group meeting minutes and notes

Ideas, innovation, and input from all members of the school community are actively sought and highly valued. Student leadership, the student climate committee, and parent groups including PTSA and Academic Boosters, are highly involved in providing a broad range of perspectives and a clear sense of purpose as we make decisions to best serve the academic needs of our student population in a collaborative model. Ideas come from many sources and many perspectives, and our school strives to respect and reflect all aspects of our community as we ensure that academic excellence continues to drive our mission and purpose.

Booster group meeting agendas and minutes

Criterion A4

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

California High School is home to a highly qualified and experienced staff that strives to ensure that students exceed the academic standards and meet expected schoolwide learning results. Teachers and paraprofessionals work in the assigned subject areas that they are qualified to teach. Over 95% of staff members are NCLB "Highly Qualified" teachers according to 2010-2011 School Accountability Report Card (SARC). Teachers are certified in CLAD, and EL students are placed in classes taught by qualified CLAD certificated teachers. The school is fully staffed with no teachers working under emergency credentials and no teachers assigned to teach subjects out of their credential. In 2010-2011, the staff had an average of 16.2 average years of service, with 14.4 average years teaching in the district. The outstanding staff's teaching experience and passion for their content areas provide students with an outstanding and deep educational experience at California High School.

Master Schedule
CBEDS

Teaching candidates are carefully screened at the district level before candidates are interviewed at site by an administrator and department representatives. New hires are carefully matched with a position that most closely matches their levels of expertise, experience, and teaching interests. The master schedule is carefully crafted to provide balanced teaching assignments to all teachers. Lower- level classes are not assigned to new hires based on their lack of seniority. Many of our experienced staff members teach introductory and remediation classes. Our intervention teachers are instructors with experience who volunteer to work with our most struggling students.

New Teacher meeting agendas
District New Teacher meetings

New teachers in the San Ramon Valley Unified School District are supported by the Beginning Teacher Support and Assessment (BTSA) program as first and second year teachers through their induction program. At the district level, a team of support providers guide new teachers through workshops and pair support providers with each new teacher. A focus group for teachers new to California High School meets throughout the year, guiding new staff through procedures and topics specific to our site. Staff members are given The Grizzly Guide, a handbook and collection of information about the logistics of teaching at California High School prepared by one of our staff members. New staff members are supported by curriculum leaders and members of their department.

BTSA meeting agendas
New Teacher Focus Group agenda and notes
The Grizzly Guide

Grizzly Guide

Professional development addresses individual, department, site, and district needs. Individuals attend workshops and training offered through the district, such as Data Director or iPad training, or apply for AP or program-specific grant funds to attend workshops and training off-site. School Site Council has allocated SIP funds to support staff development, and all departments have a budget for professional development based on staffing. Teachers indicate on the staff development application form how the conference or workshop they plan to attend connects to school, SPSA, WASC, or Safety Plan goals. Once a month, collaboration meetings allow staff members to work with colleagues. Collaboration meetings are often arranged by teachers within a subject area or by those teaching a common course. Advanced Placement teachers met during collaboration to discuss changes and issues specific to their programs in the fall of 2012. Three staff development days are held throughout the school year, at the start of school and once each semester. Typically, two staff development days are planned by the individual site and one is driven by a district agenda and pulls the secondary schools together. Agendas of recent staff development days have included articulation with feeder schools and programs, exploration of Common Core State Standards, safety and disaster training, and technology training.

List of Staff Development funded through SIP
Staff Development evaluations

Staff Development Application

Staff Development Day agendas

Creative use of time and resources allows for additional collaboration. Grouping teachers by department during standardized testing has allowed departments to meet when they are not proctoring. Afternoon meetings with feeder schools or release time to observe colleagues on site or at other high schools has generated valuable articulation. After school sessions on technology and assessment led by CHS instructors have introduced staff to Data Director and Google.docs. Prep period training on Naviance hosted by our counselors introduced staff to this new program in the spring of 2012. Several staff members and administrators have served on WASC visiting teams. Positive Discipline training instituted by our site school psychologist became so successful with staff and parents that she has been reassigned to provide Positive Disciple training to the entire district. Our PTSA has provided parent training sessions open to staff and informative programs on bullying, safe driving, prescription drug abuse awareness, and tobacco use awareness.

SPSA
Staff development calendar

Workshop flyers

The Bear Facts

All administrators are involved in teacher evaluations, with a formal evaluation process or a self-evaluation based on the teacher's years of experience and prior cycle of evaluation. Teachers are encouraged to observe colleagues. California High School teachers are often requested as supervising teachers for student teachers and credential candidates. Administrators are paired with mentors by the district to coach them through the challenges of their leadership position.

Teacher evaluation forms and schedule

California High School's counselors assist students as they navigate high school and plan for the future. District job-alike meetings and specific workshops and trainings offered by AP, CSU, UC, community colleges, and the military keep our counselors informed about current requirements and opportunities. The Career and College Center Coordinator attends workshops and visits colleges across the country to increase her knowledge to best advise students and parents as they approach the college selection process.

List of staff development funded by SIP

District Staff Development on website
CHS website

The ultimate goal of professional development is to increase the training of educators to facilitate student achievement of academic standards through a rigorous and challenging classroom experience. Our staff attends a wide range of conferences and workshops throughout the school year and over the summer. Examples of conferences our staff has attended in the last year include Expository Writing and Reading Course (EWRC) workshops, the California Association of Teachers of English (CATE) conference, the Health Science Educators Institute, THRIVE training, STEM Guitar Workshop, the National Science Teachers Association (NSTA) conference, the Teaching Proficiency through Reading & Storytelling (TPRS) national conference, as well as UC, CSU, and AP conferences. California High School's exceptional staff relies on on-going professional development to enrich their students' academic experiences. Their knowledge is shared with their colleagues through collaboration, department, and staff meetings. Their professional development deepens and enriches their students' academic experiences.

List of staff development funded by SIP

Criterion A5

To what extent are leadership and staff involved in ongoing professional development that focuses on identified student learning needs?

California High School has a rich history of reviewing current research and assessment data to determine training and professional development needs. Curriculum Leaders assess their individual departments' needs and help craft agendas for site staff development and articulation. Focus Groups identify site needs for professional development, including technology and safety training. Individual workshops, such as state or national conferences for math, English, science, and career tech, are attended by staff members every year. Professional development is provided to beginning teachers through BTSA workshops and collaboration between new teachers and their BTSA support providers. The district offers a range of staff development opportunities. Teachers can register for free classes on the district website at: http://www.srvusd.k12.ca.us/edservices/professionaldevelopment.

Review of assessment data and educational research focuses on all students achieving the academic standards. Formal and informal professional development decisions are determined by individuals, departments, School Site Council, Curriculum Leaders, the administration, and the district. Topics such as strategies to address the achievement gap, Common Core State Standards, common assessment, analysis of assessment data, classroom management, and technology are explored in staff meetings and collaboration.

As California High School anticipates the shift to Common Core State Standards, we expect that much of the staff development over the next few years will be focused on the transition to the new standards and the accompanying assessments. The past few years have seen technology as a focus for district staff development, and one of our identified WASC Critical Areas of Need is to use technology purposefully to deliver instruction and engage students more effectively in our classrooms.

Staff Meeting and Curriculum Leader meeting agendas

SIP List of staff development

District Staff Development on website

SSC, Curriculum Leader, and department meeting agendas and minutes

Criterion A6

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

The human, material, physical, and financial resources at California High School are sufficient and are utilized effectively and appropriately. Legal restrictions and limitations for programs and funding are taken seriously and followed rigorously. Our bookkeeper works closely with administration, Student Leadership, School Site Council, Athletics, Curriculum Leaders, and other programs and departments on campus to guarantee that funds are tracked and allocated accurately within legal parameters. A site Finance Committee of teachers, students, and administration reviews all site budgets and votes on expenditures. State textbooks funds, the SIP budget, and safety funds meet specific restrictions and are carefully evaluated at the site prior to submission to the district for approval. Our district reviews and approves expenditures and works with an auditor to account for all funding sources and allocations.

Finance Committee meeting agendas and minutes
School Budgets

As a low-wealth district, the San Ramon Valley Unified School District receives a lower dollar amount per pupil than most of the surrounding districts. According to the 2009-2010 CBEDS, California High School expended 18.3% less per pupil than the state average. Classroom Education costs accounted for 68% of this money; School Maintenance, Utilities & Operations 10%; Special Education 14%; Auxiliary Services 2%; and District Administration/Business Operations 6%. This funding is sufficient for the school's basic educational needs, but California High School requires additional support to meet the needs of our student population and achieve the high level of expectations placed upon us by our community.

District Budget
School Board meeting agendas and minutes
CBEDS

Grants and donations are carefully pursued. All grants and donations are accounted for and expenditures against these funds are carefully approved to meet the requirements of each individual funding source. Our site and district review donation requests to ensure that they meet legal requirements. Donation guidelines are made clear to staff, parents, and students through careful and precise use of language to guarantee students' rights to a free public education. Booster groups, such as the San Ramon Valley Education Foundation and Academic Boosters, provide significant financial and material resources to our site, such as additional

Program and grant budgets

Booster Group meeting agendas and minutes

sections, teacher grants, and technology. Without the support of PTSA, Academic Boosters, Athletic Boosters, Drama Boosters, Instrumental Boosters, and Choral Boosters, many of our specific needs would go unmet. Many teachers pursue outside grant sources to supplement the funding and materials needed for their classes and programs.

Technology is provided through a combination of funding sources, including the district, site funds, grants, and donations. A site technology support position is partially funded through the district and is augmented through allocation of site discretionary funds. Neither is sufficient to meet all of our technological needs – technology support and staff technology training remains a site need. Other support positions such as our library assistant, copy center technician, and the athletic bookkeeper are funded through site funds without district support. Curriculum Leaders and many coaching positions do not receive district stipends – casualties of decreases in district financial resources. Our site has worked to continue to fund many of these programs because we see the value that they bring to our school, students, and academic achievement.

Technology budget

Site budgets

Due to economic downturns, reductions in donations and fund-raising have been evident over the past several years. Sports programs and donations for laboratory and elective classes have seen marked decreases in funding. Academic Boosters has entered into a partnership with the district Education Foundation to secure additional funding and support. Our site continues to work with our students, parents, and community to develop strong relationships and secure the funding necessary to provide the educationally rich environment our community expects.

Finance Committee meeting agendas and minutes

Our site is fortunate to have been the recipient of significant district funding through bonds for facilities improvements over the past several years, including solar panels, an upgraded parking lot, improved sports facilities, remodeling of the gym and theater, and the new event center and career technology building. Our community takes pride in our school and has contributed to our on-going success through bond measures and fund-raising. The district sponsored Bond Measure D passed in November of 2012 to continue work on the Master Facilities plan. Funds from this bond are targeted to provide remodeling and expansion of Cal High's science classrooms and labs, an area of current critical need at our site. With increases in student enrollment in science classes and a greater number of courses for students to choose from, we have outgrown our current science facility. Last year, we converted one of the Fine and Applied Arts classrooms into a science classroom and lab to help address this need. California High School still requires additional lab space to meet the increased number of science classes and students taking multiple science classes.

Physical plant

Course catalog
Enrollment data

Our physical plant supports and enhances our students' learning environment. It is maintained by an outstanding custodial crew who work as a strong team to meet the needs of our students, staff, and community. Our head custodian provides prompt and responsive support to all requests and needs, and our Teacher on Special Assignment (TSA) in charge of facilities has done an outstanding job of keeping up with site needs and requests. District maintenance and groundskeepers provide additional support to create a safe and engaging environment conducive to learning.

Custodial schedule
Work request logs

The city of San Ramon is California High School's closest partner. Our tennis courts and pool belong to the city and are maintained by the city on our school grounds, and California High School has priory access in their use. The all-weather track was funded through the city and parent donations. The city provides groundskeepers and maintenance for many of our common-use grounds.

Physical plant

California High School carefully analyzes student enrollment data each spring and again each fall at registration to determine staffing needs and course assignments. The master schedule is created to meet the needs of all students. The district typically makes course offering and staffing adjustments following the tenth day of the fall semester to reflect changes in enrollment. Class sizes range in average from 26 in freshman English and math (supported by Morgan-Hart class size reduction) to 30 – 33 in junior science and social studies, to over 40 in many World Language classes and PE.

Master Schedule
CBEDS

Enrollment and class size data

Students with special needs, such as special education and EL students, are hand-scheduled by case managers, the special education staff, the EL team, and counseling to determine the proper placement of students to achieve academic success. The California English Language Development Tests (CELDT) and other assessment data are used to determine placement of EL students.

Induction plans
IEPs
EL enrollment
CELDT results

Maintaining strong academic programs with limited human, material, physical, and financial resources is a constant balancing act. California High School relies on guidance from our administration, School Site Council, Curriculum Leaders, and clearly articulated and prioritized plans to address students' needs to determine the allocation of resources in a time of diminishing resources. Community partnerships, support from the district, grants, innovative and inventive instructors, and most of all, parental support combine to enhance student learning at California High School.

Criteria A
Areas of Strength

- The knowledgeable and experienced staff is committed to students and actively participates in collaboration and staff development
- New teachers are supported through site collaboration and support programs including BTSA
- Diverse intervention programs developed and implemented by staff insure that all students are provided opportunities to succeed
- The parent community provides extensive positive involvement and support to staff and students

Criteria A
Areas of Growth

- Decision-making processes need to be articulated at both the site level and at the district level to communicate and clarify the processes for decision making to the staff and to clearly establish responsibility for decisions
- School site and district policies relating to communication with parents and students pertaining to school policies and procedures needs to be reviewed and clarified, focusing on consistency and support for established processes and those personnel responsible for implementation
- Increase staff development opportunities; align staff development and collaboration with identified staff needs
- Review funding plan for technology with more focus on effective classroom use of technology

Focus Group B
Standards-based Student Learning: Curriculum

Focus Group Leader: Kent Johnson, Fine and Applied Arts

Briana Bartik	Student
Mrinmoye Basu	Science
Ann Block	Physical Education
Lisa Breton	Science
Irene Brewster	Science
John Chilcott	Social Studies
Rich England	Fine and Applied Arts
Krissy Frates	Campus Supervisor
Julie Gilbert	World Language
Jessie Heagle	World Language
Kent Johnson	**Fine and Applied Arts**
Tasneem Kahn	Social Studies
Sean King	English
Michael Lee	Student
Lenard Matthews	Physical Education
Katherine Mazetis	Student
Kelly McCoy	Social Studies
Shannin McKavish	Fine and Applied Arts
Debbie Miller	Science
Roxanne Newman	Psychologist
Ghazala Niazi	Mathematics
Patty O'Malley	Counseling
Brandon Quick	Social Studies
Stacey Quick	English
Sue Romoser	Support Services
Dayna Taylor	Administration
Kathy Tussy	Fine and Applied Arts
Josette Warnow	Mathmatics

Criterion B1

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results?

To what extent are the expected schoolwide learning results accomplished through standards-based learning (i.e., what is taught and how it is taught)?

All students at California High School have access to and participate in a rigorous, relevant, and coherent academic curriculum designed to facilitate student academic success and the achievement of the ESLRs. State and national standards guide the curriculum and course offerings at California High School. Articulation across our district has developed common course descriptions that are posted on our website and made available for students and parents as they work with counselors to develop a four-year plan based on the students' academic and career goals. Graduation requirements meet or exceed state requirements, and counselors keep students informed of their progress toward graduation and A-G college requirements. Students, parents, and staff work together to help students select courses and plot their academic paths through high school.

Standards posters
Data on students meeting A-G requirements and graduation rates
College acceptance data

Each department has worked collaboratively to align instruction and assessment with state and national standards and has defined academic standards. Posters of the academic standards are on display in each classroom, and daily lessons connect to the standards. The Mission Statement and the ESLRs are posted in all rooms, on the website, and in the student handbook.

Standards Posters
Mission and ESLR posters
Student handbook
Grizzly app

Standards-based textbooks support the curriculum in all core subject areas and have been adopted at a district level. Advanced Placement courses have selected textbooks and supplemental materials based on recommendations by the College Board, research into the materials used by other schools teaching the same AP class, and collaboration with colleagues teaching the same course across the district.

Standards Based Textbooks

Each department has established benchmark assessments and common semester finals based on student achievement of the standards. Many departments have aligned instructional practices and established pacing guides to meet benchmark, quarter, and semester targets for instruction and assessment. Collection of student work, benchmark assessments, and common semester finals show student achievement of the standards-based curriculum. Each department reviews student achievement of benchmark

Department Benchmark assessments
Common course assessments and finals

assessments and semester finals through collaboration meetings and department meetings.

Teachers in the core curriculum areas have structured class content and sequencing of instruction to maximize student preparation on the standards that are measured on the STAR test prior to the spring standardized assessment window. Science has prepared a packet for students not currently enrolled in biology to review prior to the STAR test. Advanced Placement teachers have designed their courses to fully prepare students for their respective AP tests by the May testing window.

Science STAR review packets

Students and parents respond that they feel that the school offers a wide range of courses, from support classes to AP classes, which offers students choices and challenges. The master schedule is adjusted annually to reflect student sign-ups and interests. New courses are offered to reflect student interests and needs. Recent additions to course offerings at California High School include Human Body Systems, Medical Interventions, AP Chinese Language and Culture, iQuest, Culinary Arts III, Sociology, and Advanced Math Topics. Many students take multiple advanced, Honors, and AP classes at California High School. Most AP classes use placement assessment tools and set pre-requisites for entry into the class; students who have not met the entrance requirements but still desire to take the course can sign a placement agreement and enroll in many of our AP classes.

Student and parent surveys

Master schedule

Placement Agreement

A recent problem California High School has had to grapple with is the overwhelming number of students who request to take multiple science courses and multiple AP science courses in particular. We do not have enough wet lab classrooms to house additional science classes and have had to convert one of the Fine and Applied Arts classrooms into a science lab. We are struggling to find the facilities to house the sections that our students are requesting in science. Seniors are being assigned priority status for the advanced science classes, and some students are limited to taking two advanced science classes although they have requested to take more. In science and mathematics, a growing number of students are enrolling in courses outside the district or on-line for advancement. Students sign an advancement contract and must show they have met the advancement requirements to get credit for the course through the grade earned in the course for science or through their achievement on the appropriate math assessment test.

Master Schedule

Advancement contract

Students with Special Needs are supported through Special Day Classes or are mainstreamed into co-taught regular education classes with a Special Education instructor or paraprofessional working in support of the general education instruction. The Co-Teaching Focus Group has identified several issues that need to be addressed to support the students and

Master schedule

instructors involved in co-teaching, including the placement process, the number of co-taught sections offered, the number of students enrolled in co-taught classes, and support for both the general education teacher and the special education co-teacher. Decisions made at the district and site level have increased the number of students enrolled in co-taught classes. Academic Studies classes provide Special Education students additional support and supervision. Students with Special Needs have access to the full curriculum in accordance with their IEPs.

IEPs
Induction plans

English Learners are placed in ELD classes as they develop their language acquisition skills, and may also be placed in a SDAIE (Specially Designed Academic Instruction in English) class for additional support. Reading Strategies, Algebra I and Standards Algebra offer remediation for students struggling to reach levels of proficiency in English and math as incoming freshmen or continuing to struggle to advance in math skills. Intervention programs before school and during tutorial in English and math support students who struggle to pass CAHSEE or meet proficient levels on STAR.

CELDT tests results
and EL Placement data

CAHSEE intervention
placement lists

The AVID (Advancement Via Individual Determination) program consists of a four year elective program designed to support students in their content classes and provide them with the necessary support and tools to attend a four-year college directly out of high school. We currently offer four years of AVID, and the program has been extremely successful at meeting its target of seeing all senior AVID students receive acceptances at four-year universities.

AVID enrollment data
and statistical data

Counselors meet annually with students to review their progress toward meeting graduation requirements and A-G requirements. Our coaches, athletic director, and counselors have also kept student athletes informed about NCAA college entrance requirements. Over the past several years, we have seen a slight increase in the number of students meeting the A-G requirements as they graduate from California High School. Students often struggle with Algebra II and college math requirements. The math department at California High School has created two courses to help address these needs. Advanced Math Topics is designed for students who have taken Algebra II and wish to take an additional math class but do not plan to take Trigonometry, Pre-Calculus, or Calculus after taking Algebra II. An all-senior section of Algebra II was created specifically for seniors who need to repeat or take this course for college eligibility but is not being offered in 2012-2013 due to scheduling issues.

School webpage
School Loop
Naviance

Master Schedule

Shifts in CSU policies and procedures regarding college placement assessment and remediation classes has also given our school a greater focus on preparing students to go beyond meeting minimum college entrance requirements. Students must be capable of meeting placement

EAP, ELM, and EPT
results

assessment requirements and be prepared to make the transition from high school to college level course work at a high level. The English department revamped its senior curriculum to offer courses more directly aligned with the EAP assessment and the expectations of college-readiness, adding English 12 and several sections of ERWC (Expository Reading and Writing Course) which is based on CSU designed curriculum. Several junior and senior English teachers have taken the EAP workshops to better prepare students for the rigors of placement assessment and college expectations. We have seen a slight increase in the percentage of students who have met the EAP, EPT, and ELM assessments as juniors. Regular articulation with our community colleges has reinforced the focus on providing seniors with a rigorous curriculum that will allow them to make a strong transition into college.

Our students achieve at a high level as evidenced by the school's API and consistently high levels of academic achievement on CAHSEE and STAR. The ESLRs that our staff have identified focus on the broader skills that our staff feels are valuable and are taught across all content areas. Additionally, students show their achievement of the ESLRs through extra-curricular activities and through their involvement in the California High School community. Clubs, academic teams, publications, sports teams, student leadership, service programs, volunteer work, internships, and performance programs foster the life skills that our ESLRs describe. As evidenced by the results of parent surveys, student surveys, and written student reflections about the Mission Statement and the ESLRs, our community recognizes that student learning and growth takes place in and out of the academic classroom.

The ESLRs also focus our staff on the upcoming transition to the Common Core State Standards. The Common Core State Standards(CCSS), which we have just begun to explore, reflect the knowledge and skills our students will need for success in college and careers. The San Ramon Valley Unified School District has created a plan to assist teachers in developing a deeper level of understanding of the CCSS and to provide staff development and articulation as teachers begin to revamp their instruction and assessment to align with the focus of the new standards and assessments. Higher-order thinking skills and real world applications of learning across content areas are hallmarks of the Common Core State Standards. Programs such as our Engineering program, our Health Pathways classes, and iQuest, which allows seniors to pursue internships for academic credit, challenge students and provide real-world experiences that make their acquisition of academic standards relevant and meaningful.

DVC articulation agendas

Assessment data – API, STAR, CAHSEE

List of extra-curricular activities, clubs, and teams

Parent and student surveys

Staff development agendas

SRVUSD Common Core Implementation Plan

Master schedule

Criterion B2

To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?

Students begin to plan and take courses in support of their academic, personal, and school-to-career goals before they set foot on campus at California High School. Our feeder middle schools focus students on creating a plan as early as sixth grade. Students and parents at the middle schools are made aware of college requirements and begin to select courses and make scheduling decisions based on the students' goals. Many students begin to plan their high school course selection in middle school, taking math, world language, and elective classes that lead into their plans for high school and post-secondary goals.

Counselors from California High School meet with incoming eighth grade students at the middle schools, articulating academic options, graduation requirements, and college expectations to students and parents to help them create a clear plan for their next four years. The Eighth Grade Information Night is held each year to introduce programs and open our school to incoming students and their parents. Our counselors also host an Advanced Programs information night and a Fine and Applied Arts Open House specifically intended to provide incoming freshmen with an introduction to the programs they will have access to as high school students. Special Education holds a parent night for new CHS students and families to help students make a smooth transition to high school. Counselors and AVID teachers recruit students at the middle school, holding interviews to select students for this academic support program. Our Leadership students host incoming freshmen during WING (Welcome In New Grizzlies) to facilitate their transition to high school.

All incoming freshmen are guided to complete a four-year plan available in the course catalog and through counseling. Counselors inform students and parents of graduation requirements, college expectations and requirements, and available programs and options at California High School through a series of meetings and through the website. Naviance provides students individual access to interest surveys and inventories, college interest assessments, and links to college information and scholarship opportunities.

Counselors meet with each student individually at least once a year, and host a series of targeted workshops to provide support and guidance to students and parents throughout the year. All students and staff receive

Margin notes:

Counseling calendar for presentations

Career Center Calendar

Eighth Grade Information Night flyer

Programs and flyers from informational nights and events

AVID flyers

Student course request sheets

Naviance

Counseling calendar for presentations, student, and parent workshops

training on Naviance, a college and career readiness website for students, parents, and educators. Parents access Naviance through Family Conenction and they receive information on how to access the program and use its resources to plan and support their students' academic, college, and career plans. Counselors host grade-specific evening meetings for students and parents. Counselors hold a series of workshops before school, during school, and after school for seniors, including UC, CSU, and Common Application workshops, personal statement workshops, and FASFA workshops for parents and students.

Each Spring, counselors meet with individual students to discuss their schedules and help them sign up for the following year's classes. Students have access to counselors throughout the school year on an individual basis, by appointment, email, or through drop-ins. Student progress toward meeting graduation and A-G requirements is reviewed by counselors each year as they meet with students during scheduling. Students requesting placement into advanced, Honors, and AP classes, or students seeking advancement in math or science meet with counselors to determine their course of study. Student course selections must be signed off by parents before the student meets with a counselor; later in the school year, students seeking to drop a class must get signatures from their teacher, parent, and counselor for approval. Parents, students, and counselors collaborate on creating an individual path for students to meet their academic goals and guide them to post-secondary and career paths.

Students with Special Needs receive personalized attention from Case Managers and counselors for appropriate placement. Each spring, the Special Education department uses release time to review students' needs and IEP goals to schedule students into classes that provide the least restrictive environment while still providing the appropriate level of support. The IEPs for Special Needs students are shared with staff and are reviewed annually in IEP meetings. Students with 504 plans are placed in general education classes and their accommodation plans are shared with all their instructors.

English Learner students are assessed using CELDT testing and a careful evaluation of their progress, and they are placed in the appropriate level of ELD support, SDAIE, or mainstreamed classes to meet their learning needs. Teachers are emailed information identifying EL students and their language acquisition levels.

Students are encouraged to take an academically challenging program. Students are required to take a six period day, with an optional seventh period available. Struggling incoming eighth grade students are placed in a summer Bridge program designed to facilitate their transition to high school. An Academic Enrichment Academy program was started in 2011-

Family Connection

School calendar of activities

Master schedule

Student course request sheets

Student guide to program planning Webpage

Naviance

Master Schedule

Induction information for Special Education students
IEPs
504 plans

CELDT results and EL student placement

Statistical data and student enrollment in Bridge Program and Academic Enrichment Academies

2012, targeting at-risk underclassmen and providing support in gender-specific classes during alternate day A periods. Students are encouraged to take advantage of the daily tutorial period to meet with teachers for academic support. Peer tutoring through NHS and Math Club are also options for student support.

Many departments and classes embed School to Career components in their curriculum. Naviance allows our school to move forward in creating a more comprehensive plan to offer school to college or school to career training for all students. The Brown Bag speakers series organized by our Career Center Coordinator showcases career options for students. Classes such as Health Pathways, iQuest, Sports Medicine, and Careers in Teaching, and after school programs such as ACE (Architecture, Construction and Engineering), and Girls Do! Mothers and Daughter Explore Engineering connect students with career mentors and internships.

Students and parents report that they feel that the school encourages and supports high academic expectations and that upon graduation, students are prepared to meet their post-secondary and vocational goals. Students are provided with every opportunity to make appropriate choices, with guidance and direction from staff members. Students have access to a large number of elective classes, in the fine and applied arts and a wide range of electives in the academic core content areas. California High School works to design innovative programs reflecting current research to provide all students with a wide variety of avenues to explore as they pursue their academic and vocational options.

Math Club and NHS flyers

Calendar of Brown Bag Speakers

Internship and mentor agreements

Student and parent survey results

Criterion B3

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

California High School students meet the requirements of graduation. The school consistently maintains a 98% or better graduation rate. The 240 credits required for graduation are clearly articulated to students and parents, and students work with counselors to determine a clear course of study to stay on track to graduate and to meet A-G requirements. Counselors meet with students annually to review plans and progress toward graduation and college expectations. Students who fall behind have an array of options, including summer school classes, re-taking classes, concurrent enrollment in an independent study program, adult education, classes at a local community college, or exiting CHS to enroll in one of two district alternative educational programs, Del Amigo or Venture.

Counseling Calendar

Course Catalog

Counseling presentations

California High School students perform extremely well on CAHSEE, and 96-98% of first time takers consistently pass the exam. Intervention programs are in place to support students who struggle to pass CAHSEE. Data analysis verifies that students who continue to struggle with CAHSEE by junior year are EL students or students with Special Needs. These students are enrolled in additional support programs and are provided with CAHSEE intervention in their regular classroom instruction. They are also offered CAHSEE intervention during tutorial or Academic Studies classes.

Disaggregated CAHSEE results

Intervention enrollment and attendance

When students enter high school significantly below grade level in English, they are enrolled in Reading Strategies concurrently with their English class. Based on assessment results, the math department enrolls low-performing students in Algebra I or Standards Algebra to focus on remediation and raising basic skill levels. Science offers Integrated Physical Science for lower-performing freshmen and students who have not met the academic requirements for Biology.

Master Schedule

California High School offers a range of strategic and intensive intervention programs. Students who need occasional support meet with teachers during tutorial on an as-needed basis to review curriculum and instruction, make-up work or tests due to absences, or meet for small group or one-on-one re-teaching or review. Students with specifically identified needs may be enrolled in Academic Studies, ELD, SDAIE English, or Reading Strategies. Study Hall is also an option some students

Tutorial passes

NHS and Math Tutor hours and sign-in sheets

select to embed time into their day for homework and study. The Academic Enrichment Academies identify at-risk underclassmen and provide support in academics and in navigating high school life. Students can voluntarily meet with peer tutors through NHS lunchtime tutoring or receive support in math from tutors in the Math Club during tutorial. AVID provides peer tutors during class time. Many teachers encourage students to meet with each other or work in groups for collaboration during tutorial. CAHSEE intervention is offered to at-risk sophomores and juniors and seniors who have not passed CAHSEE.

CAHSEE intervention enrollment and attendance

Individual teachers use a variety of methods to alert and communicate with counselors, parents and students. School Loop allows for easy electronic communication between parents and students. In addition, parents, counselors and administrators use the online tool to keep track of academic progress and know when to intervene to help struggling students. Attendance is monitored by a TSA (Teacher on Special Assignment) who is tasked to work with students who demonstrate issues with tardiness or truancy. The TSA initiates the SARB(School Attendance Review Board) process for students demonstrating serious attendance issues. Several athletic coaches have set up after school study sessions and tutorials to provide their athletes with structured time to complete homework during the season.

School Loop statistics

SARB data

California High School has enriched its academic environment through opportunities for students to access real world applications of their educational interests through an increase in the career-tech classes and career pathway programs offered to students. The Health Pathways program offers a series of three courses (Biomedical Sciences, Human Body Systems, and Medical Interventions) providing a pathway for students to explore the field of medical science using curriculum provided through Project Lead the Way. Engineering classes such as Introduction to Engineering Design and Development, Engineering Design and Development, and Civil Engineering and Architecture, provide a series of courses for students to pursue this academic and career path. Classes such as Careers in Teaching, Sports Medicine, iQuest, Game Design, and Culinary Arts 3:Catering provide students with real-world applications of knowledge and experience, including mentorships, internships, and use of technology in the field. Beyond the classroom, programs such as HOSA (Health Occupations Students of America), ACE (Architecture, Construction, and Engineering), Science Alliance, Girls Do!, Mock Trial, and Model United Nations provide students with applications of their academic skills and vocational interests, which support and reinforce acquisition of the academic standards and achievement of the ESLRs.

Master Schedule
Pathways programs
ROP programs and assessment
Internship and mentorship agreements
PLTW Curriculum

Club and extra-curricular lists

Criteria B
Areas of Strength

- Counseling Department
- Career Center
- Naviance
- Access to materials in the library
- Technology in the library
- Tutorial
- Intervention Programs, including CAHSEE, Academic Enrichment, and Math Tutors
- Music and Fine Arts Programs
- Math offerings (Algebra II for seniors)

Criteria B
Areas of Growth

- Textbooks are out of date due to budget cuts and deferred adoption cycles
- For World Language and other classes, support materials from the publishers are no longer offered, and workbooks must be provided for students out of site textbook funds
- No online resource is available for most texts
- No longer offering Senior Algebra II
- Need to evaluate course offerings to reflect EAP requirements in English and math
- Naviance requires additional student, staff, and parental training
- Class size in P.E. has increased
- Many students are not taking advantage of tutorial; many of those who need it most are not using it as effectively as they could be
- Communication to staff is not clear on our progress toward meeting goals
- How to access information is unclear – staff needs training or guidelines (cheat sheets) on how to access information (Special Ed lists, Naviance, Data Director, etc.)
- Math intervention is packed and overloads the teachers' abilities to work with the students

Focus Group C
Standards-based Student Learning: Instruction

Focus Group Leader: Donna Montague, English

Arlene Addison	English
Anatoly Alexeeff	English
Dina Anderson	Science
Julie Bitnoff	Science
Angela Bushard	World Language
Sarah Christensen	Science
Joanna Condon	Science
Bob Donovan	Social Science
Susie Fitch	Social Science
Jennifer Gilson	Mathematics
Mary Grefal	Parent
Christa Haar	Fine and Applied Arts
Richard Hight	English
Susan King	English
Ryan Kral	Support Services
Dave Kravitz	Athletic Director
Barbara Lafaver	World Language
Tom Linda	Physical Education
Jenny Meads	Attendance
Donna Montague	**English**
Lucerne Mottaz	Fine and Applied Arts
Laura Nichols	Student
Ginger Osborn	English
Theresa Pacheco	English
Evonne Perotti	English
Nicole Reyherme	English
Jack Sarkany	Chemistry
Lynette Scharlach	Attendance
Bri Schrader	Science
Michelle Stephanos	Fine and Applied Arts
Lois Ubeda	Attendance
Winnie Wang	World Language
Andrew White	Science

Criterion C1

To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected school-wide learning results?

Students at California High School are engaged in a variety of rigorous and challenging learning experiences in the classroom. Parents feel that their students have been academically challenged, and that when they graduate, they are prepared to meet their academic and vocational goals. The San Ramon Valley Unified School District has developed a Framework for Excellence which guides schools to ensure that all students receive an education that demonstrates rigor, relevance and relationships. All students have access to a wide selection of academic classes, ranging from support and remediation classes to an outstanding selection of Honors and AP courses.

Parent and student survey results

Framework for Excellence

Course catalog Website

Teachers at California High School engage students in standards-based instruction using state-approved textbooks and supplemental instructional materials. Each class is designed to cover the content standards so that students are prepared to meet state standardized assessments. Teachers across all departments utilize a variety of instructional strategies to develop the higher order thinking skills of the ESLRs in all classes. With the goal of preparing students for success at advanced levels and making connections across content areas, courses are sequenced to allow instructors to build on students' prior knowledge. Articulation within departments takes place on an on-going basis through department and collaboration meetings. Common assessments and curriculum outlines ensure that all students enrolled in a common course receive the same level of instruction to meet the standards and are held to the same assessment requirements.

List of available textbooks Course outlines

Course catalog

Department and articulation meeting agendas Course outlines and desriptions

Students completing the graduation requirements at California High School have received a strong academic experience. Most students venture beyond the minimum graduation requirements to meet the A-G requirements. The majority of students take additional classes, including electives, ROP classes, and Honors and AP classes, to create a course of study that meets their needs and interests and provides them with academic challenges that prepare them to face the upcoming rigor of college level courses.

CHS graduation requirements

Student enrollment data

CBEDS A-G data AP signups and enrollment

Students are well-informed of the standards and expected performance levels for each area of study. Counselors and teachers provide detailed information about the rigors and expectations of courses as students go through the course selection process each spring. Counseling provides an

In-Coming Freshman Night annually. The Advanced Programs Information Night is open to all parents and students and offers overviews of advanced, Honors, and AP classes by department and provides time for teachers to answer individual parent or student questions. The course catalog is available online, so students and parents can review class descriptions and prerequisites as students sign up for courses. Students who have not met placement requirements for Honors and AP classes can sign a placement agreement and enroll in the class. Teachers of vertical courses articulate and collaborate to create a clear sequence of skills and knowledge that builds from one course to the next, and these expectations are communicated back to students by teachers and by counselors.

Students with diverse backgrounds and abilities are enrolled in strong academic programs to help them achieve the academic standards. Students with special needs are placed in courses that offer the least restrictive environment that supports academic success. Special Day Classes, special education core content classes in English, math, science, and social studies, co-taught classes, and Academic Studies classes provide a range of classroom environments from intensive levels of support to greater levels of mainstreaming, based on the students' needs and the requirements laid out in students' IEPs.

English Learners are enrolled in Beginning-Advanced ELD and SDAIE English to offer scaffolded instruction and support as they become increasingly proficient in their English language skills and acquisition. English Learner students have shown academic success as measured by standardized assessment. In 2011-2012, EL students showed a +65 growth in their API score. Disaggregated data shows that all sub-groups have shown growth in meeting academic standards on the CSTs, however, Students with Disabilities and English Learners continue to score below the overall population. These two groups, EL students and Students with Disabilities, remain below 800, although both have shown significant growth over time.

Although their test scores are strong with an API scores above 800, African-American students (with an API score of 802 in 2011-2012) and Hispanic students (with an API score of 842 in 2011-2012) score below the general population. The Asian subgroup scores above the general population, with an API score of 947 in 2011-2012. Males show a slightly lower success rate on standardized assessment in comparison to females, and minority males in particular demonstrate an achievement gap on standardized assessment. Programs in place to support all students and focused classroom instruction has resulted in growth in standardized test scores in all groups and sub-groups over time. California High School has engaged in numerous studies and conversations about strategies to close the achievement gap, and has put in place several intervention programs,

Advanced Programs Night program

Course catalog

CHS Website

Placement agreements

Course catalog
Special Education induction agreements

IEPs

ELD enrollment data

CELDT results

Disaggregated API, CST, and CAHSEE results

Disaggregated API and AYP scores

Disaggregated STAR, API, AYP and CAHSEE results

including the gender-specific Academic Enrichment academies and CAHSEE intervention in English and math. While progress has been made, the achievement gap remains an area requiring additional attention.

Instruction is differentiated by classroom instructors to meet the needs of students on several levels. Students with IEPs receive appropriate modifications and accommodations as outlined in their individualized plans. Students with 504 plans receive the appropriate support in the classroom or in the Learning Center to achieve course content and academic standards. Students who struggle with content or assignments are given opportunities to contact their instructor during tutorial for additional support and re-teaching or can make arrangements for subject-specific tutoring with NHS (National Honor Society) or Math Club tutors. Peer tutoring is offered during AVID classes.

IEPs
504 plans

NHS and Math Club flyers

List of AVID tutors

Student learning is positively impacted when students are offered choices and individualized assignments and assessments, and many of our teachers use differentiation strategies to bolster struggling students and challenge those who advance or excel. Students are often given choices in assignments and projects and work individually or in teams to go beyond the regular level of course standards. Accelerated instruction, extra assignments, assignments applying higher level thinking skills, projects requiring application of skills across subjects, real-world applications of learning, and internships are some of the techniques by which teachers offer differentiated instruction to students at higher levels of achievement.

Classroom assignments and collected student work

Sample lesson plans

Technology allows additional means to differentiate instruction, from online math modules through Kahn Academy for struggling students to assignments in which students research individual topics and share their work back to the class using multi-media and presentation programs. Students have become very facile in the use of technology, and our staff has attended many training sessions and workshops to find the best use of technology and the most appropriate classroom applications to add to their instructional strategies in a purposeful manner.

Kahn Academy

Staff development agendas
Classroom and site technology

Technology has become a vital part of instruction at California High School. Streaming videos, Youtube segments, iPad apps, Smart Boards, tablets, Google.docs, PowerPoint presentations, Prezis, and Excel analysis of data are common sights in many classrooms. Teachers use technology for instruction or to clarify concepts or themes on a regular basis in every subject area, utilizing overhead projection of lecture notes, samples of models for students to emulate, and video clips to give context to a topic or time period. Students take pictures of white boards to record notes or track assignments, use probeware in science, write down homework in the new Grizzly Guide app, respond to language activities via text messages, blog or record responses to watching the presidential debates for speech

Grizzly app

School Loop

class, and log onto School Loop to check homework or download assignments when they are absent. Teachers continue to sign up for many opportunities for training in technology, from iPad apps in the classroom to Google.docs to Quizdom training.

District staff development offerings on website
Staff development calendar

Students receive instruction that reflects a variety of teaching styles and instructional strategies. Writing instruction reflects both process and product and students write in a variety of genres and formats. Teachers in a variety of subjects instruct students in reading and writing skills and strategies specific to their subject area. In classroom discussions, instructors and students summarize, predict, compare, contrast and evaluate assigned reading, and explore and build connections to other readings, the student's prior experiences, and real world applications.

Classroom assignments and collected samples of student work

Course outlines and descriptions

In all subjects, students focus on listening, aural processing skills, and note-taking through lectures, PowerPoint presentations, and guided readings. In many classes, presentations assigned to individuals or groups often include research, the use of technology, and visual components in the presentation. Jig-saw activities cross into many subject areas as students and small groups process information to summarize and share back to the class. Partner activities reinforce learning and allow students to practice and receive immediate feedback of instruction. Literature reading assignments are selected to increase student exposure to classic and contemporary literature and non-fiction.

Lab write-ups

Grade-level and course specific reading lists
Student performances and portfolios

In many subjects, and in particular science and social studies, the textbook is augmented with primary source documents, newspaper articles, and magazine articles. Labs and hands-on learning opportunities are part of instruction in science classes and in the fine and applied arts programs. Performance, publications, and portfolios are used by many instructors to develop authentic evidence of learning and achievement. Digital instruction and assessment through blogs, Google.docs, and Wikis are becoming more common as instructional strategies reflect teachers' greater familiarity with technology and its applications in the classroom.

Primary source documents

Student digital work collections
Google docs – student and staff accounts

The ESLRs are embedded in our students' learning experiences and instruction. Students grapple with challenging verbal and written problems that require critical thinking skills and multiple strategies to achieve success. Students are asked to apply critical thinking skills to analyze and evaluate information presented in graphs, tables, equations, or from multiple sources to form hypotheses, complete computations, support their reasoning, and determine critical solutions. Students work individually or in teams to complete labs and simulations. Students use technology to research, evaluate, and support their work, and create sophisticated presentations using a variety of skills and technological tools. Presentations using PowerPoint, Excel, video, and written and

ESLR posters

Student presentations and collected student

components demonstrate how the students at California High School effectively apply technology and demonstrate their communication skills.

Students demonstrate achievement of the standards and the ESLRs through their experiences outside the academic classroom. Clubs, teams, service projects, internships, volunteerism, jobs, field trips, and leadership opportunities allow students to apply their skills and transfer their knowledge and skills to real-world applications. Seniors reviewed the ESLRs and the Mission Statement in the spring of 2012, and their written responses elaborate on their accomplishment of the ESLRs through their classroom and extra-curricular activities.

Classroom walkthroughs and observations reveal classrooms with diverse instructional strategies. Students are most engaged when they understand the purpose of the instruction and are able to build connections and apply higher-level thinking strategies. California High School offers many examples of classroom instruction that challenge and push students to achieve at high levels. As we explore the new Common Core State Standards and their implementation in the classroom, our staff hopes to go even further in their instruction to include deeper critical thinking activities and develop students' higher order thinking skills in and across every content area. Staff members want students to learn applicable and transferable skills, and not feel compelled to race through content without taking time for thoughtful analysis because they must cover curriculum "an inch thick and a mile wide" before the STAR testing window in the spring. California High School's staff is hopeful that the Common Core State Standards will encourage deeper thinking, and that they will be encouraged to stop and re-teach when students struggle with content rather than feel pressured to plow through curriculum in order to squeeze in every standard before the CST assessments come around in the spring.

Evaluation of student work is done on a regular basis in all subject areas. Many departments review student assessments as a team at the quarter and the semester to analyze how well students are learning the material and to identify gaps in knowledge to fill during the next instructional period. Benchmark assessments in every department provide detailed and specific feedback to guide instruction and curriculum decisions. Analysis of common assessments provides a clear sense of how well students are involved in learning in order to assist them in achieving the academic standards. Data Director allows teachers to link assessment questions to specific standards, so individual teachers, team members, and departments can review student achievement of academic standards.

work

Classroom observations

Lists of clubs and teams

Students responses
WASC student survey results

Classroom observations

Common Core State Standards

Analysis of assessment results

Common assessments

Data Director reports

Criterion C2

To what extent do all teachers utilize a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Teachers at California High School remain current in the instructional content taught and research-based instructional methodology through collaboration, staff development, and their own commitment to professional development. Teachers attend training sessions on curriculum, instruction, and assessment sponsored by our site and by the district during three staff development days each year. The district offers a variety of training opportunities advertised on their website and made available to all district teachers.

Staff development agendas

California High School teachers and staff attend workshops and training every year, funded by grants, SIP staff development funds, AP funds, GATE funds, or paid for out of their own pockets. Several staff members and administrators have served on WASC visitation teams. Staff members have attended UC, CSU, and AP workshops, state and national conferences, and many subject-specific workshops and inservices, including Project Lead the Way, Health Educators, AVID, the American Speech and Hearing Association Convention, and School Psychology conferences. Several teachers have presented at local, state, and national conferences and inservices.

Staff development applications

Grant budgets

Emails
Articles shared in meetings

California High School teachers have pursued higher degrees, with more than 30% of the staff holding Masters degrees or higher. Teachers, administrators, and staff subscribe to professional journals and belong to professional organizations, including The National Science Teachers Association and the California Association of Teachers of English, staying current with research and current trends in education and instruction. Information and research forwarded by the school district is often shared via email or discussed in department, staff, and Curriculum Leader meetings.

CBEDS

Teachers apply their professional expertise to provide students with engaging and relevant instruction in all subject areas. A variety of strategies facilitate learning for all students, including individual and group projects, application of technology, guest speakers, mentors and internships, real-world applications, and connections to the student's personal life and experiences. Each teacher and department employs a

Classroom observations and collected student work

broad variety and range of specific strategies to achieve success at the highest academic levels.

Teachers across the campus use traditional teaching methodologies very successfully. Lectures, class discussions, individual and group projects, research papers, note-taking, presentations, tests, quizzes, labs, worksheets, essays, journals, portfolios, demonstrations, games, journals, self-evaluation, and reflections provide teachers with context to assess student and class achievement of the standards and the ESLRs. The block schedule encourages staff to utilize a variety of instructional strategies and to dig deeply into content. Field trips, guest speakers, mentors, simulations, performances, publications, projects, community service, job shadowing, presentations, CERT (Community Emergency Response Team) training for HOSA (Health Occupations Students of America), and internships allow students to connect to real-world applications of the academic standards and ESLRs.

Classroom observations

Teachers use engaging texts, non-fiction, current articles, PowerPoint presentations, DVDs, internet sites, class discussion, and a variety of content sources to engage their students. Group and team assignments are common in most subject areas, and labs and hands-on activities are commonly used in science and arts classes. "Jigsaw" activities, cooperative learning, and group presentations are common in English, social students, and World Language classes. Students create documentary video productions for biology projects. Skits and games are often incorporated in World Language classes, and students are exposed to cultural experiences along with content to meet the World Language standards. Dance and music performances rely on group performance and cooperation. Choreography in dance classes is student-designed and led; drama productions have also featured student-generated scripts and student directors. While teachers utilize a broad array of teaching strategies and assignments, common assessments and finals rely heavily on multiple-choice scantron tests and essays.

Textbook lists
Reading lists

Classroom observations
Student collected work

Student performances

Common finals and benchmark assessments

Students have access to many real-world applications of their academic experiences through classes, clubs, and school activities. Students in Life Skills are paired with Rotary mentors for a job shadowing day. Careers in Teaching, iQuest, and Health Pathway classes require internships. Leadership class requires members to earn community service hours. Sports Medicine assigns students to sports teams as support and medical resources at games and events. Professionals are partnered with teams of students in ACE, an afterschool program focused on Architecture, Construction, and Engineering, to complete design projects. Project Lead the Way speakers from STEM fields and guest speakers at the Brown Bag lunch series connect students to real-world applications of specific fields of study. CERT (Community Emergency Response Team) training

Internship agreements
Lists of mentors
Flyers

Brown Bag Speakers
Series list

partners Health Pathways students with local fire professionals to train students to assist the community during emergencies or disasters. Leadership students and students in Careers in Teaching visit our sister school, Wilson Elementary, in Richmond and teach Junior Achievement lessons. Students in clubs and service organizations volunteer for numerous service projects and charitable organizations. All students have many opportunities to extend their lessons beyond the classroom with real world experiences and by building connections to careers.

JA Curriculum

Volunteer lists for classes and clubs

Classes build on students' prior knowledge and allow students to expand, synthesize, and apply information and skills in new applications. Classes in the Health Pathway and Engineering courses offer a structured sequence of learning experiences. Teachers sequence content in their own courses to build student capacity and often assign a long-term project, group assignment, portfolio collection, or multi-source research paper near the end of the course. Samples of student work on display in classrooms or collected for assessment and evaluation show student growth and application of skills gained over time. Many examples of hard copies and digital copies of student work demonstrate that students use technology in achieving the academic standards and the ESLRs. Student presentations, Google.docs, research, artwork, data analysis, programs and applications demonstrate student learning results and the extent that technology has strengthened their educational experience.

Course descriptions

Health Pathways sequence and engineering class descriptions

Collection of student work
Classroom and online displays of student work

Teachers continue to integrate technology into their instruction and into their students' learning experiences. While we have made great strides forward with providing technology, many students do not experience enough hands-on technology use in their classes, although technology is used by the instructor as a presentation and instructional tool. As we incorporate the Common Core State Standards into our teaching and curriculum, we need to evaluate the effectiveness of our current use of technology. We need to direct training, funding, and collaboration into integrating technology into instruction so that all students become active and effective users of technology in their own educations.

Technology inventory

Students rely heavily on the internet as their primary source for information and research. Many students cruise the surface of research instead of carefully evaluating and analyzing information for accuracy and responsible usage. Students require in-depth instruction in digital literacy and security. As students enter college after leaving high school, many continue to lack the skills to be discerning digital users. Our librarian has piloted the TRAILS (Tool for Real-time Assessment of Information Literacy Skills) survey which identifies several areas where students demonstrate strengths and weaknesses in their knowledge and skills in digital literacy. Students would benefit from a coordinated and concentrated focus on instruction on digital literacy and etiquette to fill

Results of TRAILS surveys

Appropriate use agreements

Emails and meeting

the gaps in their digital experience and knowledge. The ease and accessibility of technology has facilitated instances of cheating. In 2012, teachers began discussing the creation of an Honor Code to reinforce appropriate use guidelines and strengthen consequences of plagiarism and cheating.

agendas

Student work demonstrates a strong ability to meet the current level of high school academic standards. However, many students face a gap when they address the transition to college level expectations. Approximately 60% of students at California High School meet A-G requirements, with females achieving at a higher rate than males. This is a target area to improve to help students transition from high school to college. On the EAP, while our students' results are strong in comparison to statewide results, in 2011-2012, over 30% of juniors failed to meet college readiness levels in English and 44% did not meet college readiness requirements in math. Of students who enroll in CSU, approximately 25% of California High School students fail to meet the placement requirements for English and 15% fail to meet the requirements in math. Similarly, 24% of incoming CHS students did not meet the requirements for the English Analytical Writing Placement Exam (AWPE) for UC; a similar percentage of students are required to sign up for non-transferrable remedial classes in community college because they do not pass the assessment for college-level writing.

Data on students meeting A-G requirements

EAP, ELM, EPT results

AWPE results

Although CHS students outperform county and state placement results into college-level courses, we are not satisfied with these results. The math department and the English department continue to work to align instruction and assessment, particularly for seniors, with college-level curriculum and expectations. In 2012, we created several sections of the CSU Expository Reading and Writing Course (EWRC) for seniors who had scored "conditional" on the EAP so that they will be able to waive out of the placement assessment in the spring of their senior year. Math offers Algebra II and several alternate math classes for juniors and seniors needing to take upper division math classes because they have scored "conditional" in the math portion of the EAP and need an approved math course to be able to meet "exempt" status for CSU placement.

Course catalog

Data on A-G requirements

Students achieve at high levels at California High School. In 2012, California High School students took over 900 AP tests, with a passing rate of 86% with a score of 3 or better. In 2011, CHS had twelve National Merit Finalists, and in 2012 we have eight. The majority of our students meet A-G requirements, and over 50% of graduates directly enter four-year colleges and universities, and another 45% select a two-year community college for their post-secondary education. Students annually pass CAHSEE with 97-98% of sophomores passing on their first attempt. Our API has risen annually and we have met AYP targets in all but one

AP results

National Merit Scholar lists
Data on A-G requirements
CAHSEE results
College enrollment data

subgroup this year. In 2012, our overall API rose to 890, and four out of five subgroups met their API goals and AYP targets. Students with Disabilities remains our only subgroup scoring below 800. In 2010-2011, Students with Disabilities rose 47 points for an API of 675, but in 2011-2012, they dropped 37 points to an API of 641. Overall, all subgroups have shown growth in API scores over time.

API data

Students and parents feel that their education has prepared them to meet the expectations and requirements of their post-secondary and vocational goals when they graduate from California High School.

Parent and student survey results

Criteria C
Areas of Strength

- The school has increased the number and type of career classes
- CHS has a strong focus on intervention
- Students have increased options for classes; new class offerings are based on student and community interest and need
- The number of science classes offered and the number of science classes students request to take has increased
- Many learning opportunities are offered outside of classes – guest speakers, field trips, clubs, teams, etc.
- Students can find a place to fit in and build an attachment to school due to the number of programs offered on campus
- Data Director is aligned with standards and CSU expectations
- Technology training has been offered by the site and by the district
- Articulation agreements with DVC have been established in some classes for student credit
- CHS meets regularly with colleges to remain current on expectations to effectively prepare students for post-secondary academics

Criteria C
Areas of Growth

- Restrictive environment for the staff to have independent ability to use or modify technology
- Technology software, hardware, maintenance and support issues at the site and district levels hamper efforts to integrate technology into instruction
- Only one technology support person for the school
- Limited access to technology
- Staff development needs to be more tailored to technology and individual department needs
- Staff members are required to use specific programs, software, hardware, but have had limited or no training
- The transition to Common Core State Standards will require support, training, and resources
- The staff finds it difficult to keep up with technology and expectations of its use
- Changes and access to information and programs in Data Director has made staff unable or unwilling to rely on its use for assessment and data analysis

Focus Group D
Assessment and Accountability

Focus Group Leader: Scott Hodges, Social Studies

Brian Barr	English
Rachel Croy	English
Jenna Davis	Student Services
James DeLano	Parent
Devin Diehl	Student
Jean Dillman	Mathematics
Chris Doherty	Social Studies
Kathy Fry	Counseling
David Futterman	Student Services
Scott Hodges	**Social Studies**
Gary Lambert	Social Studies
Claire Liang	Student
Amber Marx	Support Services
Cindy Marx	Counseling
Ahn Nguyen	Mathematics
Corrine Petrich	Physical Education
Robert Pitts	Mathematics
Ingrid Rasmus	World Language
John Reed	Fine and Applied Arts
Janice Saiki	Mathematics
Debbie Sater	Science
Stephanie Sawyer	Administration
J.P. Singh	Mathematics
Gail Trenerry	Fine and Applied Arts
Rosie Vargas	Mathematics
Lisa Weiland	Support Services
Kelsey Williams	Social Studies
Cheryl Youngberg	Counseling

Criterion D1

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?

California High School uses an effective and thorough assessment process to collect, disaggregate, analyze, and report student performance data to our community on a regular basis. California High School works in concert with the San Ramon Valley Unified School District to collect, review, and report student performance data to the parents and other stakeholders of the community. The San Ramon Valley Unified School District coordinates the reporting of standardized assessment data to parents and to the school community. Individual student reports on CAHSEE, STAR, CELDT, and the EAP are mailed home to families. District and site results are reported out at School Board meetings and are publicized through district press releases.

District and school mailings
District news releases
School Board agendas and minutes

Results from parent and student WASC surveys

California High School shares data with its parents and other stakeholders through a variety of venues. The principal posts a monthly message on our website, and his monthly message is sent to all parents through the PTSA newsletter, *The Bear Facts*. In his message, he keeps our community informed about the results of significant assessments, including STAR, CAHSEE, and AP results. The principal and assistant principals attend all Booster Group and SSC meetings, and share the Principal's report which includes assessment results to all parent organizations. Our superintendent sends out a monthly message to parents and staff, highlighting performance and achievement, along with plans and goals to keep our community informed and involved.

CHS website
PTSA Newsletter – *The Bear Facts*
The Californian

Superintendent's monthly message and news releases

School Site Council, the administration, and Curriculum Leaders review essential standardized assessment results, including CST, CAHSEE, AP, CELDT, EAP, attendance tracking, grade reports, behavior, and other available data. Data is shared with the staff through email, staff meetings, and department meetings. Disaggregated data is reviewed and analyzed by staff and departments to determine where students demonstrate success and determine areas of need. Data drives decisions at California High School, and is reviewed by the School Site Council, Curriculum Leaders, administration, and staff for needs assessment. Analysis of disaggregated data allows the school to target intervention programs for specific groups and specific individuals who need support. Data without context is only information; reviewing and comparing data over time allows our site to create meaningful intervention programs.

Standardized assessment results
Curriculum Leader meeting agendas and minutes
Staff meeting agendas
Department meeting agendas and minutes
SSC meeting agendas and minutes

Teachers meet to review and analyze assessment data from standardized tests, benchmark assessment, common quarter and semester assessments, and advanced placement assessment. All staff members received training on Data Director in 2012 to build capacity for staff members to create and analyze common assessment. Collaboration meetings are often devoted to reviewing and analyzing common assessment results and their impact on intervention, instruction, and curriculum.

Course and department common assessments – benchmarks, chapter and quarter assessments, semester finals
Department meeting agendas and minutes

In 2011, each department reviewed data identifying the lowest performing 20% of students and data identifying students with the highest level of behavior and attendance issues. From the analysis, a need to address low performance in our male students was identified. An intervention program offering gender-specific academies titled Academic Enrichment was created and is in its second year of implementation. The academy strives to support these students and help them build connections to school and find support in navigating the academic, organizational, emotional, and social challenges they will face in high school. Assessment data, classroom performance, and middle school recommendations identify students for these Academic Enrichment academies, and parents are contacted to meet with our staff to explain their students' placement and the purpose of the program. Many of these students have connected to the leaders of the program as mentors and advocates. The teachers and the school psychologist accompany students to their IEP meetings and review IEP plans with the students directly. Several students in the program have been referred to the SST team, assessed, and identified as qualifying for Special Education.

Assessments data packets

Academic Enrichment enrollment and achievement data

Criteria for intervention
Student enrollment and attendance in intervention programs

Articulation with our feeder schools identified students to be enrolled in the summer Bridge program, designed to assist struggling eighth grade students as they transition to high school. Students reading significantly below grade level are also identified using assessment data, and parents are contacted to explain the importance and purpose of their student's enrollment in this intervention program.

Data Director
Data from standardized assessment: CAHSEE, CST, Mock CAHSEE

Analysis of assessment data identifies students in need of academic intervention. Student classroom performance, CST, Mock CAHSEE and CAHSEE results allow our staff to identify students in need of CAHSEE intervention. Students are enrolled in math and/or English CAHSEE intervention programs, and are called in to meet personally with administrators and counselors to explain the program and why they have been enrolled in the intervention. Letters are sent to parents detailing the intervention placement.

Intervention placement letters

Over the last six years, California High School has seen a dramatic increase in the availability and transparency of data. Data Director allows all staff access to site, class, and individual student assessment results.

CHS website
SARC

Teachers can enter individual or shared assessments and results into Data Director for itemized analysis of student performance linked to standards. All departments have access to Data Director for analysis of benchmark assessments, common chapter tests, and common assessments, however, it is not used on a regular basis in most departments. An upgrade to a newer version of Data Director resulted in a roll-over which had a number of glitches that left teachers unable to use the program effectively last spring. Many teachers feel that they received a perfunctory training on the previous version of Data Director, and they are not adequately trained to navigate the newest version effectively.

School Quality Snapshot

Our community has readily available access to data through a variety of sources. The School Accountability Report Card (SARC) is available on our school and district websites, allowing the community access to assessment data and results, including demographic data, assessment results (CAHSEE, STAR, CST, AP, SAT, API, AYP), dropout and completion rates, staffing and credentialing information, college preparation, and enrollment data, AP offerings, Career Technical Education (CTE), and fiscal and expenditure data. The school profile is available on our school website and is shared with SSC and parent organizations. The new School Quality Snapshot is available through the California Department of Education website. School assessment data and testing results are shared with our community through district emails and highlighted through local news organizations.

CHS website
SARC
School Profile
School Quality Snapshot
School profile

School Loop allows parents, students, and staff access to grades and up-to-date student progress. School Loop enables students, parents and administrators to look up grades, homework, and other information that is pertinent to the student's achievement. Many teachers post assignments and resources on School Loop, and students use the site to stay on top of classwork even if they are absent. All teachers use the program on a regular basis to post grades, making the old standard of five-week progress reports obsolete. Parents and students can track individual student progress on a regular basis. Teachers are required to update grades on a regular basis and are encouraged to update grades at least every two weeks. Announcements sent to students and parents on School Loop identify progress reports grades and quarter grades. Semester grades are identified and reported out to parents and students through School Loop and Infinite Campus, and report cards are sent to all families via direct mail. The district has plans to roll out a parent connection to Infinite Campus, allowing parents access to their individual student's attendance information and other student data housed on this site.

School Loop

Quarter grade reports
Semester grade mailing
Student transcripts

Students, parents, and staff have access to Naviance, a college and career planning site and database. Students use the site for college and career exploration, interest and career inventories, college and career planning,

Naviance training sessions for students and staff

submitting and tracking college applications, and completing site-based surveys. Parents can access the program through Family Connection, and have access to college websites, scholarship information, and many other college and career programs and links. Teachers can assign college search or career-inventory tasks to students on Naviance and track their progress. Staff members submit letters of recommendation for college admissions through the Naviance website.

Email directions for parent access and use of Naviance

Teachers, counselors, and administrations disseminate information to parents through personal contact, using email, phone calls, and conferences to provide feedback and information to parents and students. Individual meetings for students with IEPs include reports from Case Managers and grade and behavior reports completed by general education and special education teachers reviewing grades, behavior, and assessment results. Our ELD teacher works closely with the district ELD team as they review and assess student progress annually, examining student work, results of common writing assessment, and CELDT test results to determine reassignment and student placement.

IEP calendar
Student grade and behavior reports

EL evaluation and reassignments forms
CELDT test data

The staff at California High School uses each new technological tool made available to them to better analyze student achievement and identify students needing additional support and intervention. At times, the amount of data available is overwhelming. The increase in the number of venues for communication can also be daunting. California High School's staff works to best identify pertinent data and indicators that lead toward greater student achievement of the standards and the ESLRs. Our goal remains to use the technological tools at our disposal to best serve the needs of our students and our school community..

Criterion D2

To what extent do teachers employ a variety of assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

California High School views assessment as an integrated part of the educational process, and teachers incorporate a wide range of assessment strategies to evaluate student learning. Formative and summative assessments determine student progress and achievement of standards. Objective and subjective tests (multiple-choice, true/false, matching, fill-in, short answer, etc.), essays, project-based assessment, peer and self-assessment, rubrics, teacher observations, interviews, oral presentations, performances, portfolios, lab write-ups, Cornell notes, simulations, models, programs, videos, quizzes, competitions, and other traditional and creative assessment strategies evaluate student learning and achievement of the standards and the ESLRs. A wide range of tools allow teachers to investigate and assess the student's ability to discuss, analyze, evaluate, and critically examine student achievement progress in an engaging classroom environment.

Staff, parent, and student survey results

Classroom observations

Collection of sample student work
Campus displays
Classroom posting of student work

Common quarter benchmarks and semester finals have been embedded in each content area. These standardized assessments are primarily objective tests or essays. The World Language department has created common assessments to check aspects of reading, speaking, listening, and written skills. Essays completed for common assessment in the English department are placed in student writing portfolios and are tracked with the student for four years. The science and social studies departments have linked multiple-choice questions with specific content standards to review student achievement broken down by standard and class. The math department has worked to create common standards-based assessments given to students at the start of the school year to measure readiness and help determine correct placement in math courses. Many math courses have created common chapter assessments, mid-term assessments, and finals. Fine and Applied Arts classes have revised their curriculum to align instruction and to create common assignments and assessments.

Collection of common benchmark and assessment and results by department

Student portfolios

Data Director assessment analysis printouts

Math readiness assessment

Course outlines and curriculum guides

Beyond formalized common assessments, individual instructors use an increasing variety of instructional strategies to assess student progress and achievement of the standards. Learning checks, homework question

Classroom observations

quizzes, "ticket out the door" assessment, partner work, turn and talk with a partner, and other peer-check techniques allow teachers to quickly assess student understanding of a lesson. Jig-saw activities place the responsibility of disseminating information into the students' hands, and the instructor works with the presenters to ensure that all pertinent content has been included and understood by the entire class. Games, songs, skits, and creative activities engage students and approach learning from different modalities. Daily journal topics related to the curriculum or KWL (What I Know, What I Want to Know, What I Learned) charts are used to demonstrate prior knowledge and scaffold instruction for a new topic or concept.

Cross-curricular projects help students find connections between subject areas. The cross-section project in calculus merges math and manufacturing, art projects blend the written word with artistic representations, the boat-building project in physics requires real-world application of concepts, and the history projects in American Studies turn Cal High's library into a museum filled with student displays each spring. These and many other assignments bridge several disciplines and learning modalities to provide students with an integration of multiple disciplines and a deeper level of assessment.

Student projects and displays

Students are often offered choices in their assignments, from selection of individual experiments in science, to selection of individual titles to read in English, to open-ended choices for styles and formats of individual or group presentations in social studies classes. Students in AP Psychology work with partners to create and test experiments in social norms, then write a team report incorporating the use of visuals, data analysis, and research. Students in American Studies, cross-curricular classes combining American History and American Literature, create presentations on American History that are displayed in the library as a museum each spring. Students in Composition create and analyze their own surveys using Excel spreadsheets, graphs, and PowerPoint for a presentation and writing assignment demonstrating argumentative strategies. Physics classes creatively apply their knowledge of engineering principles and structure in their annual boat-building culminating in heats of duct-tape and cardboard boat races held in our pool each spring. Many classes and programs use complex assessments combining research, analysis of data, writing, and presentations. Assignments often rely upon sophisticated and complex integration of research, reading, writing, analysis of data, and presentation.

Classroom observations

Samples of student work

Students are offered time during the tutorial period to get help from teachers after a poor performance on a test, make up missed work from absences, review difficult concepts, or work on homework. Students can also get assistance from other students or work in small groups during

Tutorial passes and enrollment in intervention programs offered during tutorial

tutorial. Tutorial offers all students an embedded time period for assistance, and all students are able to take advantage of the availability of staff and peer support and intervention programs offered during the school day.

Student work is often displayed in classrooms, display cases, in the library and common areas around campus, on our webpage, and is often highlighted at department and staff meetings. The CHS Leadership class has created GNN, the Grizzly News Network, which highlights student activities and sometimes features student work. Leadership also hosts a Facebook page which links to videos of students engaged in activities such as the boat races. *The Californian*, our school newspaper, and the school yearbook, *The Grizzly Legacy*, highlight student work and achievement. *The Protagonist*, a student literary magazine, features student writing and artwork. Student artwork is on display in the campus art gallery, in the library, and in local art galleries, and is highlighted on our webpage and shared at staff meetings. Student achievement is featured regularly at staff meetings and through emails. California High School student representatives report and present school achievement to the School Board throughout the year. Performing Arts classes showcase their students' work on stage with performances in drama, dance, vocal, and instrumental music.

Teachers have integrated technology into their instruction and assessment and have found that putting technology into the hands of students allows powerful demonstrations of student achievement. Several teachers have become adept at the use of Google.docs for peer editing, group projects or assignments, and teacher review of writing products. A few instructors have assigned blogs or set up Wikis for discussion or for students to post work for peer feedback. Smartboards, docucams, mini-tablets, and iPads are used to present information and to demonstrate student learning. Smart phone apps, text responses, Quizdom, and other technology tools are used by several teachers to provide immediate feedback for students and the instructor. Student presentations incorporate Powerpoint, Prezis, videos, student-made film trailers, Facebook, Google Earth maps, Timeline apps, and an ever-increasing number of technological and digital applications and programs.

Over the past two years, staff members have reported anecdotally that more students have asked to use their classroom computers to print out work or have students who report that they do not have access to computers, printers, or the internet at home. Based on responses on WASC student surveys, the computer labs and the library resources do not adequately meet student needs, nor do students who need access to technology routinely use these available resources. Our staff has discussed these issues and recognizes that we may not assume that all of our

Library displays of student work
CHS Leadership website
GNN productions

CHS webpage
The Californian
The Grizzly Legacy
The Protagonist

Student performance flyers and programs

School Board meeting agendas and minutes
Student Representative School Board presentations

Teacher observation
Collection of student work

Campus technology

WASC student survey results

students have high levels of technological or financial resources. When we create assignments using technology, not all students will be able to go home to a technologically-rich environment to access or complete their work. While we move ahead in our expectations for student use of technology, we also need to support students who do not have ready access to the latest equipment and personal devices.

Most classrooms show evidence of student learning posted on the walls and in classroom displays. Student writing, art projects, posters, and displays show a range of assignments that demonstrate student learning. The art gallery, art classrooms, the library, and display cases around campus highlight many of the artistic achievements of our students in the visual arts programs. During our final staff meeting last year, our AP art teacher shared several student portfolios with the staff as a Powerpoint presentation; the student work was uploaded to our website for the remainder of the spring semester. Much of our student work is now in digital format, in programs and applications saved online in classes such as Web-page Design or Principles of Engineering. Our Careers in Teaching instructor uses her iPad to film her students in action in their classroom internships to capture their interaction with students in actual classroom environments.

Students are often asked to reflect on their own learning progress, goals, and achievement of the standards. Student self-evaluations and peer-evaluations give valuable insight and feedback to the learning process. Reflective writing allows both the student and the instructor a deeper understanding of the students' progress toward meeting standards. Seniors recently wrote reflections on their achievement of the ESLRs as part of the WASC self-study process.

Departments meet regularly in collaboration to set grading norms and establish performance levels. The English department meets annually for two days to read and assess Fall Writes. The department works collaboratively to read and score essays, reviewing grading norms and evaluating student work covering all four grade levels, with all members of the department engaged in reading student writing ranging from Special Day students and English Learners to senior AP students. Teachers in AP European History and AP US History arranged a common assessment in the fall of 2012 to read and score student responses to DBQs (Document-Based Questions) as a team. World Language teachers meet after quarter benchmark assessments to review student achievement and re-evaluate assessment items and curriculum design to maximize student achievement of the standards. All departments meet to establish grading expectations. New teachers are coached on grading expectations by BTSA coaches, Curriculum Leaders, and colleagues, and meet with the New Teacher Focus Group throughout the year for support and guidance.

Classroom observations

Art gallery

CHS website

Digital portfolios and online collections of student work

Writing portfolios

Collected student writing

Department meeting agendas and minutes

Fall Writes and Student Writing Portfolios

AP Euro and AP US History DBQ common assessment

BTSA Induction Plan

and support materials

Student work is reviewed and analyzed on a regular basis by the individual teacher, by subject teachers, and by departments. Classroom instruction and assessment, in partnership with standardized assessment, can help identify areas of need and direct intervention and curriculum decisions. Student achievement of the standards, or lack thereof, determines intervention programs, new courses, and decisions regarding instructional strategies to best meet the needs of current and incoming students. Student performance on the EAP assessment, teachers attending EAP workshops, and evaluation of Fall Write data resulted in the English department committing to a greater emphasis on instruction on reading and responding to non–fiction and revision of the junior Fall Write to align more explicitly with the EAP.

Assessment data
SSC agendas and minutes
Curriculum Leader meeting agendas and minutes

Many departments have asked for additional time to make data analysis and instructional adjustments based on assessment a more thorough component of their instruction and program planning. As we move into the adoption of the new Common Core State Standards, we anticipate a great need for time and a thorough examination of the new CCSS and assessments. The SRVUSD Common Core Implementation Plan has established Task Forces for Math, English, and Content Literacy teachers starting in November 2012. All teachers will have access to training modules in the spring of 2013. Workshops are scheduled for the Spring of 2013 and during the summer on Math modules, Literacy modules on text complexity and argumentative writing, Culturally Responsive Teaching modules, Technology Integration modules, and Content Literacy modules. Instructors have placed Mathematical Practices Posters and Literacy Posters on display in their classrooms to help students become aware of the new CCSS.

Staff development applications

SRVUSD Common Core Implementation Plan

Mathematical Practices Posters and Literacy Posters

These changes will also generate changes in our use of technology and assessment data. We have been very effective to date in how departments and individual teachers modify classroom instruction to best meet the needs of students and to best reflect current academic expectations. The changes coming with the Common Core State Standards and new standardized assessment will require California High School to be analytical and reflective regarding how our current assessment and instruction will change to enhance the educational progress for every student.

Criterion D3

To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

California High School works in coordination with the San Ramon Valley Unified School District to monitor and analyze standardized assessment and track student progress toward meeting academic standards. Standardized assessment data, including API, AYP, CST, CAHSEE, CELDT, PSAT, SAT, and ACT results, is entered into Data Director and Infinite Campus by the SRVUSD. Summary reports by district and by site are prepared and shared through Principals meetings and School Board meetings. A binder for each year's CST results which provides disaggregated data and comparative results over time is provided to site administrator. Data Director generates a school profile report tracking student performance which is also used to review achievement over time. Letters are sent home through our district to parents to provide assessment results for STAR, EAP, CHASEE, and CELDT. CELDT data is analyzed at the district and provided to sites to track and support our EL programs and students.

Data Director reports
Infinite Campus

CST result binder

Parent letters

California High School administration, School Site Council, and Curriculum Leaders review standardized assessment data. Last year, in response to the district's Guiding Questions, the administration compiled assessment and performance data to present to the superintendent. Each year, site administration reviews assessment results and determines additional assessment and performance data to review and evaluate and share with staff. In previous years, API and CST data was shared, along with lists of students performing at the lowest 20%, students with the greatest attendance issues, and students with the greatest number of discipline referrals, including suspensions and expulsions.

District Guiding Questions

CHS presentation in response to the Guiding Questions

Data on performance and behavior issues is disaggregated, analyzed, and shared with all staff and with SSC. Observations and analysis reveals that higher percentages of males have lower performance and greater levels of behavioral issues in comparison to females. Hispanic and African-American sub-groups also demonstrated lower performance and greater levels of behavioral issues. The staff and SSC have worked to identify support and intervention programs to address the discrepancies in academic achievement and behavior, resulting in the addition of two gender-specific academies to support at-risk students. On-going

Student assessment and performance data

SPSA
SSC agendas and minutes

intervention programs designed to offer additional support for under-performing students include CAHSEE intervention in English and math, Reading Strategies, and non-college prep math and science courses.

Staff, administration, parents and students serve on the School Site Council. Each year, SSC reviews assessment data and updates the Single Plan for Student Achievement (SPSA) and the WASC Action Plan to reflect progress and identify on-going needs. The SSC monitors progress toward meeting the SPSA Action Plan and the WASC Action plan. During the 2012-2013 WASC Self-Study process, the SSC aligned the two plans to best serve the needs of our students. School Site Council allocates resources to programs identified as supporting the achievement of all students and funds staff development and training. The application for staff development directs teachers to show how their request directly impacts student achievement and aligns with SPSA or WASC goals.

SPSA

Staff development agendas

Schoolwide professional development is planned after review of Focus Group feedback, department requests, assessment analysis, and district directives. In October 2012, the staff development agenda included a morning dedicated to a districtwide focus on Common Core State Standards. Based on staff input, the afternoon session was dedicated to technology training for CHS teachers led by CHS teachers and staff. Curriculum Leaders provide feedback from their departments that drive the agenda for professional development opportunities at the site. The SRVUSD has created an Implementation Plan for the Common Core State Standards that includes several training modules and workshops that will be offered to staff for the spring of 2013 and over the summer.

Curriculum Leader meeting agendas and minutes

SRVUSD Common Core Implementation Plan

In 2010-2011, after reviewing assessment data, the district identified a need to increase the rate of all students, and particularly students in district-identified sub-groups, scoring Proficient and Advanced on CAHSEE. To improve student performance, a Mock CAHSEE in English and math was given to freshmen to provide diagnostic feedback and practice in taking the CAHSEE test. The Fall Write prompt for sophomores was revised to create a prompt that aligned more directly with CAHSEE-style prompts. The English department used the CAHSEE rubric to score the essays to provide feedback more directly aligned with CAHSEE results.

Mock CAHSEE

Fall Writes

Writing portfolios

Analysis of EAP data shows that many juniors are not meeting the CSU assessment requirements in English. Junior English teachers revised the Fall Write prompt to align the junior prompt with the EAP. A released EAP prompt was given to the juniors. Junior and senior English teachers have attended CSU workshops and have been working to incorporate more assignments aligned with CSU expectations into their curriculum and instruction. Assessment data has been used effectively to cause

Fall Write Prompts

Staff development applications
Progress reports,

changes in the school program, following the cycle of inquiry.

Administration, teachers, and counselors monitor and review student grade results at progress reports, quarter grades, and semester grades. Students not meeting academic standards are contacted by counselors to review their performance, identify needs for remediation and intervention, and track progress toward graduation and A-G college entrance requirements. Teachers use School Loop to keep students and parents informed of student progress. Teachers participate in IEP and 504 meetings to assist in assessing progress and crafting support plans.

The district, board, and parents are kept informed of student achievement of the academic standards and the ESLRs by our administration on a regular basis. The Principal's report is shared at parent organization meetings and with SSC. The principal posts a monthly message which highlights student achievement on the CHS webpage, and his monthly message is included in the PTSA newsletter, *The Bear Facts*. The School Profile is posted on our webpage, and the site and district webpages include links to our site's CBEDS report. The SPSA is updated by SSC and submitted to the district and the school board for approval. Individual student assessment results and grades are mailed to parents, and students and parents have access to School Loop.

In mid-October 2012, the San Ramon Valley Unified School District received its API and AYP results. California High School showed a +2 growth in its overall API and had noteworthy growth in several subgroups, including increases of +14 by Hispanic students and + 65 by our English Learner population. Students with Disabilities did not meet their API growth target with a decrease of -34 last year, although their growth the prior year was +47. Although our school saw an overall growth in API, we did not meet all of our AYP targets, with the decrease in the score of one significant subgroup.

The San Ramon Valley Unified School District is one of the highest achieving school districts in California with an API of 927 out of 1000. The API measures academic growth from one year to the next. Based on API, the SRVUSD is the highest ranking unified school district in the state with enrollments of 9,000 or more. However, based on the 2012 State assessments, we have been identified as a Year-1 Program Improvement (PI) district. The district administration has organized a district team of parents, teachers, and school and district administrators to analyze the assessment data, create a plan to address the needs of under-achieving students, and reallocate Title 1 funds to address these needs.

The district and all schools including California High School are gearing up for the change toward the new Common Core State Standards. District

quarter grades, semester grades

School Loop

IEP and 504 calendar

Principal's report
Webpage
The Bear Facts

School Profile
CBEDS
School Loop

API and AYP results

District emails to community
District API and AYP

Common Core State

committees have been formed to guide sites in rolling out the new Common Core State Standards. Teachers are attending workshops and training sessions, and sites are aware that within two years, they will be held to a new set of standards and will be measured by a different assessment process. The SRVUSD Common Core Implementation Plan involves CHS teachers on the Math Initiative, Literacy Task Force, and Content Literacy Task Force. Staff development and training will be offered in the spring and summer of 2013 in Math, English, Content Literacy, Culturally Responsive Teaching Strategies, and Technology Integration. Upcoming tasks will include revising the district adopted reading lists and creating new district writing assessments and math assessments. The transition period between the current requirements and the upcoming expectations will present many challenges to negotiate and will involve teachers at every level of instruction.

Standards workshops and staff development agendas

SRVUSD Common Core Implementation Plan

Criterion D4

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

Indicators of student achievement of the academic standards and the ESLRs are reviewed on a regular basis by administration, Curriculum Leaders, staff, and SSC. Assessment data drives program decisions and allocation of resources. Departments review student progress toward academic standards and analyze common assessment results in department meetings and collaboration meetings. All departments have designated benchmark assessments for common assessment at the end of each quarter and common finals at the end of each semester. Results of student assessments have led to program decisions, including the implementation of the tutorial period, academy and pathway programs, and intervention programs. New classes including English 12, ERWC (Expository Reading and Writing Course), Consumer Math, and Advanced Math Topics have been added to the schedule to meet student needs identified through analysis of assessment.

SSC meeting agendas and minutes
Curriculum Leader meeting agendas and minutes

Course catalog

Benchmark assessments

School Site Council reviews data in coordination with its annual review and revision of the Single Plan for Student Achievement and the WASC Action Plan and has aligned these two documents. The analysis of student achievement by SSC supports the allocation of School Improvement Program (SIP) funds, GATE funds, and provides oversight for Cal High's administration as they seek to meet student needs through additional funding and programs.

SPSA
WASC Action Plan
SIP and GATE budgets

Our administration and teachers seek out grants based on identified student and program needs. The Engineering Academy was launched through grant funds and community partnerships, and the Health Pathways program has also been funded through grants and community partnerships. Both programs have addressed specific needs and groups of students. Based on analysis of assessment data, the district has allocated state funding to support our intervention programs, including the Bridge program, CAHSEE intervention, and the Academic Enrichment gender-specific academies.

Grant budgets and action plans

Student achievement at both the lower and the upper ends of the spectrum have driven program and resource decisions. Over the past several years, student interest has pushed for an increase in the number of AP classes offered and an increase in the number of sections of current advanced

Course catalog

Course descriptions

classes being offered. California High School has responded by increasing the number of different AP classes offered and by increasing the number of sections of current AP classes to meet the number of students requesting the classes. Staff members have been recruited to take AP training. We have increased the number of science classes, as some students have requested to take as many as three science classes a year. Departments and counseling have tried to meet all requests but are hampered by a lack of wet-lab classrooms available. We have seen a decrease in the number of fine and applied arts elective classes with the increase in academic electives and AP classes which has resulted in a reduction of some elective class offerings and juggling of teaching assignments to reflect these changes. California High School works to remain responsive to student needs and requests in its creation of the school course offerings and the master schedule.

Master Schedule

Students are able to advance in math and science outside of the course offerings at California High School. Students who elect to take a summer program to advance in math or science may apply through counseling to take a program at an accredited school, meet the requirements of a district assessment in order to gain credit for the course, and move ahead to the next course by using this to meet a prerequisite.

Math and Science advancement contract
CHS and district website
Math and science advancement assessments

The staff at California High School has reviewed data as a whole site and within individual departments. Students have been given many intensive and strategic support programs at the lower end of the academic spectrum, and we offer many high-level challenging courses for students at the upper end. A large number of our students fall into the middle zone. They are mostly successful at high school, but may struggle as they step up to transition into the expectations of college.

EAP results

Reviewing the EAP data has caused math and English in particular to review their curriculum and look to support students who fall into the middle more systematically. To meet the needs of students who were designated as "conditional" in English on the EAP, this year our site juggled to put in place an English class that met the Expository Reading and Writing Course (EWRC) designed by CSU to allow students to waive out of re-taking the placement assessment as seniors. All senior English classes have incorporated more non-fiction reading and writing assignments as a result of articulation with CSU. Math created a new course, Advanced Math Topics, as an upper division math class for students who had taken Algebra II and wanted to continue taking math as they prepared for college but who were not planning to take Trigonometry/Pre-Calculus. An all-senior Algebra II class was offered in 2011-2012 to meet the needs of students who needed to take or re-take Algebra II to qualify for the requirements of a four-year college. The AVID four-year program offers students extra support to target admission

Course catalog

Master schedule

AVID college

into a four-year college directly out of high school.

acceptance information

California High School is noted for a staff that is willing to implement programs and try innovative approaches to instruct and support student achievement. Our staff is well-versed in analyzing student achievement of the academic standards and the ESLRs, evaluating the effectiveness of programs, identifying needs and gaps, and creating and piloting programs to meet the identified needs. Teachers reflect and evaluate programs both formally and informally and are open to new approaches and strategies to help all students achieve and thrive.

California High School Focus on Learning Report 2012-1013

Criteria D
Areas of Strength

- Variety of technology used for assessment
- Variety of assessment types
- Cross-curricular assessments/collaboration
- Teachers are willing to try new styles and strategies
- Data Director online system links all information into one source
- Communication between parents, teachers, and students
- CAHSEE intervention and support
- CHS staff involved on Common Core Task Forces
- Upcoming Common Core workshops

Criteria D
Areas of Growth

- Additional ROP classes could be added
- New Grizzly App is not working effectively for students yet
- Issues with Data Director have limited departmental use
- Assessment tools (Naviance, Data Director, Infinite Campus, Grizzly app, etc.) are put into place without staff being conversant in their use
- Common testing has logistical issues to be worked out
- Common Core State Standards and their assessment will require significant staff training and time for implementation
- Common assessments could be analyzed in more depth using a program such as Data Director
- Teachers need additional time and guidance for in-depth data analysis of assessment
- More self-assessment/reflection opportunities for students are needed – teaching them to figure out what they need to work on
- The site does not have clear venues for sharing classroom behavioral issues with colleagues
- Teachers need stronger support for cheating issues and clearer common guidelines for consequences

Focus Group E: School Culture and Support for Student Personal and Academic Growth

Focus Group Leader: Cindy Bonagura, Fine and Applied Arts

Fred Albano	Mathematics
Vinita Battu	Support Services
Cindy Bonagura	**Fine and Applied Arts**
Mario Diaz	Parent
Trish Goldin	World Language
Bev Hall	Counseling
Catie Hawkins	English
Wendy Issacs	Psychologist
Lisa Kennedy	Mathematics
Anja Klein	Social Studies
Laura Krauss	World Language
Ted Levey	English
Liliana Maculus	World Language
Michelle Mascote	English
Doug Mason	Science
Eghosa Obaiza	English
Kathleen O'Brien	English
Mike Pottinger	Social Studies
Katie Richards	Support Services
Natalie Roe	Student
Kathleen Seabury	Social Studies
Ryane Siegl	Fine and Applied Arts
Joe Sussman	Physical Education
Gilita Thomas	English
Kirra Thornton	Student
Michelle Turner	Social Studies
Like Weger	Speech Therapy
Cary Willson	Physical Education
Sarah Wondolowski	Administration
Laura Woods	Fine and Applied Arts

Criterion E1

To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

California High School is a welcoming campus to parents and employs a wide range of strategies to encourage parental and community involvement. Outreach and communication encourages parents to become active partners in their student's education and high school activities.

Parents are provided with numerous informational meetings designed to support their specific needs and to facilitate their student's experience at California High School. Back to School Night introduces parents to their student's teachers. Informational meetings designed for specific grade-levels are held throughout the year. In-coming freshmen parents are invited to attend the Advanced Programs information night, the Fine and Applied Arts Open House, information sessions on AVID, and High School Sports Informational Night. Grade level meetings are held for sophomores, juniors and seniors and their parents to publicize available programs and to help keep all parties informed and on track to meet graduation and A-G requirements. Teachers host Special Needs information meetings and AVID parent meetings. Financial aid, college selection and applications, and parenting workshops are offered to parents by counseling. College Night is hosted each year in the fall by our district. Due to interest last year, a second smaller college night was offered to highlight many of the smaller out of state and private schools. This year in 2012, college night was offered in October and an out-of-state college fair was offered in December.

Parents are invited to join campus and district committees, and California High School parents are very actively involved. School Site Council, the district Climate Committee, ELAC and DELAC, the San Ramon Valley Education Foundation, and other site and district committees offer our parents the opportunity to have their voices become part of district and site collaboration with the community. Parent booster groups allow parents to support specific campus programs. The PTSA, Academic Boosters, Athletic Boosters, Drama Boosters, Music Boosters, and Instrumental Boosters support the needs of students and programs through advocacy, oversight, fund-raising, and connecting parents with the school and their student's programs. Our principal meets monthly with the Booster Presidents which creates additional connections and links across and between the programs.

Margin notes:

Parent Survey results

Booster's newsletter
Booster's emails
Booster meetings
Sports calendar
Student planner

Site calendar

College Night flyers

Committee meeting agendas and minutes

Working with the school district, parent and community groups have hosted community assemblies and forums, including Drug Awareness, Bullying, Inside the Darkside (tobacco education and awareness), a districtwide Gay Straight Alliance Forum, and screenings of *Race to Nowhere* and *On These Shoulders We Stand*, a documentary on gay rights activism, followed by community discussion.

Flyers and emails for assemblies, forums, and screenings

Parents volunteer at California High School through the Booster Groups and as individuals. Our textbook room and copy center rely on parent volunteers to run smoothly. Parents plan and host the Senior Overnighter every June. Booster groups provide volunteers at registration, at the end of the school year, and step up anytime California High School expresses a need for support. Parents drive on outings or provide chaperones for field trips and competitions. Our parents put in a countless number of hours supporting their students and our school programs.

Emails and parent communications
Website
Flyers

Many avenues of communication allow the school to keep its parent community informed. The school website, Lyris, School Messenger, newsletters and email correspondence keep parents informed about school programs and activities. Our school marquee highlights activities and events. The Daily Bulletin, the school newspaper, and Grizzly News Network (GNN) are available through our website, so parents have readily available access to information about school activities and student achievement.

School website
Newsletters
Emails
Marquee

School Loop allows parents and students to track student progress and communicate directly with teachers and staff. All teachers use School Loop to post and update grades. Progress reports, quarter grades, and semester grades are reported out through Infinite Campus, and semester grades are mailed home. The district plans to provide parents with access to Infinite Campus in 2012-2013 in order to give parents an avenue to view student records, attendance, and assessment information via this web-based source. Students are enrolled in Naviance and parents have access to the site through Family Connection and can access many tools for college and career planning and application through this site.

School Loop
Infinite Campus
Naviance
Family Connection

California High School sends home information in English, and School Loop has options for information in Chinese and Spanish. The district maintains a list of translators to call upon to assist in meetings with parents on campus when necessary. Parents and students of EL students are invited to attend site ELAC and district DELAC meetings. Our EL team works to provide clear information and support to students and their families and is always available to meet one-on-one with students and parents for whom English is not a primary language. We have a small EL population, and the district offers many resources for support.

Site and district parent letters

ELAC and DELAC meeting agendas and minutes

Our Brown Bag Speakers series brings community members to our school on Wednesdays at lunch for an on-going series of career presentations. Former Cal High students, parents, members of our local rotary, city and district leadership are some of the many presenters on campus over the past six years. Teachers in every subject area draw upon guest speakers to provide insight and give inspiration to students.

Brown Bag Speaker Series calendar

Partnerships with community professionals in health and medicine have created internship and mentorship opportunities for students in the Health Pathways classes, Sports Medicine, iQuest, and clubs such as HOSA (Health Occupation Student Association) and Science Alliance. In Sports Medicine, students attend lectures, host guest speakers, and tour the San Ramon Regional Medical Center to observe health care professionals and careers. Similarly, iQuest has developed a relationship with the San Ramon Regional Medical Center, which provided the program four internships this year in ICU, Surgery Floor, Telemetry Floor, and the Cath Lab. Careers in Teaching has developed a relationship with ten local feeder schools, placing students in internships across the San Ramon Valley. Mentors in architecture, construction, and engineering work with students in the ACE program, Girls Do!, and in the engineering academy and engineering classes. Students are paired with Rotary Members for a job shadowing day in the Life Skills class. The Mock trial team collaborates with legal advisors to coach students on the finer points of the law and handling themselves in the courtroom. SunPower, the company contracted to install the solar panels for our school district, has provided a summer internship program for students working with one of our staff members for the past two summers. Teachers, our College and Career Coordinator, and club advisors work to pair students with programs and mentors in the community to provide opportunities to explore fields of study and career paths while students are still in high school.

Mentor and internship agreements

CHS Website and program flyers

List of CHS clubs

Partnerships with Chevron and the San Ramon Regional Medical Center have helped Cal High apply for grants and have helped fund the Engineering Academy and the Health Pathway. Although the Engineering Academy no longer follows a formal academy model, it allowed CHS to create several new courses and secure resources for students that are still available. Project Lead the Way provided training and curriculum for classes in engineering and science and we continue to send teachers to PLTW training sessions.

Academy and Pathways grants and budgets

Staff Development applications and budgets

PLTW Curriculum and training

Community resources are available to all our students. The City of San Ramon supports our schools and our programs, houses a full-time campus School Resource Officer (SRO) on our site, maintains much of our streetside landscaping, and shares facilities such as the pool and the tennis courts with our site. California High School connects with local agencies, including fire and police, to hold drills and provide staff training,

Staff development day agenda

including CERT (Community Emergency Resource Training) which was provided during the August staff development day. The San Ramon Regional Medical Center has plans to coordinate with CHS to hold a large scale emergency drill including staff and students.

Support resources are available to parents and students on site and through our counseling department. The Discovery Center, a community resource center for mental health and substance abuse, regularly assigns an intern to California High School. The school currently has one full and one part-time school psychologist, a speech and language therapist, and a part-time school nurse. Community resources are listed on the school website, are posted in counseling, and are recommended to parents and students by staff and counselors. Peer tutors are available to students through NHS and Math Club, and parents seeking additional support are given access to a list of paid tutors to contact.

CHS website
Community resources
listed in counseling

Lists of tutors available
in counseling

Criterion E2

To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

Community bond measures have remodeled and expanded California High School to create a welcoming environment that nurtures learning. We have recently come to the end of twelve years of construction and remodeling with the addition of solar panels and upgrades to our parking lots. Measure D, a local bond measure, passed on the November 2012 ballot. Funds from this new bond measure will be used to upgrade and expand our science department facility, which no longer meets the demands of an increased student population and an increased number of classes requiring wet lab space, and to upgrade and modernize campus wireless access and technology.

Site plans and maps

A well-organized and responsive custodial staff keeps the campus safe, clean, and facilitates learning. Physical needs are reported to our TSA in charge of facilities and to our head custodian, who take immediate action. Work orders that require district crews are taken care of in a timely manner. Our on-site custodial staff is highly valued and appreciated by our staff and students.

Work Orders and Technology Requests

The campus is a safe environment. Visitors check in through the front office and are given visitor passes. Students out of class display hall passes, and students on their way to tutorial sessions carry tutorial passes. Our campus supervisors monitor the hallways, common areas, and parking lots. Students and parents recently noted that they are very appreciative of the presence of campus supervisors, administrators, and office staff to safely direct traffic before and after school in the main parking lot. A School Resource Officer is housed at California High School full time, and he has built a strong relationship with our school community. Administrators monitor common areas at brunch and at lunch, and patrol the main building to prevent students from congregating and eating outside of supervised areas.

Visitor logs and passes
Hall passes
Tutorial passes

Litter on campus remains an issue to be constantly kept in check. Student leadership has focused segments of GNN (Grizzly News Network) to remind students to pick up trash after themselves, and last year, created

GNN (CHS website)
Trash posters in classrooms

classroom posters as part of a clean-campus campaign. Students in lunchtime detention are assigned to litter pick-up crews.

Administration attends events and supervises students during and after school. Staff members sign up to supervise after school events and work to monitor the campus by being visible and aware of student interactions before school, after school, during passing periods, and at lunch. Student and parent WASC surveys and the results of the California Healthy Kids Survey show that parents and students feel that the campus is a safe and secure learning environment. The School Safety Plan is updated annually and approved by School Site Council. Safety drills for fire and earthquake are conducted regularly, including annual participation in the Great American Shakeout on October 18th. Lockdown drills and evacuation drills are held annually. Evacuation plans and routes are posted in each classroom. All classrooms also have an emergency kit which is inventoried and updated annually, and the school maintains additional emergency supplies in an outdoor storage unit.

Supervision schedule

Parent and student survey results
Health Kids Surveys

School Safety Plan

Evacuation route posters and plans
Classroom Emergency kits
Emergency materials in storage unit

California High School works with the City of San Ramon and local police and fire agencies on safety plans, training, and drills. On the staff development day in August 2012, the staff received CERT (Community Emergency Response Team) training covering hands-only CPR, use of Automatic External Defibrillators (AEDs), fire suppression, and disaster psychology. California High School has met with the San Ramon Regional Medical Center, the fire department, and the police department to coordinate drills, identify areas of need, and plan staff training.

Staff Development agendas

The parent community is kept informed of safety issues by our school administration. When issues arise in the community or on campus, emails are sent out to keep the parents and community informed. Information on school health and safety are shared with the community as soon as possible to keep information clear and accurate.

Emails and parent communication

The block schedule allows for a minimal number of passing periods on campus, and the increased visibility of the remodeled campus has created a relaxed and open atmosphere that is more easily supervised. The number of student suspensions and expulsions has decreased over the past several years although areas of concern still remain. Instances of criminal activity, whether theft, drug use, alcohol use, or tobacco use, are dealt with swiftly and in accordance with education and legal codes.

Suspension and expulsion data
CBEDS

Ed Codes

Online and digital bullying and harassment is dealt with by our administration and by our School Resource Officer. Verbal harassment and bullying occurs in individual and often isolated incidents on campus. The staff has been given presentations on bullying and how to intervene and on their legal and ethical obligations to stop and deal with situations

Staff meeting agendas

of harassment and bullying. Students who face harassment are not always willing to report these incidents, so staff members are directed to respond immediately to use of language or physical behavior that is inappropriate. Students who have been identified as being particularly at-risk for bullying are students with Special Needs and students who are gay or are perceived to be gay. Staff members began The Fun club two years ago as an opportunity for mainstream students to interact with students with Special Needs in a social environment during lunch. Staff viewed the video *Bullied* to become better aware of the issue of students who are bullied due to their real or perceived sexual orientation. Character Counts has been implemented as a Character Development Program at our high school over the past several years. Students and staff have viewed videos on respect and all classrooms display posters on the topic of diversity and respect.

Classroom posters
GNN

The Grizzly Guide student handbook outlines behavior expectations and consequences of inappropriate behavior. Student Leadership has created a smartphone app version of the Grizzly Guide which was launched in September of 2012. All freshmen received the school handbook in 2012-2013 and older students had the option to purchase a hard copy. The student handbook is also available on our school website. Administrators meet with the freshmen at the start of the school year to review rules and expectations. In 2012, the administration also met with sophomores to review rules and expectations. Departments have worked together to develop common class policies that reinforce site, district, and Education Code rules. Teachers hand out class policies which delineate expectations and classroom guidelines.

Grizzly Guide student handbook
Grizzly Guide app

Class policies

As evidenced by parent and student WASC surveys, the staff has high expectations for all students and works to ensure that all students are supported in their post-secondary academic and vocational plans. Counselors and administrators are available to meet with students and parents through appointments, and staff members are readily available for meetings and conferences requested by students or parents. Teachers, counselors, and administrators write letters of recommendation for college applications, scholarships, internships, and jobs. Teachers meet students' needs inside and outside of the classroom and make themselves available before school, at tutorial, brunch, lunch, and afterschool. Parents and students feel respected by the staff and feel that their communications and requests are responded to in a timely manner.

Parent and student WASC surveys

Letters of recommendation

California High School demonstrates continual academic improvement, as evidenced by API growth and consistent achievement of AYP goals. Student achievement is reliably high as measured by a range of academic indicators: AP scores, the number of National Merit Scholars, PSAT, SAT and ACT scores, college acceptance rates, college placement results, CST,

Assessment data results
School rankings by newsmagazines

and CAHSEE. California High School consistently is listed in the top 5-10% of nationally ranked schools compiled by *U.S. News & World Report* and *Newsweek* magazines. In October 2012, *U.S. News & World Report* listed California High School as #181 in the state and #880 in the nation, meeting their criteria for a Silver Award given to the top 7% of schools nationally.

US News & World Report listing of top high schools
Newsweek listings of top high schools

While we are a high achieving school, our staff regularly reviews student achievement to identify gaps in achievement and learning needs. Teachers, support staff, and the administration are constantly seeking new techniques and programs to support our struggling students while challenging and engaging our high-performing student populations. We recognize the diversity of our population and their varying needs, and seek to provide high expectations and continuous improvement for all students, so that all students grow and prosper.

API scores
Staff meeting agendas and minutes
Curriculum Leader meeting agendas and minutes

Parents and students feel respected by teachers and school staff. California High School holds high expectations for students and strives to support their post-secondary and career goals and prepare them to transition from high school into college and career paths. Guidance counselors, teachers, and administrators support students on a personal as well as an academic level. Accountability and trust are balanced in the daily operations of the school and in interactions between staff and administration.

Parent and student WASC survey results

One of California High School's finest qualities has been an open atmosphere in which individual opinions and ideas are valued and where people feel that their input and feedback is valued and respected. Staff members work collegially within departments and across departments. At times, staff members struggle with change, the decision making process, and philosophical differences. Some teachers feel that there is too much top-down pressure and top-down decision making. Staff morale has been affected when decisions are mandated without a sense of including or valuing staff input, and at times, conflict between the administration and staff has been evident. Improving communication and respect between teachers, administration, and the district is a need to be addressed. As evidenced by WASC survey results, many teachers feel a lack of inclusion in the decision-making process. All members of the California High School community place the needs of our students first; differing opinions on how to best create a climate of continuous school improvement has often brought about disagreements. As we move into the next round of changes which will be precipitated by the upcoming change to the Common Core State Standards and their accompanying assessment and curricular changes, teachers want to have their voices heard and included in the decisions made at both the site and district level.

Staff meeting and Curriculum Leader meeting agendas

WASC staff survey results

Criterion E3

To what extent do all students receive appropriate support along with individualized learning plans to help ensure academic success?

As students enter California High School, they meet with their counselors to establish a four year plan for academic success. As early as the sixth grade, students are well- informed of high school graduation and college entrance requirements. Middle school students and parents begin to plan their approach to high school long before they enter the hallways of California High School. Counselors meet with high school students annually to review progress toward graduation and college entrance requirements. Students not meeting their targeted goals are identified by their counselors and directed to remediation classes, support programs, and intervention. Students displaying academic, emotional, or social difficulties may be referred to counselors for support. Teachers, counselors, and administrators initiate the SST (Student Support Team) process to determine if students qualify for special services or additional support.

Students in our EL program are closely monitored by the EL counselor and the ELD teacher for proper placement and progress toward academic goals and English language acquisition levels. EL students are mainstreamed into general education classes as they show improvement and advancement or are reclassified as fluent.

Students with Special Needs have an Individual Learning Plan (IEP) which is reviewed and updated annually. Parents, students, staff, and teachers review student progress and craft goals and support programs designed to support and scaffold student achievement of academic and social goals. Special Needs students have a variety of intensive programs available, from sheltered special day programs for students with severe to moderate disabilities to co-taught classes and mainstreamed general education classes for students who are ready for a less restrictive environment. WorkAbility training is provided to assist students in the transition from school to the world of work. Curriculum and course offerings promote inclusion. Academic Studies classes provide additional support from their Case Managers. Students with 504 plans are supported through classroom accommodations. The Learning Center is open throughout the school day to offer student support and allow for a setting for students to take tests with extended time or additional support.

Students have freedom and flexibility in their program choices at California High School. All students are encouraged to challenge

Four-year plan

Counseling calendar

SST process and agendas

CELDT results
Disaggregated API, AYP, CAHSEE, and CST assessment results

IEP plans
IEP schedule

Course offerings
Master Schedule

Learning Center schedule

Master Schedule
Parent, student, staff WASC survey results

themselves. The broad variety of electives gives students the opportunity to create a schedule that is engaging and individualized. Students who wish to accelerate are offered many choices in advanced, Honors, and AP classes. Students rely upon tutorial for academic support from teachers and can access peer support through NHS tutoring at lunch or Math Club tutors during tutorial. The Career and College Center and Coordinator provide support for students researching post-secondary opportunities. All students receive training on Naviance and have access to interest and career inventories and college search data-bases.

Academic Enrichment classes, the Bridge summer program, AVID, CAHSEE intervention, Reading Strategies, and Standards Algebra are examples of programs designed to provide additional support to students. AVID students are carefully mentored through their academic program for four years to stay on track to meet entrance requirements for four year colleges. Students identified as GATE are supported by a counselor and a teacher who meet with all GATE students and work to find programs to help engage and support under-achieving GATE students.

Flyers, emails, information sessions for support and intervention programs

Students who struggle may be referred for a variety of other support programs. Personal counseling, small group sessions, support from the school psychologist and Discovery Center intern, and Peer Mentoring are available resources on campus. Counselors regularly refer students to community resources. California High School has a nurse assigned to the site one day a week to oversee compliance with all state regulations regarding student health issues.

List of available resources
CHS Webpage

Students who display on-going issues or need a non-traditional environment may apply for an inter-district transfer to one of two alternative high school programs: Del Amigo, the district alternative high school, or Venture, an independent study alternative high school. Truant students or students displaying attendance issues may be referred to the SARB process. A Teacher on Special Assignment (TSA) has been given the specific task of coordinating and following up on students who have missed school or are involved in the SARB process to great success. Summer school is offered for students who fall behind in credits or have to make up a failed course.

Inter-district request forms

SARB process

Students have the ability to craft an individual plan as they progress through their high school journey. Students can pursue advancement opportunities, take college classes concurrently, pursue internships or job placements for high school credit, and avail themselves of enrichment experiences through clubs, extra-curricular, and co-curricular activities.

Criterion E4

To what extent do all students have access to a system of personal support services, activities and opportunities at the school and within the community?

California High School offers all students access to a system of personal support services, activities, and opportunities at the school and within the community. Students have a full array of class offerings available, from support classes for students needing support to meet basic skill levels to challenging AP classes. Classes are accessible to all students and offer a strong standards-based curriculum. The core curriculum is available to students at all skills levels, with support for students with Special Needs offered through co-taught classes. Academic Studies provides additional support by Special Education Case Managers, instructors, and paraprofessionals.

Master schedule

Course catalog

Elective course offerings provide students opportunities to explore their varied interests and career paths. Currently, some of the elective course offerings seem to be dwindling due to changes in student interests and the increased number of students selecting AP classes. Over 70 clubs and academic teams are advertised to students during the annual Club Fair. Performance and publication classes allow students to showcase their talents in front of the school community. Students display their art work in our on-campus art gallery, in local art museums, and at the district office. California High School features AP art collections on our school website and has highlighted staff meetings with presentations of student work. Our band and choir perform throughout our community, and our culinary art class contracts out to provide food for special events and meetings on campus. Students are involved in service projects through classes and clubs; our Leadership and Careers in Teaching classes volunteer at Wilson Elementary School in Richmond, providing supplies, adopting families for the holidays, and teaching Junior Achievement lessons in their classrooms.

Course Catalog

List of clubs
Club Fair

CHS website

School calendar of events

Student Leadership has expanded to two periods allowing more students to become involved. Over 22 sports teams are offered at California High School, offering opportunities and activities for over 1,000 students. Sports, clubs, academic teams, performance programs and publications reinforce and support the acquisition of academic standards and the ESLRs.

List of sports programs

Students have opportunities to become involved in committees and groups who advise and inform the staff. The school student Climate Committee, School Site Council, the WASC Student Committee, and Student

Committee meeting agendas, minutes, and membership lists

Leadership classes have helped review student assessment data and survey results and have provided input for our administration and our school's guiding action plans. Student representatives serve as liaisons to the school board and present school reports several times a year. Students serve as representatives on the city of San Ramon Teen Council. Leadership students and club representatives often approach the Curriculum Leaders for approval of new ideas and programs or present ideas for input and feedback at staff meetings.

Student School Board presentations

California High School has many programs to recognize student achievement of academic standards and the ESLRs. Academic Letter Awards, Senior Awards Night, and School Wide Awards highlight academic success; the Grizzly Awards and Character Counts recognize students for character. The Academic Awards are held during the school day at a series of assemblies to recognize student achievement in front of their peers.

Awards programs
School calendar

All students have access to an array of support services offered through our counseling department. Counselors are available to meet one on one with students. Support is also offered by our school psychologists, Discovery Center intern, and our speech and language therapist. Support programs and the SST process may be initiated by administration, counselors, teachers, students, or parents. The counseling section of our school website lists many of the services available to students at California High School.

CHS website

Postings in counseling

List of support programs
SST induction form

Our Support Services Department works closely to meet specific identified student needs. IEP teams and Case Managers make placement decisions and students receive services on a continuum from least to most restrictive. Students with special needs identified in their IEPs may be assigned a paraprofessional to accompany them to classes to provide sign language interpretation, note-taking, or other services as outlined in their IEP. Paraprofessionals also work with students in the Learning Center, in Special Day Classes, and in Academic Studies classes. Many special education classes are assigned a paraprofessional as additional support for students. Many Special Education students are placed in co-taught classes which pair a general education teacher with a Special Education teacher for additional student support. Some students with special needs are also enrolled in Academic Studies classes which allow students to work on curriculum from other classes under the guidance of a Special Education teacher. The Learning Center is available to students who need a location for extended time on tests or other support outside of the mainstream classroom.

IEPs
IEP schedule

List of paraprofessional assignments
Learning Center schedule

List of co-taught classes

Students entering CHS who are at-risk academically may be enrolled in the summer Bridge program, offered to incoming 9th grade students

identified as needing additional support. Freshmen and a few selected sophomores at CHS may be placed in the Academic Enrichment program, which provides additional support through our gender academies. Students are recommended for these two morning academies, which provide students with an additional mentor and advocate on campus.

Bridge program enrollment

Academic Enrichment enrollment

Student and parent survey results show that students and parents are aware of resources and support programs on campus. In the fall of 2012, the College and Career center was moved to the library and the College and Career Coordinator's job duties were revised to allow her to devote more time in the spring to work directly with students. College representatives visit campus regularly, and she advertises upcoming visitations to students. The library offers print and media resources to students. School Site Council funds a library assistant, which allows students greater hours of access to the library and its computer lab. Our counseling department has recommitted themselves to building stronger connections with staff, students, and parents following student, parent, and staff survey responses.

Parent and student survey results

List of college representative visits

The staff at California High School knows that students need to be prepared both for high school and for the transition from high school to the world beyond. Many of the support programs for students with special needs help guide students as they transition from the support systems available on the high school campus to programs that are available in the community or at college. Special Education transition programs include WorkAbility training, life skills preparation, and Transition programs. Special Education teachers work with our local community college to enroll students and help them select courses, accompany the students on a campus tour, and meet with counselors and support services personnel with their students to ensure a smooth transition for students going on the community college system.

IEPs

Workability Transition plans

The staff at California High School goes above and beyond contractual obligations to provide support for all students. Teachers, counselors, and administrators work with students on college applications and provide letters of recommendation for college applications and scholarships. Teachers and counselors are available to meet with students and parents before and after school and during prep periods. Teachers serve as club advisors and coaches and lead students on field trips and in securing internships and mentors. Staff members attend school activities to support students and to enjoy the community of California High School. Students and parents feel that their experience at California High School has offered them support programs and experiences that have guided them to academic and personal success.

Senior Awards Night Program

List of college acceptances
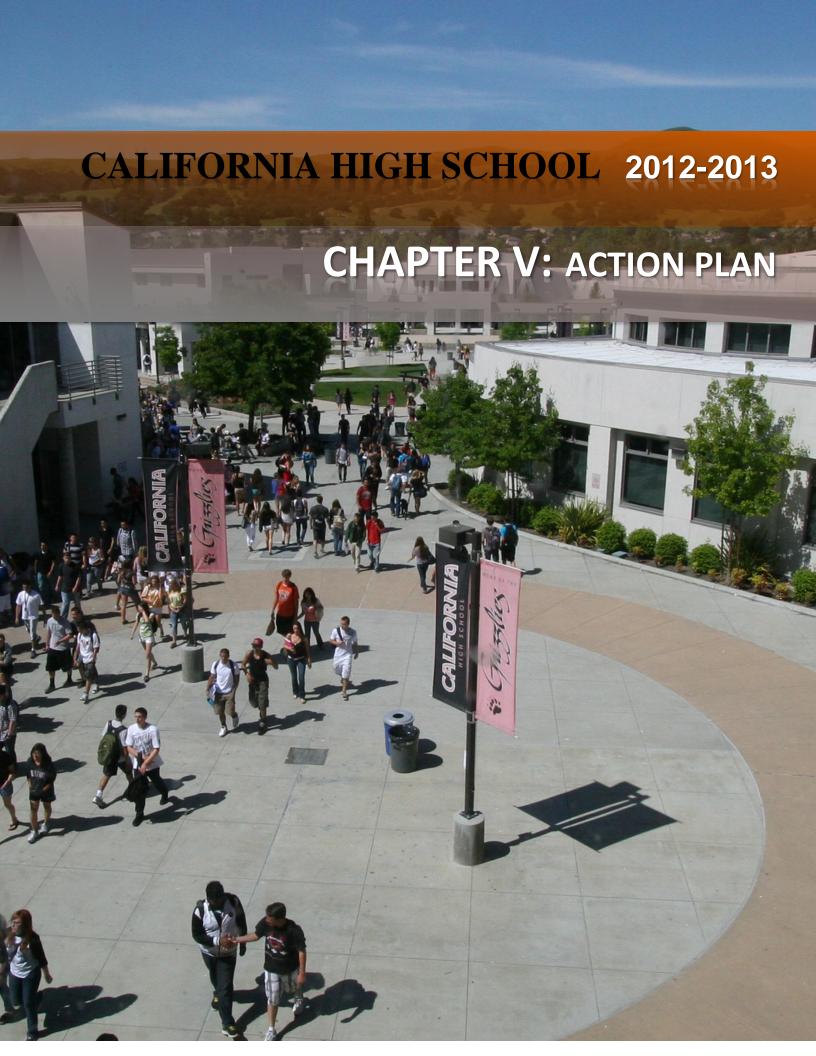
List of club advisors

Criteria E
Areas of Strength:

- Many opportunities exist for involvement for parents
- The strong custodial staff provides a clean and safe campus environment
- The school offers a wide variety of programs – both academic and activities
- CHS offers a large number of student recognition programs and opportunities
- The staff takes on extra opportunities to get involved
- The school offers a safe environment
- Students are given opportunity to take ownership through the use of School Loop and Naviance
- The school offers many avenues for communication
- The school has established many community partnerships
- A range of support programs is provided for students with Special Needs
- Technology is used for many sources of communication
- A variety of academic enrichment opportunities are available for students

Criteria E
Areas of Growth:

- A bombardment of communication options has been created by the number of communication tools–communication avenues need to be coordinated
- Connection and involvement of parents from all parts of the community needs to be expanded
- Communication between staff and administration needs to be improved to maintain an atmosphere of trust and respect
- Community partnerships need to be sustained and grown
- Trash and recycling on campus needs to be addressed more systematically
- Campus supervision needs to be more consistent and provide greater coverage
- Student behavior and issues should be addressed in a proactive way before problems occur
- Students should be given more options and student voices should be more included in the decision-making process

CALIFORNIA HIGH SCHOOL   2012-2013

CHAPTER V: ACTION PLAN

Schoolwide Action Plan

Goal One:

Increase the academic achievement of students within specific under-performing student populations (i.e. Special Needs, Ethnic, Socio-economic, Gender) as identified by CST scores and CAHSEE proficiency rate.

Goal Two:

Prepare students for success in postsecondary education and the workforce by transitioning curriculum, instruction, and assessment to the Common Core State Standards and the College and Career Readiness Anchor Standards.

Goal Three:

Integrate technology into instruction as an effective teaching tool.

Goal Four:

Create an effective communication model for decision-making and sharing information within the California High School community.

Create a supportive climate for open communication of professional ideas and collaborative decision-making

California High School developed the WASC action plan through a collaborative effort of all stakeholders. The CHS staff identified the schoolwide Critical Academic Needs after reviewing the school profile and results of assessment data. After completing the self-study findings, the Focus Groups identified and prioritized areas of strength and areas of growth. Curriculum Leaders, School Site Council, and the WASC Leadership Team reviewed the Critical Academic Needs and the areas of growth from each area of the schoolwide findings to determine the goals for the action plan. The WASC Focus Group Leaders prioritized the areas for growth to create four goals for the Action Plan. The leadership team drafted an action plan according to the desires of all stakeholders and presented the draft to the staff, Curriculum Leaders, and School Site Council for feedback. The Action Plan was then revised according to the feedback of these groups.

Goal 1: Increase the academic achievement of students within specific under-performing student populations (i.e. Special Needs, ethnic, socio-economic, gender) as measured by CST scores and CAHSEE proficiency rate.

Rationale: Several sub-groups at CHS have not met AYP targets and have not met API goals for CAHSEE and STAR. The sub-group Students With Disabilities currently has an API of 641 and has not met API growth targets for 2012. Socioeconomically Disadvantaged students, while not a statistically significant subgroup at CHS, currently has an API of 762. These two groups remain the only subgroups achieving below an 800 API at CHS. At the district level, these two subgroups, along with the African American and Hispanic subgroups, have not met AYP targets. Based on performance on the AYP, the San Ramon Valley Unified School District has been placed on first year Program Improvement (PI) status.

Supporting Data: 2009-2012 CHS and SRVUSD API and APY reports, disaggregated CAHSEE results

Growth Targets: Annually increase the percentage of Special Needs students achieving proficiency on CAHSEE and have all subgroups meet API growth targets. Re-establish growth targets as new Common Core State Standards are implemented.

ESLRs Addressed:
ESLR #1 - Think critically, solve problems, and support ideas.
ESLR #2 - Communicate effectively.
ESLR #7 – Maximize potential through goal-setting and striving for excellence.

Goal 1: Increase the academic achievement of students within specific under-performing student populations (i.e. Special Needs, Ethnic, Socio-economic, Gender) as measured by CST scores and CAHSEE proficiency rate.					
Tasks	**Timeline**	**Person/Group responsible**	**Resources**	**Ways to Assess Progress**	**Means to Report Progress**
1. Analyze disaggregated CAHSEE data for all students and subgroups that have not achieved proficiency on STAR prior to CAHSEE	Spring 2013	Administration Counseling Curriculum Leaders Intervention teachers	STAR and CAHSEE results Data Director disaggregated reports	Growth in CAHSEE and STAR for identified students and subgroups Subgroups not meeting AYP goals are identified anually	Curriculum Leader meetings Department meetings SSC meetings SPSA and WASC Action Plan Updates

2. Create a monitoring system for tracking and reporting academic performance of targeted Special Needs students	Fall 2013	Administration Counseling Special Education Case Managers EL Instructor and Coordinator Curriculum Leaders Academic Studies teachers	Data Director Disaggregated CAHSEE and STAR results	Administrators and counselors responsible for tracking and monitoring have been identified Reports analyzing CAHSEE and STAR results for targeted sub-groups are distributed and reviewed regularly with special education teachers and case managers	Special Education Department meetings Counseling meetings Administration meetings SSC meetings Parent Letters Administrator records and directions for tracking and distributing data on a regular basis to involved staff
3. Create one consistent system to communicate to staff the identification of students with special needs, their accommodations, and involvement in intervention programs	Fall 2013	Counseling Administration Special Education Department EL Coordinator Intervention teachers	School website and Common access folders SchoolLoop Infinite Campus Lists of students and required accommodations and modifications	One counselor has been identified to disseminate special needs information to staff The counselor will work with Special Education teachers to give all staff notification of students requiring specific support by the third	Email communication with staff Staff meetings Department meetings Curriculum Leader meetings Common Folders on website Flags on Special Needs students on Infinite Campus and School Loop

				week of the school year	
4. Review effectiveness of co-teaching model	Spring 2014	Special Education Co-Teachers Administration Counseling Curriculum Leaders	CAHSEE and STAR results Student grade reports Course sign-ups and enrollment Visits to other sites and articulation with other sites Intervention funds and staff development funds	Growth in CAHSEE and STAR results for students in co-taught classes Increase in GPA for students in co-taught classes Staff observations and feedback that the issues evidenced in scheduling and teaching co-taught classes have been addressed	Co-Teaching Focus Group meetings Department meetings Staff meetings Special Education Department meetings
5. Review current support programs and intervention offerings for effectiveness in supporting students in low performing sub-groups and students not meeting proficient on CAHSEE	Spring 2014	Intervention Teachers Administration Curriculum Leaders	Intervention attendance and enrollment data Disaggregated CAHSEE, STAR, and GPA data for students involved in intervention programs Intervention funds and staff development funds	Growth in CAHSEE and STAR results for students involved in intervention programs Improvement in GPA for students enrolled in intervention programs Attendance and truancy reports show increased attendance in intervention	Curriculum Leader meetings Special Education Department meetings Counseling meetings SchoolLoop reports and Hot lists Student progress reports

				programs	
6. Develop multiple strategies for intervention and support for Special Needs students and students not meeting proficient on CAHSEE	Spring – Summer 2014	Special Education Teachers Intervention Teachers Curriculum Leaders Case Managers	District Special Education Department Staff Development Funds and inservice opportunities Intervention funds and staff development funds Flyers and emails for intervention and academic support programs	Increase staff, student, and parent awareness of available intervention programs Increased opportunities for students to access intervention and academic support New/Revised intervention programs	Department meetings Curriculum Leader meetings Staff meetings SSC Meetings
7. Articulate with feeder schools to identify incoming freshman with low academic proficiency	Fall 2013	Special Education teachers and Case Managers Administration Curriculum Leaders	Release time and/or collaboration time for articulation meetings Disaggregated results of incoming students STAR test scores and grade reports List of academically low-performing incoming students	Early identification of academically low-achieving students for placement in support and intervention programs	Counseling meetings Curriculum Leader meetings Articulation meetings with Feeder Schools

Goal 2: Prepare students for success in postsecondary education and the workforce by transitioning curriculum, instruction, and assessment to the Common Core State Standards and the College and Career Readiness Anchor Standards.

Rationale: Beginning in 2014-2014, California High School will be held accountable for instruction aligned with the Common Core State Standards. As we gear up to the transition, CHS needs to educate every teacher on the content and structure of the Common Core State Standards and be ready to implement common core standards and their assessment in classrooms by Fall 2014.

Supporting Data: District Plan Common Core Implementation Plan, CCSS and College and Career Readiness Anchor Standards, data from pilot assessments, released assessment items

Growth Targets: All teachers will become conversant with the content and structure of the Common Core State Standards and implement the standards in their classroom instruction and assessment by Fall 2014.

ESLRs Addressed:
ESLR #1 - Think critically, solve problems, and support ideas.
ESLR #2 - Communicate effectively.
ESLR #3 – Access, organize, and evaluate information.

Goal 2: Prepare students for success in postsecondary education and the workforce by transitioning curriculum, instruction, and assessment to the Common Core State Standards.					
Tasks	**Timeline**	**Person/Group responsible**	**Resources**	**Ways to Assess Progress**	**Means to Report Progress**
1. Build a deeper understanding of Common Core State Standards among staff and administration	Spring 2013, Summer 2013, 2013-2013, Summer 2014	District Administration CCSS Task Force Members Curriculum Leaders All Staff	CCSS Workshops CCSS Task Force meetings CCSS seminars and training Silicon Valley Administrator training on CCSS Math Initiative training Mathematical Practices	Administrators will receive CC training Administrators will share CC modules with staff All classrooms will have Math and/or Literacy posters to raise student awareness of the CCSS Staff will attend at least one Common Core seminar	Curriculum Leader meetings Department meetings Online sharing of curriculum and assessment CCSS website CCSS Task Force meetings

			Posters Literacy Posters SRVUSD Common Core Website		
2. Create courses to support the CCSS (including ROP classes) and offer remediation for students not meeting the CCSS	Fall 2015 – Spring 2016	District Administration Site Administration Departments Intervention Teachers CCSS Task Force members	CCSS Seminars CCSS Task Force meetings CCSS Staff Development and Training Visits and articulation with other sites Staff development funds	New course offerings aligned with the CCSS Intervention Programs aligned with the CCSS	Curriculum Leader meetings Department meetings Emails of staff development opportunities Site and district websites CCSS website
3. Articulate across subject areas to support all departments in implementing the CCSS and CCR	Spring 2014 – Fall 2014	District Administration Site Administration CCSS Task Force Members All Staff and Departments	Articulation and collaboration meetings CCSS guidelines Staff Development opportunities CCSS Seminars	Collaboration among departments on CCSS Each department will have one Problem of the Month/assessment task incorporating CC reading and writing literacy standards	Articulation and collaboration meetings Curriculum Leader meetings Staff meetings CC website
4. Articulate with feeder schools and vertical teams to implement and support all students in the CCSS	Fall 2015	District and Feeder School Administration Site Administration CCSS Task Force Members Curriculum Leaders	Articulation and collaboration meetings CCSS guidelines Staff Development opportunities CCSS	Each site/grade level will attend an articulation meeting bringing together feeder schools and classes in vertical articulation Each grade level will share one	Articulation and collaboration meetings Curriculum Leader meetings Staff meetings

			Seminars and summer workshops	Problem of the Month/Assessment task incorporating CC reading and writing literacy standards	
4. Implement CCSS assessment	Spring 2014	District and Site Administration CCSS Task Force Members Curriculum Leaders	CCSS Assessment and Technology Training and guidelines for CCSS assessment	Each department will implement one formative assessment (Problem of the Month/Assessment Task incorporating CC reading and writing literacy standards Preliminary results of CCSS assessment	Staff meetings Department meetings Curriculum Leader meetings SSC meetings CCSS Task Force meetings
5. Review and update intervention and support programs for students under the guidelines of the CCSS and assessment	Fall 2015 – Spring 2016	District and Site Administration CCSS Task Force Members Curriculum Leaders Intervention teachers	Preliminary results of CCSS assessment Disaggregated results of CCSS assessments	Identify students not meeting standards on CCSS assessment Review/revise current intervention programs to determine effectiveness for CCSS support	Staff meetings Department meetings Curriculum Leader meetings SSC meetings CCSS Task Force meetings and seminars

Goal 3:
Integrate technology into instruction as an effective teaching tool.

Rationale: Focus Groups and WASC surveys have identified consistent access to technology as a high priority. Increasing classroom technology has been a district goal for several years. Students and staff have noted on WASC surveys that they do not have the level of access to updated and working technology that is necessary to prepare students for the requirements of postsecondary education and the workforce. Roadblocks and limitations to using technology effectively in the classroom include limited staff technology training and a need for greater access to facilitate teacher and student use of technology on a regular basis. The Common Core State Standards require students demonstrate facility with technology. Students and staff need support to achieve this goal.

Supporting Data: District Plan for implementing the Common Core State Standards, District Guiding Questions, WASC survey results, CCSS, district and site technology goals and plans

Growth Targets: Students will meet the curriculum requirements of the Common Core State Standards and be prepared to take the CCSS assessments in 2014. All staff will have access to working technology in their classrooms and have ready access to technical and instructional technology support.

ESLRs Addressed:
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.

Goal 3:
Integrate technology into instruction as an effective teaching tool.

Tasks	Timeline	Person/Group responsible	Resources	Ways to Assess Progress	Means to Report Progress
1. Determine schoolwide and departmental needs for hardware, software, and technology training and support	Fall 2013	Administration Curriculum Leaders Technology Focus Group	Staff survey Department assessments of technology needs CCSS Integration modules	Technology inventory Staff survey/needs assessment Prioritized list of computer, technology, and training needs	Staff meetings Curriculum Leader meetings Department meetings Technology Focus Group meetings CCSS Task Force meetings and

					seminars
2. Increase staff access to technology and provide more individualized technology choices for staff	Spring 2013	Administration Technology Support from site and district	Shared lists of available hardware and software Prioritized list of computer and technology needs Increased hours of tech support Collaboration meeting time/staff development and technology training	Procedures for adding and accessing technology Alleviation of roadblocks impeding staff access to technology Clearinghouse of one contact to coordinate available software, available technology, and staff technology training Increased staff access to updates and downloads	Staff emails Staff meetings CHS Website Collaboration meetings One resource of available software, hardware, updates, and training
3. Establish a technology instructional coach to work with staff members to integrate technology into their curriculum	Fall 2014	Administration Counseling SSC District Administration Technology Focus Group	Funding for teacher sections Collaboration time for training	Technology instructional coach position established and funded Increase in staff technology training	CHS Website Staff meetings Curriculum Leader meetings Department meetings Technology Focus Group meetings
4. Provide specific on-site technology training	Spring 2015	Administration Technology Focus Group Technology Coach CCSS Task Force Members	CCSS guidelines Technology workshops and training handouts Livecam/online support from technology coach	Staff development day focused on CCSS technology integration modules New teacher technology training	Staff meetings Curriculum Leader meetings Department meetings Technology Focus Group meetings Emails

			Common access information for training	integrated into their first day on site Collaboration meeting time with open lab providing training on School Loop and other programs by the Technology Coach	
5. Identify expectations for student technology use under the CCSS	Spring 2014	Administration Departments CCSS Task Force Members District Administration	CCSS and assessments CCSS technology integration seminars	Guidelines for student instruction to meet technology required by the CCSS Guidelines for how technology instruction will be integrated into courses	Staff meetings Curriculum Leader meetings Department meetings Technology Focus Group meetings CCSS Task Force meetings and seminars
6. Update guidelines for student technology use and consequences for misuse of technology	Fall 2015	District Administration Administration Technology Focus Group Technology Coach Technology Support	Current Technology Use Agreement CCSS technology expectations Student surveys CCSS technology integration modules	Updated/new technology use agreement guidelines for students	Website Staff meetings SSC Meetings PTSA and Booster Group meetings Student handbook Administration meetings with students
7. Integrate technology instruction with CCSS	Spring 2015	Teachers Administration Technology Coach CCSS Task Force	CCSS technology integration modules CCSS Guidelines for	Each department has a task/lesson that integrates technology	CCSS Website CCSS Task Force meetings and seminars Technology

		Members	technology use and etiquette Technology workshops and training modules Livecam/online support from technology coach	instruction with the CCSS Problem of the Month/ Assessment Task incorporating CCSS reading and writing literacy standards incorporates student use of technology	Focus Group meetings
8. Increase site-based technology support and maintenance	Fall 2015	District Administration Site Administration District technology Support SSC	Funding to increase support Logs of technology support calls and requests Livecam/online support from technology support at site or district	Increase in site-based technology support hours Increased staff access to updates and downloads and technology support Limitations and roadblocks on technology have been diminished	Staff meetings Curriculum Leader meetings Technology Focus Group meetings

Goal Four:
Create an effective communication model for decision-making and sharing information within the California High School community.

Create a supportive climate for open communication of professional ideas and collaborative decision-making.

Rationale: WASC survey results and feedback from Focus Groups show that the staff does not feel a high level of involvement in decision-making. The staff and administration at California High School need to clarify how decisions are made and who has the authority to make which decisions to create a clearer and more effective communication model. Improving respectful communication and discussion between staff, administration, parents, and students is essential to fostering a professional, supportive, collaborative climate of trust.

Communication has become more complicated with the addition of several new means of electronic information sharing over the past several years (School Loop, Data Director, Infinite Campus, Naviance). Through Focus Group meetings, the staff has communicated that it does not feel adequately trained on these programs. Staff, parents and students are inundated with information (CHS website, School Loop, Infinite Campus, Lyris, School Messenger, Google documents, Twitter, Facebook, Outlook email, etc.) Sources of information need to be streamlined and utilized more effectively to create a clearer and more accessible model of communication.

Supporting Data: WASC survey results, Focus Group reports

Growth Targets: Articulate a clear decision-making and communication model to assist staff, students, and parents to find information, communicate effectively across all parts of the campus community, and interact with each other in a responsive and respectful manner

ESLRs Addressed:
ESLR #1 - Think critically, solve problems, and support ideas.
ESLR #2 - Communicate effectively.

Goal Four:
Create an effective communication model for decision-making and sharing information within the California High School community.
Create a supportive climate for open communication of professional ideas and collaborative decision-making

Tasks	Timeline	Person/Group responsible	Resources	Ways to Assess Progress	Means to Report Progress
1. Articulate who is responsible to make which	Fall 2013	Administration Curriculum Leaders	Current Decision-making models and guidelines	Guidelines for which decisions are made by staff, site	CHS website Staff meetings

decision and involve staff in collaborative decision-making			District and board policies for decision-making	administration, and district administration it communicated to staff and the CHS community Staff is consulted and included in the decision-making process	Curriculum Leader meetings
2. Communicate information and feedback from district-level meetings to staff on a regular basis	Spring 2014	District Administration Site Administration Task Force members and leaders and district committee members and leaders	Notes and meeting minutes from district meetings and task forces Allocation of time to communicate decisions back to the staff	Information from district meetings, task forces, and decisions is shared in a timely and accessible manner to staff	CHS email Staff meetings Curriculum Leader meetings Department meetings Website Common Folders Online forums and bulletin boards
3. Establish communication protocols for meetings and email communication	Spring 2015	Curriculum Leaders Administration	Contract Current expectations for communications	Staff and administration agreed-upon protocols and guidelines for communication Prioritized communications tools and technology Streamlined communication venues	CHS website CHS email Staff meetings Curriculum Leader meetings Focus Group meetings On-line forums and bulletin boards

4. Establish protocols to involve stakeholders in making decisions regarding aspects of classroom instruction (i.e., behavior and cheating issues, placement of special needs students, accommodations and modifications, student placement in classes)	Fall 2015	Administration Curriculum Leaders	Contract Current expectations for decision-making Ed Code and Board Policies	Common protocols and guidelines for staff, student, and parent communication	CHS website CHS email Staff meetings Curriculum Leader meetings Focus Group meetings
5. Streamline and prioritize use of electronic communications and information systems for staff, students, and parents	Spring 2016	Administration Technology Support Staff Technology Focus Group District Technology support	List of communication and information sources and purposes Survey of use and purposefulness of communication systems Contract	Prioritized and limited communication and information systems Clearly delineated expectations and guidelines for communication use	Staff meetings Email CHS Website
6. Provide regular training and support on communication and information systems for new and returning staff	Fall 2016	Administration Technology Focus Group CHS Support Staff Technology Support Technology Coach	Guidelines and instruction for technology use Collaboration time for training Funding for Technology Coach and Presenters for Training	Staff training sessions Guidelines for technology use on website or in common folders	Staff email CHS website Common Folders Staff meetings

7. Provide a clear and accessible process for student, parent, and staff concerns and complaints to be acknowledged and addressed	Spring 2017	Administration Curriculum Leaders	Current complaint procedures and guidelines Parent and staff surveys ED Code and Board Policies	Update complaint and concern procedures Posted complaint procedures at site and on the CHS website	Booster Group meetings CHS Email CHS website